

hackney success in the making

# hackney ESOL advice service

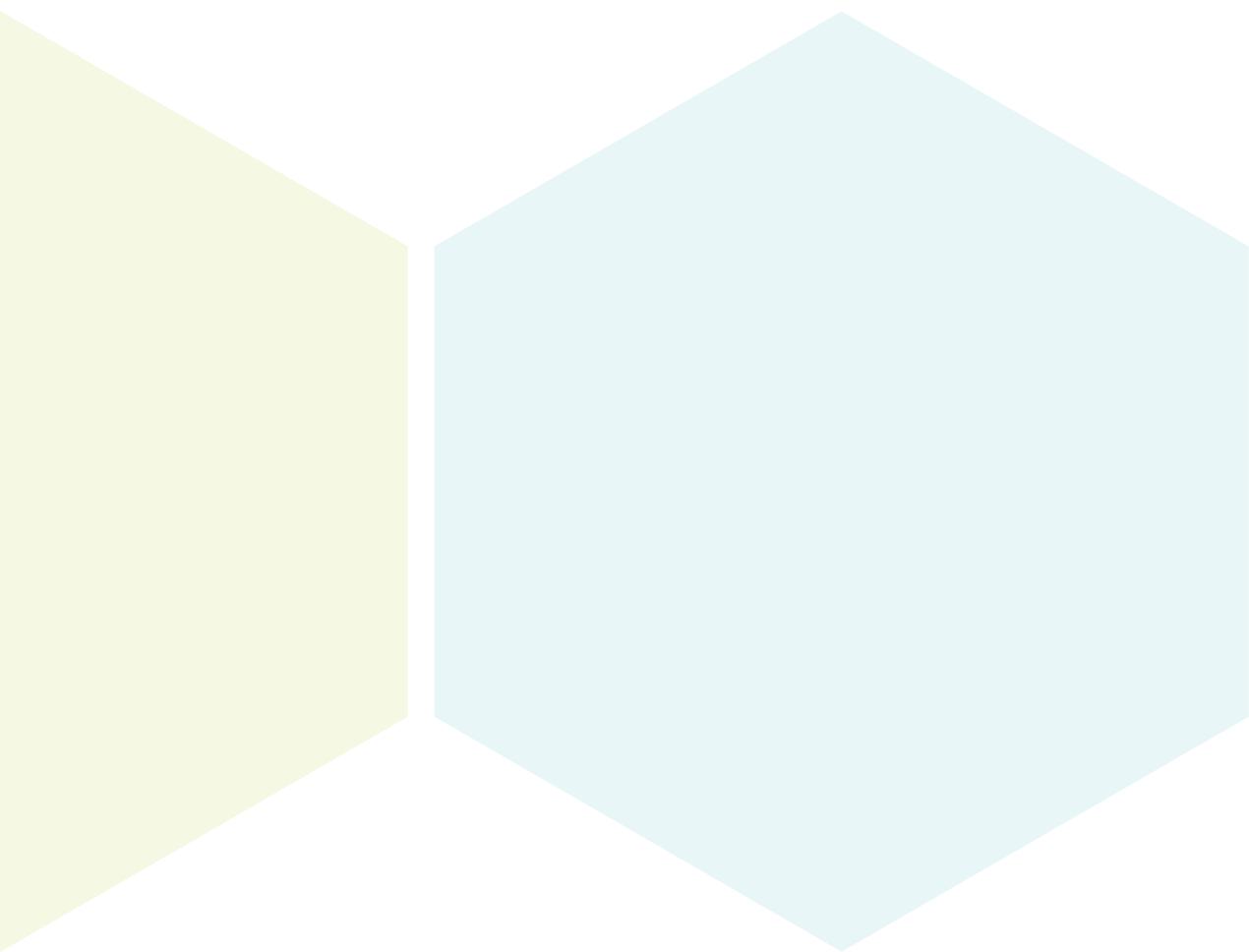
ANNUAL REPORT 2013-14

 Hackney



hackney  
learning trust





# hackney ESOL advice service

ANNUAL REPORT 2013–14

## OVERVIEW

The ESOL Advice Report is a research document produced by the Hackney ESOL Advice Service 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 demographic 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 fifth in a series of comprehensive annual reports describing the work of the Hackney ESOL Advice Service over the past academic year, and the profile of the ESOL learners it has assisted.

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### CONCLUSION

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## INTRODUCTION

Hackney Learning Trust is a department within the Hackney Council's Children & Young People's Service. The department is responsible for education in Hackney, from early years to adult education.

### ADULT LEARNING SERVICES

The Trust's Adult Learning Services team offers learners, aged 19 and above, an Information, Advice and Guidance (IAG) Service, Literacy (English), Numeracy (maths), ESOL, ICT and Family Learning courses, vocational training and a wide range of informal courses, including taster sessions. The Hackney ESOL Advice Service (EAS) also falls within its remit, as a specialist, borough-wide assessment, advice and data service.

### ESOL

English for Speakers of Other Languages (ESOL) courses cater for learners who are settled, or soon to be settled in the UK. They are provided by a variety of organisations, in the voluntary, state and private sectors, and take place in a large number of settings including children's centres, schools, places of worship, libraries and museums. Courses often include Citizenship material, and run over the duration of one academic year, although termly courses are also common. Levels progress as follows: Entry Level 1 (E1), Entry Level 2 (E2), Entry Level 3 (E3), Level 1 (L1) and Level 2 (L2). Courses can be informal or accredited, depending on funding requirements, and are run by both qualified and unqualified teachers, in paid or voluntary positions depending on the type of organisation hosting them. For further detail on the competencies achieved at each level, please refer to Appendix 2.

### THE HACKNEY ESOL WORKING PARTY

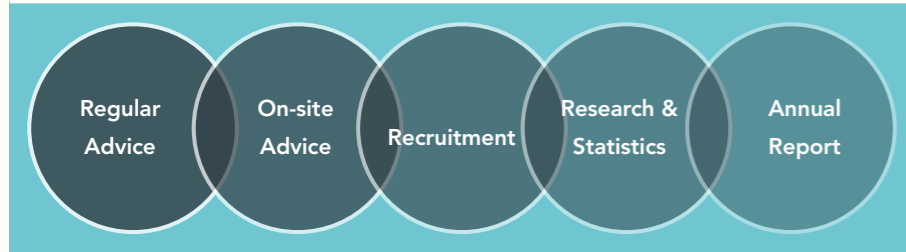
The Hackney ESOL Working Party (EWP) was formed in 2009, as a forum for ESOL providers in Hackney to cooperatively plan provision in order to accommodate the largest number of ESOL learners into suitable ESOL classes. The group meets termly and meetings are also attended by a range of organisations, including the Jobcentre Plus, Hackney Homes, Hackney Children's Centres, and others with a special interest in ESOL. One extended meeting in Term 3 (April to July) focuses on the sharing of plans for ESOL provision for the following academic year. At this meeting, the ESOL Advice Service provides statistics on waiting lists figures, highlighting gaps in provision which providers are encouraged to fill. Topics for the termly meeting include ESOL qualifications, various legal reforms affecting ESOL learners, and joint funding bids.

“

ESOL has helped me in my life because I can better understand people for example: my son's teacher, doctor, receptionist in school, letters from school and post. When my English will be very good I'm planning find a good job.”

ESOL student

**What does the ESOL Advice Service do?**



**THE HACKNEY ESOL ADVICE SERVICE**

The Hackney ESOL Advice Service (EAS) was launched in 2009–10 via Migration Impact Funding, having been piloted in the previous year. At the time of publication, it is in its sixth academic year of operation, following its absorption into mainstream Adult Learning Services funding in 2011. The fundamental aim of the service has remained static throughout this time: to assist potential ESOL learners into suitable ESOL provision, and where this is not possible, as it often is due to shortages in available suitable provision, identify gaps and work with ESOL providers to fill them. 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. For those who are not confident about attending a session at an unfamiliar venue, on-site advice sessions, at their local school, children’s or community centre, are offered through partnership work with community organisations.

In order to cater for the learners registering with the Hackney EAS, 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, as well as to reduce the number of providers they must approach individually in order to find a suitable ESOL class. The partnerships reduce the need for multiple assessments, as completed initial assessment forms are shared with the relevant ESOL provider, and only learners found to be at the appropriate level for the programme advertising vacancies, are forwarded to the centre. The system also ensures as far as possible, classes run at full capacity, which is of mutual benefit to learners and providers. These reciprocal relationships between the Hackney EAS and ESOL providers in Hackney have increased since the service’s inception, and many are now firmly established.

The information collected during assessment and advice sessions is entered onto a bespoke database, which is then used to produce statistics on areas of unmet need. The data is periodically shared with ESOL providers in the borough, offering them the opportunity to provide courses based on evidence of need. This results in an increase in the number of suitable courses available to learners, which in turn impacts positively on providers’ recruitment and retention figures. Additionally, the Hackney EAS produces statistics on demand to other stakeholders such as Hackney’s schools and children’s centres, ESOL providers outside of the borough and national bodies and campaigns.



**THE PROCESS**

ESOL advice flyers, posters, various mailing lists and banners are used to invite potential learners to register with the Hackney EAS, via regular advice sessions. At an advice session, learners’ speaking, listening, reading and writing levels are tested by a qualified ESOL tutor, against criteria set out in the National Adult ESOL Core Curriculum. Other relevant information, such as their short and long-term aims and aspirations, and immigration status, 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 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 either in writing, by text message/SMS or via a phone call.

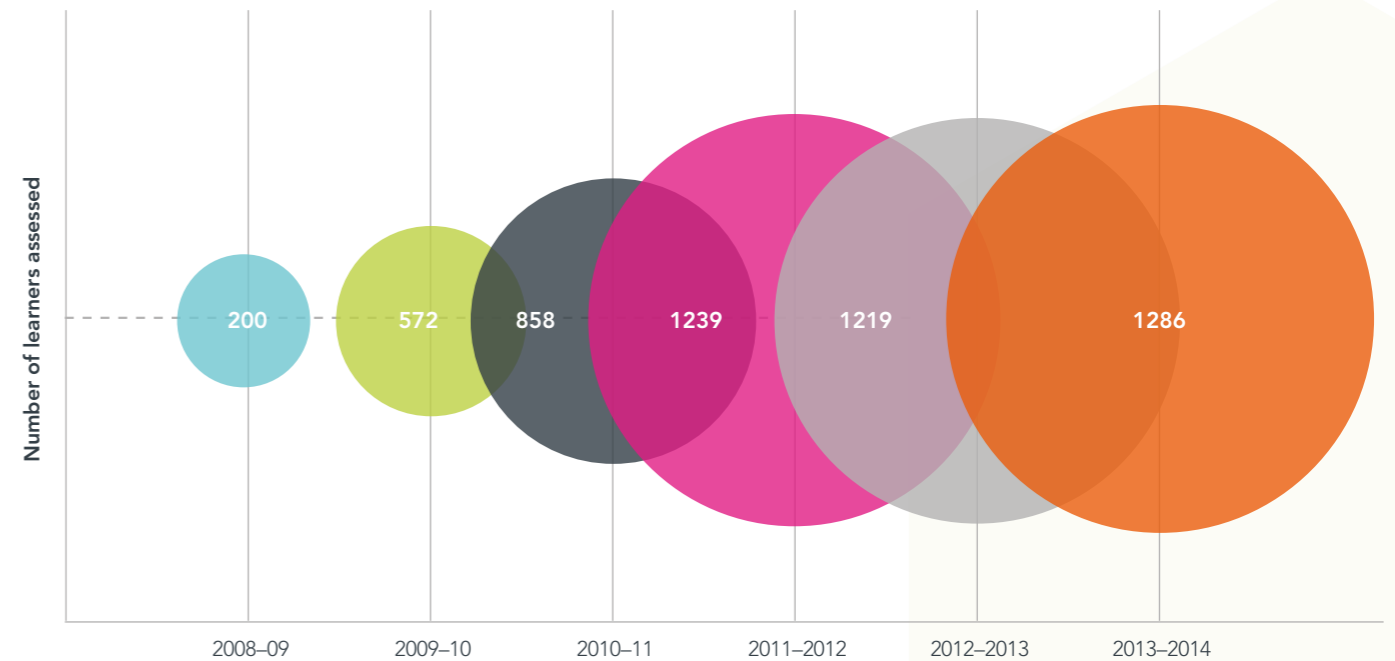
**THE REPORT**

The information on the ESOL database is analysed for different purposes throughout the year; the most significant of these being an analysis of waiting lists, provided to ESOL providers during the pre-September ESOL planning phase. In addition, one final and more comprehensive analysis of the data is carried out for the ESOL Annual Report, which provides interested parties with information on the demographic profile of ESOL learners within the borough, their backgrounds, needs, goals and aspirations, and the barriers they face in accessing a course. The information is also analysed to evaluate the effectiveness of the Hackney EAS in its aims.

