

hackney success in the making

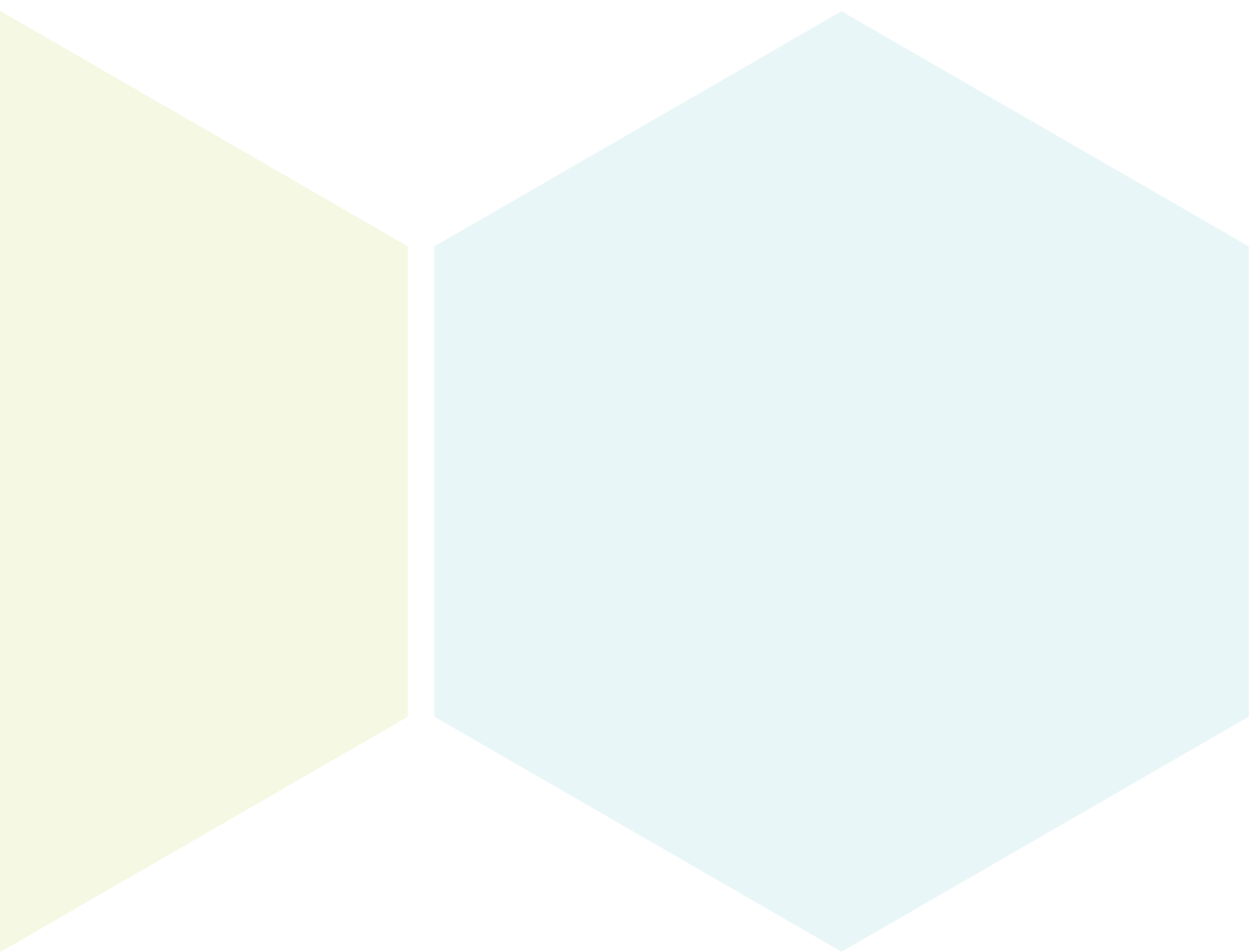
hackney ESOL advice service

ANNUAL REPORT 2012-13

 Hackney



hackney
learning trust



hackney ESOL advice service

ANNUAL REPORT 2012–13

OVERVIEW

The ESOL Advice Report is a research document produced annually and shared with all known ESOL providers, 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 fourth 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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“

When I first came to the UK, I couldn't speak English. It was very difficult for me to speak English and understand people. I couldn't communicate to people, so I became upset and I felt embarrassed.”

Ayse, ESOL student

Where do

INTRODUCTION

HACKNEY LEARNING TRUST

Hackney Learning Trust is a department within Hackney Council's Children & Young People's Services, and is responsible for children's centres, early year's education, schools and adult education within the borough. The Adult Learning Service offers an Information, Advice and Guidance (IAG) Service, Family Learning, Literacy, Numeracy, ESOL and ICT courses, vocational training and range of informal courses, including taster sessions.

In 2012–13, Hackney Learning Trust's ESOL department ran a total of 96 ESOL courses in 31 venues across the borough, both directly managed and commissioned to community providers. Courses ranged from Entry Level 1 to Level 1, with some contextualised options, including Entry Level 2 (E2) with gardening and Entry Level 3 (E3) with childcare. Most courses, through well-established partnerships with children's centres, provided crèche for learners who had childcare responsibilities, and courses were located to enable progression routes for learners moving from one level to the next.

ESOL

English for Speakers of Other Languages (ESOL) courses are English courses specifically designed for people who speak languages other than English, and who are resident, or soon to be resident in the UK. The levels progress as follows: Entry Level 1 (E1), Entry Level 2 (E2), Entry Level 3 (E3), Level 1 (L1) and finally, Level 2 (L2). Courses are typically an academic year long in duration and can be accredited or non-accredited. For further detail on the competencies achieved in each level, please see Appendix 2. ESOL courses are provided by a range of organisations, including providers from the state, voluntary and private sectors, and classes are held in a variety of settings, including colleges, schools, children's centres, churches, mosques, museums and libraries.

THE HACKNEY ESOL WORKING PARTY

The Hackney ESOL Working Party (EWP) is a forum for ESOL providers in Hackney, and other interested parties. It meets twice a term and is chaired by the ESOL team at Hackney Learning Trust. The aim of the group is to offer an arena for discussion and action on ESOL-related topics. The forum offers members the opportunity to share their experiences, interests and concerns related to ESOL, with the aim of working strategically to identify gaps in provision. Members come from a range of organisations, including ESOL providers, refugee organisations, Jobcentre Plus, Hackney Homes and Hackney children's centres and schools. One annual, extended meeting is used to strategically plan ESOL provision for the following academic year, to ensure progression routes are available for as many learners as possible. At this meeting, data from the ESOL Advice Service is used extensively, to ensure that planning is evidence-based and responds to the needs of learners, as identified by learners themselves.

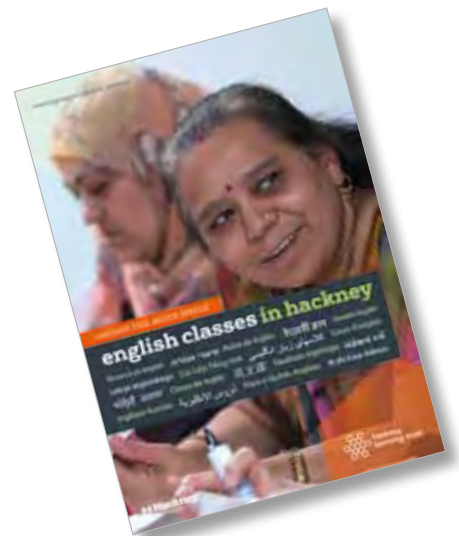
Discussions that took place in 2012/13 included several changes proposed by the current government on issues related to ESOL, including the review of ESOL qualifications; professionalism in Further Education and the introduction of welfare reforms. In addition, in spring 2013, a competition was launched by DCLG on the creation of innovative ideas to deliver community-based language programmes. The Hackney ESOL Working Party collaboratively submitted a proposal, drawing on its long-standing experience in managing community-based courses to suit the needs of ESOL learners. At the time of printing, the response has yet to be made public. The project, if successful, will involve a combination of static and mobile provision in strategic locations around Hackney, with an ESOL bus delivering advice sessions in all corners of the borough.

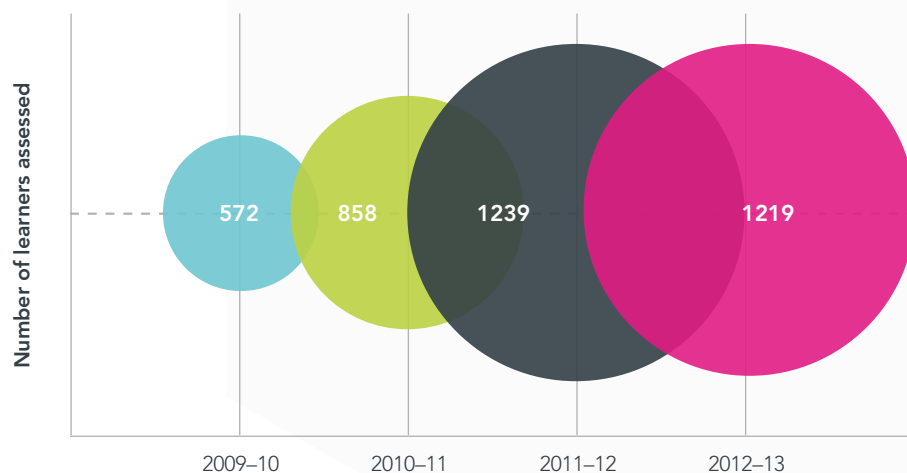


THE HACKNEY ESOL ADVICE SERVICE

The ESOL Advice Service was introduced in 2010 via Migration Impact funding. At the time of writing, it is in its fifth academic year of operation, following its absorption into mainstream Adult Learning funding at Hackney Learning Trust in 2011. The fundamental aim of the service has remained static throughout this time: to assist potential ESOL learners into suitable ESOL provision. It does this by offering learners access to free assessment and advice sessions, held weekly in a variety of community venues, and thereafter, keeping them informed of relevant options available. In 2012–13, learners were able to access any one of six regular advice sessions, including weekly sessions held at Homerton Library, Hackney Learning Trust, Linden Children’s Centre and Woodberry Down Children’s Centre, and a further two monthly sessions at Comet Nursery and Children’s Centre and The Petchey Academy. The latter was held in the evening, for those with work commitments, and advice sessions were strategically located within each cluster.

In addition to regular advice sessions, for those who were not confident about attending a session at an unfamiliar venue, on-site advice sessions, at their local school, children’s centre or community centre, were also offered. Through effective partnership work with grassroots community organisations, a number of learners from a variety of different communities and contexts were engaged, including the Orthodox Jewish and Roma communities, Refugees and Asylum Seekers, women fleeing domestic violence and those with mental health needs. A total of 39 on-site advice sessions were held in community venues in the year under review. Through regular and onsite advice sessions, a total of 1219 learners were assessed and registered with the service. A comparison of numbers between this and previous years has been included on the next page. The apparent plateau in learners seen, elaborated on in the conclusion section, was due to a reduced schedule of onsite advice sessions being offered during the year. It is estimated that an additional 200 learners would have been registered, if this had not been necessary. The figure remains significant nonetheless, and represents a 113% increase from figures seen in the service’s first year of operation.





In order to cater for the learners registering with the ESOL Advice Service, the service simultaneously develops and maintains partnerships with a range of ESOL providers across the borough, in order to increase the number of options available to learners. In the year under review, a total of 53 ESOL courses run by partner organisations were offered to learners. These included courses for people who were found to be ineligible for mainstream funding, those on Spouse Visas, an ESOL book group, online ESOL courses and ESOL and storytelling sessions, alongside mainstream accredited and non-accredited ESOL provision. In addition, cross-borough referrals to Waltham Forest and Tower Hamlets further increased the options available to learners. Partnership work not only increased learner choice, but also improved recruitment targets for our partners, ensuring both learners and ESOL providers benefitted from the ESOL Advice Service's involvement, at no additional cost.

The information collected during assessment and advice sessions is entered onto a database, and used to produce statistics. These statistics assist ESOL providers in Hackney to provide courses based on evidence of need, increasing the number of suitable options available to learners, and also improving their recruitment and retention figures. The ESOL Advice Service produces statistics on demand to stakeholders, such as schools and children's centres, and ESOL providers across the borough.

THE PROCESS

ESOL advice flyers, posters and banners are used to invite potential learners to register with the ESOL Advice Service, via regular advice sessions. At an advice session, learners' speaking, listening, reading and writing levels are tested, and other relevant information, such as their short and long term aims and aspirations, immigration status, etc., is also collected on an Initial Assessment Form (see Appendix 1). The learner is given a waiting list letter, confirming their levels and told they will be contacted as soon as a vacancy arises in an appropriate course. The initial assessment form details are then logged on the ESOL database, and the record is retrieved as soon as a vacancy arises in a course which is likely to suit the needs and aspirations of the learner. The learner is then informed of the vacancy and provided with registration details.

“

I want to learn English because everybody speaks English and I have one child and he going to school and everyday speak his teacher but difficult for me I don't speak English.”

Mihriban, ESOL student



THE REPORT

The information on the ESOL database is analysed for different purposes throughout the year, for example during the planning phase for the programme of ESOL courses offered by the Hackney Learning Trust in the following academic year. In addition, one final analysis of the data is carried out for the ESOL Annual Report, which provides interested parties with information on the profile of ESOL learners within the borough, their backgrounds, needs, goals and aspirations. The information is also analysed to evaluate the effectiveness of the ESOL Advice Service in fulfilling its fundamental aim, i.e. to place learners onto ESOL courses, and areas it can improve upon.

The data in the following pages has been presented in largely the same format as the reports which have come before it, for ease of comparison. Calculations, unless otherwise stated, include the entire sample. Turkey is treated as a region on its own, due to the large proportion of Turkish learners within ESOL classes in the borough, and to allow for ease of comparison between reports.

“

I'm proud but the thing I'm not happy about is that I don't know how to talk confident with talking to people in English but I got really helpful teachers they help me a lot and my confidents are now alright really thanks for them.

