

hackney success in the making

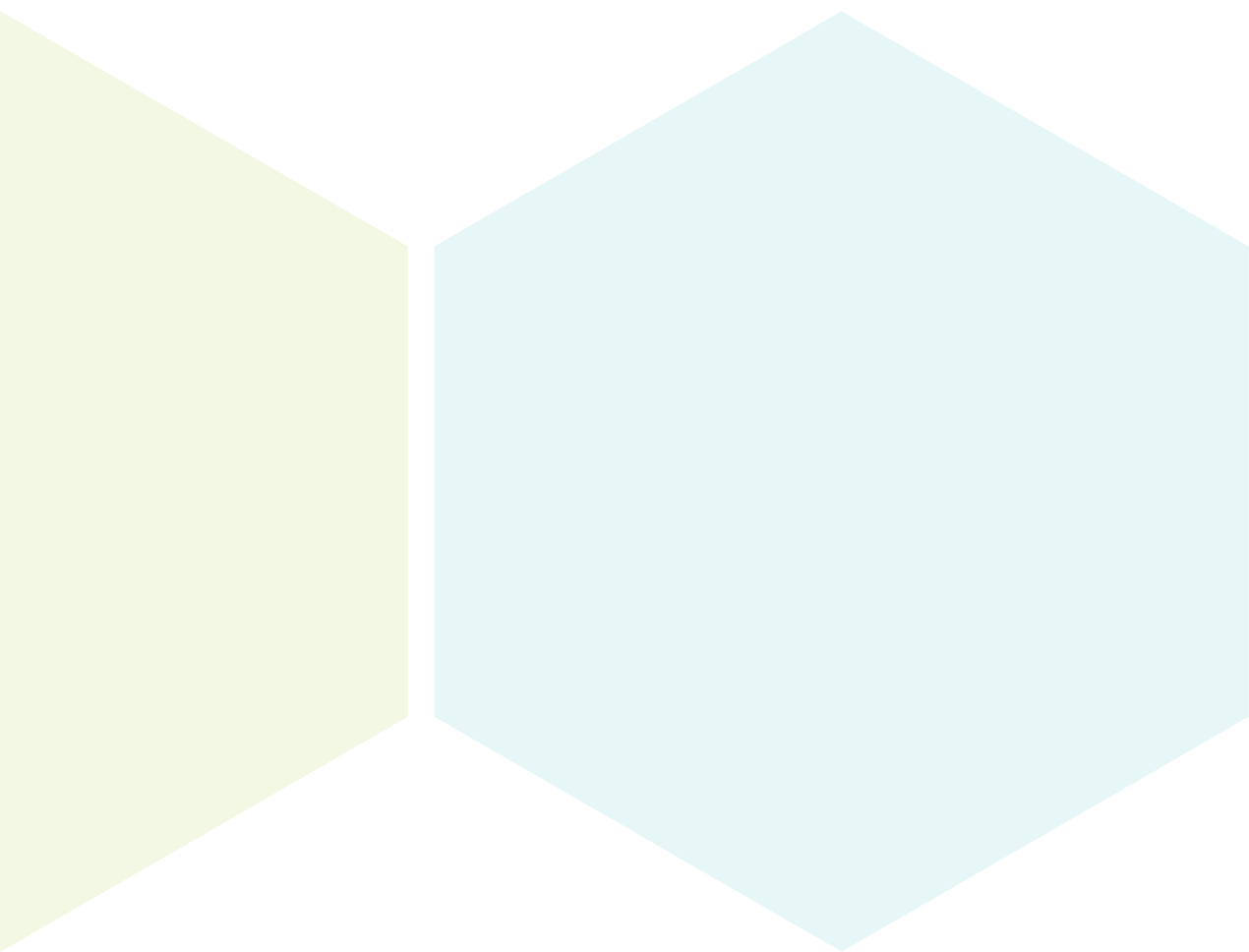
hackney ESOL advice service

ANNUAL REPORT 2011–12

 Hackney



hackney
learning trust



hackney ESOL advice service

ANNUAL REPORT 2011-12

OVERVIEW

The ESOL Advice Report is a research document produced annually and shared with all known ESOL providers in Hackney, local and national organisations working with migrant communities, as well as research bodies nationally. It provides statistical information on the profile of ESOL learners in Hackney, their needs, interests and aspirations. It also highlights the demand for ESOL in specific areas and in particular communities in order to assist ESOL providers with evidence-based planning of provision. The report includes case studies of learners, in their own words. It aims to provide evidence which will prompt all providers to work strategically to ensure barriers to learning, as identified by potential learners, are removed and gaps in provision are filled. This is the third in a series of comprehensive annual reports describing the work of the Hackney ESOL Advice Service and the profile of the ESOL learners it caters for.

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“

I feel that my mum has become very confident with her English. She is using new words, experimenting and challenging herself. She seems very motivated, as she continually asks me to test her and she is always busy doing her homework.”

Family Learning child commenting on their mother's progress in ESOL

INTRODUCTION

THE HACKNEY LEARNING TRUST

Previously a not-for-profit company, The Learning Trust was incorporated into the London Borough of Hackney in August 2012 to become a department within the Children & Young People's Services. Now known as Hackney Learning Trust, it remains responsible for children's centres, early years education, schools and adult education. The Adult Learning Service within Hackney Learning Trust continues to encourage lifelong learning through its Information, Advice and Guidance (IAG) Service, Family Learning, Literacy, Numeracy, ESOL and ICT courses and a large number of other accredited and informal adult learning courses.

ESOL

English for Speakers of Other Languages, or ESOL as it is more commonly known, is the area of educational provision for adult learners resident in the UK who speak languages other than English. Courses can be accredited or non-accredited and are typically arranged by levels progressing from Entry Level 1 (E1) to Level 2 (L2). For level descriptors, please see Appendix 2. ESOL is provided in a variety of settings, including Further Education colleges and community venues such as schools, children's centres, libraries and community organisations. Classes are run by providers in the state, voluntary and private sectors. After a successful campaign in 2011, state-funded ESOL can still be offered free to learners in receipt of means-tested benefits, though institutions now have the flexibility to set their own fees policies.

In 2011–12, Hackney Learning Trust ran 26 ESOL courses, and a further 15 courses were commissioned to three local providers. Courses were offered at E1 to L1 and the majority were accredited. Courses ran at 23 venues across Hackney, providing a good geographical spread of the different levels and therefore better accessibility of ESOL provision to learners. Most courses were offered with crèche provision in order to meet the needs of those with caring responsibilities, the majority through partnerships with children's centres and schools.

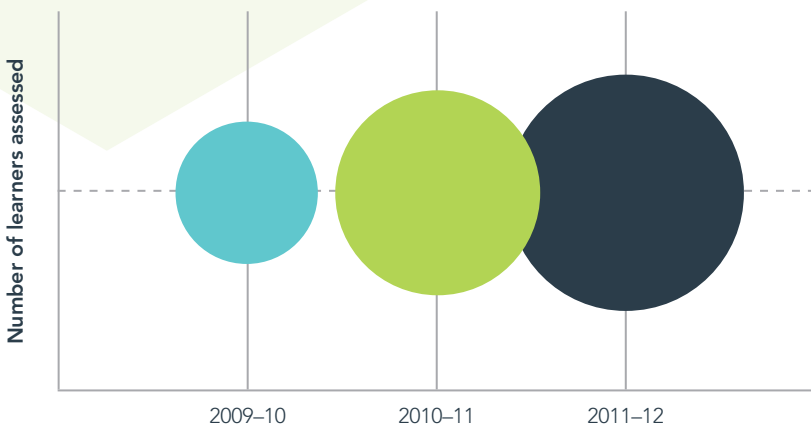
THE HACKNEY ESOL WORKING PARTY

Adult Learning Services co-ordinates the Hackney ESOL Working Party, which brings together representatives from the borough's main ESOL providers and strategic partners including refugee organisations, Job Centre Plus, Hackney Homes, children's centres and extended schools. Through twice-termly meetings, the Working Party provides strategic guidance for the borough's ESOL providers and acts as a forum for the sharing of research and information on or related to ESOL. On an annual basis, the Working Party holds an extended meeting to map ESOL provision in the borough, sharing information and identifying any gaps, drawing on data from the ESOL Advice Service. In February 2012, the Working Party acted as a focus group for research on models of good practice being carried out by NIACE on behalf of the Greater London Authority.

The Working Party also produces a bi-annual ESOL Action Plan. Review of progress on the actions identified in 2010–11, showed that there had been good progress (borough-wide) on meeting the needs of ESOL for parents of under 5s, individuals not connecting with communities outside their own and new arrivals. There has been significant progress in increasing provision for ESOL learners with basic literacy needs, but this needs to have a wider geographical spread for 2012–13. In addition, it found more work needs to be done on engaging the Francophone African communities and in ensuring asylum seekers can access ESOL classes on arrival. New priorities for 2012–13 include English for professionals and ESOL for adults with learning disabilities.

THE HACKNEY ESOL ADVICE SERVICE

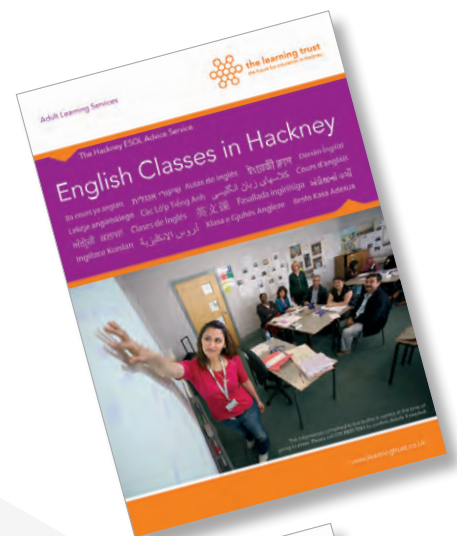
Initially funded by the Migration Impact Fund, the Hackney ESOL Advice Service was absorbed into mainstream Adult Learning funding following its first year. The service assesses and advises learners through four weekly daytime sessions in community venues. In the academic year 2011–12, the ESOL Advice Service assessed a total of 1239 learners; an increase of 44% on the previous year's 858 learners and 116% increase compared to numbers assessed in 2009–10. The service is free and once assessed, learners are sign-posted to ESOL courses with vacancies which suit their individual needs and aspirations.



In addition, on-site advice is offered to grassroots community organisations working with learners who may otherwise lack the confidence to approach the service independently. Thanks to the partnerships with these organisations, we have been able to engage learners from a variety of contexts, including the Orthodox Jewish and Roma communities, as well as women fleeing from domestic violence, people with mental health issues, refugees and asylum seekers. In the year under review, a total of 53 on-site ESOL Advice sessions were held in schools, children's centres and community venues, in addition to the regular sessions.

Simultaneously, the service maintains regular contact with ESOL providers in Hackney in order to increase the range of options available to learners, and it is the primary point of contact for these providers when vacancies arise. In 2011–12, a total of 45 ESOL opportunities at partner organisations were shared with learners and a number of these courses were advertised on an on-going basis. Cross-borough communication and referrals with organisations in Tower Hamlets and Waltham Forest and more recently Islington, has further increased the opportunities available to our users. The service is now able to also signpost learners who live outside Hackney to provision in their own locality.

In addition to assessments and referrals, the ESOL Advice Service is able to produce statistics on need in specific areas and communities, utilising the data collected during advice sessions. These statistics are available on demand, and aim to assist ESOL providers in Hackney in evidence-based planning of provision which responds to the needs and interests of potential learners and avoids duplication.





THE PROCESS

Prior to joining an ESOL class through the ESOL Advice Service, potential learners are invited to attend an advice session where their reading, writing, speaking and listening skills are assessed by a qualified ESOL teacher. During the session, the teacher fills in the initial assessment form (see Appendix 1), asking several questions about learners' specific needs, such as crèche requirements, immigration, income/contribution-based benefits status, interests and aspirations. The learner is then given a letter confirming their level and place on the waiting list. The form is then logged on the ESOL database to be retrieved when the advice service is notified of a suitable vacancy, at which point the learner is informed about the opportunity and invited to join the class.

THE REPORT

The information captured on each initial assessment form is transferred to the ESOL database. Each year the initial assessment form and ESOL database are adjusted to ensure that what learners share with us not only has a direct impact on the provision they are offered, but also impacts on the thinking and planning of ESOL providers in Hackney. For instance, we adapted the form and the database to include learners' interest in embedded ESOL provision so as to inform the future planning of contextualised and/or embedded ESOL programmes.

This year, quotes from learners and partner organisations have also been included to offer a more holistic perspective on the impact of ESOL on learners' lives and how the ESOL Advice Service has helped them access these courses. Except for a few additions and omissions, the data has largely been presented in the same way and in the same order as in the 2010–11 annual report, in order to make comparisons easier. Calculations include the entire sample, except where explicitly stated.



The ESOL Advice Service has been fantastic in helping me to develop the ESOL class, as part of the Hackney Yoga Project at Hackney City Farm. A large part of what we do is around sign-posting our service users (Refugee and Asylum-seeking women) onto further learning and training and the ESOL Advice Service has been invaluable. Many of the women at the project who registered are now enrolled on literacy and numeracy classes – a great result! Some service users had been in the UK for many years and never been able to access these services; finding out about and taking up these opportunities has improved their confidence and empowered some to look into other training and learning – one service user is now on a teacher training course. ”

Tamsin Robertson
ESOL Teacher, City and Hackney Farm

ESOL homework



- 1) Please tell us about yourself and why you came to the UK.
- 2) Why is learning English important to you?
- 3) How have ESOL classes been useful to your life?

My name is Rheraoudj. I'm 42 years old. I came to London four years ago because I had just got married.

At beginning, I was very sad because I had left my family, my country and my job.

In my Country, I obtained my diplome of teaching in French language in 1990.

From 1990 to 2004, I taught in a college in Algiers. Then, I changed work. I worked as sales adviser in a phone company.

In 2007, I met my husband and I come with him.

I do not know if I made the good decision. Now, I'm a housewife. I don't work because I don't speak English.