“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

**Figure 1: Learners assessed since 2008–09**



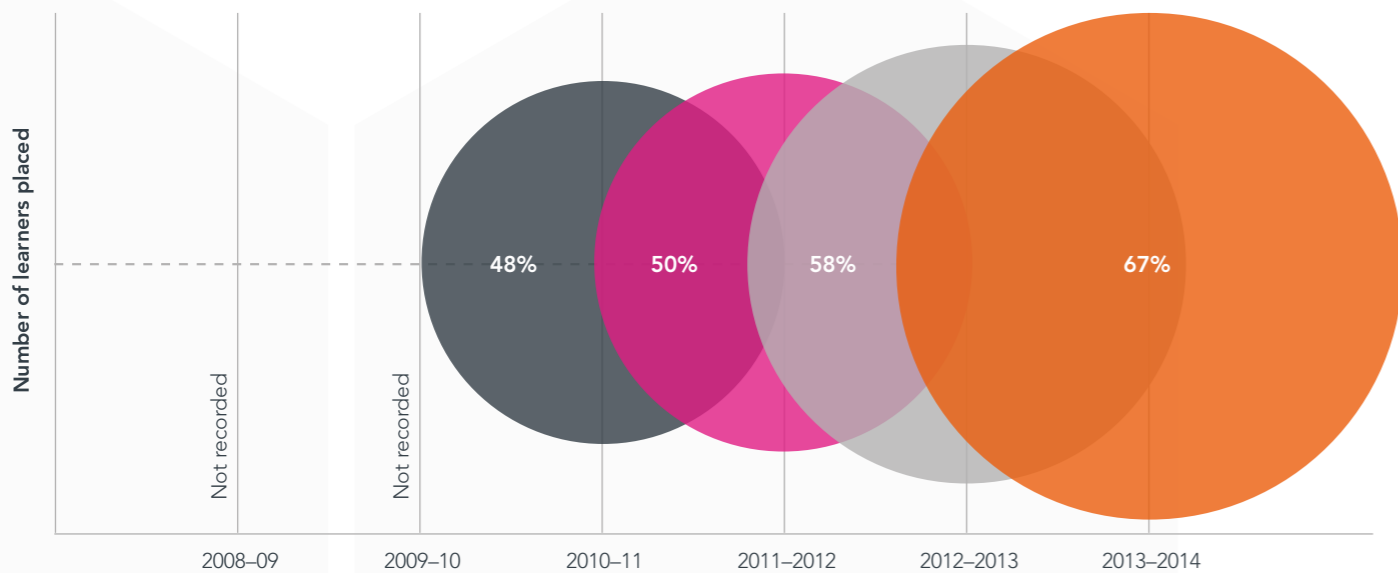


In the academic year under review, a total of 1286 learners were assessed and advised by the Hackney EAS. This was through three weekly and two monthly advice sessions held in strategically located community venues, including one evening advice session for those with daytime commitments. In addition, a total of 52 advice sessions were held onsite in community venues, for learners who were more comfortable registering for ESOL in a familiar venue. Onsite advice sessions were held at a range of organisations, including one specialising in the support of victims of domestic violence, and another catering for learners from the Orthodox Jewish Community. The number of learners seen in total increased despite one fewer weekly advice session being run, due to funding cuts in 2013. Since 2008–09, when records of assessments began, the service has seen a 543% increase in the number of learners registering for ESOL classes.

In addition to assessment and registration of learners, the Hackney EAS works in partnership with a range of ESOL providers within and outside of the borough, to place learners onto appropriate courses. Depending on their level of ESOL and needs, learners were offered a range of options, including evening ESOL, ESOL with childcare, ESOL with Health and Social Care, ESOL with Yoga, ESOL and nail technology, and an ESOL Book Club, as well as ESOL courses for people unable to access mainstream funding, and those with mental health needs.

The placement of learners onto suitable ESOL programmes increased compared to figures from previous years; a total of 67% of those registering in 2013–14 were definitely placed in a course compared to 58% in 2012–13. Due to the way courses are offered and learners are tracked, placement figures err on the side of caution and include only those learners who have definitely joined an ESOL course, which is confirmed either by the learner themselves or the partner organisation placing the learner. Further commentary on the courses offered to learners and the number of learners offered a course, and more importantly, those who were not, has been included in the Outcomes section of this report.

Figure 2: Learners placed since 2008–09



“  
**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

Changes in 2013–14 included the introduction of a text messaging system which enabled learners, en masse, to be sent offers of courses via text message. This allowed for a more streamlined service by reducing the notice period necessary from ESOL providers for a mail shot of learners to be completed, thereby increasing the number of courses learners could be offered, and reducing the number of “no shows” to enrolment sessions, owing to learners having to proactively express their interest in a course (assisted by others for lower level learners, where possible). The system also allowed for better tracking of learners in terms of outcome and helped to identify much more easily incorrect or out-of-date contact information. Finally, the new system ensured that the learners who attended to register for courses fulfilled all of the entry criteria as specified by providers; previously learners were occasionally required to confirm their own eligibility, where providers had very specific requirements which were not possible to filter for on the service’s database. The new system permitted the necessary checks to be made prior to the learner being offered an enrolment appointment, removing the disappointment and inconvenience experienced by learners and providers, caused when eligibility criteria outlined in invitation letters had not been properly applied.

In addition to this, other changes in 2013–14 included the piloting of a Withdrawal Questionnaire, which aimed to explore learners’ reasons for withdrawal in order to identify support mechanisms which may help to ensure these withdrawals are minimised in the future. An example can be seen on the next page. Furthermore, in order to gauge how ESOL classes had impacted on learners’ lives, an Outcomes Questionnaire was also piloted this academic year, and investigated the impact of ESOL on learners’ everyday lives, by asking them to rate their confidence levels on particular activities, including reading to their child in English, going to appointments alone and speaking English on the telephone, before and after at least 6 months of ESOL study. An example of this questionnaire has been included on page 21 and 22 of this report. It was not possible to fully analyse the data in time for the publication.

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. Although figures for non-ESOL learners (ICT, Literacy, IAG, etc.) have always been low, we have excluded them from calculations this year, to ensure that the profiles generated describe ESOL learners only. Calculations, unless otherwise stated, include the entire ESOL learner 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 did not join/have left my ESOL Class: Questionnaire

1) When did you start your ESOL class? 2010

If you did not start please go to Question 3.

2) When did you leave your ESOL class? December 2013

3) Why did you leave/ not join your ESOL class? Please tick below. You can have more than one reason.

	Yes	No	Notes
Jobcentre Plus sent me to another course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
I found a course closer to my house	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, please tell us where in 4)
My child did not want to stay in the crèche	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
The class was too hard for me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The class was too easy for me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
I did not like the teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, please explain why in 4)
The days of the class were not good for me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, please explain why in 4)
The times of the class were not good for me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If yes, please explain why in 4)
I missed lots of classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	If yes, please explain why in 4)
I found a full time course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
The centre was too far for me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I do not have the money for travel (bus/train)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
I found a job	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
I need an ESOL class in the evening	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Another reason	<input checked="" type="checkbox"/>	<input type="checkbox"/>	If yes, please explain why in 4)

4) I left my ESOL class, because...

The ESOL class is too far, I have knee pains and back pains and so cannot walk for long and I don't have the money to take bus or train. Also I have been going for five years and not learnt alot and this is stressing me out psychologically I get depressed and upset when I am unable to learn anything.

5) If you want to tell us anything else, please write it here:

I have problems in my knees and back so I am constantly in hospital, this is affecting me both physically and mentally, I don't want to stress about ESOL classes anymore as I feel under pressure when I am not doing well in my classes and this makes me depressed.

6) Do you want to go back on the ESOL Waiting List? If yes, please provide your full name and mobile number below:

Thank you very much for your time.  
Kind regards,

Khadijah Amani  
ESOL Advice Co-ordinator

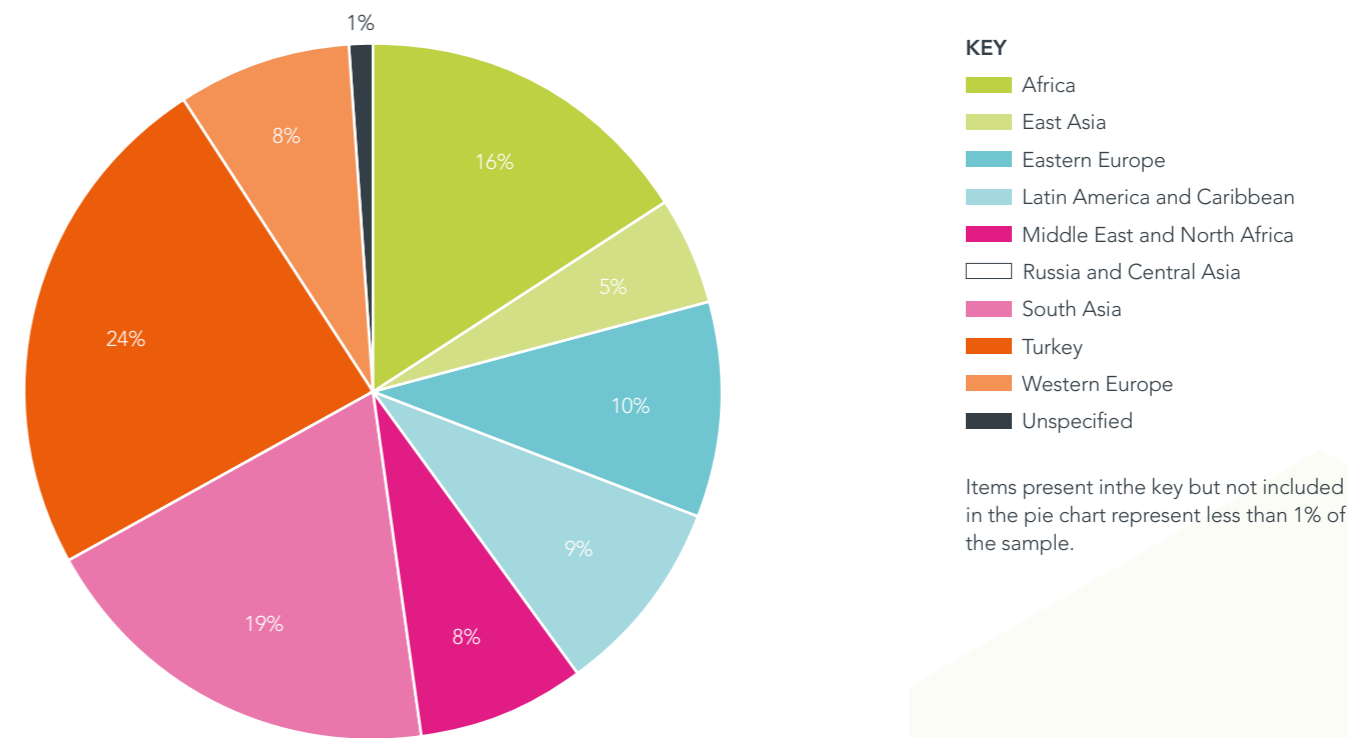
## REGION OF ORIGIN AND LANGUAGE

A total of 1286 learners registered with the Hackney ESOL Advice Service [EAS] in 2013–14. 98% of these learners were identified as having ESOL needs, i.e. they were assessed at ESOL E1 to L2.