”

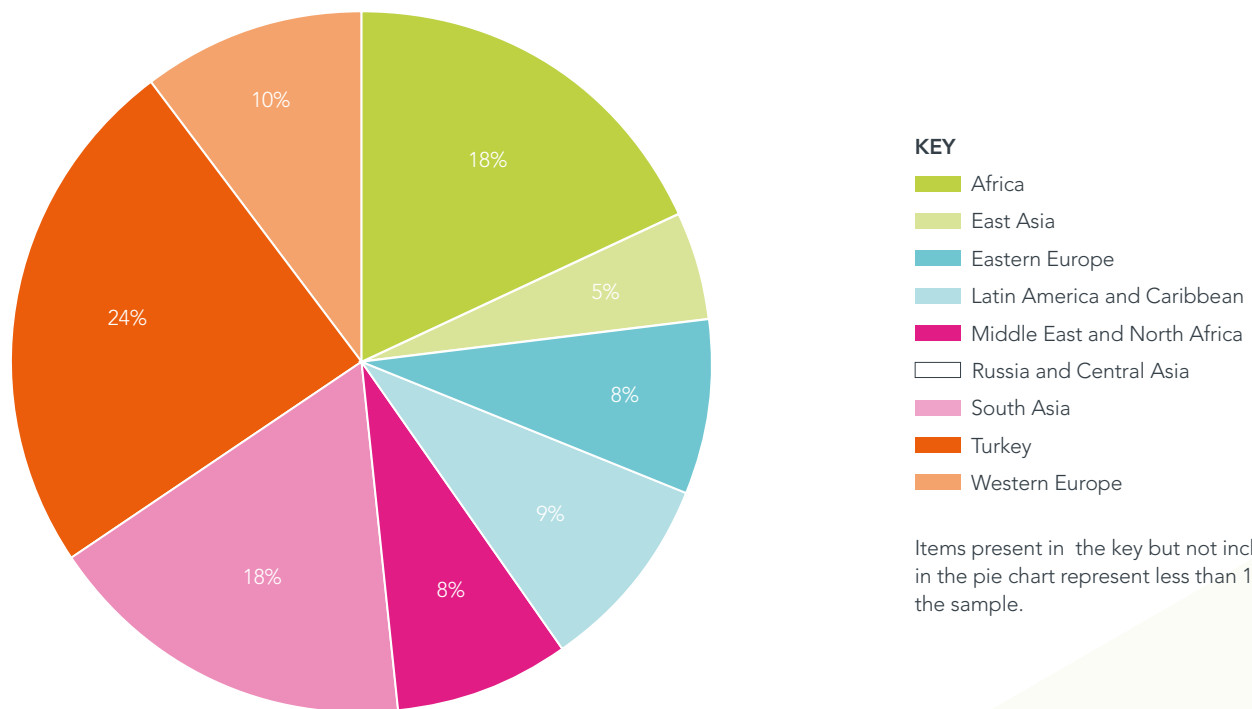
Sibel, ESOL student

REGION OF ORIGIN AND LANGUAGE

In 2012–13, a total number of 1219 learners, from 83 different countries, were seen by the ESOL Advice Service. Of these learners, those from Turkey, South Asia and Africa made up the majority of learners (totalling 60% of the whole sample).

These figures largely reflect those from the previous academic year, with a slight decrease from 27% to 24% for Turkey and a slight increase for Africa from 16% to 18%. There was no change in the proportion of learners from South Asia. Figures for other regions varied slightly also; a 3% increase in the proportion of Western European learners and conversely, a 3% decrease in their Eastern European counterparts; a 4% increase in the proportion of Latin American and Caribbean learners and a 1% decrease in the proportion of East Asian learners. The proportion of Russian and Central Asian learners also fell below 1% (from 9 to 5 learners). There was no change in the proportion of Middle East and North African learners.

Figure 1: Regions



The order of the six most popular countries of origin for the last two academic years has been as follows: Turkey, Bangladesh, India, Poland, Somalia and China. Although learners from Turkey, Bangladesh and India continued in their positions in the top three, in the year under review, the numbers of learners from Spain and Colombia were found to be more numerous than learners from Poland and China, who previously occupied spaces four and six. Somali learners remained in position five.

The actual figures of learners show that in real terms, three more learners from China were seen in this academic year compared to last, despite China being dislodged from position 6. A shift in the opposite direction was far more pronounced however, for Polish learners; from 62 actual learners seen to 40. The number of Colombian learners increased from 11 to 41, bringing the country up from position 28 (in contrast to the change last year, when numbers fell by half). Similarly, the number of Spanish learners increased from 22 to 67, moving it from position 14 in the list of countries of origin to position 4. Actual figures for Turkey, Bangladesh and India show an overall decrease in the number of learners from 319, 110 and 86 respectively in 2011–12. There was an increase of 4 in the number of Somali learners registered.

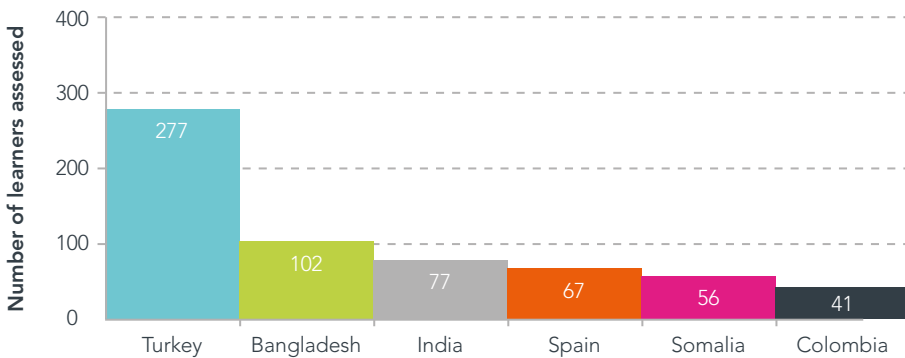


I want to learn English.
Because I live in London.
Everybody speaks English.
I don't understand them.
They don't understand me.



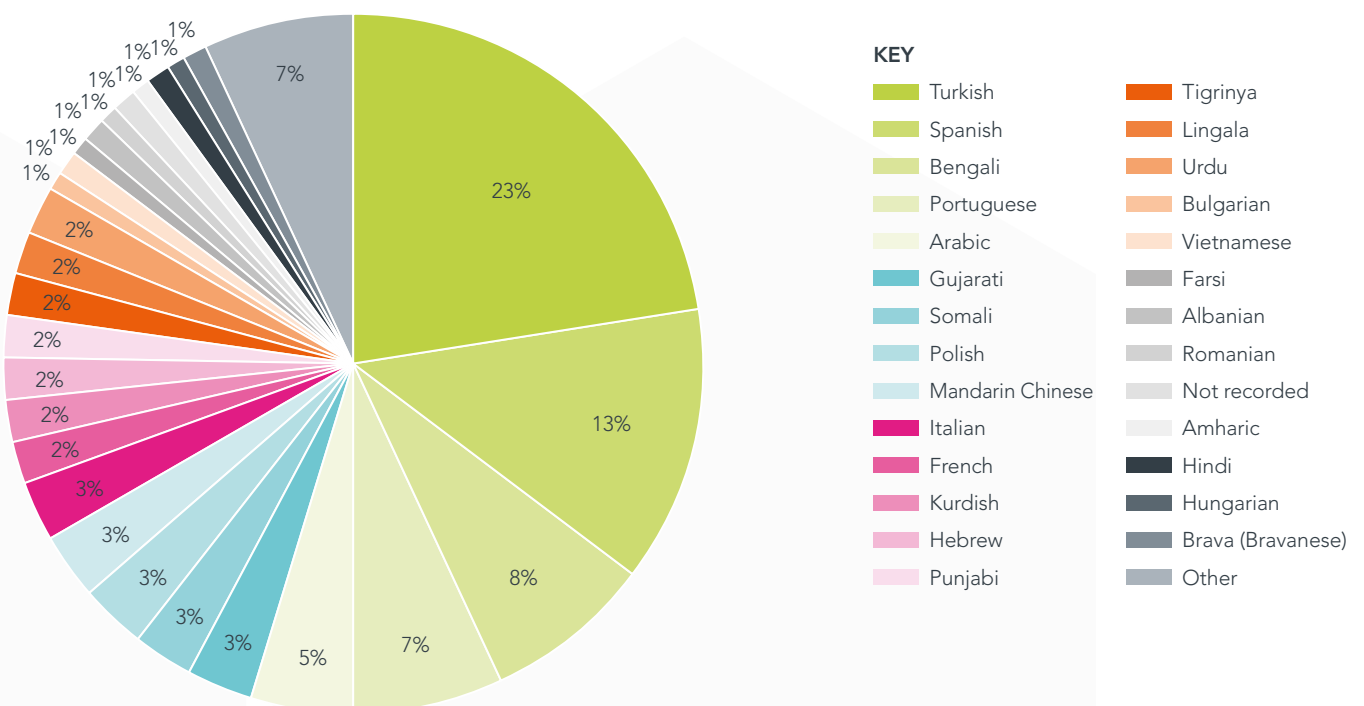
Emine, ESOL student

Figure 2: Top six countries of origin



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





This year, learners spoke a total of 69 different first languages, two fewer than last year's 71, but still an increase on academic year 2010–11 (53 first languages). The most popular languages were Turkish (23%), Spanish (13%), Bengali (8%), Portuguese (7%) and Arabic (5%), followed by Gujarati, Somali, Polish, Mandarin and Italian (3% each). In addition, 40% of all learners spoke an additional language, not including English.

94% of learners from Turkey listed Turkish as a first language, with 5% listing Kurdish instead. Of all learners listing Turkish as a first language, 94% originated from Turkey, 5% from Cyprus and 1% from Bulgaria. Of all Kurdish speakers, 50% originated from Turkey, 43% from Iraq, 4% from Kazakhstan and 3% from Iran. Spanish speakers came from a whole range of locations, including Latin American countries, the Democratic Republic of Congo, Gambia, Equatorial Guinea, Japan and Morocco. Portuguese, the next most popular language was spoken by learners from Angola, Brazil, Cape Verde, Georgia, Guinea-Bissau, Portugal, San Marino and São Tomé and Príncipe. Arabic was spoken as a first language by learners originating from Middle Eastern and North African countries as expected, but also by some learners from Iran, Eritrea and Somalia.

Of the total number of Indian learners assessed, over half (53%) listed Gujarati as a first language, 29% listed Punjabi, 11% Hindi, 5% Urdu and one learner (1%) listed Kannada as a first language. Unlike last year, there were no Bengali or Malayalam speakers from India. Finally, of all learners from Somalia, the majority (71%) spoke Somali as a first language; 18% spoke Brava, the language of a minority ethnic group within Somalia; 5% spoke Swahili; 4% Arabic and 2% Tigrinya.



ESOL class is a wonderful space for me because I meet a different people from different countries and they talk a different language to take on the same class to discuss and talk about our traditions and our cultures. So, it associates all different people on the same class.

Lamia, ESOL student

gabriele

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?

1) My name is Gabrielo. I was born in 1953y. I am Polish. Here I get a job as a cleaner. I came in UK in 1998 for the first time. In 2000 I came the second time and I settled down here. In 2011 I went on sick Allowance. I have got depression and learning English class helps me because I forgot about being ill and sad. I can talk to other people.

2) English is very important to me because it makes my life easier. I talk to people I can get a job I can deal with officials. I get a British passport, I can go to the doctor.

3) ^{ESOL} English ESOL classes is very useful in to my life because, I can speak English, I learn new things, I can read books and newspaper, I can listen to the news, I have contact with other people and learn about the UK, America^{the}, Asia.

GENDER

As with all previous years, the vast majority of learners seen by the ESOL Advice Service were female. Compared to last academic year, however, the proportion of male learners registered with the service increased from 12% to 17%.

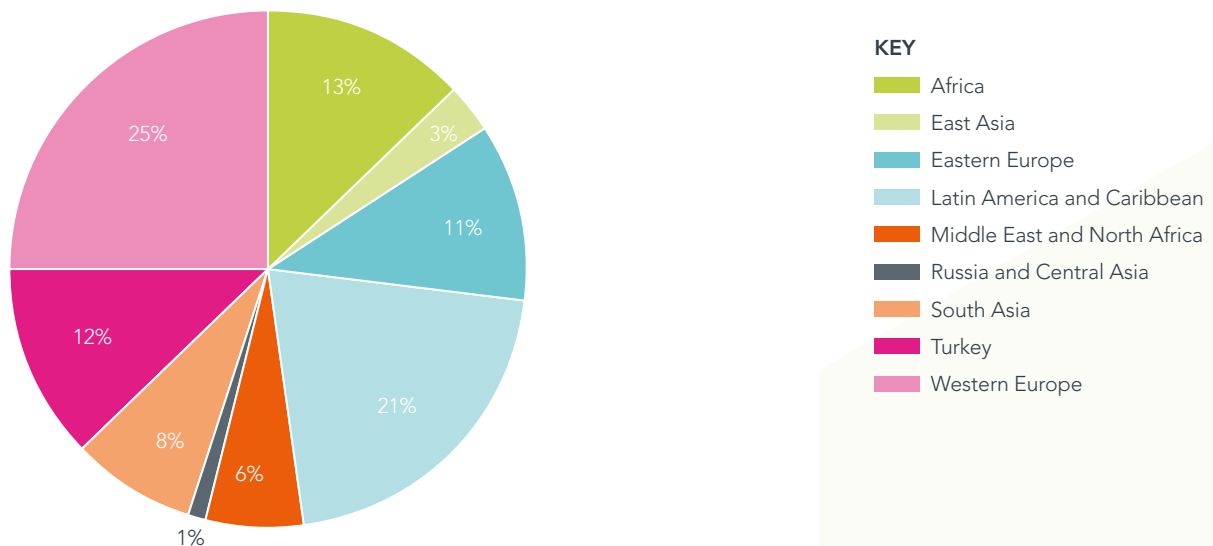
The data shows that 206 male learners were seen, compared to 146 in 2011–12. A possible reason for the increase could be the new option for evening advice, as males were found to be more likely to have work commitments in the day time.

Figure 4: Gender



Overall take up of evening advice remained low in 2012–13, despite inclusion of the service in the mainstream ESOL flyer. However, the service has been reconfirmed for the current academic year, in order to cater for those learners, be they few, who would otherwise not be able to access ESOL advice. ESOL evening provision at Entry 1, 2 and 3 was also recommissioned to cater for these learners.

Figure 5: Region by gender – male



Region by gender analysis shows that the majority of males originated from Western Europe (25%), followed closely by Latin America and the Caribbean (21%). African males were the next most numerous at 13%; Turkish and Eastern European males made up 12% and 11% respectively, followed by South Asian (8%) and Middle Eastern and North African males (6%). East Asian males made up 3% of the male sample and the smallest proportion of males came from Russia and Central Asia (1%).

These figures are in contrast to 2011–12's figures, when Eastern European males made up 17% of all males seen, and along with the Latin American and Caribbean cohort (17%), was the origin of one of the two largest groups of males. The proportion of males from Africa and Russia and Central Asia has remained static. The proportion of males from Western Europe however, has increased from 11% to 25% since 2011–12. Finally, the percentage of males from Eastern Europe decreased from 17% to 11%, and the percentage of males from South Asia decreased from 14% to 8%. For all other regions, the proportion of males changed by no more than 3%. This year, as in the two previous academic years, the proportion of African, East Asian and Middle Eastern and North African males has remained relatively constant.

As in all previous years, females made up the majority of learners from every region. There were some differences nonetheless, between the proportions of men for different regions, i.e. males from some regions made up a greater proportion of the sample of people from their region of origin than males from other regions. For example, Western European and Latin American and Caribbean males made up 41% of their respective cohorts. Eastern European made up a smaller, but still significant, 20% of the Eastern European sample. Male learners from all other regions, made up between 8% and 13% of their respective cohorts, with the smallest proportion of male learners in the South Asian group (8%). Turkish males, who last year made up the smallest proportion of males of all regions, increased to 9% this year.

The table below illustrates the gender split by region.

Region	Female	Male	Grand total	% females	% males
Africa	193	26	219	88	12
East Asia	52	6	58	90	10
Eastern Europe	79	23	102	77	23
Latin America and Caribbean	64	44	108	59	41
Middle East and North Africa	86	13	99	87	13
Russia and Central Asia	4	1	5	80	20
South Asia	196	17	213	92	8
Turkey	265	25	290	91	9
Western Europe	74	51	125	59	41
Grand total	1013	206	1219		

“

Learning English is important for me because it is my third language after French and Arabic.”