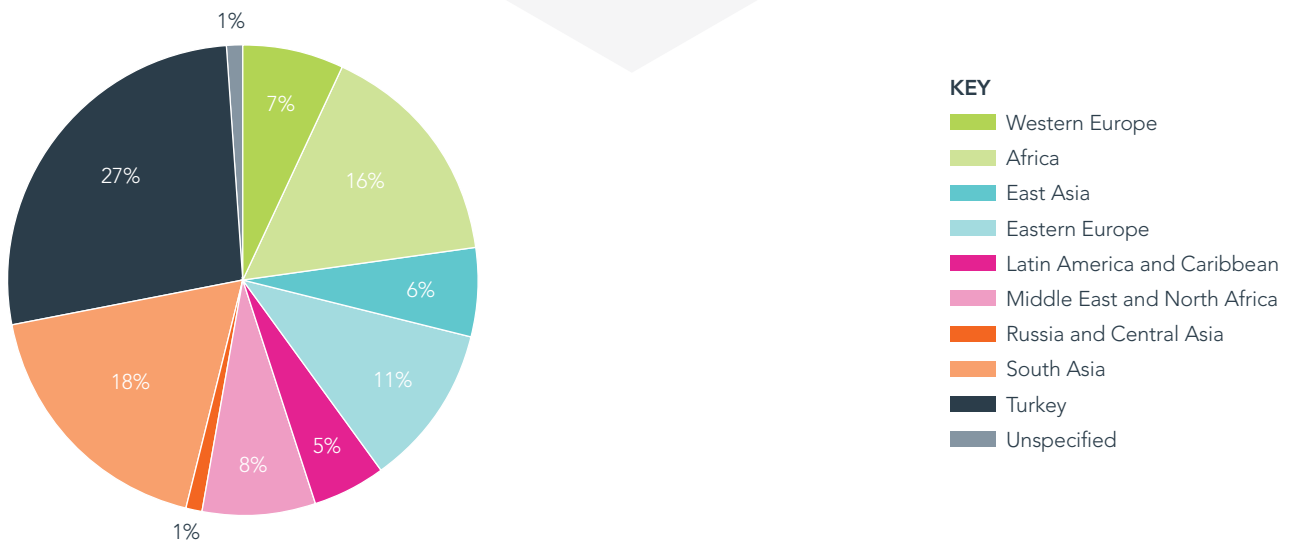
Learning English is important for me because I can express myself, I speak with people and so I find some work.

COUNTRY OF ORIGIN AND LANGUAGE

In 2011–12, learners from 77 different countries were seen by the service. The majority of the 1239 learners came from Turkey, South Asia and Africa respectively (totalling 61% of those seen). Just over one quarter of learners were from Turkey.

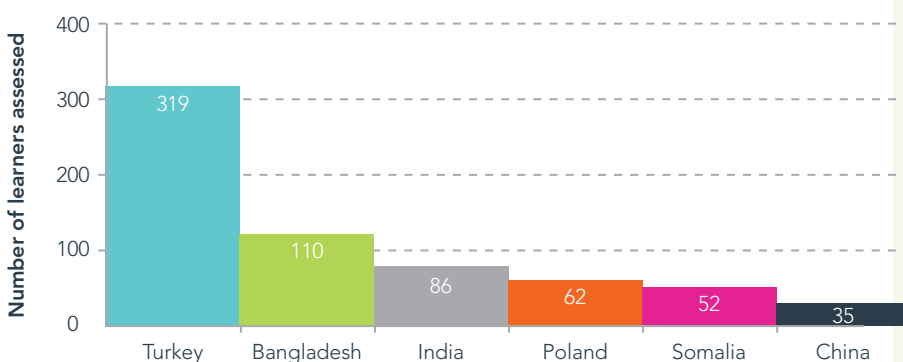
Eastern European learners were the next most populous group at 11%. The Middle East and North Africa, Western Europe, East Asia, Latin America and Caribbean groups each made up under 10% of the total cohort. A small number of learners (9) from Russia and Central Asia also registered with the service during the year. In comparison to the previous academic year, apart from a 6% increase in the proportion of learners from Turkey, there were only slight changes of up to 2% for all other regions.

Figure 1: Regions



Although the actual numbers changed significantly compared to the 2010–11 academic year (in part because of the much larger number of learners seen) the order of the most common six countries of origin remained as it was. The number of learners from Turkey and Bangladesh increased by 80%; there were 65% more Indian learners; 77% more Polish learners; 49% more Somali learners and 30% more Chinese learners. Portugal was the next most popular country of origin after China with 34 learners; double the figure in 2010–11. The number of learners from Bulgaria, Cyprus and Yemen more than doubled in comparison to the previous year and the numbers from Colombia fell by just over half.

Figure 2: Top six countries of origin



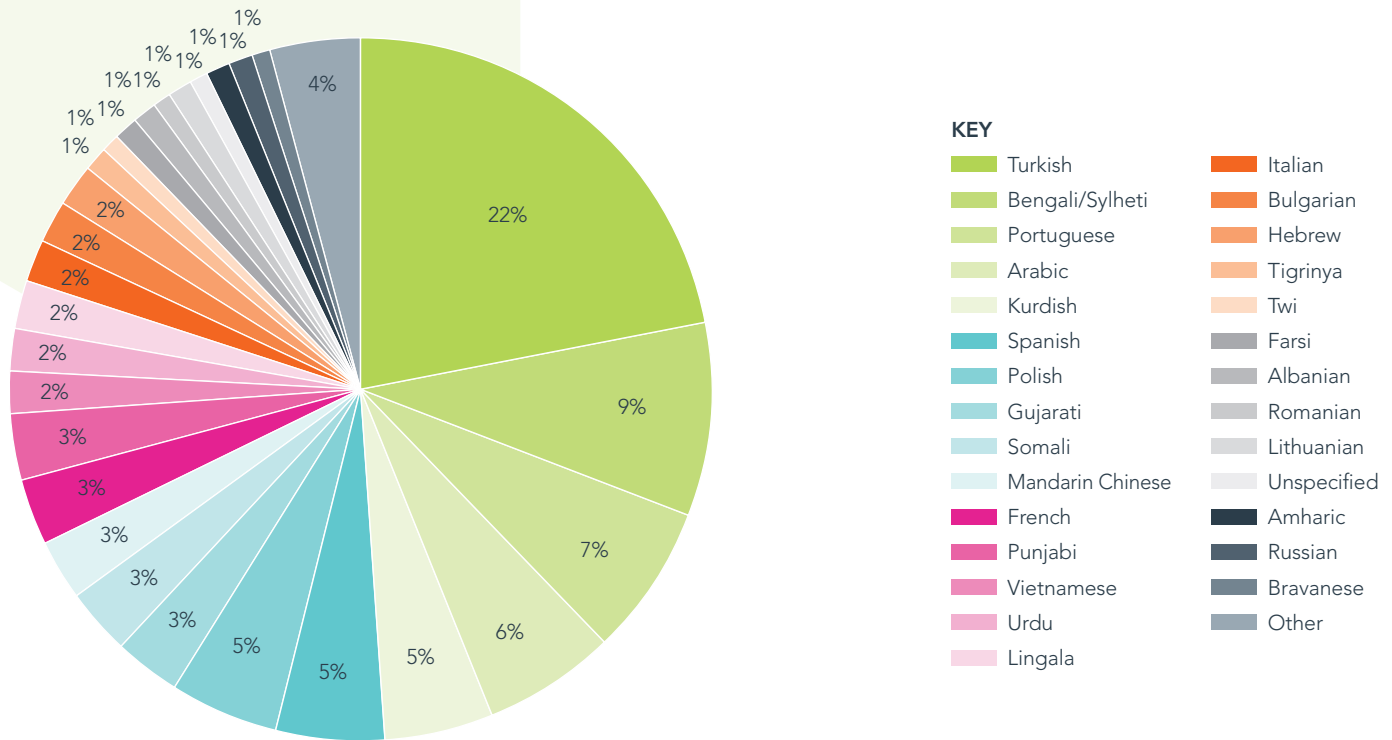
“Today, I enrolled on the ESOL and Classroom Assistants’ course at Hackney Community College with a partial reduction of the tuition fee and a very reasonable payment plan. I wish to thank you very much for your kind, professional and timely assistance.”

Ioana, ESOL student

COUNTRY OF ORIGIN AND LANGUAGE

In the chart below, first languages spoken by less than 1% of the sample have been included in the 'other' category.

Figure 3: First languages



Learners spoke a total of 71 first languages in this year's sample, an increase of 18 languages compared to last year. 41% of all learners also spoke at least one other language in addition to English. These results loosely match the Council's 2004 survey which showed that the most widely spoken languages were Turkish, Yiddish, French, Gujarati, Bengali and Yoruba.

As expected, Turkish was the most widely spoken first language, but not in the same proportion as those originating from Turkey. 18% of Turkish learners listed Kurdish as their first language and a small proportion (2%) listed Arabic and Bulgarian as first languages. 11% of all Kurdish speakers originated from Iraq and 86% from Turkey, with the remaining two first-language Kurdish speakers from Iran and Spain. Almost half (49%) of all Indian learners assessed through the service spoke Gujarati as a first language, followed by one-third who spoke Punjabi. Smaller numbers spoke Urdu, Hindi, Bengali and Malayalam. 77% of Somali learners spoke Somali as a first language. The rest listed Bravanese (13%), Arabic (6%), Swahili (2%) and Swedish (2%) as first languages (Bravanese is spoken by a minority ethnic community of people from Brava in Somalia).

“ I have got depression and learning English class helps me, because I forget about being ill and sad. I can talk to other people. ”

Gabriela, ESOL student



GENDER

The majority of learners seen in 2011–12 were women, as in previous years. There was a small (2%) decline in the proportion of men seen compared to the previous academic year.

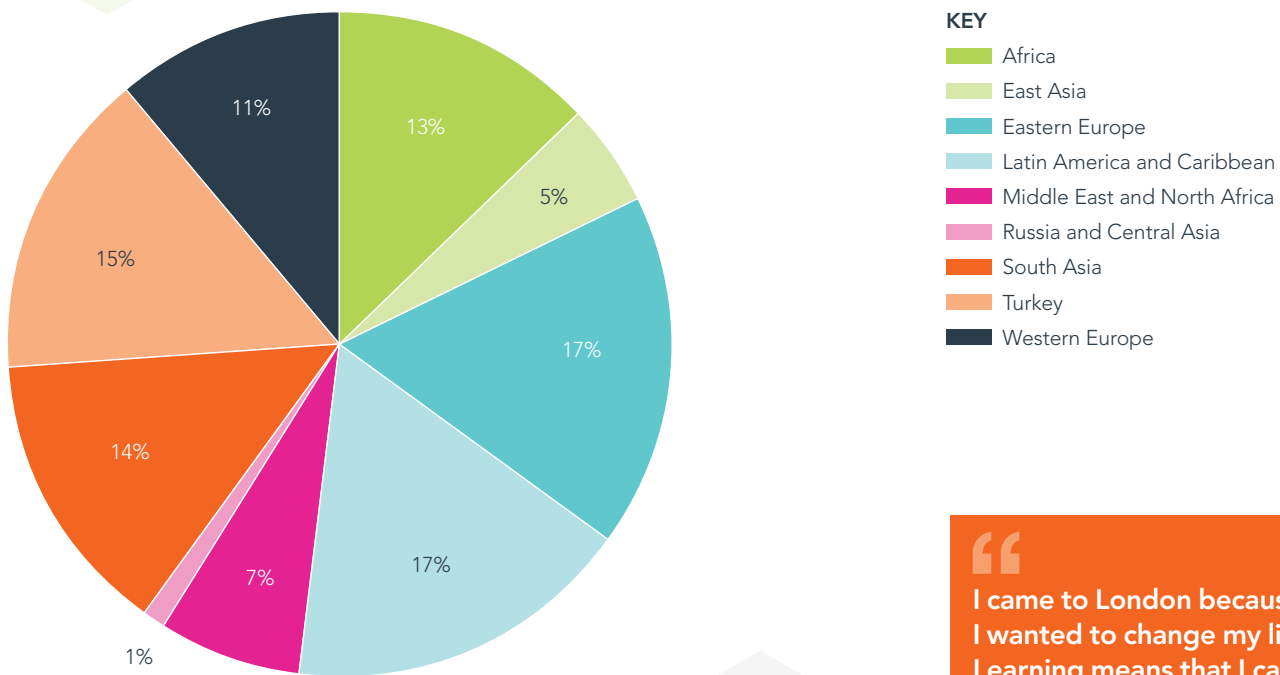
In real terms, there has been no actual decrease in the number of men; in fact 26 more were seen compared to last year's figure. Evening advice sessions were introduced in September 2011 to provide a wider range of options for learners with a variety of commitments. Male learners seen by the service were found to be more likely than female learners to work full time, so it was thought that evening advice sessions would also increase access to the service for this underrepresented group. Take up of evening advice was low overall nonetheless, we suspect due to the sessions being held irregularly and being advertised separately. Again, the majority of attendees at these sessions were women. We anticipate holding a regular monthly evening advice session, advertised on the main ESOL advice flyer may improve the proportion of males registering with the service in 2012-13. It is not expected however, that figures will rise massively, as there is some indication that male learners are more inclined to attend further education colleges for ESOL courses, where male to female ratios are far more balanced.

Figure 4: Gender



Region by gender analysis shows that equal numbers of men registering with the service originate from Eastern Europe and Latin America and the Caribbean (34% in total). Turkish males are the next most numerous, followed closely by their South Asian and African counterparts. There has been a 5% increase in the number of Turkish men registering with the service and a 9% drop in the number of Western European men, who last year constituted the largest group in our male sample (20%). Marked changes such as these are not unusual, in part due to the smaller sample of men; figures in 2010-11 showed a drop in Latin American and Caribbean males from 32% to 13%, and this year we saw a reversal of this trend. Percentages of men from Africa, East Asia and the Middle East and North Africa remained consistent with last academic year's figures.

Figure 5: Region by gender – male



Women made up the majority of learners from every region. However, men from some regions made up a greater proportion compared to their counterparts from other regions. Latin American and Caribbean males, for example, constituted 35% of the total cohort from the region. Eastern European males made up 18% of their regional cohort, followed closely by Western European males at 17%. Males from all other regions constituted between 7% and 11% of their respective regional groups. Turkish males made up the smallest proportion of males of all regions (7%).

“ I came to London because I wanted to change my life... Learning means that I can do better in school with less stress and worry. English lessons help me speak English quickly and easily. I want to feel strong, powerful, confident and happy when I speak English. I want to get a better job. I want to meet new people from of different countries all around the world. ESOL is really and very necessary and important for all people who come from different countries. If I learn English I will improve myself in England. ”

Sylvia, ESOL student



IMMIGRATION STATUS

Just over a third (36%) of all learners were British nationals, 21% had indefinite leave to remain and 26% were EU nationals, together making up a total of 83% of the sample compared to 69% in the last academic year.

The increase from last academic year's figures appears to be due to a greater proportion of British nationals (28% in 2010–11) and those with indefinite leave to remain (16% in 2010–11) registering for ESOL this year. The proportion of EU nationals and refugees and asylum seekers (3%) has remained static. The 8% of newly-arrived spouses (who are ineligible for Skills Funding Agency-funded provision during their first year) were referred to targeted provision in the borough funded by the European Integration Fund.

“

I have an opportunity to learn more about English because it's Universal Language and it's my favourite language after Arabic. I wish become a teacher of English here.”