These 1254 ESOL learners came from a total of 77 different countries and spoke 58 different first languages between them. The majority of learners originated from Turkey, South Asia and Africa; 57% in total.

The proportions of learners from different regions were found to be largely similar to those recorded in previous years, although learners originated from 4 fewer countries this year, overall. Three new countries of origin were added to the list this year: Paraguay, Syria, and Mauritius. There was a 4% decrease in the number of learners of African origin, and changes of up to 2% were noted for East Asia, Eastern Europe and Western Europe (1% equalling 13 learners). The proportion of learners from the Middle East and North Africa, Latin America and Caribbean and Turkey remained static. Four learners originated from Russian and Central Asia, decreasing from five learners in 2012–13 and nine in 2011–12. They made up less than 1% of the sample.

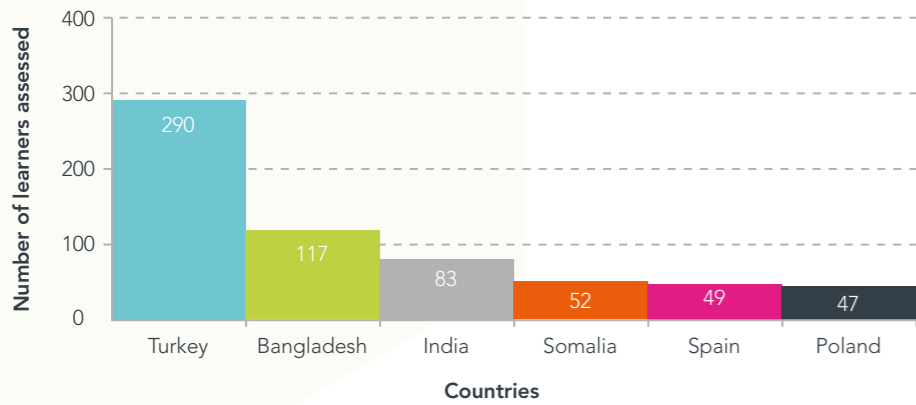
Figure 3: Region of origin



Just over half (51%) of all ESOL learners came from six countries: Turkey (23%), Bangladesh (9%), India (7%), Somalia (4%), Spain (4%) and Poland (4%). Turkey, Bangladesh and India have consistently featured in the top three most popular countries of origin for ESOL learners since 2009–10, although Bangladesh dislodged India in 2011–12 and has since held onto position two. Somalia moved from position four to five between academic years 2011 to 2013, superseded by Poland and subsequently Spain, however, it resumed its position in the year under review ahead of Spain and Poland respectively.



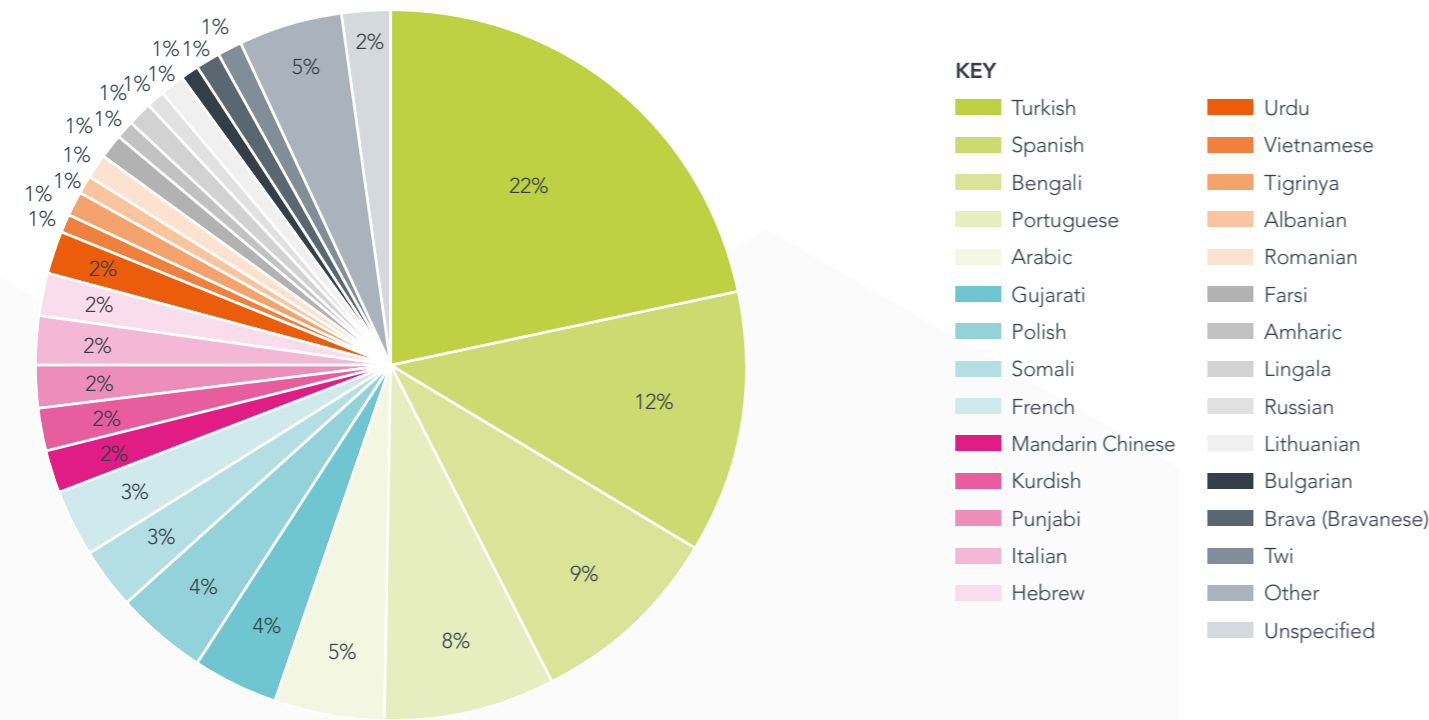
Figure 4: Top six countries of origin



In real terms, there was an increase in the number of learners of Turkish, Bangladeshi, Indian and Polish origin by between six and fifteen learners each, relative to last academic year, which itself saw decreasing numbers relative to the previous year. There was a decrease of 4 learners nonetheless, in the numbers seen from Somalia, and the number of Spanish learners also decreased by 18 learners.

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

Figure 5: First Languages



The total number of languages spoken by ESOL learners was 58, down nine from 2012–13, but greater than the 53 languages spoken in 2010–11. The most widely spoken language was Turkish (22%), as expected, followed by Spanish (12%), Bengali (9%), Portuguese (8%)

and Arabic (5%), similar to findings from the previous academic year. Nearly half of all learners (47%) spoke an additional language, not including English; up 7% from 2012–13.

91% of all learners originating from Turkey listed Turkish as a first language. 8% listed Kurdish as their first language, up from 5% last academic year and 29% listed it as a second or additional language. Interestingly, two learners who originated from Turkey listed German as a first language. Of all first language Turkish speakers, 94% originated from Turkey, 4% from Cyprus and 2% from Bulgaria. In addition, of all Kurdish first language speakers, 79% originated from Turkey, 17% from Iraq and 4% from Iran.

Spanish first language speakers made up 12% of all learners, and came largely from Spain (32%) and a variety of countries in Latin America (60%). A smaller number (8%) of learners originated from Central, West and North Africa (Morocco). Spanish, Ecuadorian and Colombian learners made up 74% of all Spanish first language speakers.

Bengali (standard and Sylheti dialect) first language speakers originated solely from Bangladesh. 36% of these learners also spoke at least one additional language including Hindu, Urdu and Arabic.

Portuguese, the next most popular language, was spoken by learners from a range of countries. The largest number of learners originated from Guinea Bissau (30%), followed by Brazil (23%) and Portugal (19%).

Finally, the majority of Arabic first language speakers originated from Middle East and North African countries, including Algeria (35%), Morocco (26%) and Yemen (13%), which made up 74% of all Arabic speakers. 6% of Arabic speakers also originated from Sudan and Somalia, and smaller numbers (between 1% and 3%) came from Iraq, Kuwait, Syria, Tunisia, Egypt and Palestine. In addition and less expectedly, 1% of first language Arabic speakers also originated from Guinea Bissau.

Of all learners from Somalia, the majority (73%) spoke Somali as a first language. 15% however, spoke Brava, the language of a minority ethnic group within the country, and an additional 8% spoke Arabic. 4% of learners originating from Somalia also listed Italian as a first language. There were no Tigrinya or Swahili speakers in this year's cohort of learners originating from Somalia, compared to last year, when they made up 2% and 5% of this group of learners respectively.

Learners from India spoke a range of languages, including Gujarati (58%), Punjabi (30%), Hindi (5%), Urdu (2%) and Malayalam (1%). Relative to 2012–13, the proportions for Gujarati first language speakers rose by 5% and Punjabi speakers also rose by 1%. The proportion of Hindi speakers nonetheless, decreased by 6%, along with Urdu by 3%.



“ At the time government were also fought with the terrorist and killing innocent people Thats the reason I left Algeria. ”  
Rezki, ESOL student

# ESOL E2 Fernbank

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?