Nabila, ESOL student



IMMIGRATION STATUS

Just under a third of all learners (32%) were British Nationals, 14% has Indefinite Leave to Remain and 24% were EU Nationals. These figures are lower than those found last year, most significantly for those with Indefinite Leave to Remain, which fell from 26%. The three statuses nonetheless, continue to make up the vast majority of the learners, at 70% (83% last year).

The change in proportions includes an increase in the number of learners who were Dependents of EU Nationals; from less than one percent last year to 8% this academic year. There were also a higher number of 'unspecified' statuses (2% to 6%). The proportion of learners on Spouse (7%), Student, Dependent (1%) and Working Visas, and Refugees and Asylum Seekers (4%), remained largely the same as last academic year, with variations of up to 1% only.

Learners on Spouse Visas were unable to access SFA-funded ESOL provision until they had completed one year's residence in the UK. Those who did not qualify on registration were directed (when vacancies were announced) to provision specifically designed for newly arrived spouses, funded by the European Integration Fund, at a partner organisation. Asylum Seekers also had to meet a 6-month residency requirement; all of the learners who approached the service had fulfilled this requirement, and were therefore offered courses as usual. Similarly, learners on Working Visas and Dependent Visas (not of EU/ UK Nationals) were unable to access SFA-funded courses. Two partner organisations nonetheless, offered courses specifically for such learners.

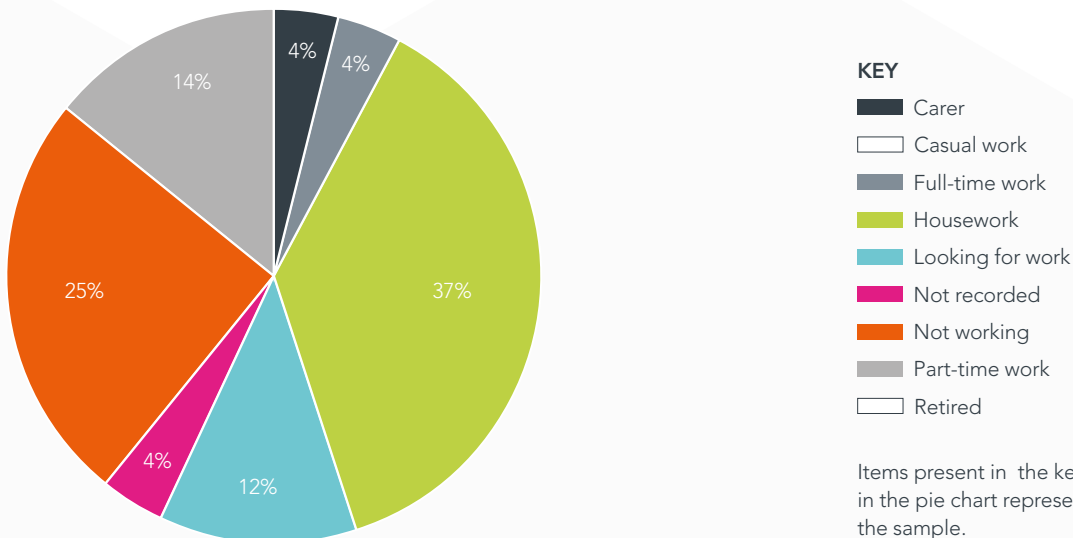


EMPLOYMENT STATUS

A total of 22% of learners in this year's sample, compared to 16% in 2011–12, were employed, either part-time or full-time, including casual work and 4% who were carers. 12% of learners were looking for work, compared to 8% last year.

The largest proportions of learners at 37% were engaged in 'Housework', which included the care of pre-school children, down from 44% in 2011–12. 25% were not working and reasons, where given, were related to health and not being confident in speaking English.

Figure 6: Employment status



INCOME/CONTRIBUTION-BASED BENEFIT STATUS

Just under three-quarters of this year's sample of learners reported receiving income/contribution-based benefits. Of the 27% not in receipt of benefits, 69% reported earning less than £16,190 before tax, per year, which would usually entitle any children to free school meals.

Job Seeker's Allowance and Employment Support Allowance (Work Related Activity Group) are two sets of income-based benefits which are referred to as 'Active Benefits', and which in some organisations entitles learners access to courses which are inaccessible to those who are in receipt of other types of benefits, or none. Following a successful campaign last year, the government's proposal attempting to restrict free ESOL courses to those on 'Active Benefits' only, was defeated. An analysis of 2012–13 data shows that 30% of learners were receiving Jobseeker's Allowance or Employment Support Allowance; whether the latter fell within the Work Related Activity Group (WRAG) is unclear, as learners were usually unsure. The figure increased from 16% in 2011–12.

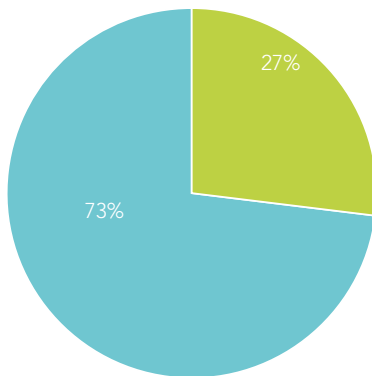
Learners who were not in receipt of income/contribution-based benefits, or on a low income, were able to access voluntary classes, held at City and Hackney Farm, Hackney Migrant Centre and the ESOL Book Club at Hackney Central Library. They were also able to access courses with tuition fees at Hackney Community College and International House in Central London. Learners on a low income but not receiving income/contribution-based benefits were directed to Hackney Learning Trust ESOL classes. They were however, required to wait some time, as vacancies were limited as were other options in the borough.

“

I started to learned English in March 1999. I was only one month in the UK. When I started learning English. But I didn't finish my English. I only learned English one year and after that I started a work. I worked five days a week, so I couldn't go my class. I worked full time. But after two years I was back to learning English again because I needed to learn more English.”

Anab, ESOL student

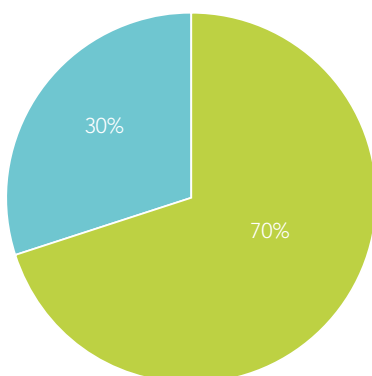
Figure 7: Receiving income-based benefits?



KEY

- No
- Yes

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



KEY

- No
- Yes

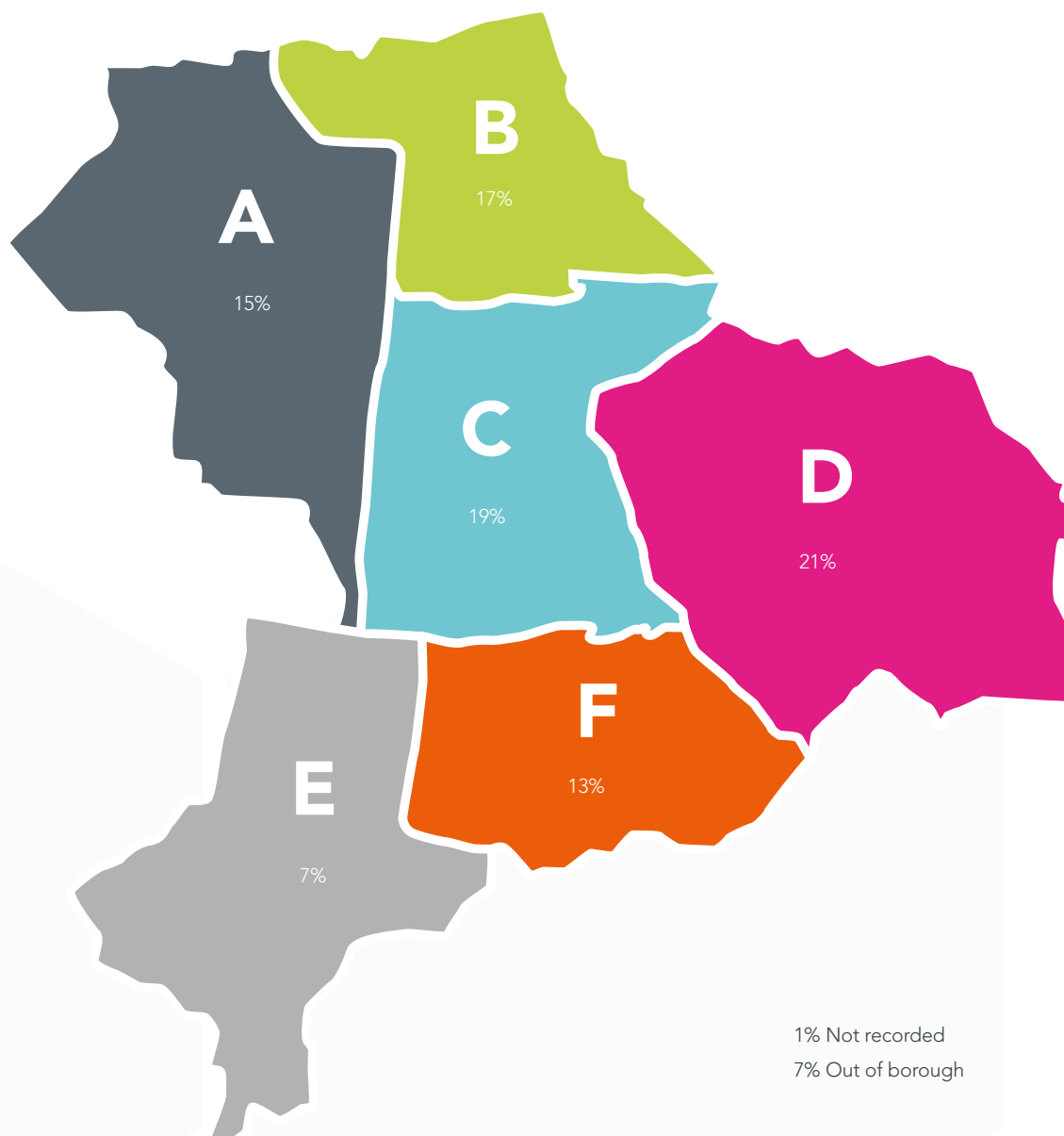
DISTRIBUTION IN HACKNEY

Hackney is divided into six areas referred to as clusters. Within each cluster, services, including schools and children's centres, work together to meet established outcomes for the residents within the cluster.

ESOL Advice sessions have been located strategically with the aim of being accessible to learners from all parts of the borough. Figure 9 shows the distribution of learners seen from each cluster in 2012–13.

The largest group of learners seen were residents of cluster D. The figures were relatively similar between the clusters, and largely matched those from 2011–12, with variations of up to 2% only. There was a slight increase from 5% to 7% in the number of learners from cluster E. It was felt that increasing the number of cluster E residents registered with the service would assist in supporting our partners in cluster E in filling vacancies. Further work is intended for the new academic year. 7% of learners were residents of other boroughs, and they were provided with a list of options within their own borough, and, if they opted to, placed on the Hackney waiting list.

Figure 9: Hackney schools' clusters map



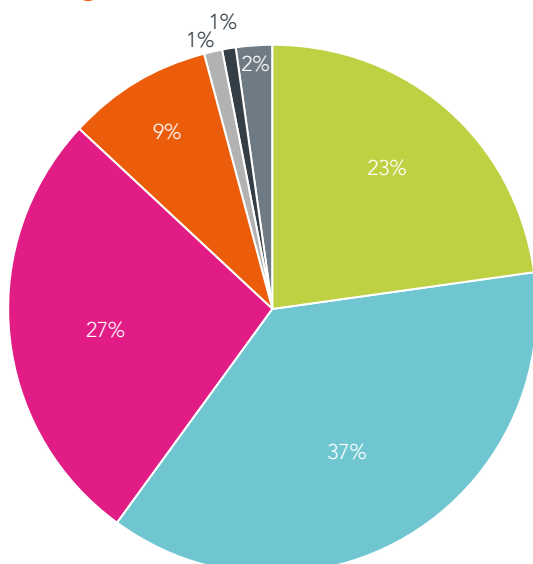


AGE

As in 2011–12, the vast majority of learners seen in 2012–13 fell within the 19–39 age band (60%). There were also a significant number of learners from the 40–49 age range.

Generally, the proportion of learners decreased as age increased, except for the 19–29 age group, which had fewer learners than the 30–39 age group. A question on barriers to joining or progressing in ESOL will be discussed in the following pages, and may shed some light on the issue. There was a decrease from 2% to 1% in the 60–69 year age group this year, and an increase from 24% to 27% in the 40–49 age group. Otherwise, there was no change in proportion for the other age groups. In real terms, six fewer learners aged 70 or above registered with the service this year. The eldest learner was aged 86 years old. A small number of learners (2) under 19 years of age also registered with the service; generally, under 19s were not registered and directly sign-posted to ESOL providers catering for them, therefore, the figure is not an accurate reflection of under 19s encountered by the service.

Figure 10: Age bands



KEY

- 19–29
- 30–39
- 40–49
- 50–59
- 60–69
- 70+
- Under 19
- Not recorded

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

Females in each age band were more likely than their male counterparts to register for an English course. The trend identified for all learners, i.e. that except for the 19–29 age group, registrations with the service decreased with age, was also found in the female sample. It was not however, the case in the male sample. Male learners were, like their counterparts, more likely to register for a class aged 30–39, than at 19–29. Unlike their counterparts however, after 30–39 (31%), there was a further increase at 40–49 years (34%).