Lamia, ESOL student

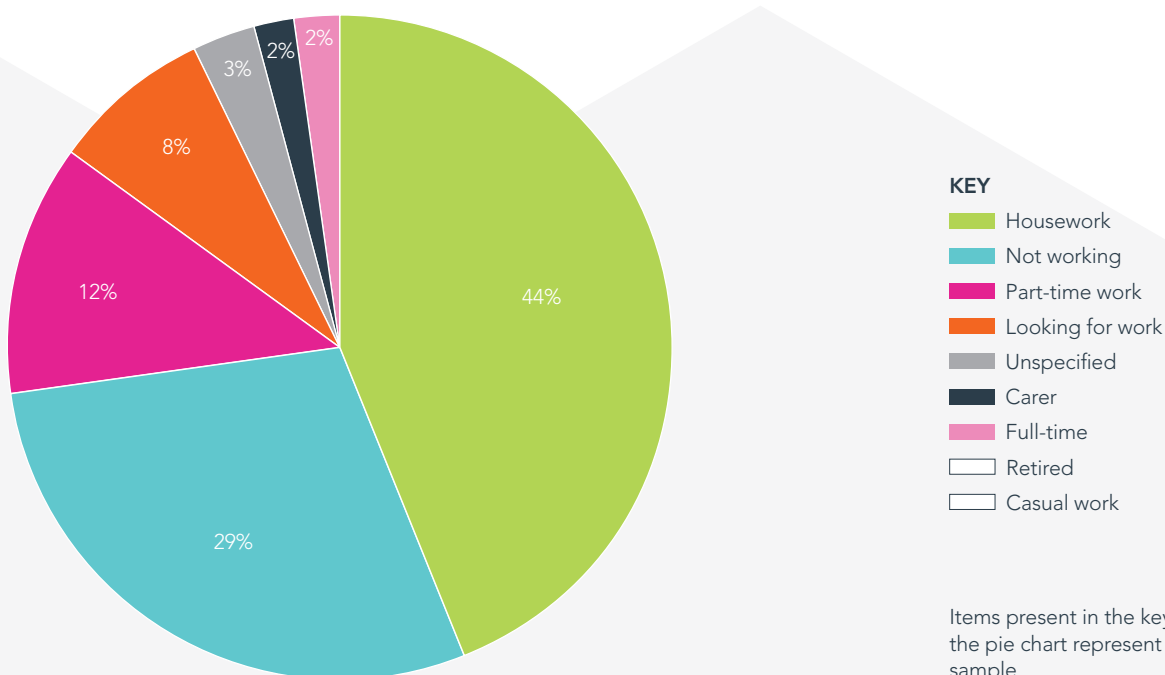


EMPLOYMENT STATUS

Just over a quarter of learners in our sample classified themselves as not working. The learners were not asked for a reason; however, where they were offered, they included ill health and lack of English proving a barrier to employment.

Housework was the catchall phrase for those who had childcare responsibilities and/or duties in the home. The proportion of these learners has increased since 2010–11 from 25% to 44%. 16% of our sample this year were engaged in some form of paid work, including being a carer, and 8% were actively looking for work.

Figure 6: Employment status



INCOME/CONTRIBUTION-BASED BENEFIT STATUS

Just over three-quarters of the cohort this year were receiving income/contribution-based benefits. The remaining were not. However, 45% of these learners said they were earning below £16,190 per year, the household income which entitles children to free school meals.

The majority of the learners seen in 2011–12 were not receiving Jobseeker's Allowance (JSA) or Employment Support Allowance-Work Related Activity Group (ESA-WRAG). For learners who were neither on income/contribution-based benefits or on low pay, which would enable them to access at least some mainstream classes, voluntary classes were offered. These, however, were limited to three classes at Entry 1, two at Entry 2/3 in Hackney and Entry 1 and 2 in Tower Hamlets. These learners were also offered fee paying classes at Hackney Community College and International House in Central London.

Figure 7: Receiving income-based benefits?

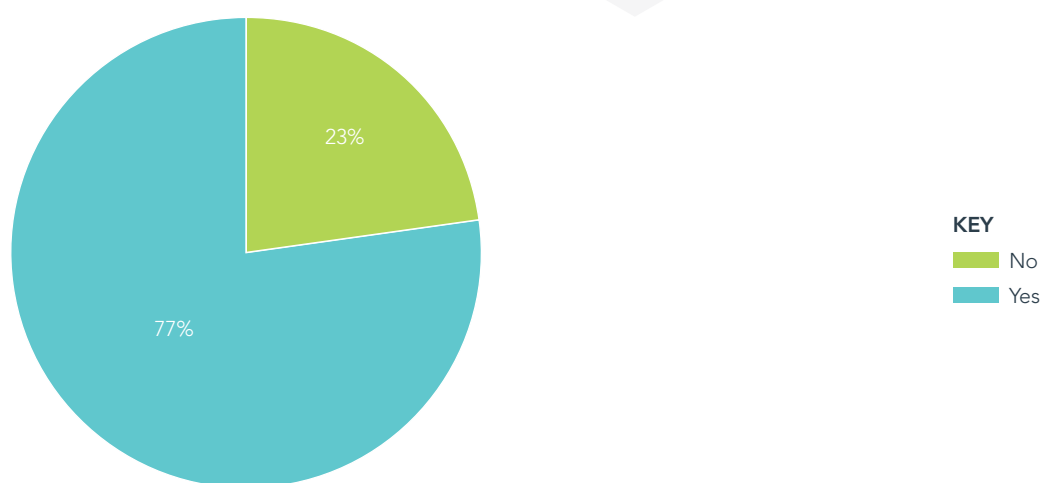
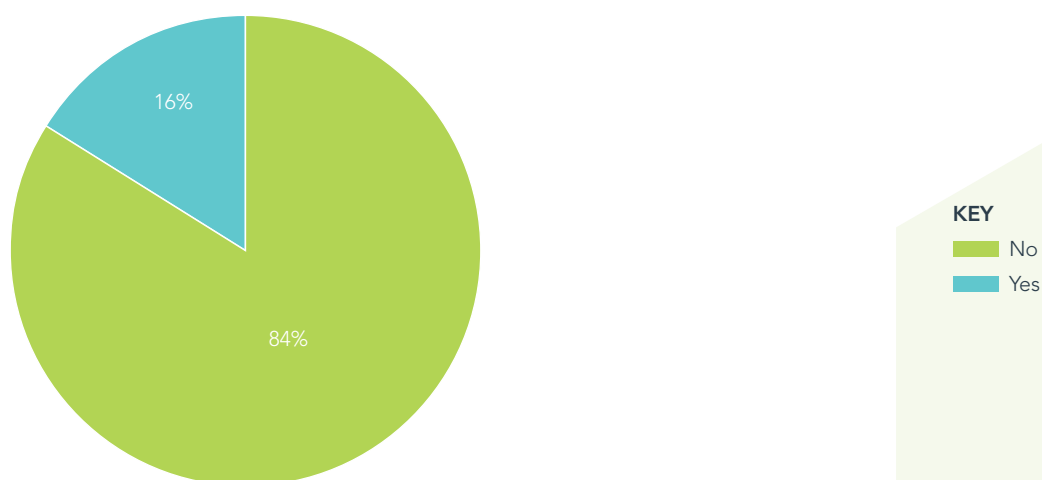


Figure 8: Receiving Jobseeker's Allowance or Employment Support Allowance (WRAG)



DISTRIBUTION IN HACKNEY

Hackney Learning Trust divides the borough into six areas called clusters for the purpose of organising schools and children's centres.

Within each cluster, schools, children's centres and other organisations work together to meet the needs of the residents. Figure 9 shows the number of learners seen from each cluster during the academic year 2011–12. Proportions seen in cluster B (11% to 16%), cluster F (12% to 15%) have increased since 2010–11 and figures for Cluster E (8% to 5%) and D (25% to 19%) have decreased. Cluster E is always a lower figure as we run fewer advice sessions in this cluster due to two other ESOL providers, Hackney Community College and ELATT, being based here.

Figure 9: Hackney school's clusters map

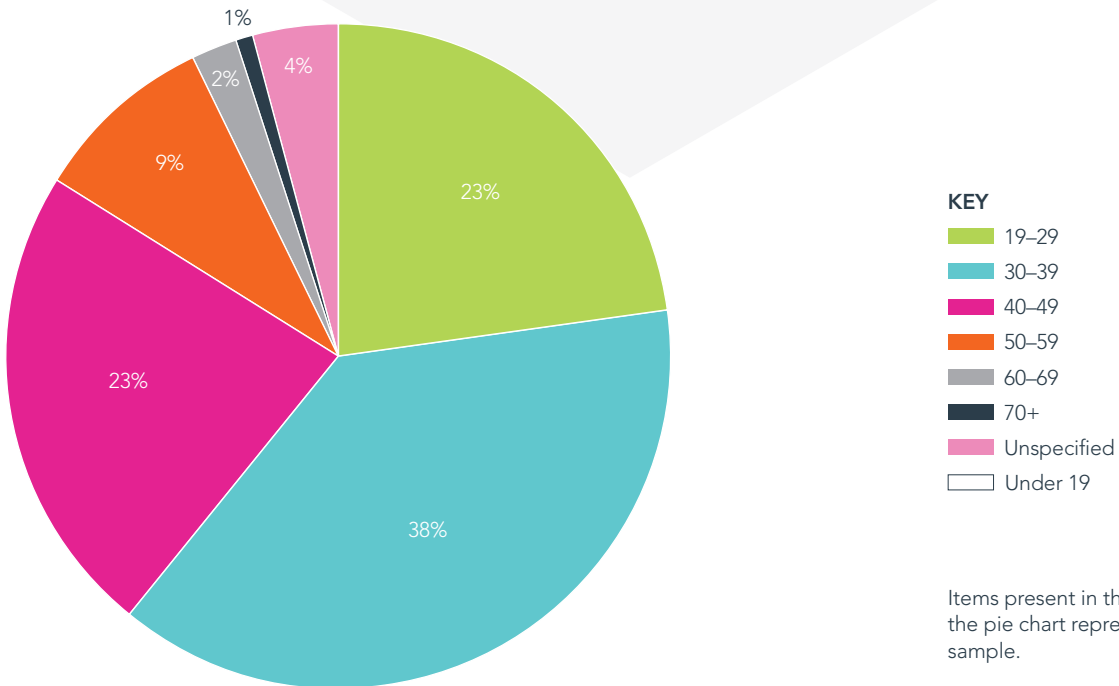


AGE

In line with the trend found in the previous two years, the majority (61%) of learners fell into the 19–39 age group.

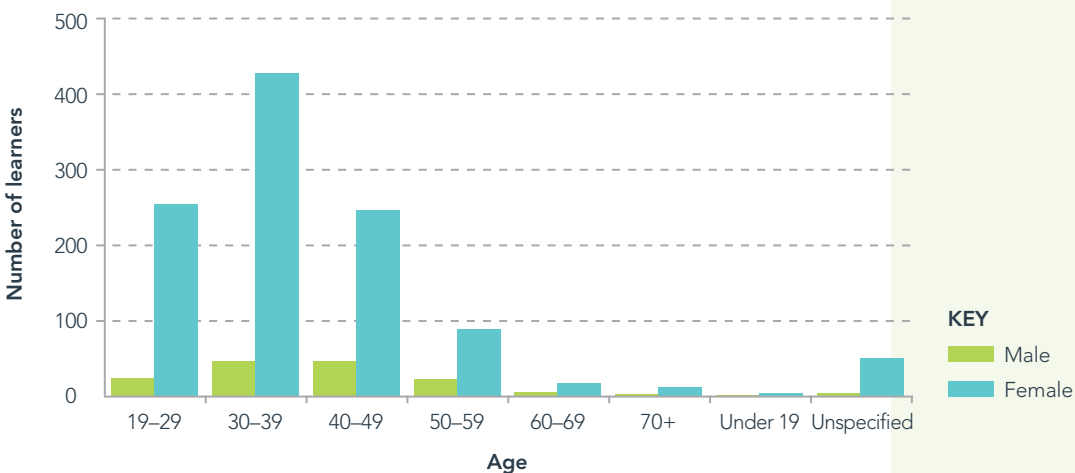
This year, there was also a slight decrease in the number of 19–29 and 40–49 year olds compared to last year. There were also increases of 4% in the 50–59 year old age group; 2% in the 60–69 year old group and a 1% increase in the number of 70+ year old learners. In total, 13 learners were aged 70 or above, with the eldest being 80 years old. Under 19s were sign-posted to appropriate local provision.

Figure 10: Age



Age by gender analysis shows the number of female registrations were greater than male registrations in all age categories, as expected. 62% of all women seen were aged 19–39, compared to 47% of all men. 49% of all men were in the 40–69 age group, compared to 32% of all females, indicating that men in this sample became more inclined to joining an ESOL course later in life than women.

Figure 11: Gender and age



LEVELS

As in the previous years, the majority of learners seen this year were assessed at E1. However, there was an 8% increase in the number of E1 learners compared to 2010-11 the percentage of E2 learners increased by 2%; E3 by 3% and L2 by 3%. The percentage of L1 learners remained static. These increases were in part due to the greater accuracy of data, as last year 15% of learners did not have a level specified.

As expected, as the level increased, the percentage of learners decreased. This trend was also reflected in cluster-based analysis for all clusters, except in cluster D, where numbers of E2 and E3 learners were equal, and in cluster B and the out-of-borough group, where there were greater proportions of E3 learners than E2.

Cluster based analysis also showed E1 learners made up between 31% and 51%, as a percentage of people seen from each cluster; E2 between 15% and 27%; E3 between 15% and 22%; L1 between 7% and 16% and finally, L2 between 2% and 8% of learners within each cluster. The largest percentage of E1 learners were located in cluster E (51%); E2 learners in cluster F (27%); E3 learners in clusters B and D (22% each); L1 in the out-of-borough learners (16%) and lastly, L2 learners in cluster E (8%).