I live in London from February 2013  
 I flew here with my husband and daughter  
 We decided to move to the UK, because in Poland  
 life is difficult: its problem to find a job, the  
 wages are low and the life is expensive. In 2011  
 our daughter was born and it prevailed about  
 our decision. We want to ensure the best possible  
 education for her and the good life. For me  
 Learning English is a priority. Now here is my  
 homeland I live and work here, so I must  
 know the language. I don't want still to ask  
 my friends for help, when I need to go  
 to the doctor, when I got a letter from  
 the office or hospital for 2 years my  
 daughter will start to school and she will  
 need my help. I can't tell her: „Sorry, but  
 I don't help you, because I don't understand.  
 ESOL classes help me learning English  
 quickly. For me its important that I can  
 listen and speak English which allows me  
 to better understand the language

# GENDER

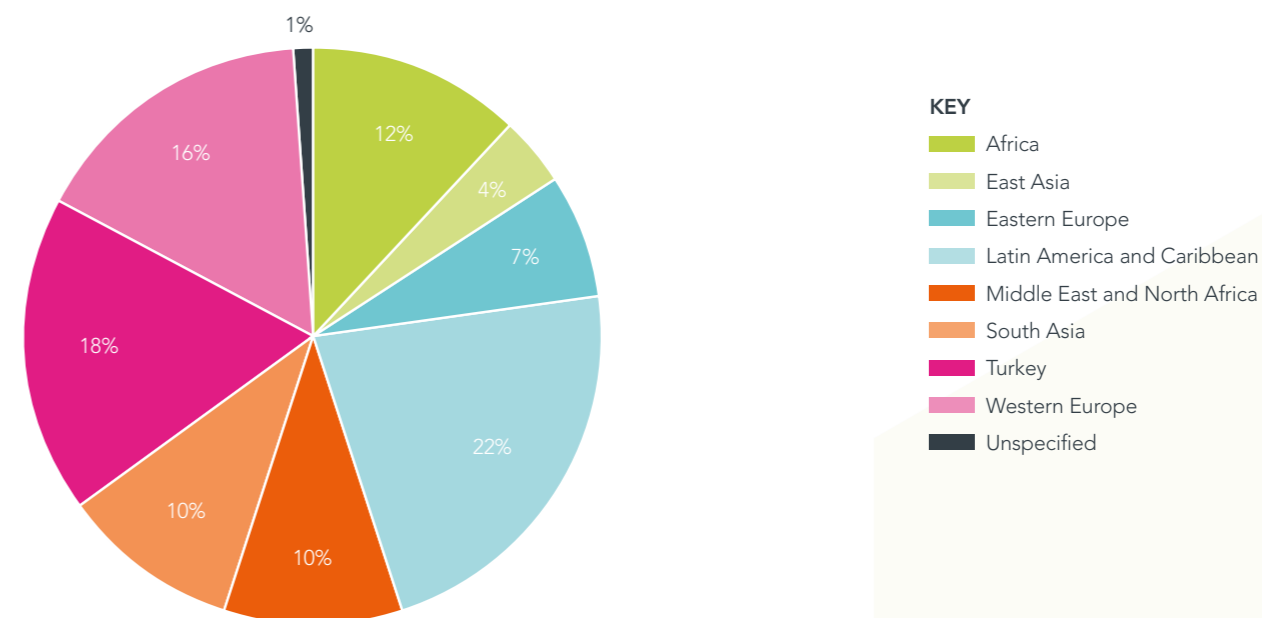
The majority (85%) of ESOL learners registering with the Hackney EAS were female, in line with trends seen in all previous years. 15% of learners were male, down 2% from 2012–13, but an increase on the figure for 2011–12 (12%).

Figure 6: Gender



Males, in real terms, accounted for 187 learners. The figure is 19 learners lower than that seen in 2013–14, which was an increase on the previous year, initially associated with the new evening ESOL option offered to learners. As the evening advice session has been continued, it is difficult to speculate accurately as to why fewer male learners registered with the service. Anecdotally, there was an increase this year in the number of JCP-funded ESOL courses in the borough. It may be that learners were signposted directly to this provision based on the assessment carried out by JCP advisors; male learners have in previous years been more numerous referred by the JCP.

Figure 7: Region by gender – male

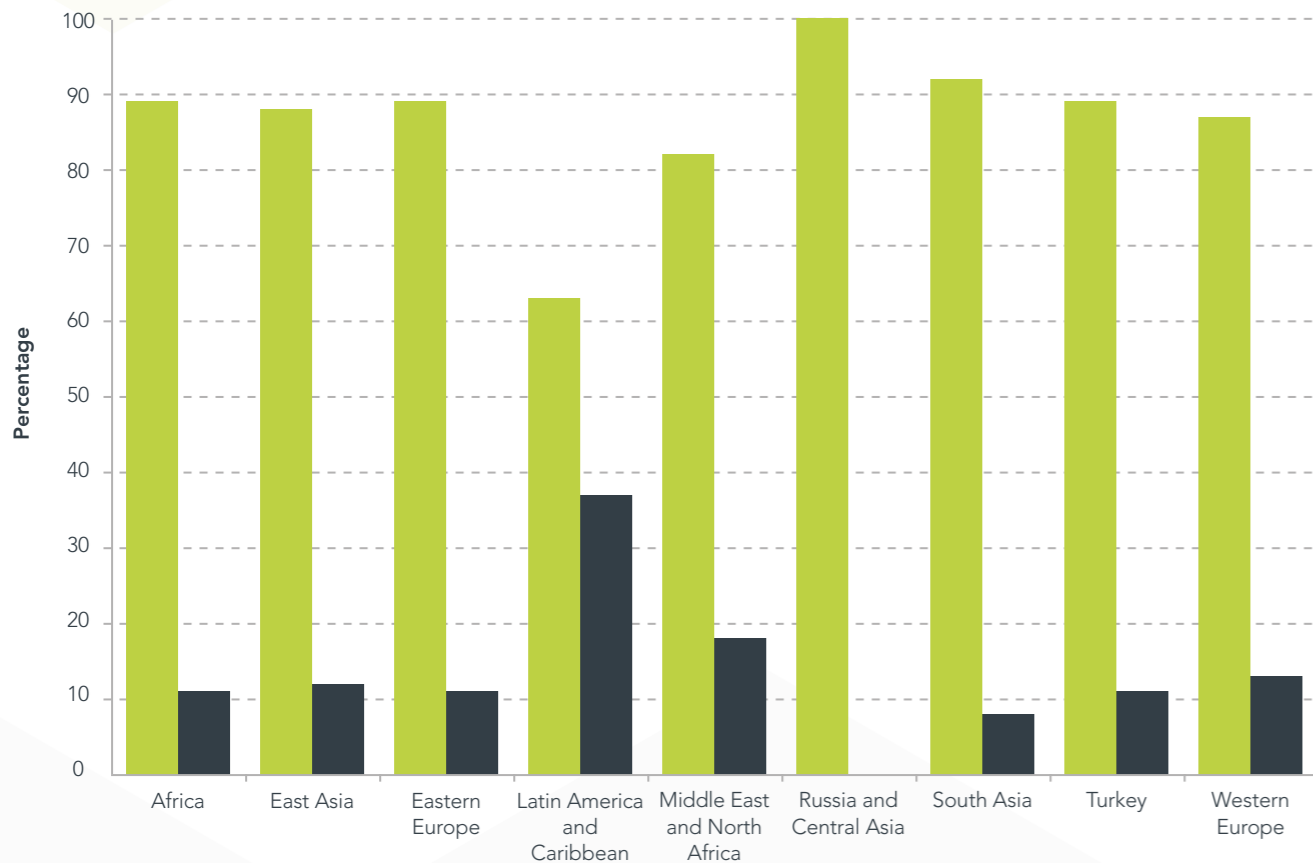


Proportions of female learners from different regions of the world largely reflected the figures found for the whole sample of learners, i.e. the majority of female learners originated from Turkey, South Asia and Africa.



In contrast, the majority of male learners originated from Latin America and Caribbean (22%). The next largest group came from Turkey (18%), followed by Western Europe (16%). There was an overall decrease in the number of Western European men (16%) from 25% in 2012–13, when this cohort of male learners made up the majority, returning to similar proportions found in 2011–12 (11%). There were changes of up to 2% for the proportions of males from Latin America and the Caribbean, Africa and South Asia. There was no change in the number of males from East Asia (3%). In contrast, the proportion of Turkish, male learners increased from 12% to 18% and learners from Eastern Europe decreased from 11% to 7%; Eastern European males made up 17% of the 2011–12 male cohort.

Figure 8: Gender split by region

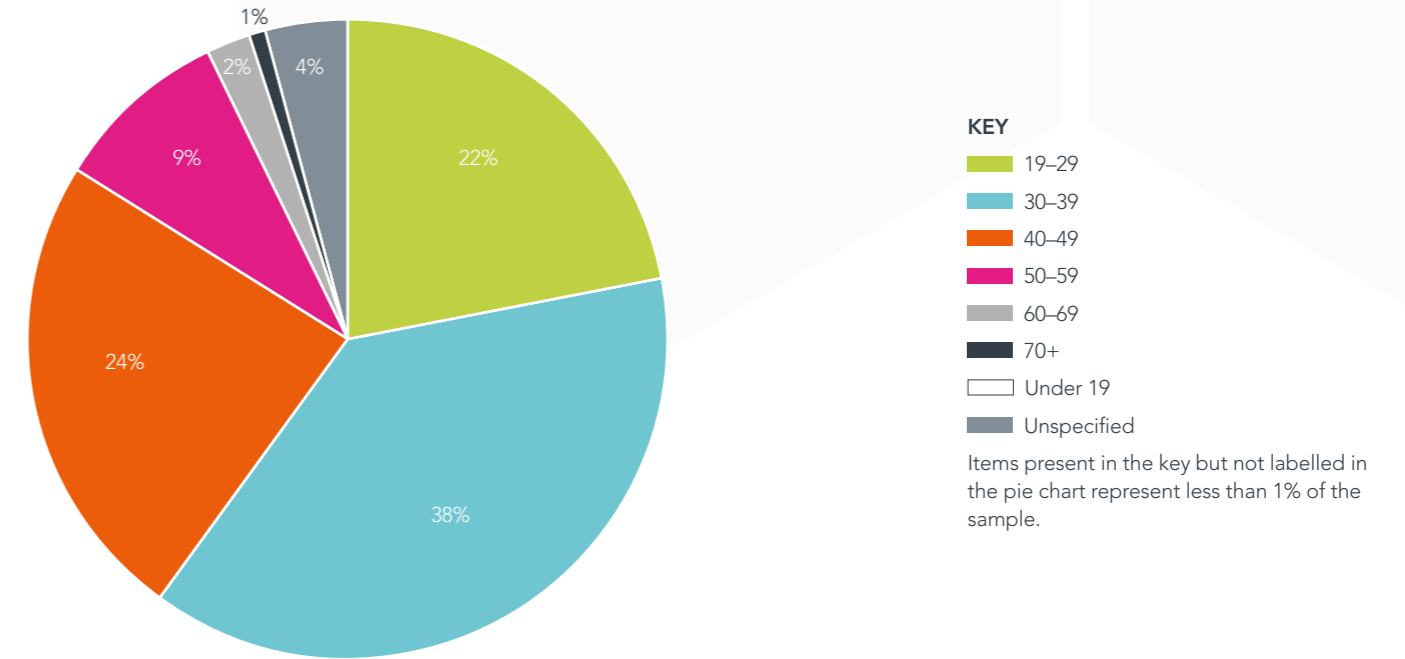


Gender by region analysis shows that in all regions, the majority of learners were female. Men from some regions however, made up a larger proportion of their regional cohort than males from other regions. The Latin America and the Caribbean cohort, for example, was composed of 37% males, compared to 8% males in the South Asian cohort, indicating males from certain regions were more likely to register with the service than others. There were increases of between 1% and 5% for African, East Asian, Middle Eastern and North African and Turkish male learners. In comparison to figures from 2012–13, the proportion of males from Eastern Europe and Western European compared to their female counterparts decreased by 12% each, and the proportion of males from the Latin American and Caribbean cohort fell by 4%.

KEY  
 Female  
 Male

The majority of learners registering with the Hackney EAS fell into the 19–39 age band (60%), including 38% who were aged between 30 and 39 years old, the largest single group. The oldest learner was 79 years old.

Figure 9: Age



Overall, learners aged 19–29 were less numerous than learners in age groups 30–39 and 40–49 years (the latter by one learner). This may reflect the general demographics of Hackney, the full time employment opportunities available to younger people, or reflect the increased opportunities available to learners in this age band, who may for various reasons, be more confident than older learners to register directly with a college, and/or be able to access ESOL provision without the need for crèche. The figures for 2013–14 largely reflect those found in the previous academic year, save for differences of up to 2%.