Figure 11a: Gender and age

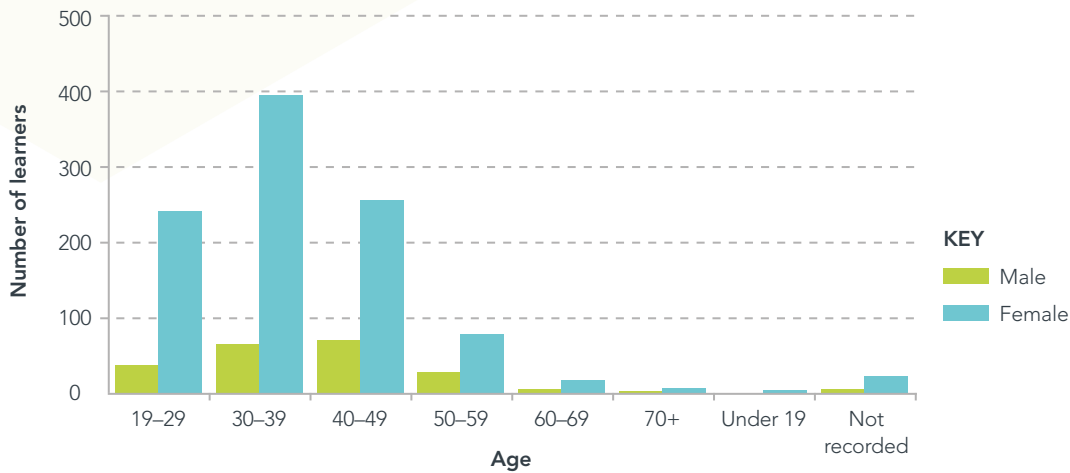
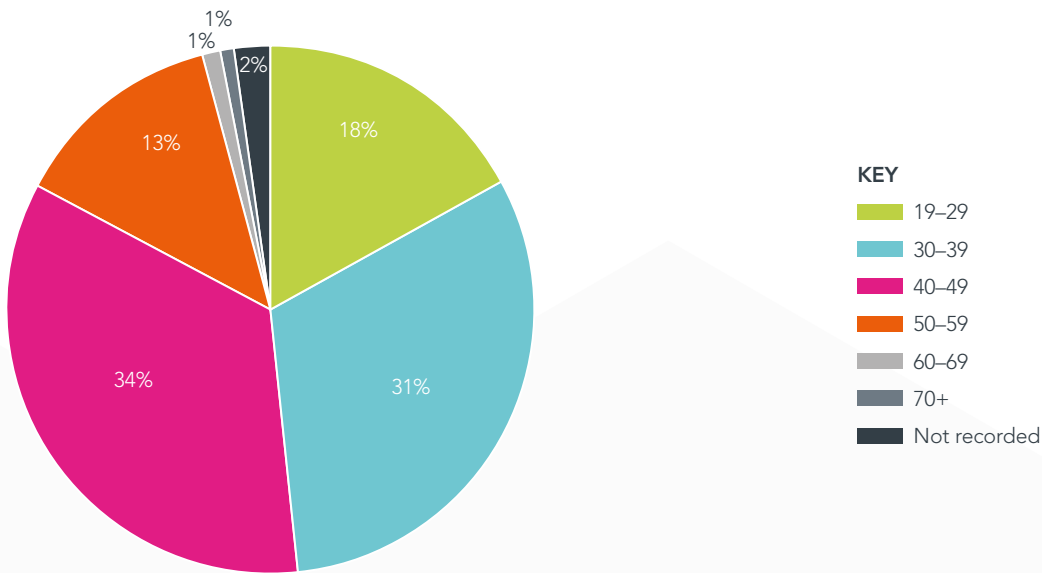


Figure 11b: Males and age



63% of all women registering with the service were aged between 19 and 39, compared to 49% for males. Conversely, 47% of all males registered were aged between 40 and 59 years old, compared to 33% of females, indicating that females were more inclined to learn English at a particular age range, whereas, males seemed to have a more even age band distribution. Between 50–59 years old, although proportions decrease significantly for males and females, a greater proportion of males (13%) were found in the age group than females (8%).



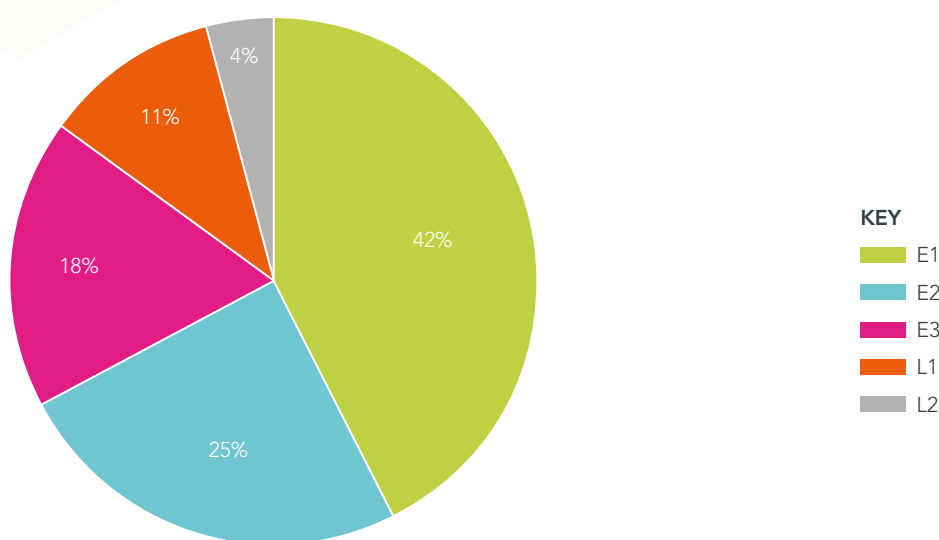
LEVELS

The trend of previous years has continued in 2012–13; as the speaking level increased, the proportion of learners decreased. E1 learners made up 42% of all learners. In gender-based analysis of levels, males and females followed the trend. Proportions of females at each level varied from the whole sample by up to 1%. In contrast, the figures were more varied for males at E2 (18%) and L2 (8%).

Overall, the proportion of E1 learners decreased from 44% to 42%. The proportion of E2 learners increased from 23% to 25% and the proportion of L1 learners increased from 10% to 11%. The proportion of E3 and L2 learners remained static at 18% and 4% respectively. An analysis of levels by cluster reveals similar figures for clusters A, B, D and F. Cluster C had a greater proportion of E3 learners than the sample as a whole (22%) and fewer L1 learners (8%). Over half of learners (52%) registered in cluster E were assessed at E1. This cluster also had a smaller proportion of E3 and L1 learners (12% and 5% respectively), likely due to higher level learners registering directly with Hackney Community College for a course.

Eighty learners registered with the service were residents from outside of the borough. Figures for the proportion of E2 and L1 were similar to the whole sample. However, the proportion of E1 learners was 10% less; E3 7% lower and most interestingly, L2 learners made up 16%, compared to 4% for all learners seen, possibly indicating a shortage of L2 courses in their boroughs of residence. The greatest proportion of learners in each level was as follows: E1 learners, clusters C and D (20% each); E2, cluster D (21%); E3 learners, clusters C and D (24% each); L1 learners, cluster D (23%), and finally, the largest proportion of L2 learners were found in the Out of Borough residents group (28%) followed by cluster C (15%) within the borough.

Figure 12: Levels – speaking



Writing levels largely reflected the speaking levels for 71% of learners. 17% of learners had a single level difference (downwards) between their speaking and writing level, for example, E3 speaking and Entry 2 writing. Such differences are common in ESOL classes, and teachers are trained to cater for the ‘spiky profiles’ through differentiation. 8% of learners were assessed as having writing levels two or more whole levels lower than their speaking levels; these learners are referred to as ESOL basic literacy learners and are ideally catered for in specialist courses. Figures for basic literacy learners last year (7%) prompted the Hackney Learning Trust’s ESOL department to set up four specialist classes; two at E1 and two at E2. Both of these courses are still running, and have high retention rates. Unfortunately, as a result, waiting times are also lengthy.

“
It is very difficult to speak and write but as you study more [you] get better.”

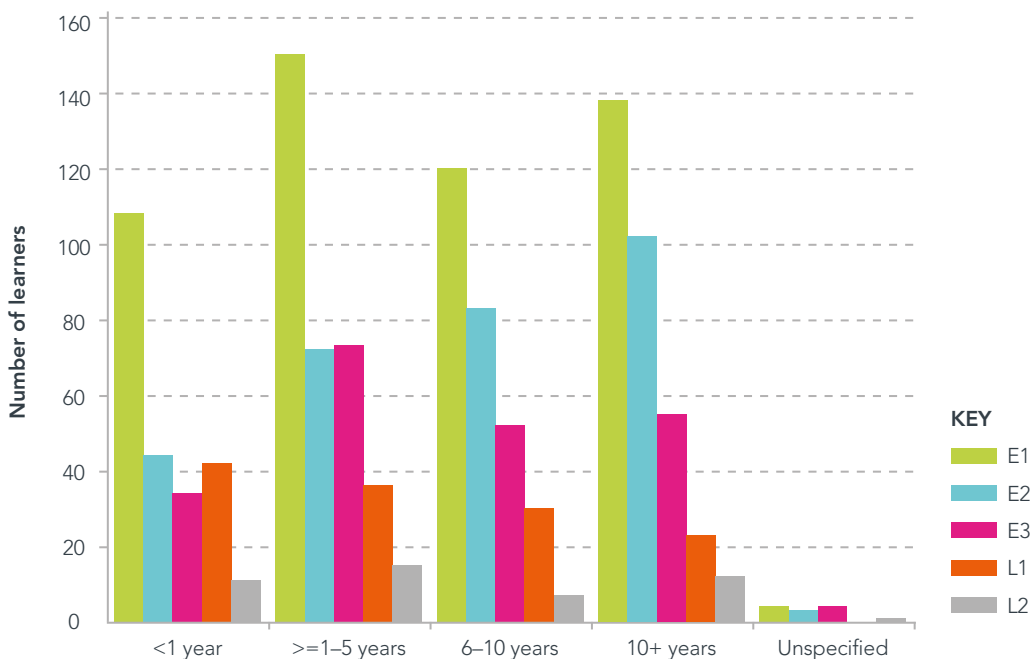
Sonia, ESOL student

LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

The largest group of learners, at the time of registration, had been resident in the UK for between 1 and 5 years (28%). The smallest group had been resident in the UK for less than a year (20%), although the figures for each category did not deviate a great deal from each other.

Those who had been in the UK for between 6 and 10 years, made up 24% of the total, and their counterparts who had been resident for ten years or more were 27% of the total registered. The change from 2011–12 has been slight, except for the proportion of learners resident in the UK less than 1 year, which has increased from 12% to 20%. The majority (56%) of these learners were EU Nationals, with a significant proportion (19%) dependent of EU Nationals. 10% of learners who had been resident in the UK for less than a year were on Spouse Visas. In 2012–13, spouses who had been resident for less than a year were unable access SFA-funded ESOL courses. They were however, able to access the ‘Welcome club’ courses offered by a partner organisation, funded by the European Integration Fund.

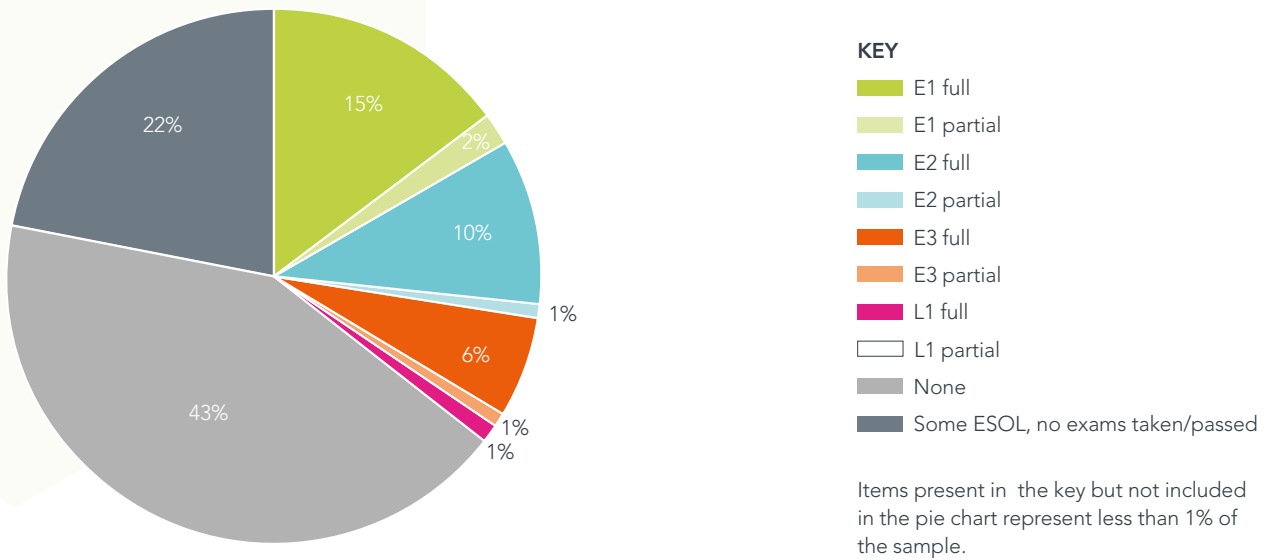
Figure 13: Time in UK by level of English (speaking)



E1 learners were the most numerous in all length of residence bands, generally followed by E2, then E3, L1 and finally, L2. In the <1 year band however, there were more L1 learners than E3, as was the case last academic year, and in the 1–5 year band, more E3 learners than E2.

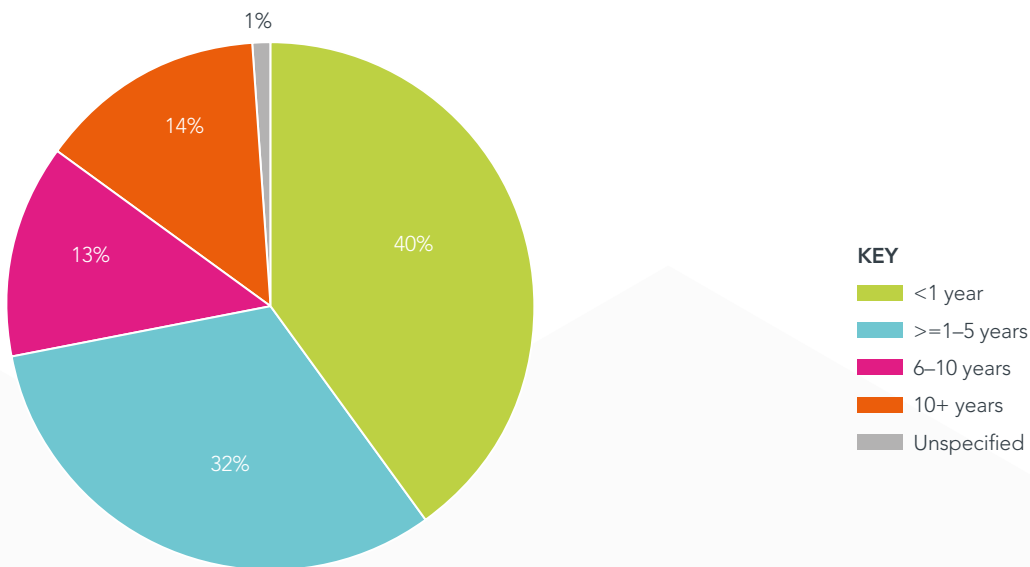
During registration, learners were asked whether they had any experience of attending an ESOL course. Where they had attended a course and passed all four modes (speaking, listening, reading and writing), this was recorded as ‘full’; and where the learner had passed some but not all, ‘partial’. In 2012–13, 43% of all learners registering with the service had had no experience of ESOL. This figure was the same as in 2011–12.

Figure 14: ESOL qualifications already attained



22% had attended ESOL classes, but had not taken or passed any examinations; lower than last academic year's 35%. 17% of this year's sample had either a partial or full E1 qualification, and 11% had achieved partial or full E2 qualifications in ESOL. Both figures were slightly greater than in 2011–12.