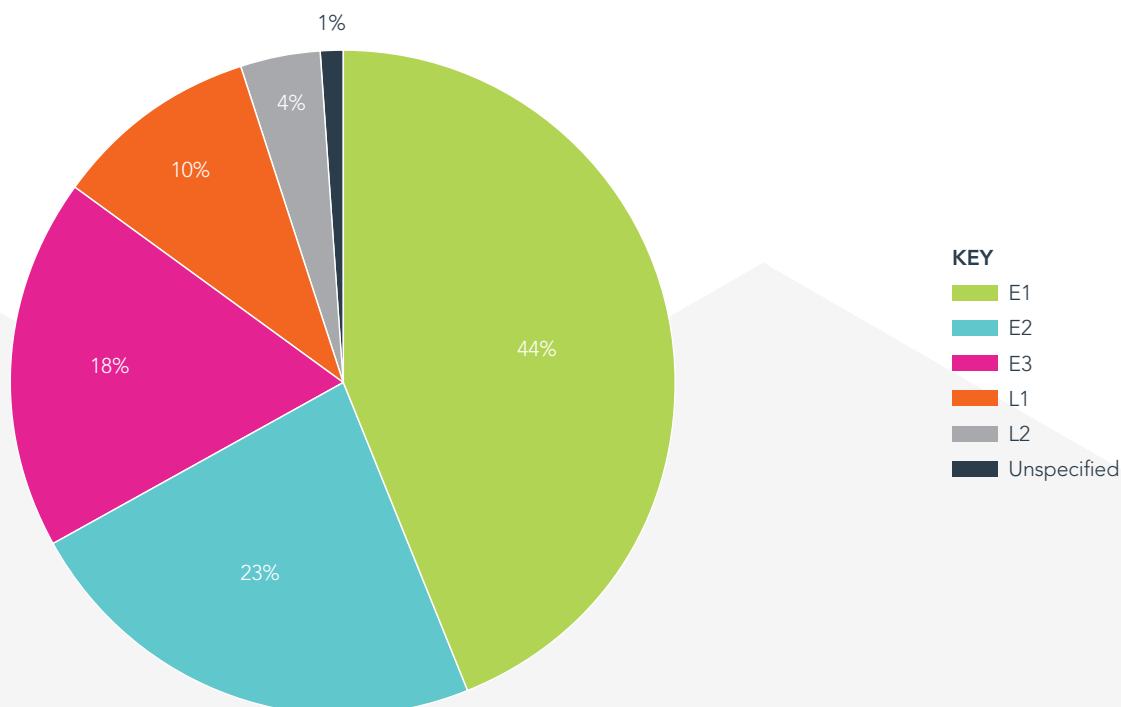
Although writing levels largely reflected speaking levels, there were some anomalies; speakers at one level could have a wide range of writing levels, for example, E3 speakers were writing at anywhere from E1 to L1.

“

I didn't speak much English. I tried to learn myself but it was difficult. No one has ever told me: 'you did it wrong, it should be this...'. I am going to an ESOL course, because I want to learn to speak English properly. My daughter goes to school soon. I will talk to her teacher, other parents, so I would like to do it right. ESOL class helps me in my daily life. I don't want to ask friends for help any more.”

Jolanta, ESOL student

Figure 12: Levels – speaking



Further analysis brings to light the total number of people with literacy needs, defined here as new readers and writers or those with writing levels significantly lower than their speaking skills. When learners are L2 speakers and have literacy needs, they are able to access mainstream Literacy courses also offered through Hackney Learning Trust's Adult Learning department. Learners with a one level difference between speaking and listening are usually accommodated in ESOL classes, where the teacher has received specific training, with the understanding that the spiky profile can still be catered for through differentiation in the lesson planning. However, learners who are very new readers and writers or have a two level difference in oracy and literacy skills may be better catered for in specialist classes, often referred to as ESOL Basic Literacy classes. 22% of learners in this year's sample were classified as having some additional literacy needs. 15% had writing skills a single level lower than their speaking ability. The remaining 7% had a two level difference. Due to the evidence presented in the last annual report, the Hackney Learning Trust ESOL department commissioned four ESOL Basic Literacy classes in September 2012; two for E1 speakers and two for E2 and E3 speakers. The attendance and retention on all of these classes have been very high and all have lengthy waiting lists. Basic literacy learners, as will be discussed in the outcomes section, were the most difficult learners to place in a course due to a lack of targeted provision, despite the introduction of four new classes.

“

If you don't know English you can't do anything example if you go to Council you can't explain. You can't speak and you can't always get an interpreter. I can get job if I know English very well.”

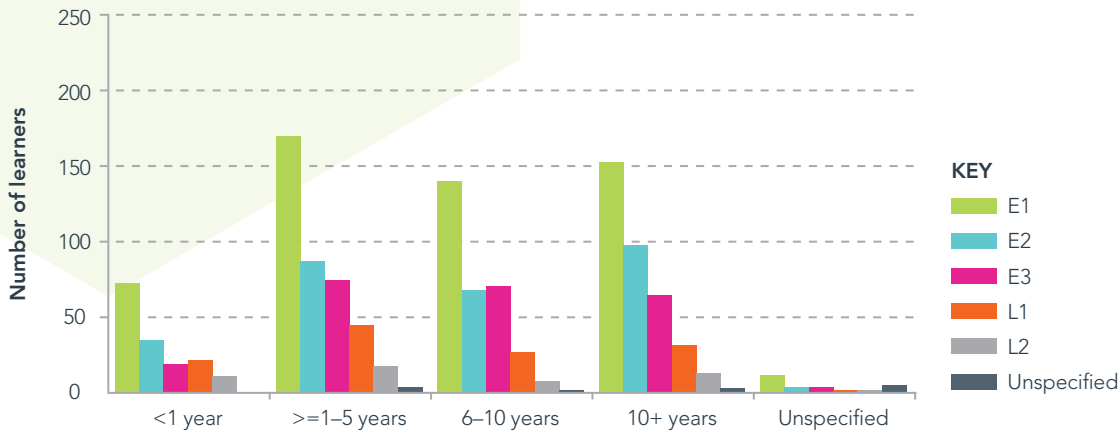
Abdullah, ESOL student



LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

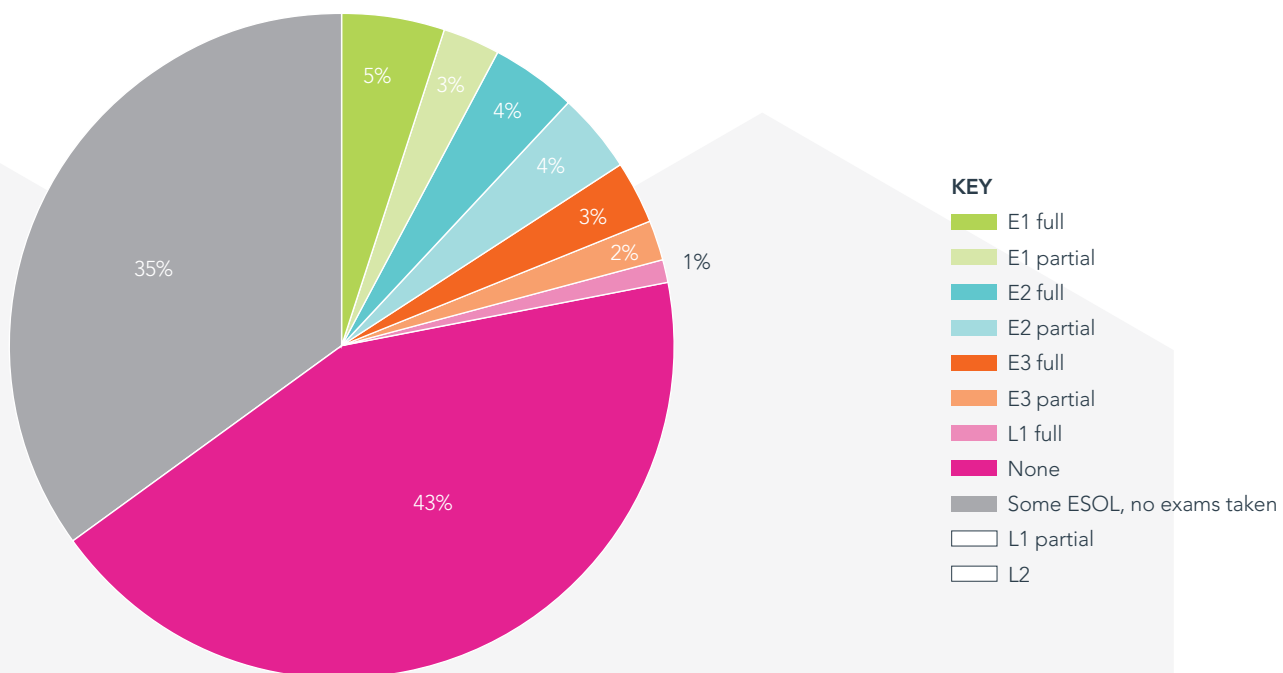
At the point of registering with the service, the largest group of learners had been resident in the UK between one and five years (32%), followed by those who had been resident for more than 10 years (29%), those between 6 and 10 years (25%) and 12% of learners had been in the UK less than a year confirming once again that the vast majority of learners were long-term UK residents.

Figure 13: Time in UK by level of English (speaking)



E1 was the most common level of English speaking skills for all categories of residence, followed by a gradual decline to L2, except for those with 6–10 years of residence in the UK, who were more likely to be speaking at E3 than E2. E1 was also the largest group for newly-arrived learners (resident less than 12 months), followed by E2. For this group however, more learners were at L1 than E3.

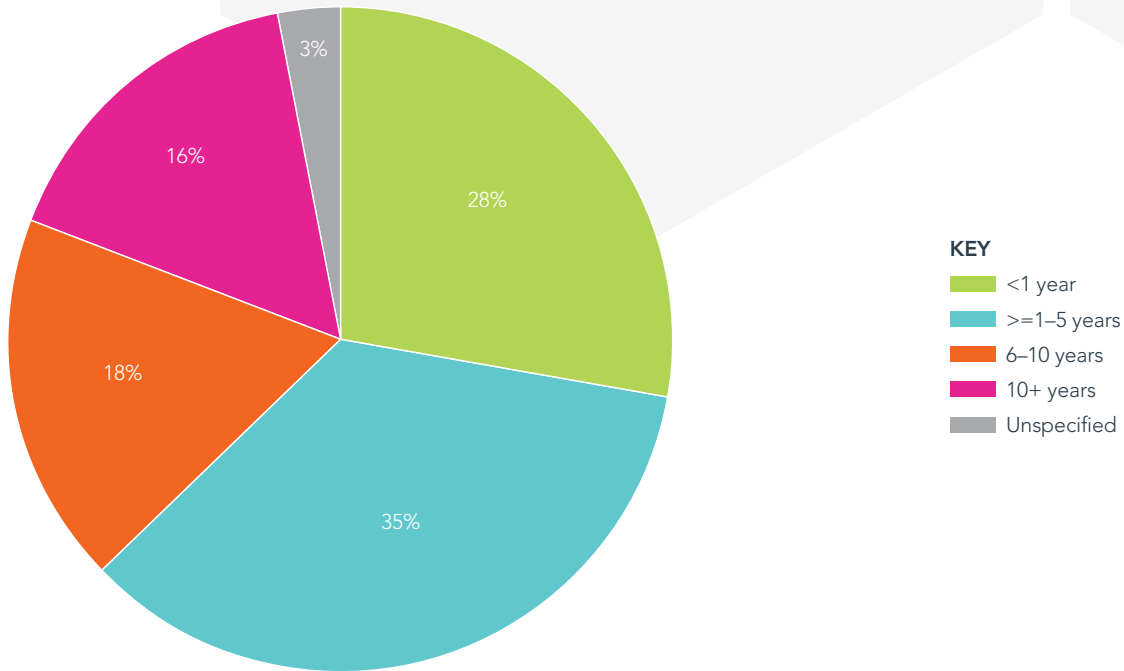
Figure 14: ESOL qualifications already attained



Items present in the key but not included in the pie chart represent less than 1% of the sample.

43% of the learners registered this year had not attended an ESOL course before. 35% had attended a course, but never taken any formal qualifications. Compared to 2010–11, the proportion of learners with no previous experience of an ESOL course had decreased by 17% and the figure for those with some ESOL experience, but no exams, had increased by 13% from 22%.

Figure 15: Time in UK – no ESOL course experience



The largest group of learner with no previous experience of ESOL were those who had been in the UK between 1 and 5 years. New arrivals were the next largest group and apart from the unexpected result for the 1–5 year group, data for all other groups indicate that those who were resident longer were more likely to have had some experience of attending an ESOL course. For new arrivals, the differences between males and females was significant. Newly arrived men, with E1 or E2 skills in English, were almost twice as likely as their female counterparts not to have had any experience of an ESOL course (42% compared to 24%). This may be because newly-arrived men are more likely to enter work immediately upon arrival than newly-arrived women.



Before when I got to the GP or hospital or go to shopping, I go with my husband. But now I go alone and communicate with my friends in classes or difference place.

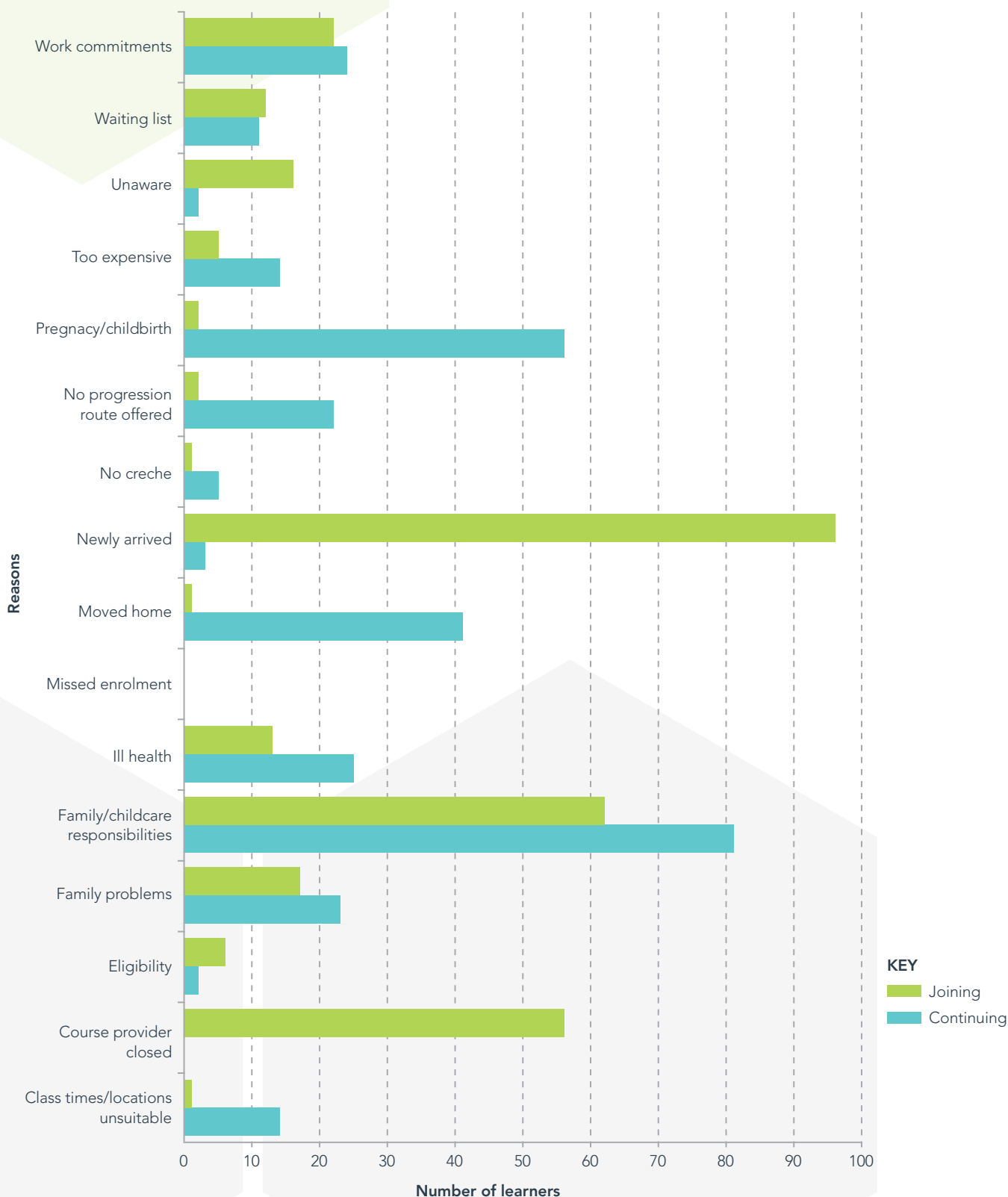
Nabila, ESOL student

BARRIERS

As part of the initial assessment in 2011–12, a question was included to record the reasons given by learners for not accessing ESOL provision, if they had had no experience of a course, or why they stopped attending, if they had.