Figure 10: Gender and age

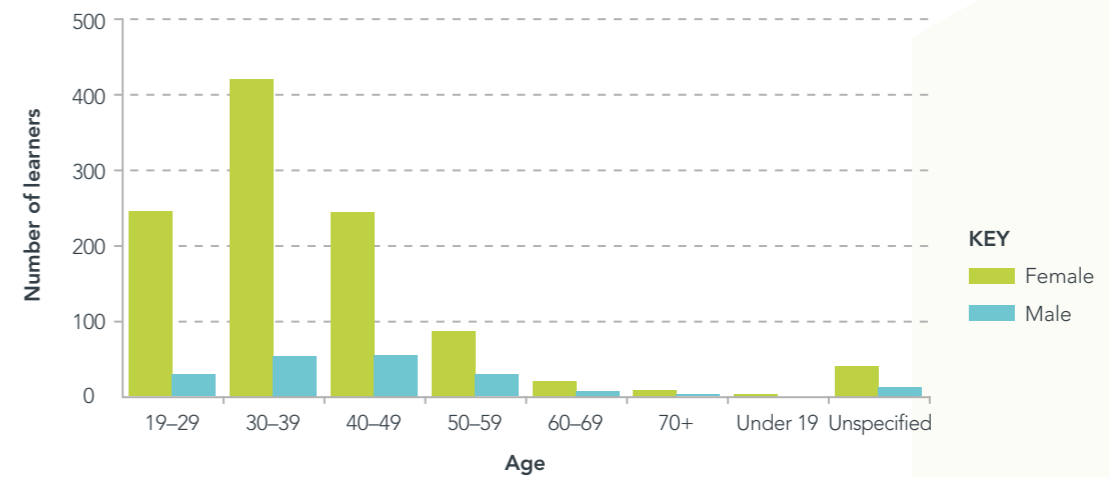
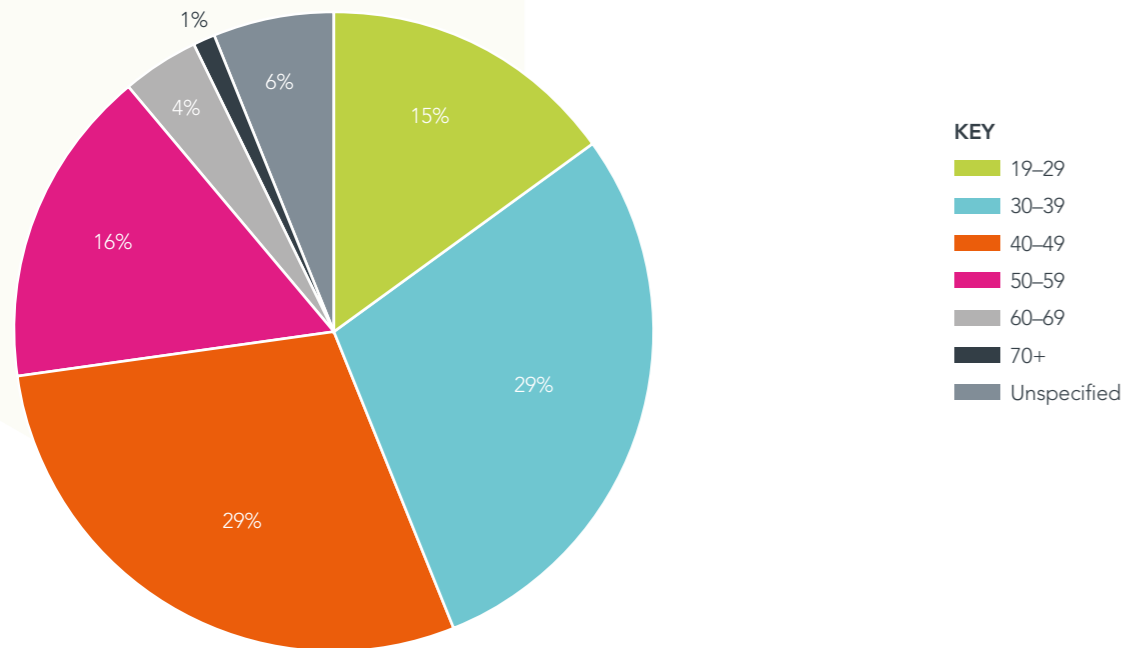




Figure 11: Males and age



The majority of females registered for ESOL at ages 30–39 years (39%), with equal proportions registering at 19–29 years and 40–49 years (23% each). Equal proportions of males aged 30–39 and 40–49 years old registered with the service (29% each). Their female counterparts in the 30–39 age group however, registered in greater proportions than those females aged 40–49 years (39% compared to 23%), and from this age band, both males and females followed the trend of decreasing in number as the age band increased.

A larger proportion of female learners aged 19–29 registered for ESOL than their male counterparts (23% compared to 15%). In contrast, males aged 50–59 years old registered in larger proportions than females of the same age band (16% compared to 8%), and again, in the 60–69 band, males made up 4% of their gender compared to 2% for females, suggesting females were more inclined to study ESOL at a younger age, relative to males, the larger proportion of whom began later in life. This trend was also found in the 2012–13 cohort of learners.

The Hackney EAS serves learners from age 19. Learners who were under 19 were not registered, but provided with a document signposting them directly to local colleges which provide more intensive ESOL programmes. No records were kept of the number of such enquiries; however, they were infrequent, as in previous years.

“  
In future if I start to work on to help my children to do them homework and go to parent meeting. Sometime if my children is sick. I went take them to hospital, because my husband work the night.”

Amadou, ESOL student



**7% of learners registering for ESOL in 2013–14 had no formal schooling. 22% had some primary education or below; 41% had begun or completed secondary school; 11% had a college education or some vocational training, and finally, 16% had begun or completed higher education, including post-graduate studies at university. The figures largely reflect those found in 2011–12 and 2012–13, with variations of up to 3%.**

80% of learners confirmed they were literate in their first or additional language(s); the remaining did not specify literacy in any language, not including English. Just under half (47%) of all ESOL learners said they spoke an additional language in addition to their first language, not including English.

Of the 7% of learners who stated that they had not engaged in any formal education in the past, 71% did not specify literacy in any language. In addition, 51% had literacy needs in English of two levels or more. 9% had literacy needs at one level below their speaking, which is not unusual amongst ESOL learners in general. Overall, this group of learners were mainly found to be speaking English at E1 (62%). A significant number of learners however, were also found at E2 (25%), E3 (12%) and L1 (1%). 70% of the group had been resident in the UK 6 years or more, and 64% had engaged in some form of ESOL learning, including 34% who had achieved some qualifications in ESOL.

Learners with no previous schooling made up the following proportions of the top six countries of origin: Turkey, 7%; Bangladesh, 1%; India, 5%; Somali, 48%; Spain, 0% and Poland, 2%. The largest categories of schooling for each of the top six countries were as follows: Turkey, 46% had some primary education; Bangladesh, 60% had begun or completed their secondary education; India, 44% had begun or completed their secondary education; Somalia, 48% had no formal schooling; Spain, 61% had started or completed higher education, including post-graduate studies, and finally, Poland, 38% had started or completed their secondary education.

“  
I want to be a teacher.”

Abida, ESOL student

Figure 12: Health problems

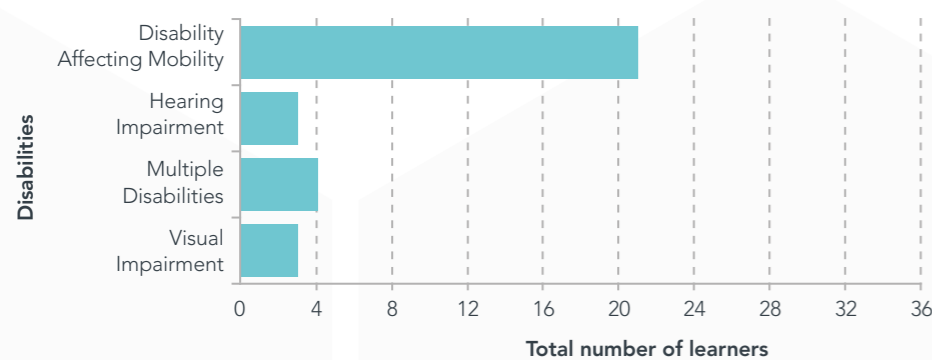


Figure 13: Mental health problems



10% of all ESOL learners declared a health problem, including asthma, diabetes, high cholesterol and/or blood pressure, joint problems and skin diseases. 5% of learners declared a mental health problem, including depression, and 2% of learners declared a disability, including hearing and visual impairments and disabilities affecting mobility.

Figure 14: Disabilities



Learners who declared a disability were prioritised on the most suitable waiting list, with regards to level, crèche needs and centre accessibility. Learners who declared a mental health problem were offered mainstream provision, but also, if they were E1 or E2, offered ESOL classes offered by City and Hackney Mind, an established partner, which offers specialist services to those who need mental health support.

### I have joined an ESOL Class: Questionnaire

1) Which organisation runs your ESOL course?

The Learning Trust  
 ELATT  
 Hackney Community College  
 Other (please specify): .....

2) What is the level of your ESOL course? E1  E2  E3  L1  L2

3) When did you start your ESOL class? September 2013  
 (If you have now left your class, you can tell us why in section 11)

4) Where did you go to register with the ESOL Advice Service?

Homerton Library  
 The Learning Trust  
 Comet Nursery  
 Linden Children's Centre  
 Woodberry Down Children's Centre  
 Other (where?) Shackleton Primary School

5) When did you register with the ESOL Advice Service? At Primary School  
 (Try to remember the month and year)

6) Has joining an ESOL class helped you to speak better English? Yes  No

7) How has speaking better English helped you?  
I have improved with listening and Practising English

8) BEFORE joining an ESOL class how confident did you feel doing the following things?

	Very confident	Confident	Not very confident/ I could not do this	N/A/ I did not need to do this
Go to appointments alone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Go shopping alone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speak on the telephone in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Read in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Write in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use an interpreter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak to people/friends in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk to your child's teacher in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk to your neighbour in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Read an English newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Read to or with your child in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Help your child with homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speak English at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Watch English television programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Listen to English radio stations/ songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Send text messages (SMS) in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



### I have joined an ESOL Class: Questionnaire

9) **NOW** you have joined an ESOL class, how confident do you feel doing the following things?

	Very confident	Confident	Not very confident/ I cannot do this	N/A/ I do not need to do this
Go to appointments alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go shopping alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak on the telephone in English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read in English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use an interpreter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak to people/friends in English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to your child's teacher in English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to your neighbour in English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read an English newspaper	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read to or with your child in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Help your child with homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speak English at work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch English television programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to English radio stations/ songs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Send text messages (SMS) in English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

10) Do you want to continue studying ESOL next September?

Yes

No

Maybe/ Don't know

11) If you would like to tell us anything else, please write it below:

I would like to continued for September and if it possible can we have 2/3 times a week, if we have more time we will practice and develop our knowledge.

Full name: Zohre Garip

If you have any questions about this questionnaire, please contact Khadijah Amani on 020 88207043 or [esol@learningtrust.co.uk](mailto:esol@learningtrust.co.uk)

Thank you very much for your time.  
Kind regards,

Khadijah Amani  
Community ESOL Advice Co-ordinator

## IMMIGRATION STATUS

Just over a third (35%) of learners registering with the Hackney EAS were British Nationals; 32% were EU Nationals and 13% had been granted Indefinite Leave to Remain (ILR); making up 80% of learners registered this academic year; an increase of 10% since 2012–13.