Figure 15: Time in UK – no ESOL course experience



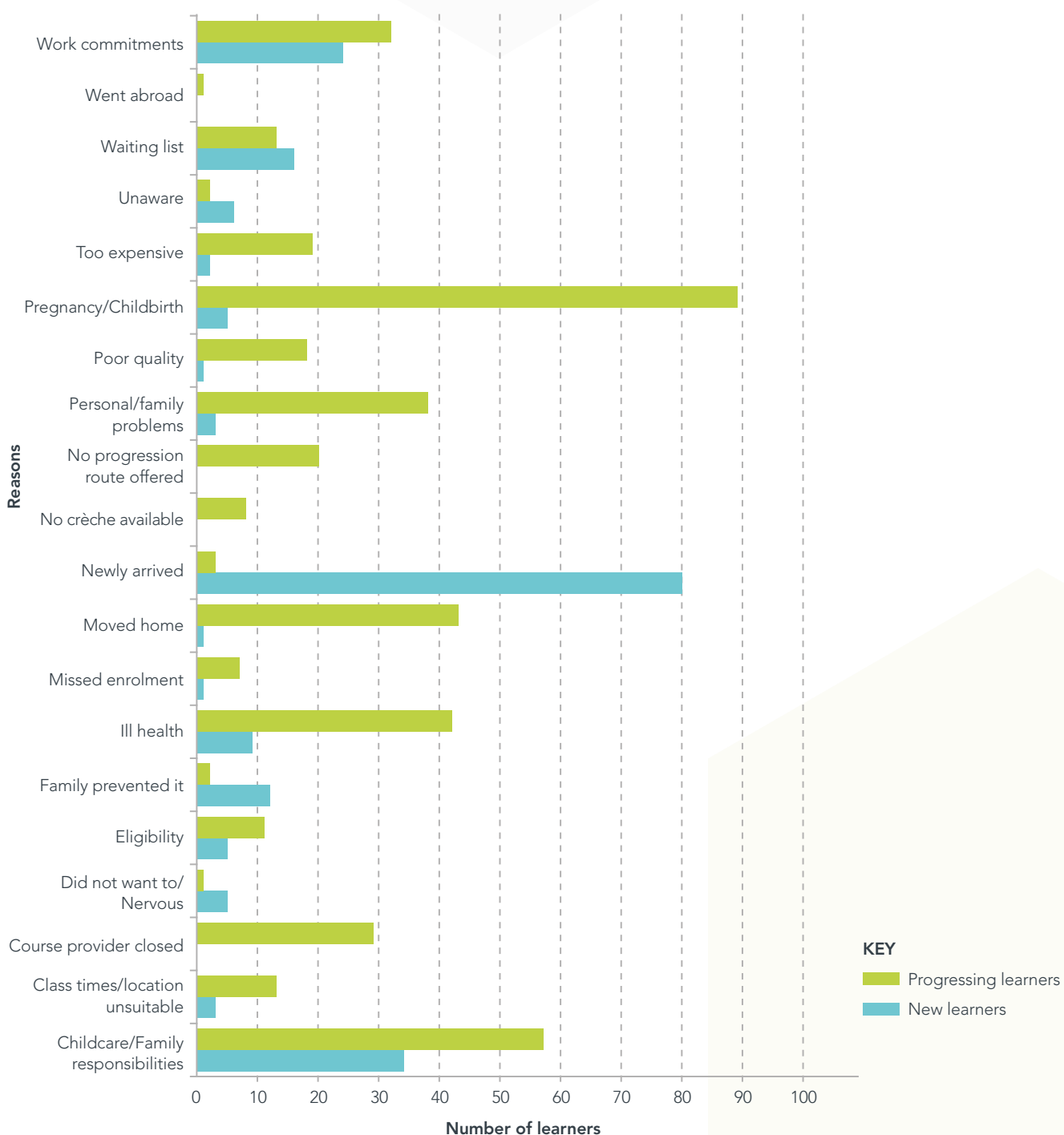
Further analysis reveals that 40% of learners with no previous experience of ESOL had been resident in the UK for less than a year, which could explain the reason for their lack of engagement. A significant 32% of learners however, had been resident for between 1 and 5 years. Just over one quarter (27%) of learners with no previous experience of ESOL had been resident in the UK for between 6 and 10 years. Barriers to engagement, as identified by learners, will be explored in the following section.

BARRIERS

Following a question regarding their previous experience and qualifications in ESOL, learners were asked to identify reasons why they were unable to join a course, if they had never before joined one, or if they had, why they were obliged to stop.

The question is a complex one to explain, so not all learners were able to respond. The chart and discussion below includes responses from a total of 655 learners (54% of the student sample, up from 31% in 2011–12). This number represents 448, or 60% of all learners who had engaged with some form of ESOL course in the past, referred to hereafter as *progressing learners*, and 207, or 40% of all *new learners*, who had had no experience of attending an ESOL course.

Figure 16: Barriers to joining and continuing

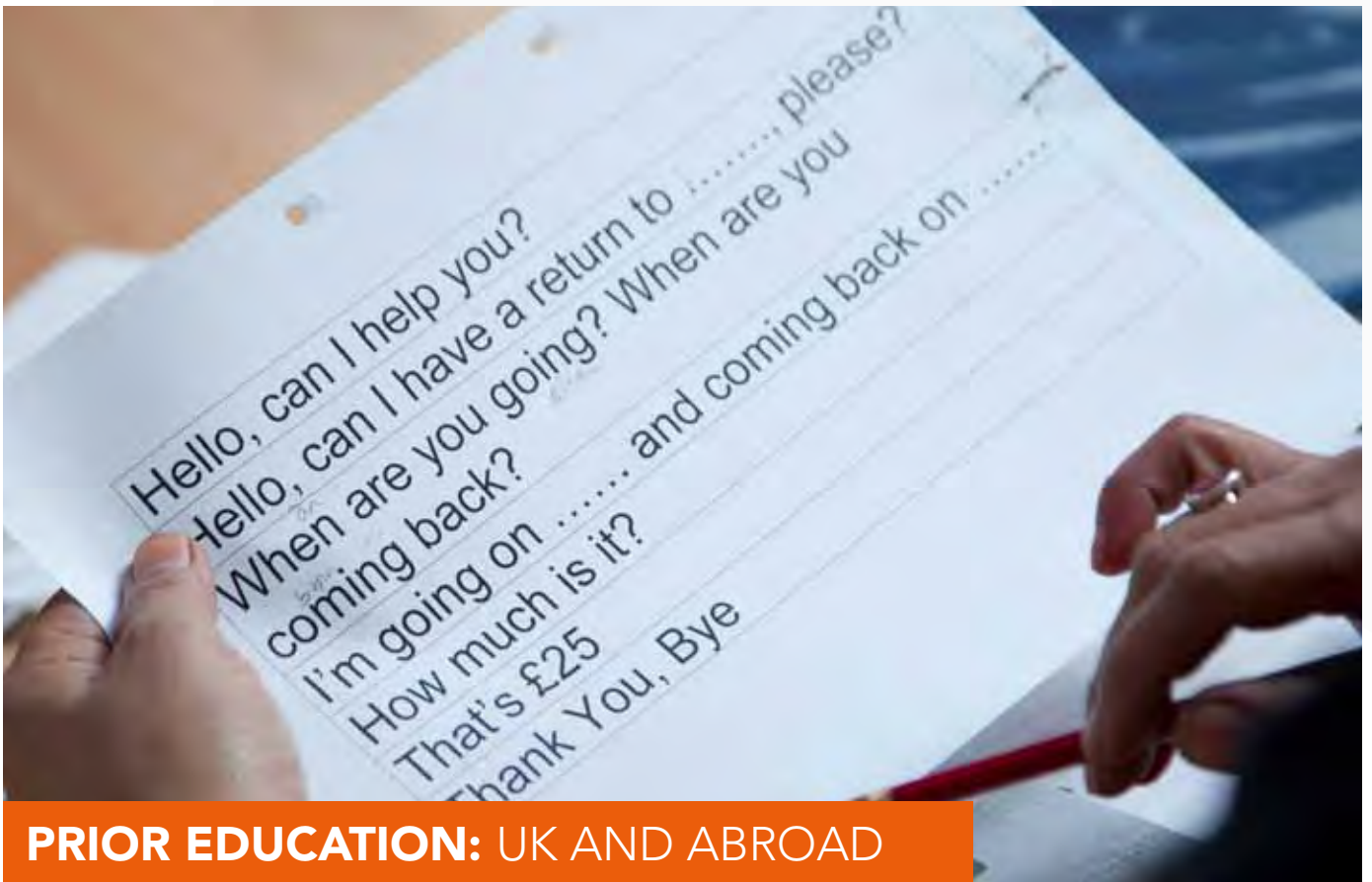


BARRIERS

For new learners, the reason most frequently cited to explain their reason for not having engaged in an ESOL course previously, was their being new to the UK and needing time to settle into their surroundings. Following this, the next most cited reason was childcare/family responsibilities, followed by work commitments. New learners appeared to be more commonly affected by someone in the family preventing them from joining a class, being unaware of ESOL provision, being deterred by nervousness, and also being placed on waiting lists.

For progressing learners, pregnancy or the birth of a child was the most common reason for withdrawing from an ESOL course. This was followed by moving home, and ill health. Progressing learners also cited being deterred from continuing their learning due to the closing of a course provider, work commitments, the expense of courses, the quality of courses, personal or family problems, lack of progression routes and crèche provision being unavailable.





PRIOR EDUCATION: UK AND ABROAD

As in 2011–12, 8% of learners registering with the service this academic year had had no formal schooling. Just over one-fifth (22%) had either started or completed primary education, and 43% had started or completed secondary education. 8% had attended college or engaged in vocational education, and 17% had either started or completed higher education or post-graduate studies at university.

These figures are similar to those found in 2011–12. 16% of learners seen this academic year were not literate in a language not including English. 40% however, spoke a language in addition to their first language, not including English.

Of the 8% of learners with no formal schooling, 32% had basic literacy needs. 63% were assessed at E1 and 67% had not attained any ESOL qualifications at the time of registration (38% had never engaged in an ESOL course before). Furthermore, 81% of these learners had been resident in the UK for 6 years or more.

An analysis of learners from the most popular six countries shows the following figures for proportion of learners with no schooling: 8% of Turkish learners; 1% of learners from Bangladesh; 4% of Indian learners; 59% of Somali learners. All learners from Colombia and Spain had received some formal schooling. The largest groups for each of the top six countries in terms of schooling were as follows: 47% of all Turkish learners had some primary schooling; 66% of Bangladeshi learners had some secondary education; 45% of all learners from India had some secondary education; 67% of all Spanish learners had started or completed higher education; 59% of Somali learners had received no formal schooling, although 18% had received some primary schooling, and finally, 71% of Colombian learners had some secondary education.

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 Magda and I'm 27 years old. I'm Polish and I came to the UK exactly 6 years ago. If I have to be honest I didn't want to come here, but for us it was only way to change our lives for better. We've decided to stay in England for ever, so I have to improving my English. Here is my second home, and English is my second language, and it is very important for me, be as good as possible.

I'm a very shy person, and because of that I don't have lot of English friend, actually I don't have any. So I couldn't practicing a lot. I just spoke with doctors, ^{when I was} ~~in shops~~ doing shopping, at my daughters nursery, etc.

Fortunately I found ESOL classes near my place and decided to join in.

At class I'm building my confidence, learning much more than I've ^{learned} taught being without any support. I've met fantastic people with whom I can chat. I'm very glad to be in that great ~~at~~ class.

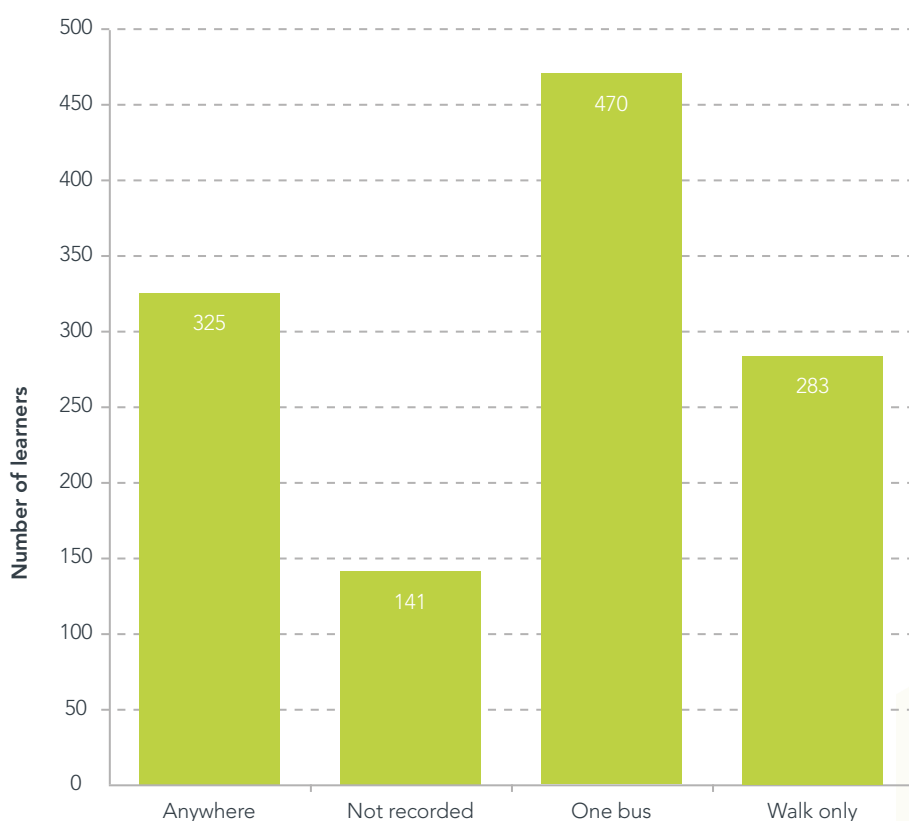
PREFERENCES

23% of learners seen in this academic year opted for 'walking distance only', when asked how far they'd be willing to travel for an ESOL class, compared to 32% in 2011–12. The proportion of learners who said they would be happy to take a bus to class increased from 30% to 38%, and learners who said they would travel anywhere within the borough for a class increased from 25% to 27%.

These preferences were recorded. However, where places closer to home were not available, learners who opted for 'walking distance only' were offered a course further afield. Often offers were accepted once learners had been waiting for a course for some time, and became more aware of the shortage of ESOL courses within the borough.

91% of all learners preferred daytime classes; most of these learners needed classes between 9am and 3pm, in order to be able to do the school run. 8% said they would be interested in an evening class and 1% of all learners said they could only attend an evening class due to other commitments, decreasing from 10% since 2011–12

Figure 17: Travel preferences



“

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 an 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.

”

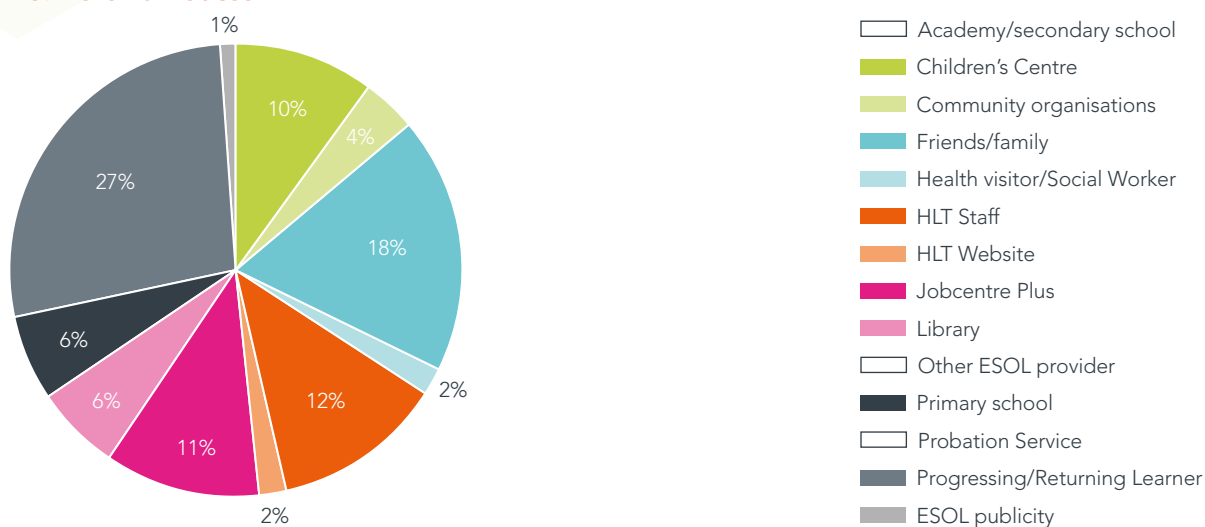
Shofna Akhtar, Refuge, Hackney

REFERRAL ROUTES

Learners often approach the service having been directed by a number of prompts. For example, a single learner may approach a staff member at a library seeking information on ESOL. They are then given an ESOL flyer, and call the ESOL Advice Line to confirm the details or for specific information. Subsequently, the learner attends a specific children’s centre for an advice drop-in and finally, registers.