Due to the complexity of the question, not all learners were able to understand and/or respond, so the findings below reflect the 309 learners (31%) who offered a reason.

Figure 16: Barriers to joining and continuing



Work commitments, placement on an ESOL waiting list, ill health, the cost of travelling to courses and/or the tuition fees charged and family problems seem to have prevented both learners with previous experience of ESOL and those without in a similar way with regard to their joining or continuing an ESOL class. Among family problems, learners included bereavement, family problems in general and being directly prevented from joining an ESOL class by their family.

Learners with no previous experience of an ESOL course were more likely to be unaware of ESOL provision available and also more likely to consider themselves ineligible for courses, due to lack of or misleading information. A large section of learners who had no experience of ESOL, were those who considered themselves new to the country (38% of all learners with no ESOL experience); most had been in the country less than a year.

Learners who had accessed ESOL in the past, but had to interrupt their studies, reported family and/or childcare responsibilities being the main reason for their withdrawal from class (21%); figures were similar for their no-ESOL-experience counterparts (24%). These responsibilities included taking care of young children, the home and/or getting married. This highlights the huge need for ESOL provision in the community that supports parents with younger children, who are otherwise forced to interrupt their studies until the children are older and in part-time or full-time education. Continuing learners were affected by their ESOL centre closing down; not being offered a progression route following the completion of their course; unsuitable class times or location; and moving home and pregnancy/childbirth. 17% of those with some previous ESOL experience cited the closing down of their ESOL centre as the reason for the break in their study. This is significant, as it highlights the decreasing availability of ESOL provision in the borough and will be discussed again in the Outcomes sections, due to its direct impact on the number of learners successfully placed in this academic year. Those organisations no longer providing ESOL now refer people who come to them to the ESOL Advice Service.

“

Because of ESOL class I can talk to my doctor and make appointments. Also I read books with my children and help my children with homework.”

Jesmin, ESOL student



PRIOR EDUCATION: UK AND ABROAD

8% of this year's sample had not engaged in any formal schooling from childhood. One-quarter had some formal education at primary school and 42% completed or partially completed secondary school. 7% attended college or completed some vocational education and 16% began or completed a degree in higher education in their home country.

From September 2012, the service will begin collecting information on the types of courses learners started or completed at further and higher education establishments in their countries of origin, not only to grasp an idea of the untapped potential of these learners, but also to offer them provision which will be of greater interest to them and their future goals.

17% of all learners seen stated they were not literate in any language. However, learners frequently had a number of expert spoken languages: 41% were fluent in at least one other language in addition to their home language, not including English.

An analysis of schooling in the top six countries showed similar proportions had had no schooling, secondary education and vocational education compared to 2010–11. Slightly more learners than last year had had primary education. The proportion of those with experience of higher education was half what it was in 2010–11. Focusing on the largest groups from each country, half the learners from Turkey had primary schooling (complete or partial); the majority of Bangladeshi learners had begun or completed secondary school (66%); the same was the case for Chinese learners (60%) and Polish learners (51%); 43% of Indian learners had primary education and finally, half of all Somali learners had not experienced any formal schooling; a 10% increase compared to learners seen in 2010–11.

“

I was nervous because I didn't know the language and people, so learning English is important to me. I want to help my child with homework. I want to speak to the doctor and my son's teacher. ESOL classes are helpful in understanding and basic communication with people, so I can start work.”

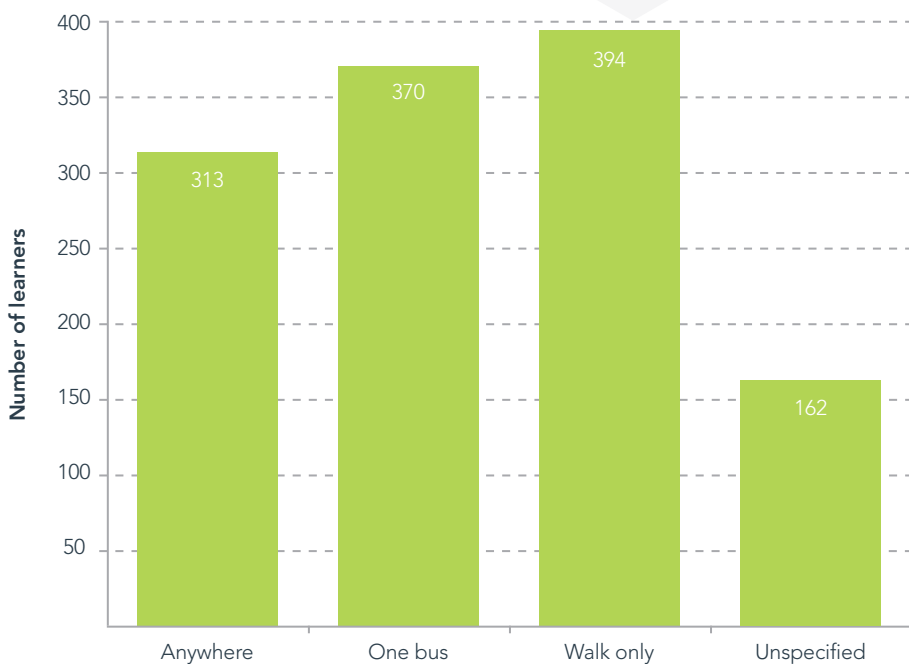
Sylvia, ESOL student

PREFERENCES

During the initial assessment process, learners were asked about their class preference. Where possible, courses offered reflected these preferences except where there were no other options available.

In this year's sample, 17% of learners said they would be happy to attend a course in the evening. 10% of these learners said they could only attend an evening course due to work commitments during the day. 4% of learners said they would be interested in an intensive course (more than the usual 2 sessions a week). In line with the trend since the advice service began, most learners preferred a class which was within walking distance. Since last year nonetheless, there has been an increase in the proportions of learners who are willing to take one bus and travel anywhere within Hackney for their course.

Figure 17: Travel preferences



“

In 2007, I met my husband and I came with him. I do not know if I made the right decision. Now, I am a housewife. I don't work because I don't speak English. Learning English is important for me, because I can express myself, I can speak with people and I can find some work. ESOL classes helped me a lot, because I learn English for every day, in various situations.”

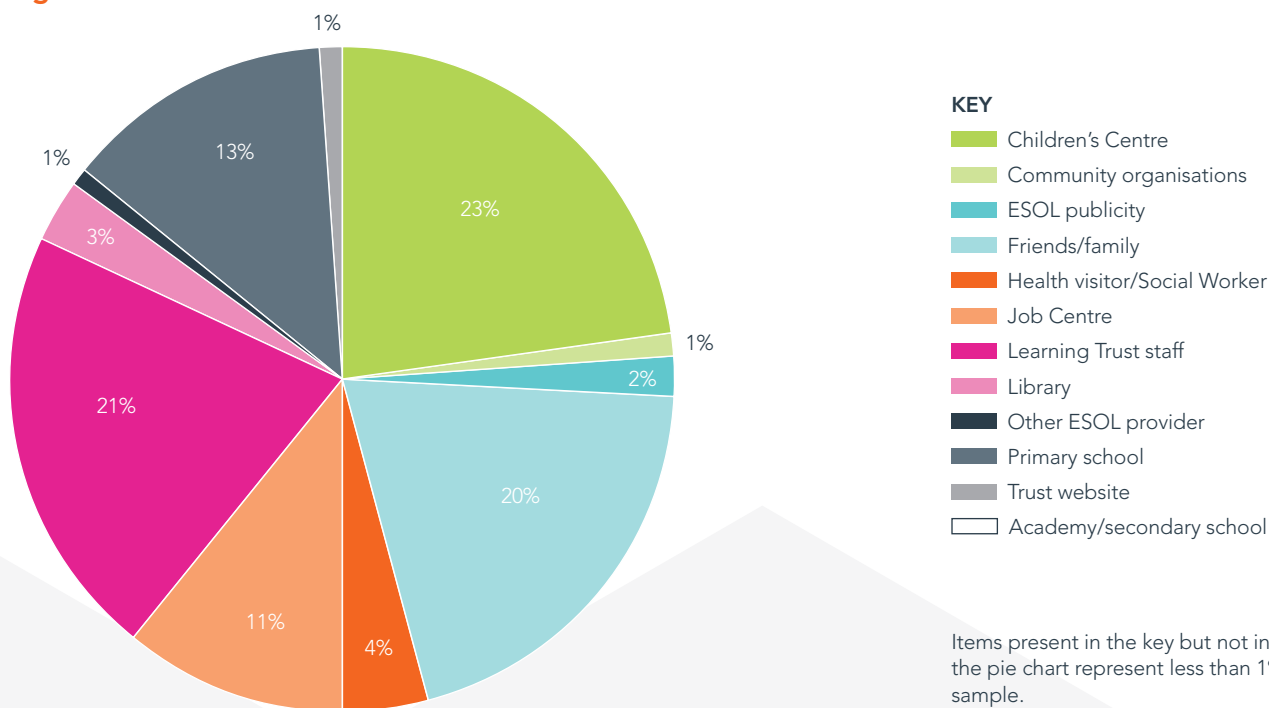
Khedaoudj, ESOL student

REFERRAL ROUTES

Actual referral routes are difficult to capture, as typically a learner may be prompted by a number of options before coming for advice.

The question itself is also reasonably difficult for lower level learners and as a result, there were a high number of learners who did not state how they heard about the service; these unspecified records have been excluded from the calculation below. The data collected does nonetheless, give us an indication of how learners come across the service and from there join a class, which for over a third of learners assessed was their first ever class. The most common referral routes were Hackney's Children's Centres, followed closely by Hackney Learning Trust staff, including reception, the Information, Advice and Guidance team, home-school support officers and other members of staff who engage with the public. Friends and family were the next most common referral route with 20% of learners coming through this route, and primary schools made up a further 13% of referrals. Together children's centres, primary schools, family/friends and learning staff referrals made up 77% of all referrals.

Figure 18: Referral routes



Job Centre referrals accounted for 11% of total referrals (the same figure as in 2010-11) and there was an interesting difference between males and females referred in this way; 10% of females compared to 20% of males. Referrals from the Job Centre have increased since they stopped providing ESOL courses directly. Learners referred through this route were once placed directly onto Job Centre-funded courses whereas they are now referred to other local providers including the ESOL Advice Service. There were other differences between how males and females were directed to an ESOL advice session, including the top three referral routes for females being children's centres (25%), Learning Trust staff (23%) and Friends and Family (19%), compared to Friends and Family (34%), the Job Centre (20%) and Health/Social Worker (14%) for men. In total, 39% of females were directed by children's centres and primary schools, compared to 13% of males.

REASONS FOR LEARNING

Learners had a variety of reasons for wanting to learn English and most gave more than one reason. The question is open-ended, and then the reasons given arranged into seven categories, of which the most popular was English for everyday life.

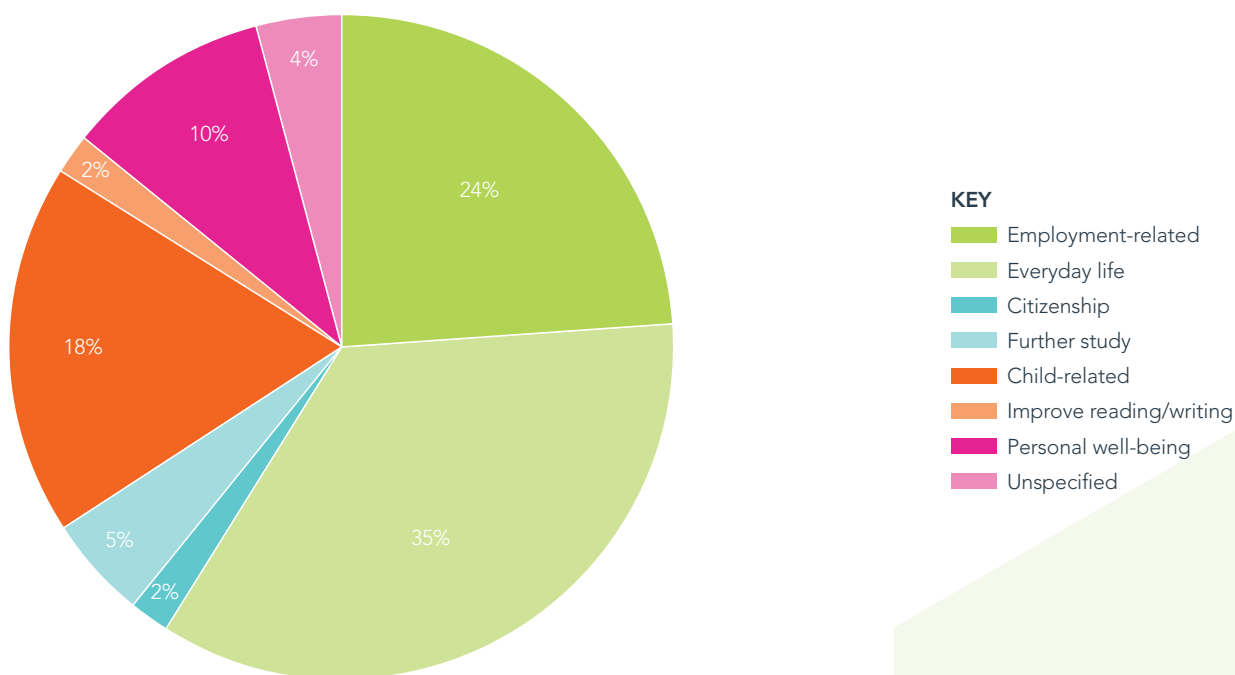
This category includes English for shopping, talking to doctors, making appointments, talking to officials, etc. Over one-third of learners wanted to learn English for this reason. The next largest category was English for employment-related reasons, including English to help in a current job, to get a job and/or to get a better job. Figures for this category have decreased since last year (from 39% to 24%). The next reason most often cited by learners was child-related, which included talking to their child's teacher, helping their child with homework and also, 'understanding my child'. A further 10% of learners wanted to learn English to make friends and to be active in community life. Some learners also added 'improve self esteem' and such responses have been included in the 'personal well-being' category. Last year we combined making friends and being active in community life in the 'Citizenship' category; however, this year, we have included only people who want to learn English in order to gain settlement or citizenship and need an ESOL certificate to support their Home Office application in this category.