In addition, 8% of learners were on Spouse Visas; 2% were Asylum Seekers or had been granted Refugee Status, and the same percentage were in the UK on Family Reunion Visas. A total of 6 learners (0.5%) were the non-EU dependents of EU Nationals, down from 8% last academic year (98 learners). Other learners, totalling 4, were the dependents of Tier 4 Visa holders (Students), dependents of Ankara Agreement / Work Visa holders, or Student Visa holders themselves. In addition, 3 learners had been granted Discretionary Leave to Remain.

The figures on learners' immigration statuses largely reflect those found in 2012–13, save for the proportion of learners who were EU Nationals, which rose from 24% to 32%, and the proportion of non-EU dependents of EU Nationals, which fell from 8% to 0.5% as mentioned previously. The proportion of learners with ILR also fell by 1% compared to last academic year, and represents a 13% decrease (from 26%) since 2011–12. The number of learners who did not specify, or did not have specified their immigration status, rose by 1% to 7%, and includes learners who did not know, or were unable to communicate their status to the advisor. There was a 2% decrease in the proportion of Refugees and Asylum Seekers registered this academic year, reflecting the reduction in referrals from the British Red Cross in Hackney, as a result of improved identification of Literacy as opposed to ESOL needs in this group of learners, and also, the exclusion this year of non-ESOL learners in the total sample, as explained in the introduction.

Learners who were on Spouse Visas were able to access ESOL provision on arrival to the UK, thanks to the change in Skills Funding Agency (SFA) Funding Rules in 2012–13. Previously, learners were required to wait for 12 months prior to being eligible for SFA funding, and were instead only able to access specially funded (European Integration Fund (EIF)), fee charging or sparsely-distributed voluntary classes. The change has equalised the access options available to the Spouses of British Nationals and their EU National counterparts, i.e. before 2012–13, the Spouses and Civil Partners of EU Nationals could access ESOL on arrival, without

needing to fulfil the 12 month residency requirement. The change has removed a major obstacle faced by this particular group of learners, as EIF funded provision was in previous years only available through one partner organisation, and the courses had large waiting lists.

Learners seeking Asylum in the UK continue to be subject to the 6-month residency requirement, or must be in receipt of Section 4 (Immigration of Asylum Act, 1999) or Section 21 (National Assistance Act, 1948) support, if resident less than 6 months. All of the learners who were seeking asylum when they registered with the Hackney EAS had been resident at least 6 months, so were able to access ESOL provision, or rather the ESOL waiting list due to shortages, on registration. Two learners, who were on Tier 4 (Student) Visas, registered with the Hackney EAS in order to improve their English, due to their course provider not offering supplementary EFL courses to support foreign students. These learners were only able to access voluntary ESOL provision and those charging fees, although both were in short supply in the borough. Where ESOL courses with reasonable fees were available, learners complained of being placed on long waiting lists from which they were never called. Conversely, where learners were referred to courses with fees, which did have spaces to fill, the prices were often too high for them to afford.

“When my English is very good I plan to practice as a doctor because I have qualified from my contrie. and I would like to continue in my specialitie.”

Aicha, ESOL student



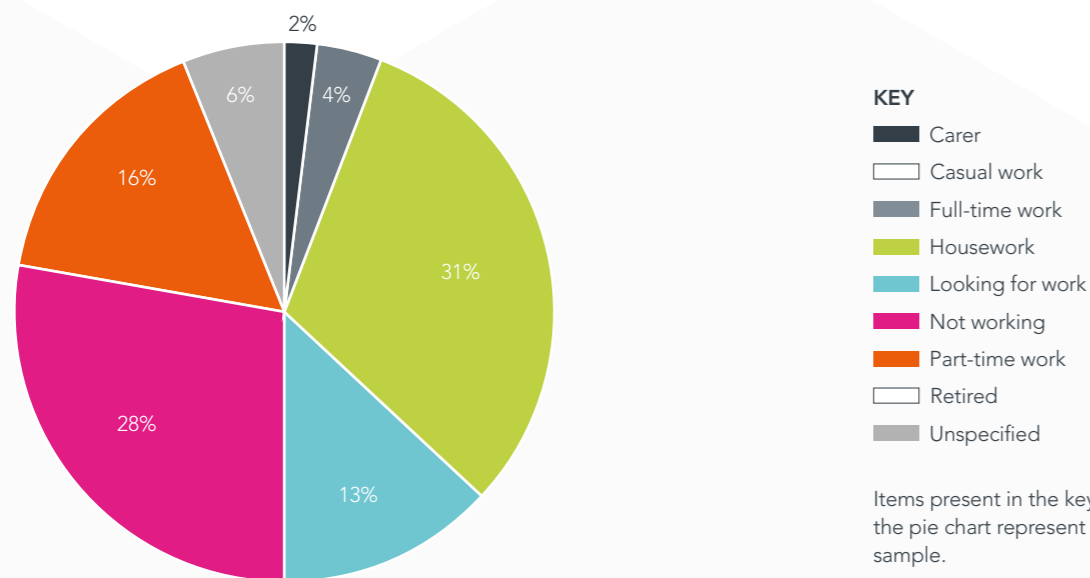


## EMPLOYMENT STATUS

As in 2012–13, 22% of learners registered in 2013–14 were in employment, including full time, part time and casual work. This compares to 16% in 2011–12, and the figure includes 2% of learners who were registered carers. 13% of learners were looking for work, up 1% from last academic year, and 5% from 2011–12.

The largest group of learners (31%) were engaged in 'Housework', which included caring responsibilities for pre-school children; the figure is slightly lower (down 6%) than last academic year, and down from 44% in 2011-12. 28% of learners were 'not working' for other reasons, including ill health and not feeling confident enough with their English to work; up 3% compared to last academic year.

Figure 15: Employment status

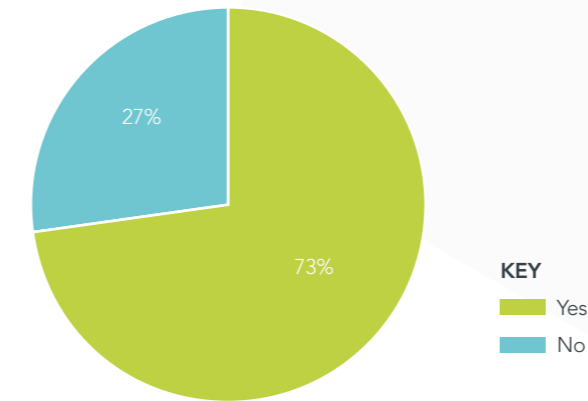


Items present in the key but not labelled in the pie chart represent less than 1% of the sample.

## INCOME/CONTRIBUTION-BASED BENEFIT STATUS

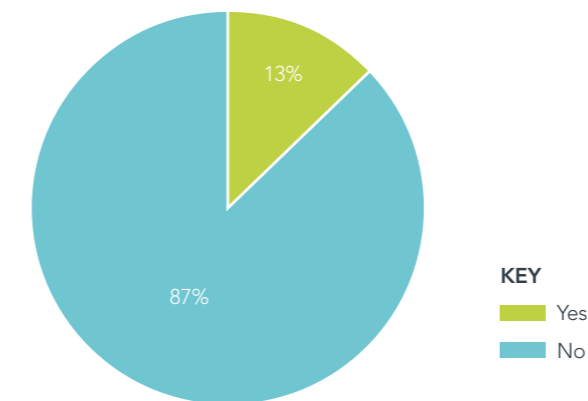
73% of all ESOL learners were in receipt of income/contribution-based benefits. Of the 27% of learners who were not on benefits, 64% were earning less than £16,190 before tax per year; the threshold for free school meal entitlement.

Figure 16: Receiving income-based benefits?



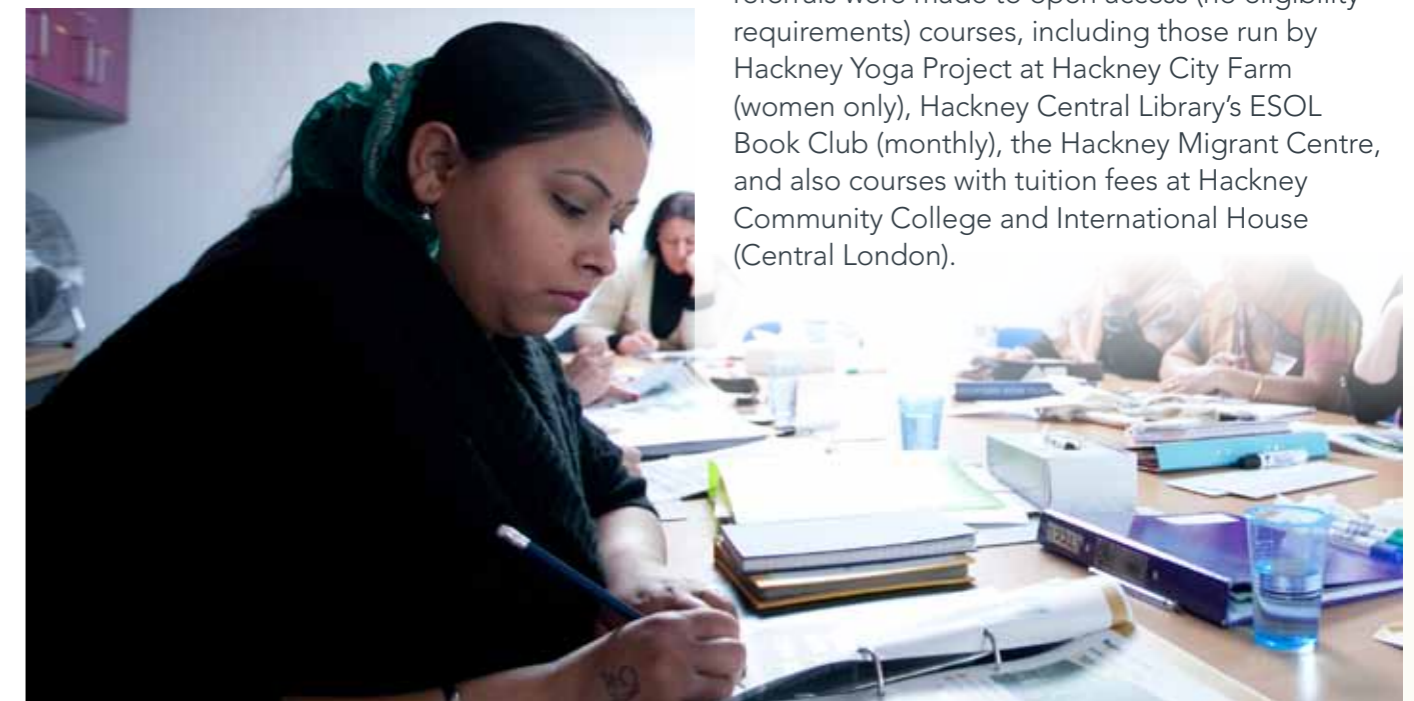
Of all learners who were receiving income/contribution based benefits, 13% were on either Employment Support Allowance (ESA) or Job Seeker's Allowance (JSA). It proved impossible to ascertain whether learners on ESA were in the Work Related Activity Group which, along with JSA is named as an 'active benefit' by JCP, so the distinction has not been made. The figure shows a decrease from 30% in the previous year reviewed, which may be explained by JCP advisors referring ESOL learners directly to JCP-funded provision, as opposed to the Hackney EAS.