When asked how they heard about the service, they often provide one response, such as library, or flyer, the ESOL Advice line, or Linden Children’s Centre; very rarely, the very first prompt or all of the prompts. The referral routes illustrated below however, do offer some insight into some of the prompts which proved effective in helping learners reach an ESOL advice session. The unspecified entries (97) for this question have been excluded from the calculation and chart below.

Figure 18: Referral routes



KEY

- Academy/secondary school
- Children's Centre
- Community organisations
- Friends/family
- Health visitor/Social Worker
- HLT Staff
- HLT Website
- Jobcentre Plus
- Library
- Other ESOL provider
- Primary school
- Probation Service
- Progressing/Returning Learner
- ESOL publicity

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

The largest category of learners registering with the ESOL Advice Service in 2012–13 were returning learners (27%), who had been registered with the service previously. Once a learner registers with the service and is subsequently placed, they are removed from the waiting list. This requires them to re-register if the course they have joined does not offer a progression route, as is the case in a large number of ESOL courses offered by ESOL providers in the borough. The re-registration requirement ensures that information on learners is accurate, to ensure they are offered suitable ESOL provision.

The next largest group of learners were referred by friends and family (18%), followed by Hackney Learning Trust staff (12%), the Jobcentre Plus (11%) and children’s centres (10%). Smaller numbers of referrals came from libraries, health visitors or social workers, and community organisations (16% in total). Jobcentre Plus referrals made up 11% of all referrals, consistent with 2011–12. There were differences in referral routes by gender; 30% of returning learners were female compared to 10% of males; 27% of males were referred by friends or family, compared to 17% of all females; 15% of male referrals came from the Jobcentre Plus, compared to 10% for females; and 12% of females were directed by a children’s centre, compared to 4% of males. The proportion of referrals from children’s centres has decreased from 23% to 10% since 2011–12, as have the number of referrals from primary schools – from 13% to 6%.



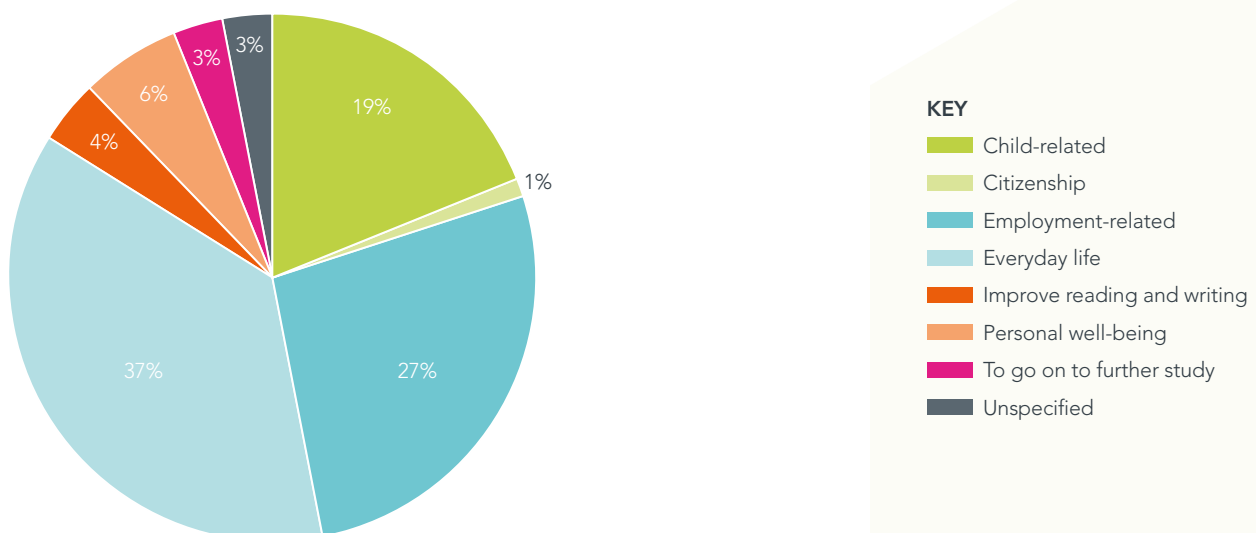
REASONS FOR LEARNING

Learners cited numerous reasons for wanting to learn or improve their English. The most popular category selected was 'Everyday life' (37%), which included learning English for everyday activities, such as shopping and speaking to the GP.

The next most popular category was for employment-related reasons, including getting a job and to get a better job. 19% of learners wanted to learn English to help their child with homework or to understand their child when he/she spoke English.

Figures have remained largely the same as those found in 2011–12, except for personal well-being, including making friends, being active in community life and improving self-esteem, which decreased from 10% to 6%. Learners wishing to improve their reading and writing, increased from 2% to 4%, and 1% of the total learner sample consisted of learners who wanted to learn English to achieve a qualification needed for their citizenship application.

Figure 19: Reasons for learning English

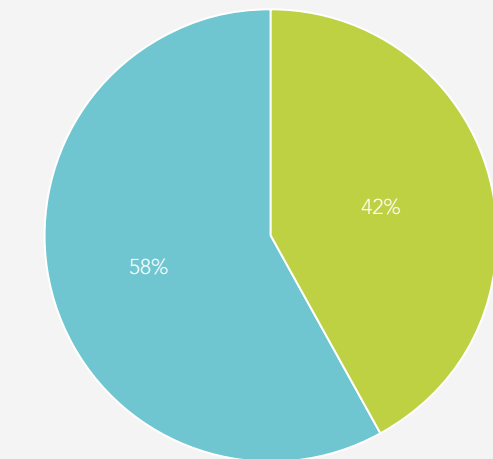


CHILDREN AND CRÈCHE NEEDS

68% of learners registered with the ESOL Advice Service in 2012–13, were parents. 42% of parents had at least one child under 5 years of age; 35% at least one child under 11 years old and one quarter of learners had at least one child under 18 years of age. 29% of all learners seen needed access to at least one crèche space for a child, in order to be able to join an ESOL course.

Presented below, are the findings of cluster based analysis of children under five, and subsequently, learners who said they required crèche provision in order to join a course.

Figure 20: Child under age 5?



KEY
■ Yes
■ No

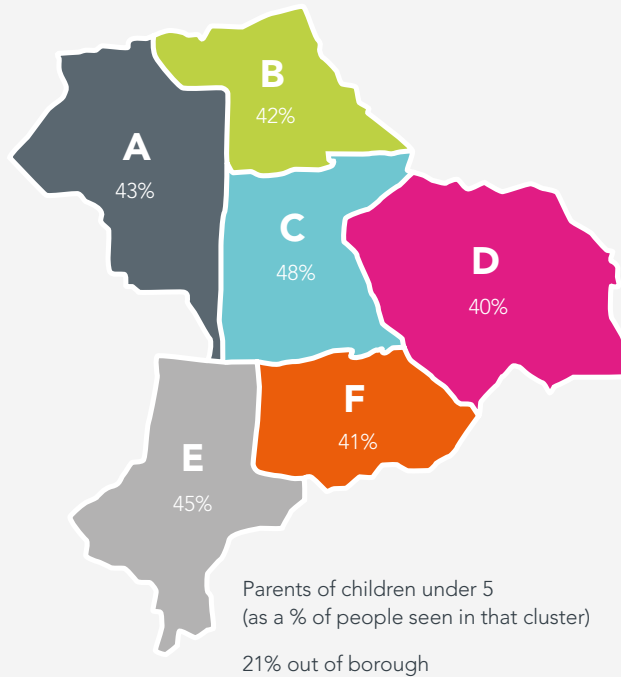
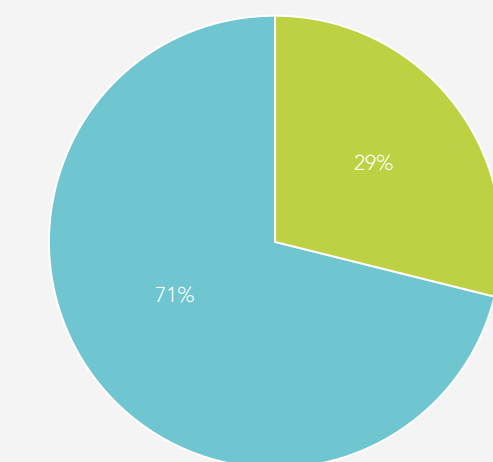
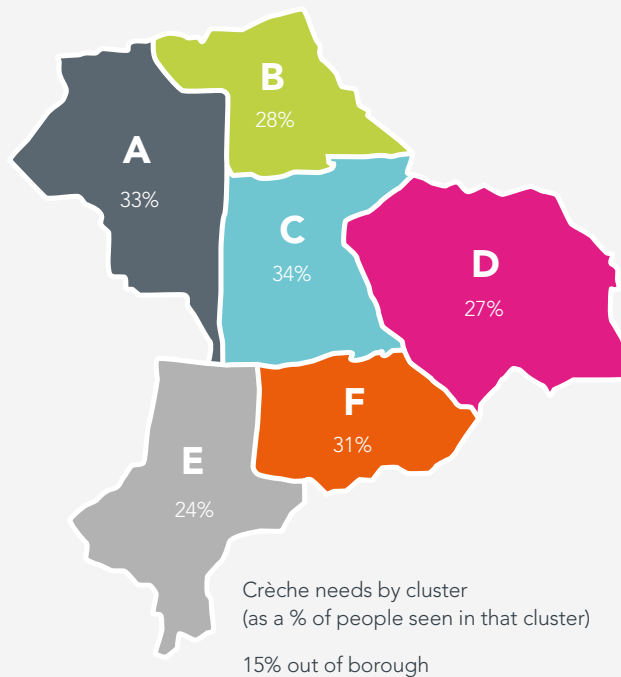


Figure 21: Crèche needs?



KEY
■ Yes
■ No



The greatest demand for crèche provision was found in cluster C, closely followed by cluster A. Although just over a quarter of all learners does not immediately appear to suggest that crèche provision is of crucial importance for the majority of learners, due to the range of ESOL levels learners with crèche needs are found to be working at, in addition to their location in the borough, and that children's centres have strict crèche ratio guidelines, crèche provision was in reality a pivotal factor in providing access to a large number (349) of learners. In 2012–13, the majority of learners with crèche needs were placed in or placed on waiting lists for Hackney Learning Trust classes, the majority of which offered crèche, in partnership with children's centres. Some learners were also able to access childcare funds at partner organisations, although a number of learners found the process of locating a nursery by themselves prohibitive, or were not happy to leave their child at a location away from their place of study.



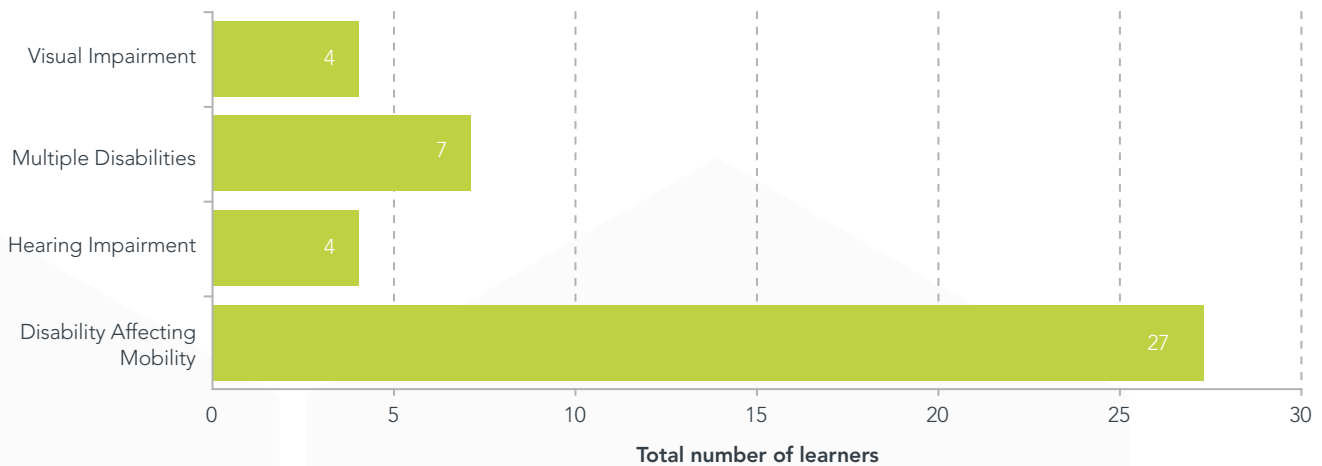


DISABILITIES

3% of learners who registered with the ESOL Advice Service in 2012–13 declared a disability. 64% of these learners described a disability affecting mobility, and as a result were placed on priority waiting lists for ESOL courses at the appropriate level, and located at the closest possible proximity to their homes.

The disabilities listed have been included in the chart below.

Figure 22: Disabilities



In addition to the above, 5 learners declared a learning difficulty during initial assessment; 8 learners reported mental health issues, including depression, and 12 learners (1%) declared long-term health problems, such as diabetes, asthma and high blood pressure. All learners were able to access mainstream ESOL provision as normal, although where spaces were available and learners were happy, those with mental health issues were able to access two specifically tailored courses run by City and Hackney Mind.

OUTCOMES

In 2012–13, of the 1219 learners who registered with the ESOL Advice Service, 5% were sign-posted to other departments; those with literacy (and no ESOL) needs were referred to the Hackney Learning Trust's Literacy team; learners who were under 19 years of age with ESOL needs, were provided with information on providers within the borough, including BSix College and those who spoke English at L2 or above, were referred to the IAG team within the Hackney Learning Trust, where a dedicated member of staff supported them in exploring progression pathways, including employment and higher education.

L2 learners were also sign-posted to providers which offered L2 ESOL courses; one such course was offered by CLaSS in Waltham Forest, and another was run by Hackney Community College. L2 courses remained however, in short supply, and learners are generally encouraged to apply for GCSE courses, which are of an equivalent level, more widely available, usually free, and a more recognisable qualification. The figures in this section only include the remaining 95% of learners (1158) who had ESOL needs.

92% of all ESOL learners registering with the ESOL Advice Service in 2012–13, were offered a course within the academic year, and at least 63% of these learners were placed in a suitable course. As can be seen in the chart on the following page, 8% of learners who registered were not offered any ESOL provision within the academic year; down from 16% in 2011–12. An analysis of the reasons for this reveals the following: over half (64%) registered in Term 3 of the academic year (April–July), when almost all courses cease accepting new learners into classes, due to exam preparation. Learners were almost always aware of this and registered at this late stage in the academic year, with the intention of beginning their course the following September. Overall, including both placed and not placed learners, at least 58% of all ESOL learners registered were definitely placed in an ESOL course, an increase from 50% in 2011–12.