“

I would like to say that I am now registered at Cromwell College of IT and Management. I feel good and excited to be a student once again. Thank your team for me for letting me have this opportunity... if it were not for you coming to open my eyes about how I could join education again, I would still be a flop. Thanks a lot for assisting us in the community.”

Jacqueline, ESOL student

Figure 19: Reasons for learning English



Gender differences were as follows; 40% of females cited employment-related reasons for learning English, compared to 67% of males; 25% of males wanted to learn English for personal well-being compared to 17% of female. The figures for English for everyday life were almost equal between genders, as were ESOL for the citizenship exam, improving reading/writing and English for further study.

Findings last year showed that as the level of learners' English speaking skills rose, so did the number of learners citing employment-related reasons for learning English; this trend has also been found this year: E1 – 26%, E2 – 49%, E3 – 59%, L1 – 62% and L2 – 70%.

CHILDREN AND CRÈCHE NEEDS

80% of this year's learners were parents. Just under half (47%) had at least one child aged under five years old; 40% had at least one child 6–11 years old and 21% had a child 12–18 years. 29% of learners needed access to at least one crèche space in order to be able to join an English class. This figure is similar to the one found in last year's analysis.

Figure 20: Child under age 5?

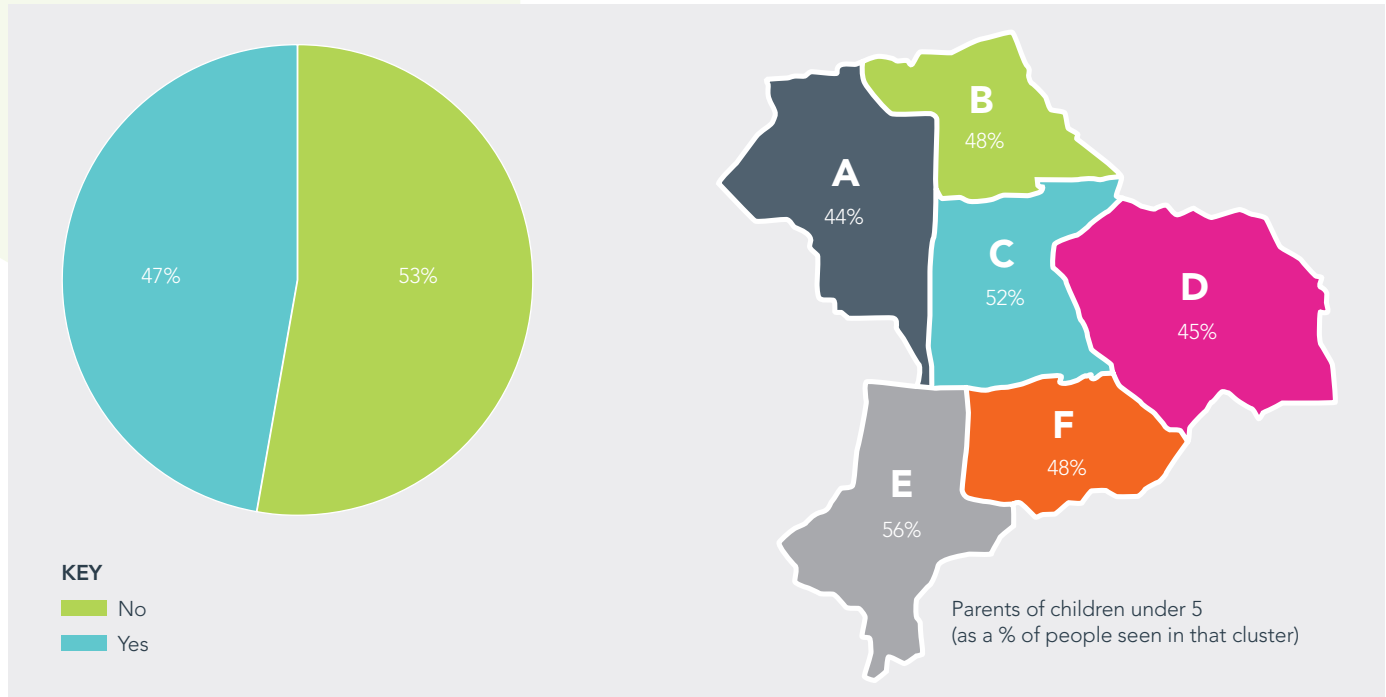
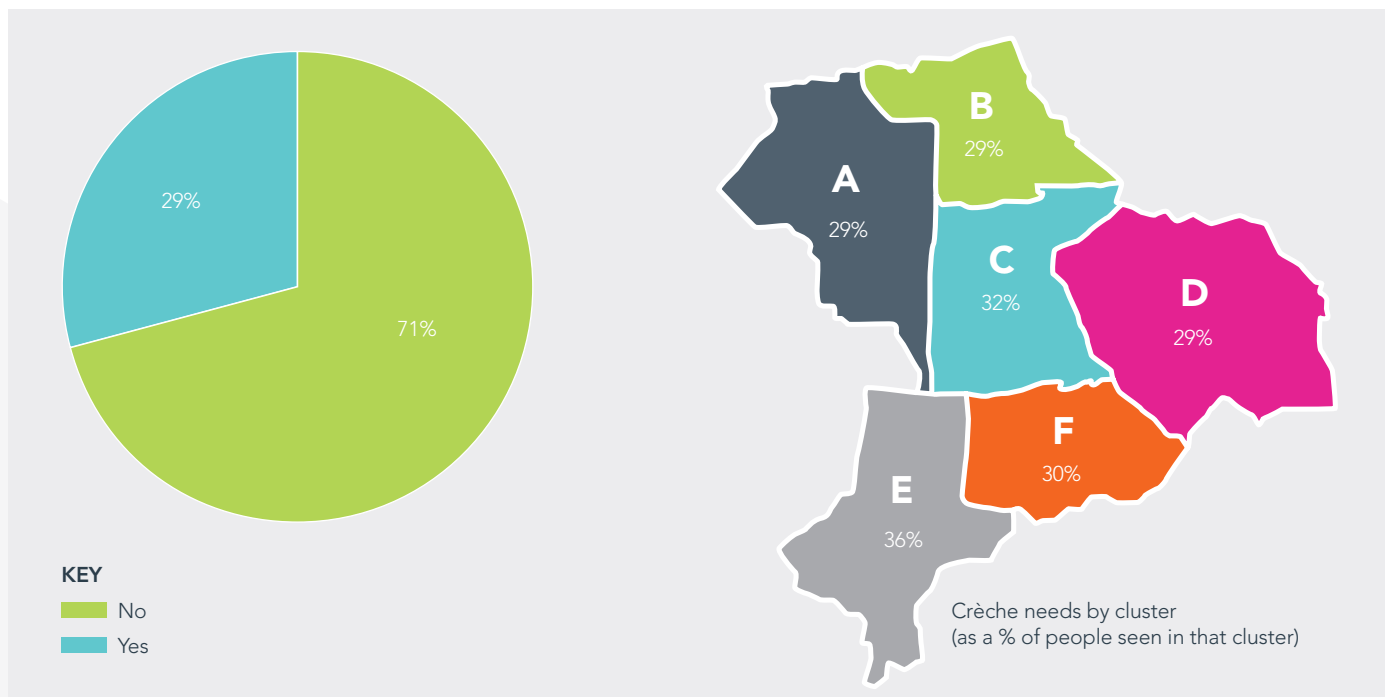


Figure 21: Crèche needs?



Cluster-based analysis of parents with children under five years old and those with crèche needs have been presented above.

Most ESOL providers in the borough are unable to cater for learners with crèche needs due to lack of funding. Some providers offer crèche provision in their delivery venues, others are able to support learners by meeting the costs of childminders but the majority are unable to include childcare costs in funding applications because of high charges. Hackney Learning Trust has an established partnership with children's centres and schools in the borough whereby they fund the teaching and accreditation, and the children's centres and schools provide the venue and childcare where there is a need. This has increased provision with childcare to reach learners all over the borough.

It was not possible to collect information on childcare provision for all ESOL providers in 2011–12, but within the ESOL team at Hackney Learning Trust Adult Learning Services, a total of 26 direct teach classes were provided, of which 18 offered crèche to learners who needed it.

“

I would like to thank you very much for your help; for sure I could not have started the course so fast without your help. I'm really happy because I started my classes last week. I will not disappoint you!”

Alexandre, ESOL student

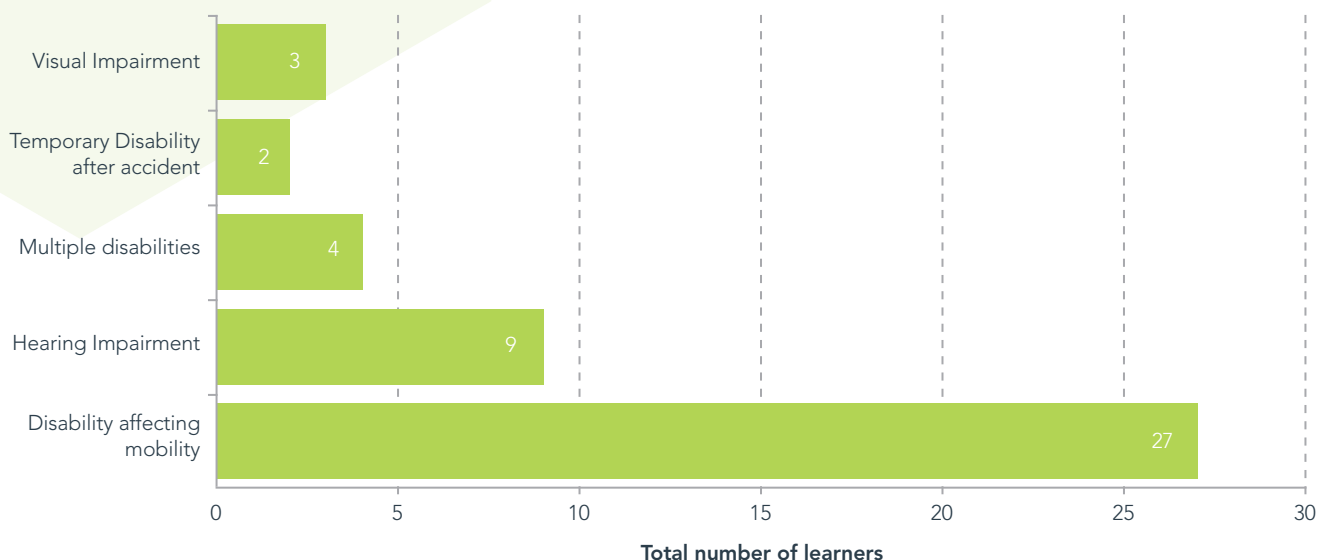


DISABILITIES

4%, or 45 learners, declared a disability during initial assessment. The breakdown as to the nature of these disabilities is outlined in the bar chart below.

The majority of learners in this group stated having a disability affecting their mobility, followed by one of fifth of the sample declaring a hearing impairment. Learners with disabilities were prioritised on a waiting list at their nearest, suitable ESOL venue.

Figure 22: Disabilities



With regards to learning difficulties, a total of 10% of learners reported having some form of learning difficulty, including dyslexia. In addition, 2% had mental health problems, including depression and 8% of learners registered a health problem, including diabetes, asthma, high blood pressure and persistent migraines. Many learners with mental health problems were accommodated in mainstream provision. However, two specifically tailored courses at E1 and E2 provided by City and Hackney Mind were also offered as options.



ESOL activities are meticulously managed with staff concentrating on reaching out to the diverse Hackney community to ensure provision is truly inclusive, and does not compete with existing provision. Consequently the service is reaching out to over 1,200 adults from community groups that may not have accessed learning provision since their arrival in the UK.

From Matrix Standard Assessment Report For London Borough of Hackney, Hackney Learning Trust, Adult Learning Services

OUTCOMES

Half of the learners who registered with the service in 2011-12 were definitely placed within the academic year.

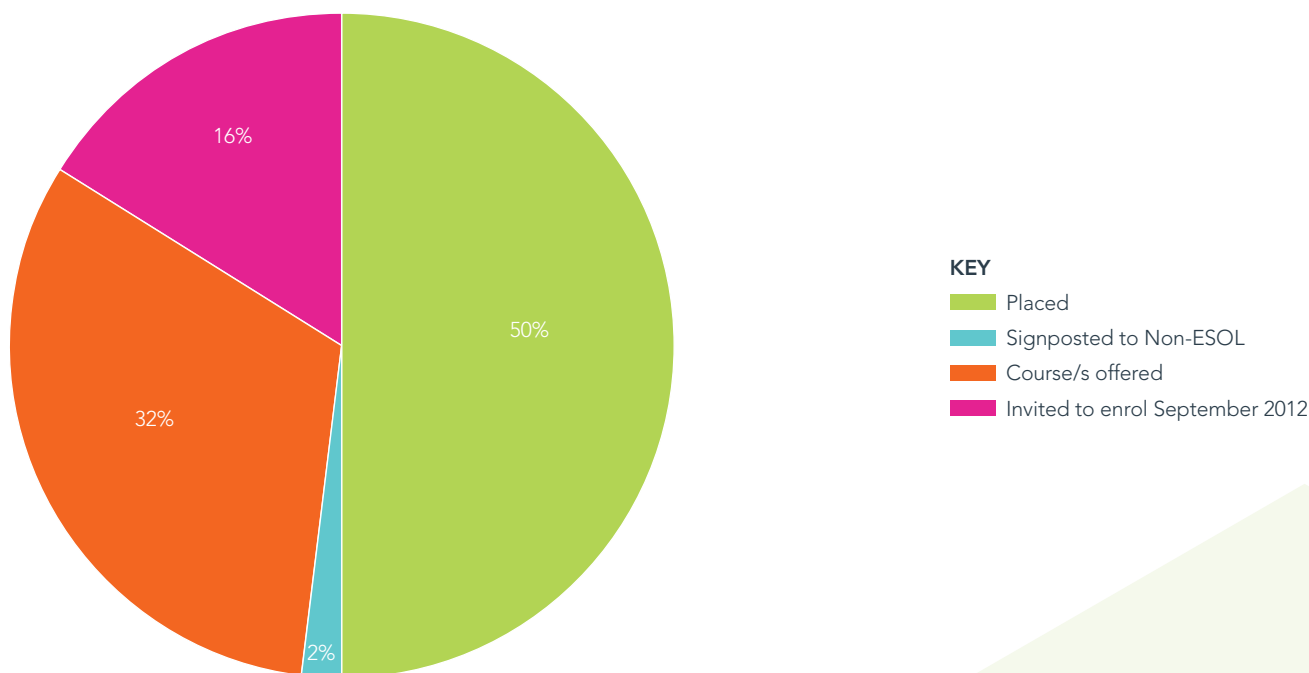
This shows an increase of 2% compared to 2011–11 where 48% of learners were definitely placed on to a course. Of the remaining group, 2% of learners were referred to non-ESOL courses, such as literacy or to the Adult Learning Services Information, Advice and Guidance team. About one-third of learners were offered at least one ESOL course during the academic year (see Figure 24 for detail). It is currently difficult to ascertain whether these learners were definitely placed or not due to limited staff time to make follow-up phone calls. 16% of learners were not offered any ESOL provision during the year of registration. They were nonetheless, invited to register for a course in September 2012 and subsequently placed, save for seven learners detailed below. This 16% also included a number of learners assessed after April 2012, for whom it was reasonable to be offered a course starting in September as the then current courses were approaching exam time and the summer break.