Figure 17: Receiving Jobseeker's Allowance or Employment Support Allowance



Learners who were in receipt of 'active benefits' were able to access ESOL provision for free at a number of venues, including JCP-funded provision via their JCP advisor. Access for learners not on either of these benefits was restricted, and as such, there were lengthy waiting lists, particularly for learners with crèche needs. Learners without income/contribution-based benefits, but who had an income of less than £16,190 before tax per year, were able to access provision hosted by one organisation and its commissioned ESOL providers, but again, the waiting times were lengthy.

Where learners were not in receipt of income/contribution-based benefits, or on a low income, referrals were made to open access (no eligibility requirements) courses, including those run by Hackney Yoga Project at Hackney City Farm (women only), Hackney Central Library's ESOL Book Club (monthly), the Hackney Migrant Centre, and also courses with tuition fees at Hackney Community College and International House (Central London).





**DISTRIBUTION IN HACKNEY**

Hackney is divided in to six areas referred to as clusters. Within each cluster, organisations, including schools and children’s centres, work together to provide services to meet the needs of residents within the cluster.

The map on page 27 illustrates that the majority of ESOL learners who registered with the service were residents of cluster C and D (22% each), followed by B (14%), A (13%), F (13%) and E (9%). ESOL Advice sessions were located strategically within each cluster, with the aim of improving accessibility for learners. Clusters C, D and F were served by weekly sessions at Linden Children’s Centre, Homerton Library and Hackney Learning Trust respectively, and in Cluster C, an evening advice session was offered at The Petchey Academy. Due to funding cuts, the weekly advice session at Woodberry Down Children’s Centre, which served learners in Clusters A and B, was withdrawn and explains the lower proportion of learners seen in these Clusters. In its place, a number of on-site advice sessions were held, although these were mainly in Cluster B. A monthly session (term time only) at Comet Nursery and Children’s Centre catered for learners in Cluster E, but again, the numbers engaged were limited due to the relative infrequency of the session. In the coming academic year, a further monthly advice session will be introduced at Haggerston School, so that learners resident in Cluster E and unable to travel to other venues will have a maximum of a two-week wait for an advice session in Cluster E. It is also hoped that being based at a secondary school during the day time will reach a niche of learners we have yet to engage. A return will also be made to Woodberry Down Children’s Centre; a full elaboration has been included in the conclusion of this report.

5% of learners were residents of other boroughs, including, Barking and Dagenham, Brent, Enfield, Haringey, Islington, Lambeth, Lewisham, Newham, Redbridge, Tower Hamlets, Waltham Forest and Wandsworth. These learners were able to access most provision within Hackney, subject to other eligibility criteria, but often approached the service having been unsuccessful at finding provision more locally, and as such, were provided with a list of options within their own borough also.

Figure 18: Hackney schools’ clusters map



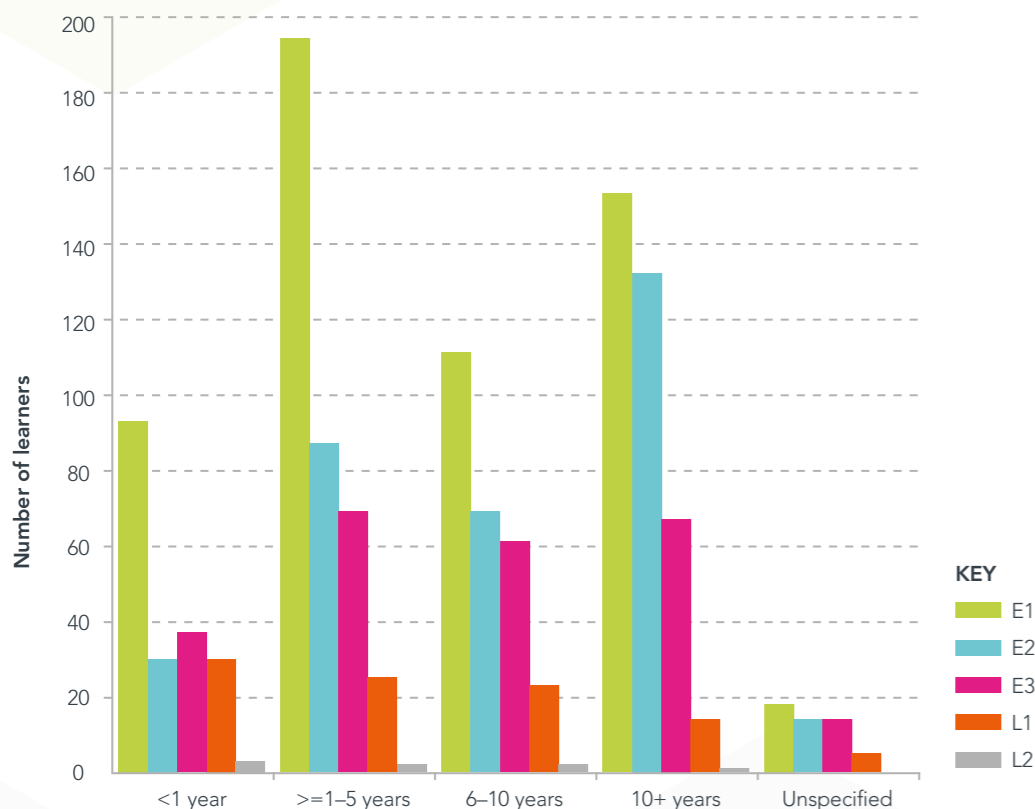


# LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

The largest group (30%), had been resident for between 1 and 5 years when they registered with the Hackney EAS in 2013–14, followed by 29%, who had lived in the UK 10 or more years. 21% of learners had been resident in the UK for between 6 and 10 years, and 16% of learners had been resident for less than a year.

The proportion of learners resident for less than a year, fell by 4% from figures in 2012–13, and consisted largely of EU Nationals (82%), up from 56% in 2012–13. A smaller number of this group of learners were made up of Spouse Visa holders (8%), Family Reunion (2%), Refugees (2%) and those granted Indefinite Leave to Remain (2%).

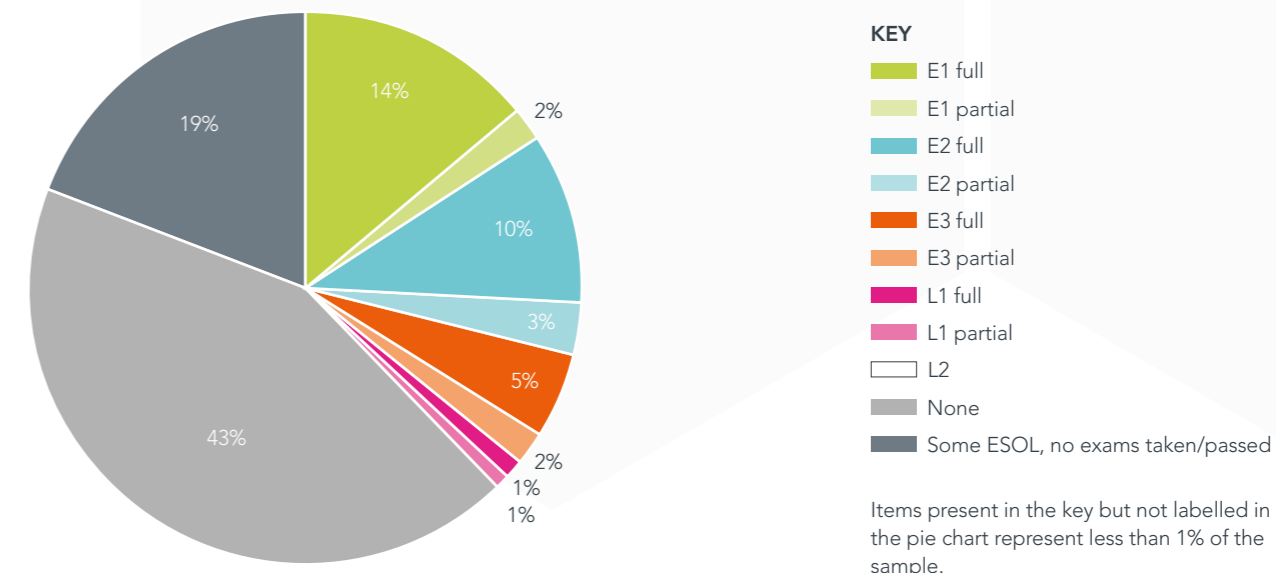
Figure 19: Time in UK by level of English (speaking)



E1 learners made up the largest group in each of the length of residence bands, and were followed by E2, then E3, L1 and L2 learners, save for in the less than 1 year band, where E3 learners were more numerous than E2, and there were an equal number of E2 and L1 learners.

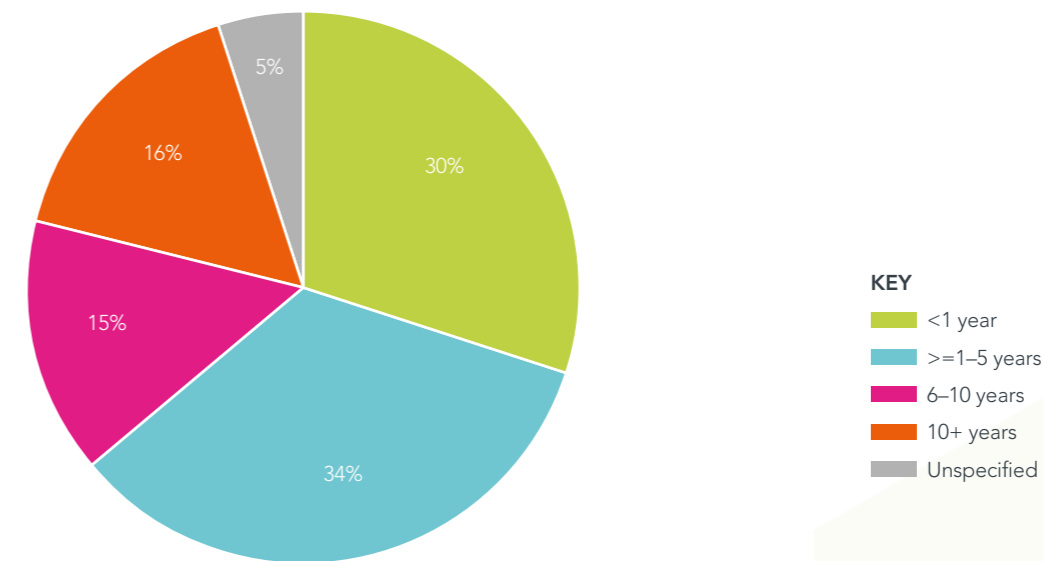
43% of ESOL learners registering with the service had not engaged with any ESOL learning in the past, mirroring the figure found in 2012–13 and 2011–12. 19% had taken part in some ESOL, but had not attained any qualifications. 38% of learners however, had gained partial or full qualifications at E1 to L2; full denoting all modes: speaking, listening, reading and writing at any one level, and partial, the attainment of speaking and listening, or reading and/or writing at one level only.

Figure 20: ESOL qualifications already attained



The proportion of learners who had engaged in some ESOL learning, but had not gained any qualifications fell from 22% in 2012–13, and from 35% in 2011–12. Otherwise, there were only slight changes of up to 3% for other categories relative to 2012–13.