Due to limited administrative support during the year, and learners proving hard to reach, it was not possible to follow up all of the remaining 34% of learners who had been offered a course to find out whether they had joined. It also proved difficult to gain accurate information on placements from partner organisation, due to similar restrictions. We speculate therefore, that the actual placement figure is greater than illustrated below. To ensure that these learners were not potentially excluded from opportunities, unless confirmation was received from learners or the accepting partner organisation, learners were treated as not placed, and invited to register for a course in September 2013.

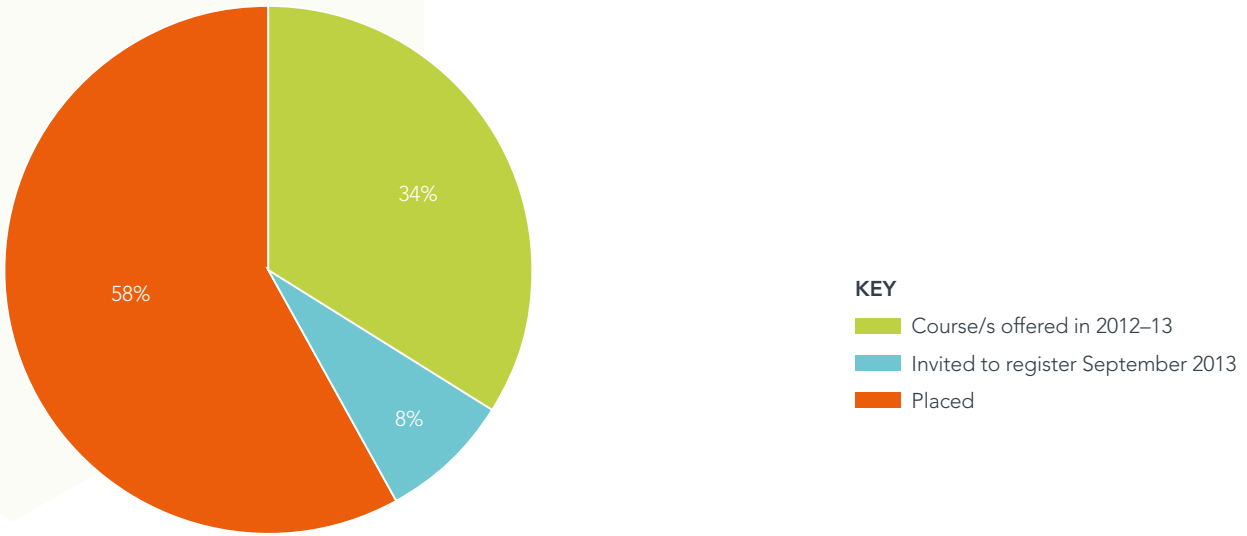
Of all learners who attended this registration, all were placed except for 16 learners. 11 of these learners were offered at least one course, but did not respond to the offer, or turned it down due to the distance from their home. 5 learners were yet to be offered a course at the time of writing; two had Basic Literacy needs (E1 and E2), two needed crèche (L1 learners) and one learner was on a waiting list at E2 due to general oversubscription of E2 classes, and priority being given to learners with crèche needs.

“

There is another important thing, now I understand my boss in my job when he speak to me.”

Harold, ESOL student

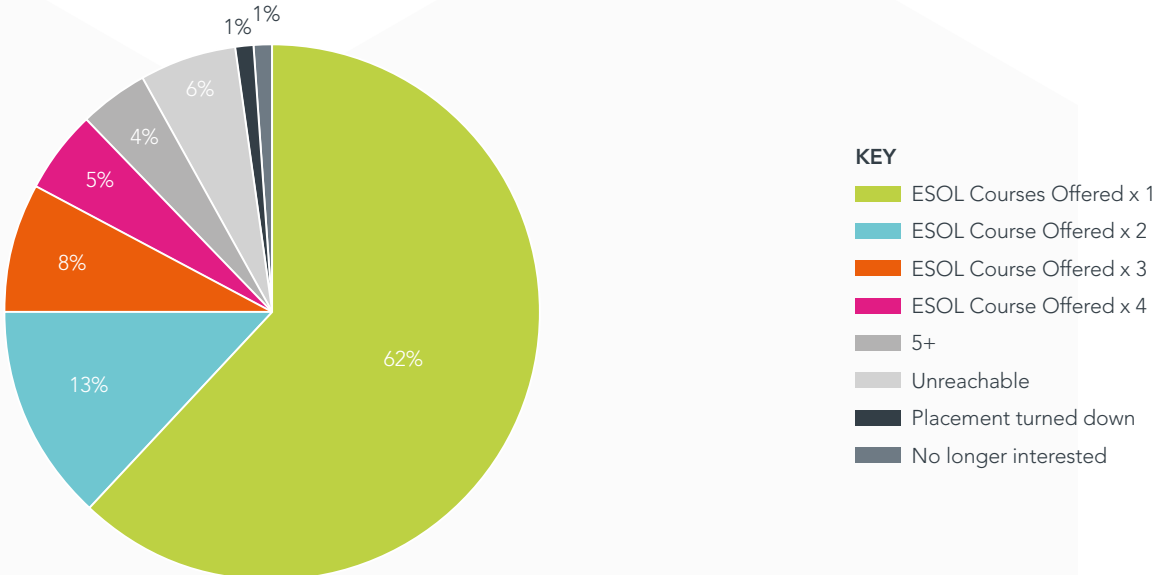
Figure 23: Outcomes – within academic year



Further analysis of the remaining 37% (34 learners), who registered in Terms 1 and 2 (September–December and January–March) of 2012–13, shows that 91% (30) had crèche needs for at least one child. Of those (3 learners) who did not have crèche needs, which may have prevented their ability to access available courses, all had basic literacy needs.

Outcomes for learners who declared a disability varied from the whole ESOL student sample significantly, in most part due to the relatively small sample (42 learners). 46% of learners were placed in a course, with a further 34% having been offered courses during the year of registration and therefore, potentially having been placed in one. 20% of learners (5) however, were not invited to a course in the academic year. Excluding those who registered in Term 3, the single learner who was not offered a course during 2012–13, had basic literacy needs. This learner was successfully placed in a basic literacy course at a children’s centre close to her home when she registered with the service in September 2013.

Figure 24: Number courses offered – breakdown

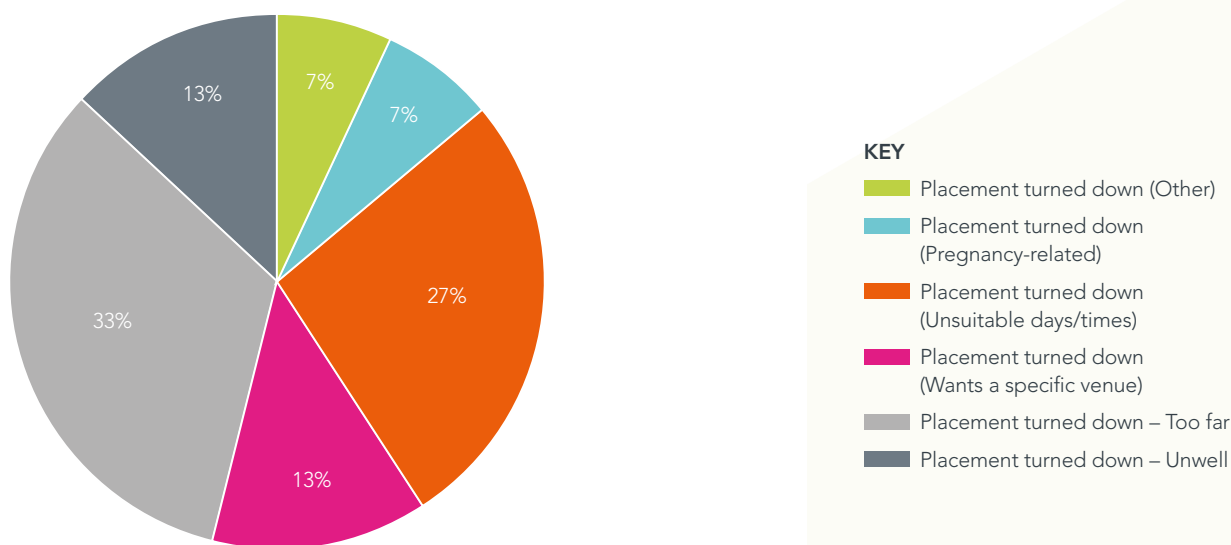


Of the 92% who were offered a course, the majority of learners were offered one course during the year. Just under a quarter (30%) of learners were offered two or more ESOL courses, including 4% who were offered five or more courses. Communication was in writing, by email, text and by telephone. Depending on their level, these courses included contextualised and discreet ESOL, for example ESOL with Nail care, ESOL and Fashion, a conversation club, ESOL and Customer Services, IELTS, two online courses and summer intensive courses. Options for learners, who were not receiving benefits, were limited however, due to the loss of a number of voluntary classes since 2011, including one evening session. Learners on a low income were able to access courses provided by the Hackney Learning Trust. However, these were often oversubscribed.

A number of learners were contacted with an invitation to join a class, but proved to be unreachable, either due to a lack of voicemail system, or a bad telephone number or postal address. These learners were contacted using alternative means to request that a correct telephone number or postal address be provided. Due to the limited administrative support available, requests were often delayed for some weeks, and learners did not always respond with updated information. A small percentage (1%) of learners who were rung to be invited to a course, had developed new priorities and were no longer interested in joining; reasons included the arrival of a new baby, new work commitments, and moving outside of the borough.

Some learners who were offered courses turned them down. The chart below shows the reasons given, where they were given, and is based on the responses of 15 learners in total (1%). A greater sample of respondents would provide valuable information which could increase the accessibility of ESOL provision in the borough, and we intend to find ways to do this in 2013–14.

Figure 25: Placement turned down



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 Yan Hong Zhang. I come from CHINA. I have been to UK about 11 years, I'm not married but I have two children, one boy and one girl. I came to England for work. If you want to life in this country, you need to speak English, so English is very important to me to do everything in this country, then I went to ESOL classes. I started September 2011 until Easter 2012, I felt my English improved the most than before. I learned writing, reading, listening, vocabulary of description city. After class I can do more things than I couldn't do before. I would like to say "Thank You" to Learning Trust gave me Learning English this chance, I enjoyed with my ESOL3 very much.



CONCLUSION

The ESOL Advice Service has reached the end of another successful and productive year. Since its initiation in 2010, the service has developed steadily and continued in its commitment to ESOL learners, both those wishing to engage in learning English for the first time, and those who hoped to continue doing so.

The service has simultaneously developed its working relationships with partners, in order to increase the options available to learners and reduce the amount of duplication normally present when a learner registers on a waiting list at more than one ESOL provider.

The growth of the service's client base in its three (academic) years of operation has been substantial; from 572 learners to 1219 in the year under review - an increase of 113%. This figure highlights the demand for and necessity of the service, and we believe, based on outcomes, its effectiveness. The increase in the number of learners has come hand-in-hand with new and developing relationships with ESOL providers, who have come to benefit from working with the service, both in reducing duplication and filling vacancies.

RANGE OF COMMUNITY ESOL PROVISION

As seen in the preceding sections, ESOL learners have a range of needs, requirements and preferences with regards to their ESOL courses. There were also a number of barriers identified by learners which prevented them from being able to access ESOL provision or continue their studies. It is through partnership work and collaborative planning of ESOL provision that these needs can be met and barriers overcome.

The two key barriers which consistently featured while analysing data for those not placed in classes or those kept waiting the longest time were firstly, learners requiring crèche and secondly, learners with basic literacy needs. Through effective partnership work with children's centres, the majority of Hackney Learning Trust ESOL provision offers crèche. There are limitations nonetheless, due to strict crèche ratios and minimum age requirements. For example, most crèches are unable to accept babies less than six months old. This leaves learners, who take maternity leave with no alternative but to interrupt their studies for months, after which, if they return mid-year, they may be subject to a further wait until a space in the class become available. Pregnancy and childbirth was identified as one of the most common reasons given (20%) for learners interrupting their ESOL studies. Only very limited childcare funding or crèche provision was available at partner organisations in 2012–13.

In 2012–2013, Hackney Learning Trust continued delivering ESOL classes for E1 learners with basic literacy needs, and also piloted two courses for E2/E3 speakers in need of basic literacy support. Despite this, compared to their non-basic literacy counterparts, twice as many learners with basic literacy needs were not offered a course in 2012–13. Although learners with basic literacy needs can be catered for in mainstream classes if teachers are highly trained, specially tailored classes have been found to produce much better outcomes. The ESOL Advice Service registered a significant number of learners with basic literacy needs, who had dropped out of a host of previous courses due to feelings of embarrassment when assigned a reading or writing task (see Figure 16, 'Poor quality'). In contrast, the retention rates on the four basic literacy courses offered by Hackney Learning Trust, were very high. Waiting lists are nonetheless, lengthy and alternative options do not appear to be available at other organisations.

The barriers section highlights a number of other areas of focus for ESOL providers, including provisions around maternity leave. At one organisation, although it was not deemed possible to hold a class space for learners leaving to have a baby, these learners were placed on a priority waiting list and contacted as soon as the child could be accepted into the crèche, ensuring that the interruption in their studies would only be temporary. In addition, courses with allocated crèche provision, more manageable payment plans for courses with tuition fees, and strategic approach to course planning, so as to offer

“

I registered myself in the college and slowly slowly I improved my English. Now I am doing ESOL E3/Level 1 course in Mapledene Children's Centre and next year I am planning to do childcare course to get a job in childcare.

ESOL classes have been useful to my life because now I can communicate better, for example when I go shopping or with GP and with my child teacher and also I can help my son in his homework.”

Soumia, ESOL student

learners progression routes, would go some way in removing some of the other barriers identified by learners.

A significant number of learners were also affected in their progress by the closing down of their course providers; this has been a common theme in recent years. In 2010, there were a total of four 'voluntary' courses available in the borough, to which learners who were ineligible for SFA funding, and unable to pay for a course, could be directed. Of these four classes, only one continued in 2012–13, at Entry 2, and this course rarely reported vacancies. Learners were directed to 'English Practice Lessons', taught by teachers in training, at International House; the fees were approximately £40, however, often learners were unable or unwilling to travel to central London. Two programmes, run by two different partner organisations in Term 1, allowed some learners without settled status to access ESOL provision for free. Courses such as these nonetheless remain very rare and often learners who are not eligible for SFA funding, nor on benefits and/or without settled status in the UK, are not able to access a course for some time, if at all.

CHANGING CONTEXT FOR ESOL

On the 9th of July 2012, the government introduced new Immigration Rules for people married to British Citizens or settled residents, seeking Indefinite Leave to Remain in the UK. A range of new requirements were introduced, including new language requirements, which came into force separately on 28th October 2013. Under the previous Immigration Rules (pre-October 2013), applicants were required to either sit the Life in the UK test, or provide evidence of having passed an ESOL course which covered citizenship materials. The new rules dictate that applicants must achieve an ESOL E3 certificate in speaking and listening, and pass the Life in the UK test (online). Until both of these requirements are met, learners will not be eligible for settled status. The profiles of some ESOL learners included in the previous chapters, not least their literacy needs, highlights the potential difficulty some will face in trying to gain these qualifications.