I am writing you just to let you know that I registered with you...to join ESOL and now I am attending a course in ELATT. Thank you for your letters...Thank you very much.

Sheila, ESOL student

Figure 23: Outcomes – within academic year

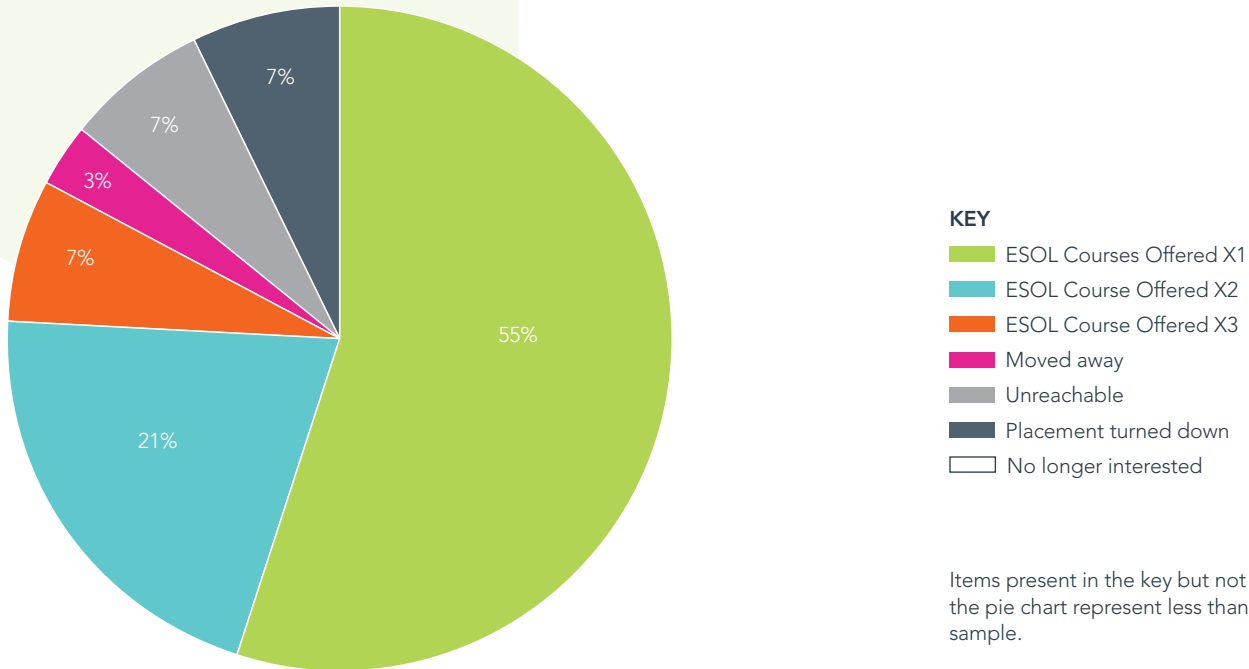


Reasons for the 16% of learners not being placed on an ESOL course in the academic year of registration included there being less ESOL provision available in this academic year compared to the previous year and almost half (46%) of these learners registering in Term 3 (April–July), at which point course providers usually cease accepting learners into classes. Learners are usually aware of this and approach the service at this late stage in hope of a class from the following September. For the remaining learners who were not placed during the same academic year as registration, and who registered in Term 1 or 2, 57% had creche needs; 38% wanted a class within walking distance; the largest proportion came from clusters C (27%) and 56% were E1, followed by 35% at E2 and 8% at E3.

OUTCOMES

There were no remarkable trends in disabilities, ability to travel, income/contribution-based benefit status or immigration status, which might explain why learners were not placed; this confirms the real shortage of ESOL provision within the borough.

Figure 24: Courses offered – breakdown



Learners who were offered courses were not recorded as placed until confirmation from the accepting organisation or learner themselves was received. At present we do not have the capacity to call all learners to confirm placement. Those we did not receive confirmations about, along with the 16% of learners who were not offered a course during 2011–12, were invited to register for courses in September 2012. All of those who attended were given priority and placed, save for seven learners. Four of these learners were at Entry 2 or 3 with basic literacy needs where courses were particularly over-subscribed, two had delivered babies over the summer who were too young to join a crèche (minimum age 3 months), and one learner was offered three classes, but had to turn them down due to the timings clashing with her Pilates class.

“

I love my teacher in class, because she's very helpful. It's very important to learn English for me, because when I go to the doctor for my daughter, I would like to speak English to them. I would like to help my family.”

Raziye, ESOL student

Figure 25: Placement turned down

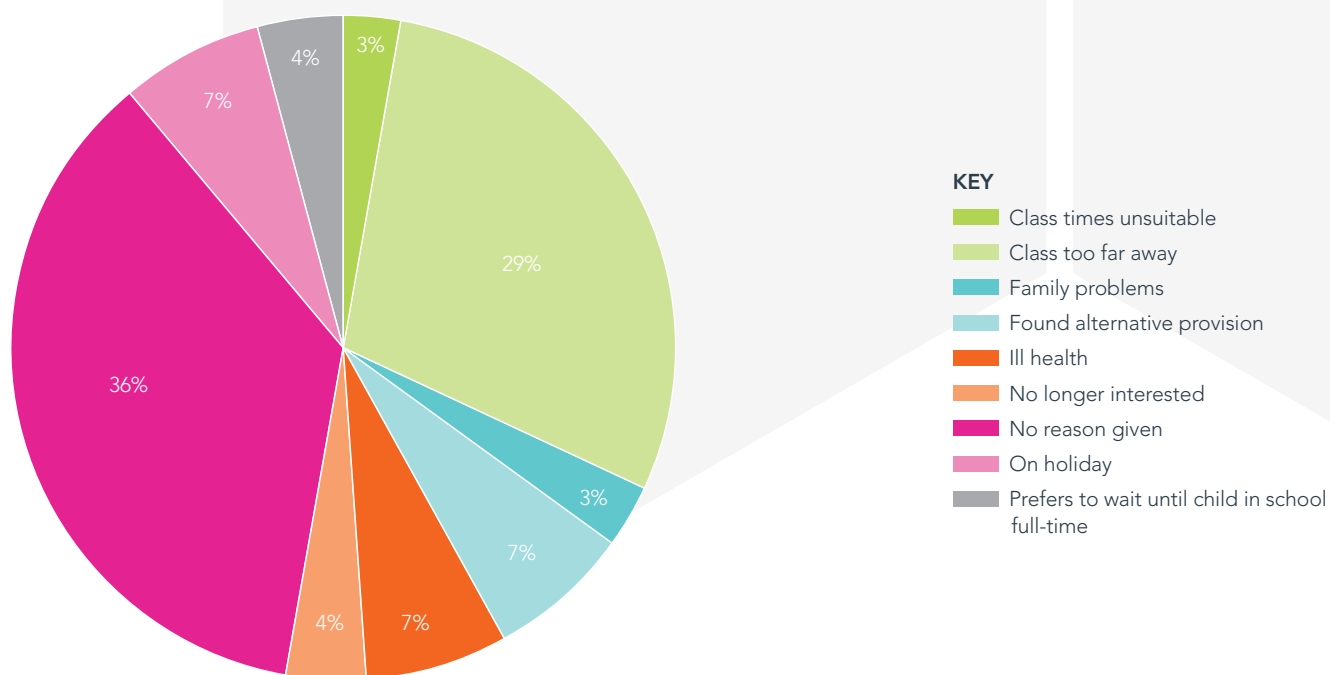
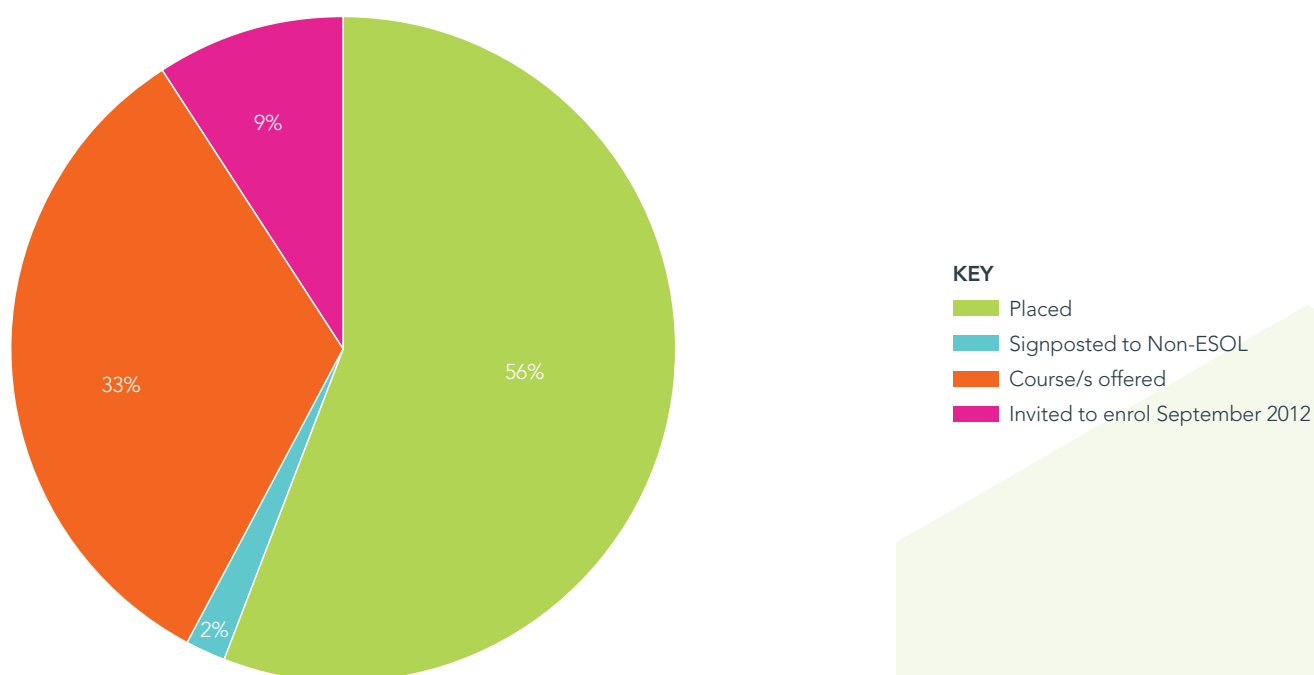


Figure 26: Outcomes for disabled learners



Outcomes for disabled learners were similar to those without a disability, with a slightly greater placed figure and therefore, a slightly lower 'Invited to enrol in September 2012' figure. Learners with a hearing impairment were offered mainstream classes and teachers were made aware of the learner's needs. There were no profoundly deaf learners in this sample.

ESOL homework



- 1) Please tell us about yourself and why you came to the UK.
- 2) Why is learning English important to you?
- 3) How have ESOL classes been useful to your life?

Hi my name is Shafiq. I come from Somalia. I live in London I am married ^{and} I have three children.

I came to the UK in 1995 ⁱⁿ on January, the reason I come to UK was because there was Civil War in Somalia and still going on.

✓ I feel safe ⁱⁿ here.

Learning English is very important ^b because it helps you to communicate the other people.

Without learning English you can't communicate anyone in there UK. Because there isn't ~~another~~ languages.

It helps me how to read and write, to communicate ^{with} the other people. It's very helpful.



CONCLUSION

It has been another successful year for the ESOL Advice Service. Continued funding for the service by Adult Learning Services has ensured the continuity of this crucial provision for Hackney's ESOL learners and providers.

It is now firmly established as a first port of call for ESOL learners in the borough, with a significant rise (44%) in the number of learners seen in 2011–12 compared to previous years. The service was inspected in May 2012 as part of Adult Learning Services' inspection by OFSTED, who found that 'ESOL learners benefit from particularly effective information, advice and guidance'. In March 2012, the service won The Learning Trust's Educators' Award for best adult learning provider.

A number of concluding comments and recommendations were made in last year's report, and before drawing new ones based on our experiences in 2011–12, the following section will review some of the issues identified in the previous report.

CHANGING CONTEXT FOR ESOL

In December 2010, the government proposed changes to the funding and eligibility for ESOL courses, outlined in the Department for Business, Innovation and Skills' Skills for Sustainable Growth, which would have restricted access to free ESOL to those on Jobseeker's Allowance or those in the Work-Related Activity Group of Employment Support Allowance. After a successful campaign, in August 2011 providers were given some 'local discretion' to provide free courses to students on other means-tested benefits provided the training helped them into work. This also gave institutions freedom to set their own fees policies, which has led to different policies in different institutions, and in some cases on different courses within the same provider. This creates some confusion for students despite the careful communication of this information at the referral stage, as they may be eligible for a free course at one provider but not at another provider offering the same course. By communicating with ESOL providers directly, the ESOL advice service has been able to reduce the burden of navigating these multiple eligibility criteria by themselves.

“ IAG delivery is intrinsically linked to wider equality and diversity activities. A case in point is how ESOL delivery has proactively sought out Roma and Orthodox Jewish communities and enabled these groups to access the service and so help progress their action plans. Similarly, the team work with agencies providing support to victims of domestic violence and helping adults with mental health needs. At all times the service is promoted with confidentiality, impartiality and professional integrity. ”

From Matrix Standard Assessment Report For London Borough of Hackney, Hackney Learning Trust, Adult Learning Services

PARTNERSHIP WORKING

The ESOL Advice Service has strengthened its reputation as the main point of contact for learners to be referred and for organisations to recruit learners in an effective and timely manner. The service limits duplication of waiting lists and is therefore cost effective, as well as making the process of joining a class easier for learners. Community organisations are increasingly turning to the ESOL Advice Service to fill vacancies, which is evidenced by the 45 ESOL opportunities advertised to learners this year. The 53 on-site ESOL advice sessions run illustrate the service also acts as a first point of contact for organisations that identify ESOL as a need for their users.

FURTHER RESEARCH

The initial assessment form now includes questions on reasons new learners have not attended a class before or why they have interrupted their studies. The data from these questions have been presented for the first time in this report. We were unable to undertake some of the research on outcomes mentioned in the previous report due to a lack of staff time and administrative support. Students' experiences of ESOL were, however, collected, and are included throughout this document.

Drawing on the data produced and our experiences of running the ESOL Advice Service in 2011–12, we have drawn the following conclusions and recommendations.