The full effect of the language requirement changes on learners, and as a result providers, is yet to be seen, although initial indications suggest they have caused some learners great confusion, particularly on the question of which rules, the new or the old, apply to them. At the time of writing, for example, a number of learners, who spoke fluent English, but did not originate from English speaking countries, and had applied before the 9th of July 2012, registered with the service, intent on being placed in an E3 (B1) course. Developing a list of options for sign-posting purposes for these learners will be a task for this academic year. It is anticipated there will be an increase in the number of learners on Spouse Visas, and an increase in the number of learners continuing their learning after 2 years, when previously they were no longer obliged to continue their studies. Fortunately, a concurrent change in Skills Funding Agency (SFA) Funding Rules, which no longer requires spouses of UK Citizens to have resided in

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Last year I learnt English in ESOL Entry 1. I did exam in ESOL Entry 1 speaking, reading, writing and my examiner was very happy with my exam preparation. It was very important to learn English for me because I would like to help my daughter with her homework and talk with her teacher about my daughter.”

Sabanam, ESOL student

the UK for a minimum of a year before being eligible, allows spouses to begin their journey to ESOL E3 and beyond as soon as they arrive in the UK.

In addition, the Skills Funding Agency, following the publication of the Skills Funding Statements 2012–2015 (BIS, 2012), confirmed changes in the way ESOL would be funded from September 2013, with the intention of introducing a single demand-led funding system for all adult education. In particular, a distinction was drawn between two different funding streams; Adult Skills Budget and Community Learning. Under the new proposed system, all ESOL courses will be funded by the Adult Skills Budget and therefore, require accreditation. This potentially leaves learners with a limited timeframe in which to develop language prior to attempting an exam, when in reality, many learners need more than one academic year in which to develop and gain enough confidence in their ESOL skills. Providers will be required to find innovative alternatives for these learners in the coming year, to ensure they are not excluded by the changes.

PARTNERSHIP WORKING

The ESOL Advice Service has continued working closely with partners to ensure that learners are well informed of the ESOL options available to them, and can access these courses. In 2012–13, the service continued in this work and has as a result, strengthened its reputation as the main, and often single, point of contact for organisations offering ESOL courses. In the year under review, learners were invited to register for 51 different courses. This was possible due to successful partnerships established between the service and ESOL providers in the borough and outside of it. Learners attending registration sessions at partner organisations were already assessed for levels and eligibility, which limited not only the number of times a learner needed to be assessed, thereby making the process easier, but also proved cost effective for the organisation in question.

A goal to standardise initial assessment forms for learners, to enable easier referrals between organisations, and as a first step towards a Hackney-wide ESOL database of learners, was set in the very first ESOL Advice Report, and has been reiterated since. Although not all of our partner organisations use the form produced by the ESOL Advice Service during assessment of new learners, where the ESOL Advice Service refers learners, the assessment forms forwarded are accepted without the need for a full re-assessment. Partner organisations are increasingly seeing the benefit of simply requesting assessment forms. Calls for a Hackney-wide ESOL database have been raised by different parties since 2010. However, it is intended these conversations will be developed and possible funding explored, in ESOL Working Party meetings in the coming years.

“

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

As previously mentioned in the outcomes section, only once learners or partner organisations explicitly state that they/the learner has joined a class, are they recorded as placed on the ESOL database. Often learners are unable to inform the service of the outcomes of the registration, which means outcome figures are heavily dependent on the registering organisations confirming attendance. Requiring them to request, and not automatically forwarding, learner initial assessment forms post-registration, has increased the response rate this year. It is hoped nonetheless, that eventually confirmations will be received for all attendees.

In 2012–13, the ESOL Advice Service in Hackney continued to work closely with its sister service in Tower Hamlets, largely as a partner for critical reflection and the sharing of good practice. In term 3 of the year under review, an attempt was made to assist in filling vacancies located in Bow; however, the turnout was low due to the distance for Hackney residents. Alternative options, closer to Hackney, for example Bethnal Green, will be explored in the coming academic year. Discussions on the standardisation of initial assessment reading tasks used in each organisation were also initiated in 2012–13; to be continued in the coming academic year.

Drawing on their expertise in supporting ESOL learners in a range of ways, member of the Hackney ESOL Working Party, led by HCVS, tendered for the competition launched by the Department of Communities and Local Government (DCLG), in June 2013. Following successful partnership work between ESOL providers in Hackney, Tower Hamlets and Waltham Forest, a joint bid was put forward for an innovative project involving an ESOL bus, and mobile provision in strategically selected locations in the borough. If successful, the ESOL Advice Service, and potentially ESOL classes, will become accessible to an even greater number of learners, who may not otherwise be able to access advice or a class.

FURTHER RESEARCH

Much work has been done to the service's initial assessment form, to capture as much relevant information about learners as possible. Last year, a question on the reasons for learners not joining an ESOL course, or interrupting their studies was included, and the findings will, we hope, be a valuable addition to this report for ESOL providers and other interested parties. In addition, in 2012–13, a number of learners were sent a survey regarding their impressions of the ESOL Advice Service, and also their confidence levels in carrying out specific tasks, including helping their child with homework and speaking English on the telephone. This year, we hope to follow up on these learners to track their progress. We hope to report the outcome in the next ESOL Advice report, and if possible, to continue to track their progress thereafter.



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

THE YEAR AHEAD

The surge in a relatively short period has come with some challenges, not least the enormous amount of data generated by each assessment. Limited administrative support required that a large proportion of the work necessary in placing learners, reporting to partners and producing statistics had to be completed manually, resulting in unnecessary delays and longer periods of notice. In Term 1 (autumn) of 2012, an estimation of the number of forms waiting to be logged prompted a decision to temporarily cease onsite advice sessions from January 2013. This explains the near plateau between learners seen in 2012–13 and the 1239 seen the year before. It is estimated, based on the number of on-site advice sessions requested, but not granted between January and July 2013, that an additional 200 learners could have been registered in the year. A successful petition secured a dedicated administrator for the service in January 2013, for 9 hours per week. We anticipate this addition will improve the number of options available to learners, the accuracy of the data the service holds, contribute to reducing waiting times, and offer learners and our partners a better experience of the ESOL Advice Service overall. In 2013–14, we aim to stabilise the model which has been developed to date.

Due to budget cuts, and with great regret, a decision was taken to withdraw the advice session at Woodberry Down Children's Centre for 2013–14. It is anticipated there will be a reduction in the number of cluster A residents registering with the service as a result. On-site advice sessions will be offered in the session's place, and it is hoped the allocation of two ESOL classes at the centre will encourage learners to register.

The ESOL Advice Service has met with a number of organisations, departments and individuals, most recently a delegation from Sweden, all interested in the model developed for ESOL advice in Hackney. The following illustration has been included to outline the steps involved in creating the model. Since its inception, a number of important changes have been introduced; items in blue are those which have been pivotal in the service's development. Provisional targets for the coming academic year, mentioned above, have been included under '2013'.

We welcome questions, suggestions and further requests for data and statistics.

Khadijah Amani
ESOL Advice Service Coordinator
Khadijah.Amani@learningtrust.co.uk
November 2013

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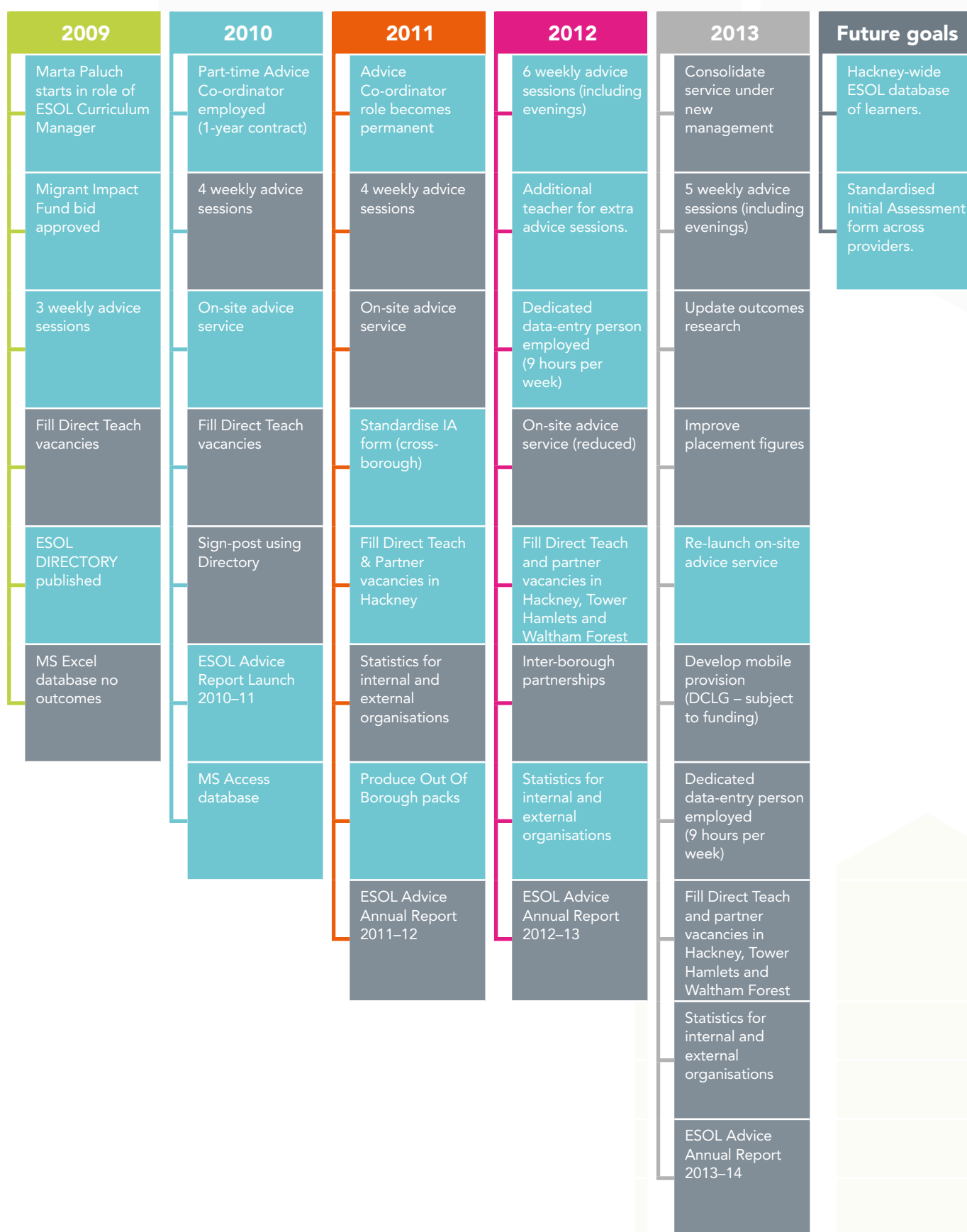
It was a real success. I think for our families where English is not their first language they are reassured and maybe more confident coming into school (with its nurturing and friendly atmosphere). Seeing familiar faces and, prior to meeting the assessor, being in familiar surroundings seem to help. 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

THE ESOL ADVICE SERVICE MODEL 2009–13



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 income <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"/> Carers' allowance <input type="checkbox"/>				
How did you hear about the service?					

RECORD OF LEARNER INITIAL ASSESSMENT – ESOL						
ESOL NEEDS						
Name						
Reasons for learning English <i>Please tick up to 3</i>	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"/>	Jobcentre requirement <input type="checkbox"/>	Improve literacy <input type="checkbox"/>	Citizenship <input type="checkbox"/>
Other reasons						
Long term goals						
Embedded learning	Childcare <input type="checkbox"/>	Catering <input type="checkbox"/>	Social Care <input type="checkbox"/>	Other:		
	Teaching Assistant <input type="checkbox"/>	ICT <input type="checkbox"/>	Nail Care <input type="checkbox"/>			
	Gardening <input type="checkbox"/>	Numeracy <input type="checkbox"/>	Motor Vehicle Maintenance <input type="checkbox"/>			
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

Course title	Centre	Level	Tutor	Date placed

Waiting list

Level	Crèche or other requirements

Other referrals: organisation and course

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	Russia and Central Asia
Bangladesh	South Asia
Bolivia	Latin America and Caribbean
Bosnia-Herzegovina	Eastern Europe
Brazil	Latin America and Caribbean
Bulgaria	Eastern Europe
Cameroon	Africa
Cape Verde	Africa
Chile	Latin America and Caribbean
China	East Asia
Colombia	Latin America and Caribbean
Comoros	Africa
Cote d'Ivoire	Africa
Cuba	Latin America and Caribbean
Cyprus	Turkey
Czech Republic	Eastern Europe
Democratic Republic of the Congo	Africa
Denmark	Western Europe
Dominican Republic	Latin America and Caribbean
Ecuador	Latin America and Caribbean

COUNTRIES	REGION
Egypt	Middle East and North Africa
Equatorial Guinea	Africa
Eritrea	Africa
Estonia	Eastern Europe
Ethiopia	Africa
France	Western Europe
Gabon	Africa
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
Kazakhstan	Russia and Central Asia

COUNTRIES	REGION
Kenya	Africa
Kosovo	Eastern Europe
Kuwait	Middle East and North Africa
Latvia	Eastern Europe
Lebanon	Middle East and North Africa
Liberia	Africa
Libya	Middle East and North Africa
Lithuania	Eastern Europe
Macau	East Asia
Madagascar	Africa
Malaysia	East Asia
Mali	Africa
Mauritania	Africa
Moldova	Eastern Europe
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
Panama	Latin America & Caribbean
Peru	Latin America and Caribbean
Philippines	East Asia
Poland	Eastern Europe

COUNTRIES	REGION
Portugal	Western Europe
Puerto Rico	Latin America and Caribbean
Republic of the Congo	Africa
Romania	Eastern Europe
Russia	Russia and Central Asia
Rwanda	Africa
San Marino	Western Europe
Sao Tome and Principe	Africa
Saudi Arabia	Middle East and North Africa
Senegal	Africa
Sierra Leone	Africa
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
Togo	Africa
Tunisia	Middle East and North Africa
Turkey	Turkey
Uganda	Africa
Ukraine	Eastern Europe
Unspecified	Unspecified

COUNTRIES	REGION
Venezuela	Latin America and Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa



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 Sukhumarn I come from Thailand.
 I was married with my ex-husband in Bangkok, Thailand then I came to UK in 2006. I had a part time job as a waitress in my local Thai restaurant in Teddington. After three years I moved to Esher with my ex-husband because we bought a new house there.

In 2007 I gave birth my son Harry York. He is five years old now and he studies in St. Monica's Catholic Primary School, Hexton.

I think learning English is very important for me because in my country I speak English as a second language. Therefore I have to study ESOL classes to prove my English to apply for a job or speak to my child.

As a single mom the ESOL classes been useful to my life a lot. Because I am able

to teach my son homework even apart for being a mother and son relationship we both have a special friendship which I can communicate with him in English also I can speak to him my language and sometime he has to teach me English.

ESOL classes gave me more confident I ever have because I can make a lot more friends from everywhere and I like to talk with my son's teacher and be able to write the letter to the school when my son has to absence from school sometime.

However I would like to ~~be~~ a child care worker in the future as I already had an experience with my child. Therefore I have to study the higher level of ESOL classes which I enjoy a lot.

Hackney Technology &
Learning Centre

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