CHALLENGES FOR ESOL PROVIDERS AND LEARNERS

ESOL teachers are all-too familiar with wondering what the next challenge will be that affects our area of work and our learners. In many ways 2011-12 saw less direct challenges than previous years, starting as it did with the announcement that we would be able to continue to offer free ESOL to those in receipt of benefits. However, it has been a year of considerable challenge for many of our learners, many of whom have been affected by changes to benefits. Several have been moved off income support and on to Jobseeker's Allowance. This brings with it both additional stress for learners, some who do not consider themselves to be in a position to find work, and the chance that Job Centre requirements such as appointments and training will affect their ESOL studies.

Another challenge for those without English as one of their expert languages is the increasing link between level of English and immigration requirements. In July, the language requirement for migrating spouses was raised to E3. As we start the new academic year, we are faced with the likelihood of changes to existing ESOL qualifications specifically in order to meet Home Office requirements, with the potential for significant impact on learners, the delivery and funding of ESOL courses.

“

We have benefited from the ESOL services provided by the Hackney Trust. I work with vulnerable women who reside in supported housing and many whom have ESOL needs. I found it difficult to arrange for all the women to have assessment at the drop in sessions that take place in Hackney as they were usually oversubscribed. I contacted the...ESOL Co-ordinator... who resolved the problem I was experiencing. She explained she would come to the hostel where the women were living and carry out assessments for the women. We have used this service twice and it has been invaluable. Once the women are assessed they are told what level they are and that appropriate courses will be located for them... For those women who have been lucky enough to get a place on a ESOL course. It has impacted not only on them acquiring better command of English but also on their self esteem and confidence. Thank you from all the staff and women.”

Shofna Akhtar, Refuge, Hackney

RANGE OF COMMUNITY ESOL PROVISION

For a large number of learners, travelling to class can be a real barrier to accessing ESOL, particularly when they have commitments connected with their children's education. Additional community-based provision, with an even geographical spread, would enable learners to join a course nearer their house, thus catering for the harder to reach. This would be possible with greater partnership working during the planning stage of ESOL delivery.

ESOL learners with literacy needs often find travelling a greater challenge than most, and more dedicated classes for these learners in the community would be beneficial. Travelling may also present difficulties for those recently arrived in the country. A long-standing issue is provision for those on a spouse visa, who currently need to have been in the UK for one year to be eligible for SFA-funded provision. This means they can only access provision usually run by volunteers or funded by specific types of grants focusing on new arrivals. In Hackney, one provider has funding to run courses for new arrivals, which has been very significant in helping to meet the needs of this group, but the challenge of travel to an unfamiliar location remains a barrier for some.

Childcare has been listed as one of the major barriers to learning and one of the most frequent reasons for interrupting studies. More provision with crèche facilities would ensure a prompt start to learning and the possibility of learners continuing the journey to improve their English skills. As outlined earlier, 47% of learners seen have a child under 5, of which 29% had crèche needs. 21% of the learners assessed interrupted their learning because of childcare commitments. This suggests that having more provision with childcare facilities could decrease the chances of learners having to stop classes and reduce waiting list time for those with crèche needs.

For 2012–13, we will collect information on what contextualised and embedded ESOL courses learners are interested in, which will feed into the strategic planning and development of ESOL provision in the borough for the following academic year.

DEVELOPING PARTNERSHIP WORK

Partnership work has been very effective in working to ensure that ESOL in Hackney meets the needs of our diverse learners, through the platform of the Hackney ESOL Working Party. Data from the ESOL Advice Service is presented to the ESOL Working Party, encouraging a strategic approach to planning based on learners' needs.

A recent report into ESOL provision for learners on Jobseeker's Allowance or in the Work-Related Activity Group of Employment Support Allowance used the Hackney ESOL Advice Service as a case study of effective partnership work, which 'minimised waiting lists for ESOL courses' in the borough and avoided duplication by making the process 'quicker and more streamlined'. In its recommendations, the report also suggested local authorities to 'consider the good practice identified in the borough where the local authority ran a single ESOL advice service'.



Local authorities should consider the good practice identified in one London borough where the local authority ran a single ESOL advice service...This minimised waiting lists for ESOL courses as colleges advised the ESOL advice service of available places and the advice service was then able to match these places with learners. The advice service had also developed a common application form for ESOL applications across the borough so there was no duplication and the process was therefore quicker and more streamlined.

Analysis of English Language Employment Support Provision in London for JSA and ESA WRAG Customers, Greater London Authority, August 2012

Whilst this year has seen a rise in partner organisations contacting the ESOL Advice Service about vacancies, a further productive step in our partnership work would be better sharing of information on which learners were actually placed in those vacancies. At the moment not all providers give the ESOL Advice Service information on which learners referred have been definitely placed. A more effective two-way communication system would enable the service to monitor and report back more precisely on outcomes of referrals. For the service to increase its accuracy of outcomes data, results need to be collated and recorded in a timely manner. This would also be improved by greater administrative support for the service, particularly in terms of data entry and following up with learners offered places, which would ensure the efficiency of the service.

During 2011–12, the model we have developed for ESOL advice in Hackney has been used as a guide for establishing other similar services. The literacy and numeracy team at Hackney Learning Trust's Adult Learning Services have consolidated their offer of regular advice sessions, using our initial assessment form as a template for their own assessment, which has resulted in less duplication and smoother referrals across different curriculum areas.

In addition, in 2011–12 we visited two of our neighbouring boroughs, Tower Hamlets and Islington, to talk about the ESOL Advice Service and how it fits in with the delivery of ESOL in Hackney. We are delighted that an ESOL Advice Service, with a part-time co-ordinator, has started in Tower Hamlets for the 2012–13 academic year. We look forward to developing our existing partnerships in 2012–13, and building new links.

Khadijah Amani
ESOL Advice Service Coordinator
khadijah.amani@learningtrust.co.uk

“

It was a real success. I think for our families where English is not their first language they are reassured and maybe more confident coming into school (with its nurturing and friendly atmosphere). Seeing familiar faces and, prior to meeting the assessor, being in familiar surroundings seem to help. We used our lovely library time, a first, and it worked really well...The impact is measured in the playground where mums begin to help translate for others, become more involved in school life, for example Family Learning and other events such as Parent Consultations evening.

I have a lovely story about one of our mums...A mum was assessed and offered a place at Woodberry Down Children's Centre. She was disappointed as she had wanted to take part [in an ESOL course] here at Grazerook Primary School. She was not familiar with Woodberry Down and was very reluctant to join. I offered to take her to classes in my car, which I did and after about six weeks, she no longer met me at school for the drive. I mistakenly assumed she had dropped out, only to establish (on meeting the ESOL team later) that she had made friends and was enjoying the course and progressing.

A simple tale I know but this was a mum who could not speak English at all. ”

Beverley Dickinson, Extended Schools and Community Leader, Grazebrook Primary School

Fatma
Kama

ESOL homework



- 1) Please tell us about yourself and why you came to the UK.
- 2) Why is learning English important to you?
- 3) How have ESOL classes been useful to your life?

My Name is Fatma KAMA
 I come from TURKEY.
 I'm married and I have got
 four children.
 I came to UK in 1994
 I like learning English
 Because I can't help my children
 with homework.
 When I go to the Doctor I can't
 speak English.
 Because I wanted a better life
 My family were in the UK
 I like in UK give children education
 Help children.
 I would like to study learning English.

APPENDIX 1: INITIAL ASSESSMENT FORM

CONFIDENTIAL

RECORD OF LEARNER INITIAL ASSESSMENT – ESOL

PERSONAL INFORMATION

First name		Surname		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address					
Email					
Home telephone		Mobile			
Country of origin		Nationality		DoB	
Length of time in UK/status	/	Languages spoken		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Literacy
Education and qualifications in own country	No schooling <input type="checkbox"/> Secondary school not completed <input type="checkbox"/> Higher Education started <input type="checkbox"/> Primary School not completed <input type="checkbox"/> Secondary school completed <input type="checkbox"/> Degree completed <input type="checkbox"/> Primary School completed <input type="checkbox"/> Vocational training <input type="checkbox"/> Post graduate studies completed <input type="checkbox"/>				
Previous learning in UK	Y N	Where/when/qualifications	Reason for not attending/stopping		
Past paid/voluntary work experience	Home country				
	EU/UK				
Current employment	Part-time <input type="checkbox"/> Full-time <input type="checkbox"/> House work <input type="checkbox"/> Carer <input type="checkbox"/> Looking for work <input type="checkbox"/> Not working <input type="checkbox"/>				
Hobbies/interests					
Any means tested benefits?	NASS <input type="checkbox"/> HB <input type="checkbox"/> Council TC <input type="checkbox"/> Child TC <input type="checkbox"/> Pension credit <input type="checkbox"/> IS <input type="checkbox"/> Low pay <input type="checkbox"/> WTC <input type="checkbox"/> (under £16,190) ESA <input type="checkbox"/> JSA <input type="checkbox"/> DA <input type="checkbox"/> No benefits <input type="checkbox"/> Child Benefit <input type="checkbox"/>				
How did you hear about the service?					

RECORD OF LEARNER INITIAL ASSESSMENT – ESOL						
ESOL NEEDS						
Name						
Reasons for learning English (please tick up to 3)	To understand my children <input type="checkbox"/>	To deal with everyday life <input type="checkbox"/>	To be active in community life <input type="checkbox"/>	To help children at school <input type="checkbox"/>	To become independent <input type="checkbox"/>	To get a job <input type="checkbox"/>
	To go on to further study <input type="checkbox"/>	To make friends <input type="checkbox"/>	To get a better job <input type="checkbox"/>		Citizenship <input type="checkbox"/>	
Other reasons						
Long term goals						
Class preferences	Morning <input type="checkbox"/>	Notes:	2 sessions per week		More than 2 sessions per week	
	Afternoon <input type="checkbox"/>					
	Evening <input type="checkbox"/>					
Parent	No children <input type="checkbox"/>	DoB children requiring crèche				
	Under 5 <input type="checkbox"/>					
	Under 11 <input type="checkbox"/>					
	Under 18 <input type="checkbox"/>					
	Child's school: _____					
Additional needs			Disability:	Y/N		
Ability to travel to class	Walking distance only <input type="checkbox"/>		One bus only <input type="checkbox"/>	Anywhere in Hackney <input type="checkbox"/>		

Level

Speaking	Listening	Reading	Writing

Course placement

Days	Times	Centre	Tutor

Waiting list

Level	Venue	Crèche or other requirements

Other referrals: organisation and course	
If classes are full can we give your information to other organisations?	Yes / No

Assessor's name (PRINT)

Date

Venue

APPENDIX 2: LEVELS

READING: LEVEL DESCRIPTORS	SPEAKING AND LISTENING: LEVEL DESCRIPTORS
<p>E1</p> <p>Read and understand short texts with repeated language patterns on familiar topics.</p> <p>Read and obtain information from common signs and symbols in texts such as public signs and notices, lists, forms, notes, records, simple narratives.</p>	<p>E1</p> <p>Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions.</p> <p>Speak to communicate basic information, feelings and opinions on familiar topics.</p> <p>Engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges.</p>
<p>E2</p> <p>Read and understand short, straightforward texts on familiar topics.</p> <p>Read and obtain information from short documents, familiar sources and signs and symbols in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams.</p>	<p>E2</p> <p>Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.</p> <p>Speak to communicate information, feelings and opinions on familiar topics.</p> <p>Engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics in straightforward familiar formal exchanges.</p>
<p>E3</p> <p>Read and understand short straightforward texts on familiar topics accurately and independently.</p> <p>Read and obtain information from everyday sources in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports.</p>	<p>E3</p> <p>Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.</p> <p>Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.</p> <p>Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics in familiar formal exchanges.</p>
<p>L1</p> <p>Roughly equivalent to GCSE grades D–E</p>	<p>L1</p> <p>Roughly equivalent to GCSE grades D–E</p>
<p>L2</p> <p>Roughly equivalent to GCSE grades A–C</p>	<p>L2</p> <p>Roughly equivalent to GCSE grades A–C</p>

Source: Adult ESOL Core Curriculum

APPENDIX 3: REGIONS

COUNTRIES	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Angola	Africa
Argentina	Latin America and Caribbean
Azerbaijan	Western Asia
Bangladesh	South Asia
Bolivia	Latin America and Caribbean
Bosnia-Herzegovina	Eastern Europe
Brazil	Latin America and Caribbean
Bulgaria	Eastern Europe
Cameroon	Africa
Chile	Latin America and Caribbean
China	East Asia
Colombia	Latin America and Caribbean
Cuba	Latin America and Caribbean
Cyprus	Turkey
Czech Republic	Eastern Europe
Democratic Republic of the Congo	Africa
Dominican Republic	Latin America and Caribbean
Ecuador	Latin America and Caribbean
Egypt	Middle East and North Africa
Equatorial Guinea	Africa
Eritrea	Africa
Estonia	Eastern Europe

COUNTRIES	REGION
Ethiopia	Africa
France	Western Europe
Gabon	Africa
The Gambia	Africa
Georgia	Russia and Central Asia
Germany	Western Europe
Ghana	Africa
Greece	Western Europe
Guinea	Africa
Guinea-Bissau	Africa
Guyana	Latin America and Caribbean
Hungary	Eastern Europe
India	South Asia
Indonesia	East Asia
Iran	Middle East and North Africa
Iraq	Middle East and North Africa
Israel	Middle East and North Africa
Italy	Western Europe
Ivory Coast	Africa
Japan	East Asia
Jordan	Middle East and North Africa
Kenya	Africa
Kosovo	Eastern Europe
Latvia	Eastern Europe
Liberia	Africa
Libya	Middle East and North Africa

COUNTRIES	REGION
Lithuania	Eastern Europe
Macau	East Asia
Madagascar	Africa
Malaysia	East Asia
Mali	Africa
Montserrat	Latin America and Caribbean
Morocco	Middle East and North Africa
Mozambique	Africa
Myanmar (Burma)	East Asia
Nepal	South Asia
Nigeria	Africa
Pakistan	South Asia
Palestine	Middle East and North Africa
Peru	Latin America and Caribbean
Philippines	East Asia
Poland	Eastern Europe
Portugal	Western Europe
Puerto Rico	Latin America and Caribbean
Republic of the Congo	Africa
Romania	Eastern Europe
Russia	Russia and Central Asia
Rwanda	Africa
Sao Tome and Principe	Africa
Saudi Arabia	Middle East and North Africa
Senegal	Africa
Sierra Leone	Africa

COUNTRIES	REGION
Slovakia	Eastern Europe
Slovenia	Eastern Europe
Somalia	Africa
South Korea	East Asia
Spain	Western Europe
Sri Lanka	South Asia
Sudan	Africa
Switzerland	Western Europe
Taiwan	East Asia
Thailand	East Asia
Tunisia	Middle East and North Africa
Turkey	Turkey
Uganda	Africa
Unspecified	Unspecified
Venezuela	Latin America and Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa

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