Figure 21: Time in UK – no ESOL course experience



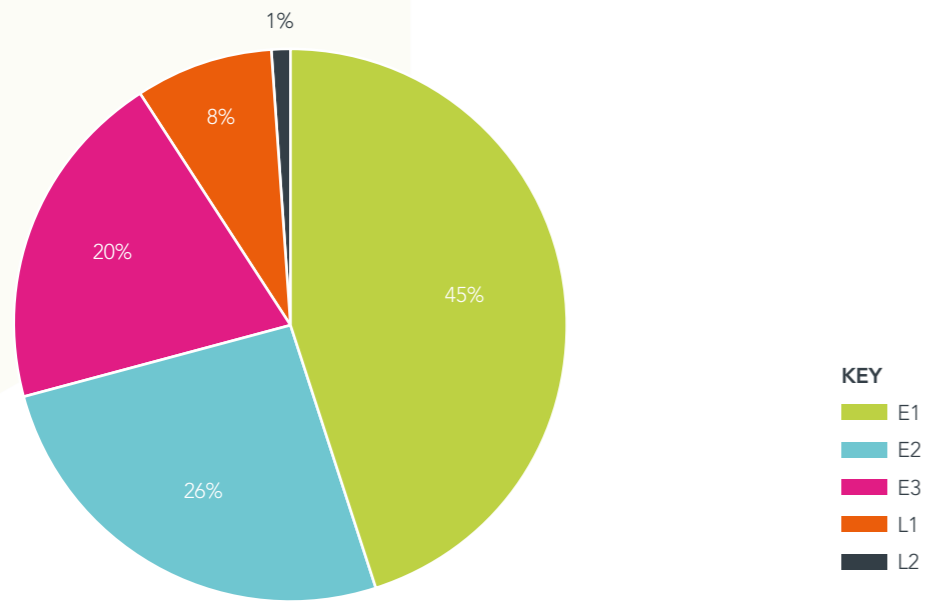
The largest proportion of learners with no previous experience of ESOL had been resident in the UK between 1 and 5 years (34%). The second largest group had been resident for less than a year (30%), which may go some way in explaining why they had yet to engage in ESOL learning. 15% of learners who had not engaged in ESOL previously, had been resident for between 6 and 10 years, down from 27% in 2012–13, and nearly equal proportions (16%) had been resident for ten years or more without having engaged in any ESOL learning. The possible reasons for the lack of engagement will be explored further in the Barriers section of this report.



## ESOL LEVELS AND LITERACY

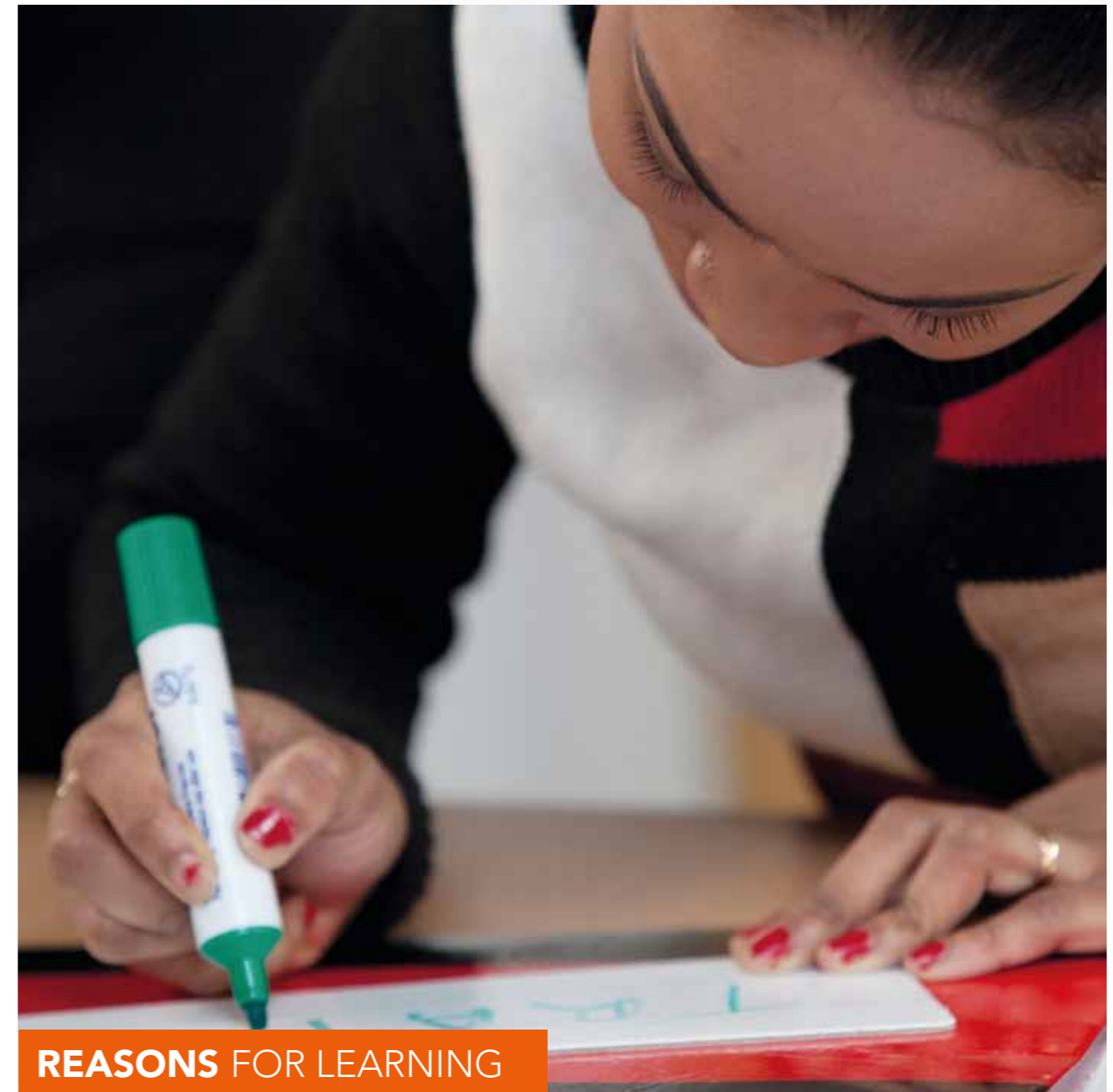
As in previous years, the majority of ESOL learners who registered with the Hackney EAS were functioning at E1 (45%), and as the level of ESOL increased, the proportion of learners decreased.

Figure 22: Levels – speaking



Cluster based analysis showed that E1 learners made up the largest group of every cluster, and again, there was a negative correlation between level and proportion of learners, i.e. as the level increased, the number of learners at that level in the cluster decreased. Overall, the proportion of E1 learners rose from 42% in 2012–13 and E2 learners increased in proportion by 1% to 26%, along with E3 learners by 2%. L1 learners nonetheless, fell in proportion from 11% to 8% in 2013–14, and the proportion of L2 learners fell from 4% to 1%.

For the majority of learners (76%) in this year's sample, speaking levels reflected writing levels. For approximately one quarter (24%) however, their English writing levels were at least one level lower than their spoken English. A one level difference is not uncommon in the ESOL classroom, owing to the opportunities for practising written English usually being more limited than spoken English. The variance in the levels of a learner's reading, writing, speaking and listening skills are often described as 'spiky profiles'. 12% of learners however, had writing skills at least two levels lower than their spoken English; this is less common and for the learner to make progress, additional support in the ESOL classroom is required. To cater for this group of learners, one of the service's partners for example, ran 'ESOL E2/E3 with Literacy support' for learners who speak at E2 and E3, but have writing skills on the E1 spectrum. Additional classes for E1 speakers who were new to reading and writing in English, and often in their expert languages too, were also commissioned in 2013–14.



## REASONS FOR LEARNING

During their advice session, each learner was asked to list their reasons for wanting to learn English. A maximum of 3 reasons were allowed. 23% of learners wanted to learn English for 'Everyday life' activities, such as going to the doctor and shopping. 21% of learners wanted to learn or improve their English for work-related reasons, including getting a job and getting a better job.

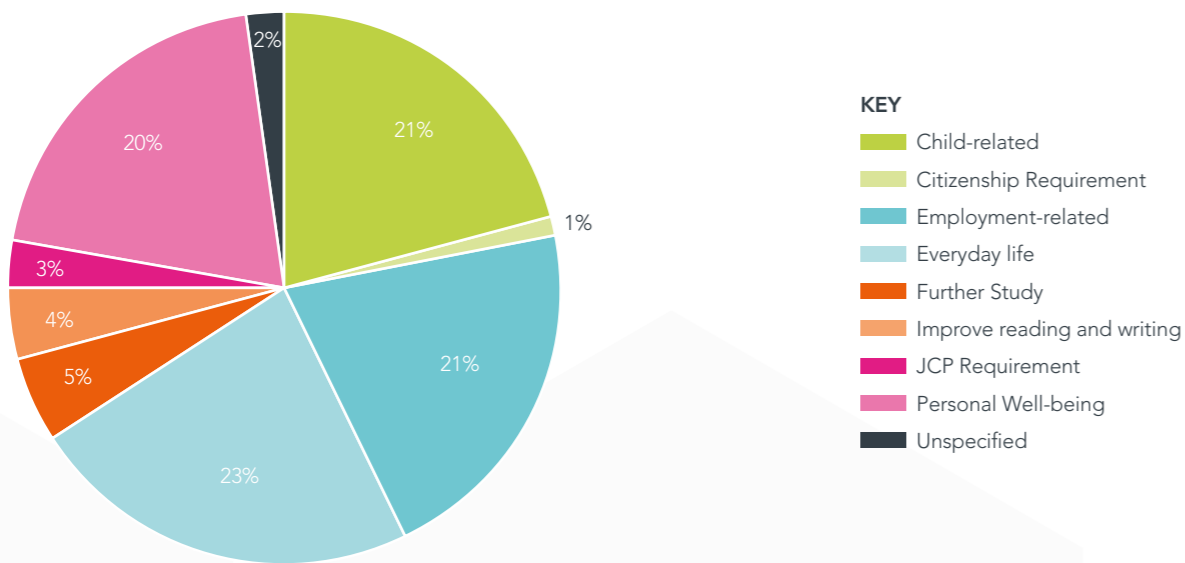
An equal proportion of learners wanted to improve their English for child-related reasons, including helping their child with homework, attending parents' evenings and understanding their child when they speak English. 20% of learners cited 'Personal well-being' as a reason for wanting to join an ESOL class, which included making friends, improving self-esteem and becoming more active in the community, up from 6% in 2012–13 and 10% in 2011–12. A smaller number of learners specifically wanted to go onto further study (5%), improve their literacy skills (4%), were obliged by the JCP to attend (3%) or were required to attend as part of their application for Citizenship (1%).

“Esol classes been usefull to my life because now I talk english. Before Esol classes no one could understand me. Now they can. At home, school and shops I talk english fluently and I can understand people.”

Momtaz, ESOL student

The proportion of learners wanting to learn or improve their English for child-related reasons increased by 2% from 2012–13, and those learning English for Personal well-being increased as a proportion by 14%. Employment-related reasons fell in proportion by 6%; Everyday Life reasons by 14% and Further Study by 2%. A new category of ‘JCP requirement’ was introduced to cater for those learners who were mandated to join an ESOL class. Often learners, who were mandated to register for a class by the JCP, also had their own reasons for wanting to join a class. Some learners nonetheless, had no wish to join an ESOL class due to ill health, but registered to fulfil their JCP obligations. On a number of occasions, learners were withdrawn by the JCP from a community ESOL course, having been placed and were instead sent to attend JCP-funded provision, owing to the latter being able to share attendance and punctuality data on learners. Some learners complained these courses were not always suitable for them, particularly those with basic literacy needs. The courses were also short, running for up to a few weeks only, non-accredited, and were occasionally outside of the borough which proved difficult for those with childcare and family responsibilities. Where possible, the Hackney EAS petitioned individual JCP advisors on behalf of learners, however, successful results were limited.

Figure 23: Reasons for learning English



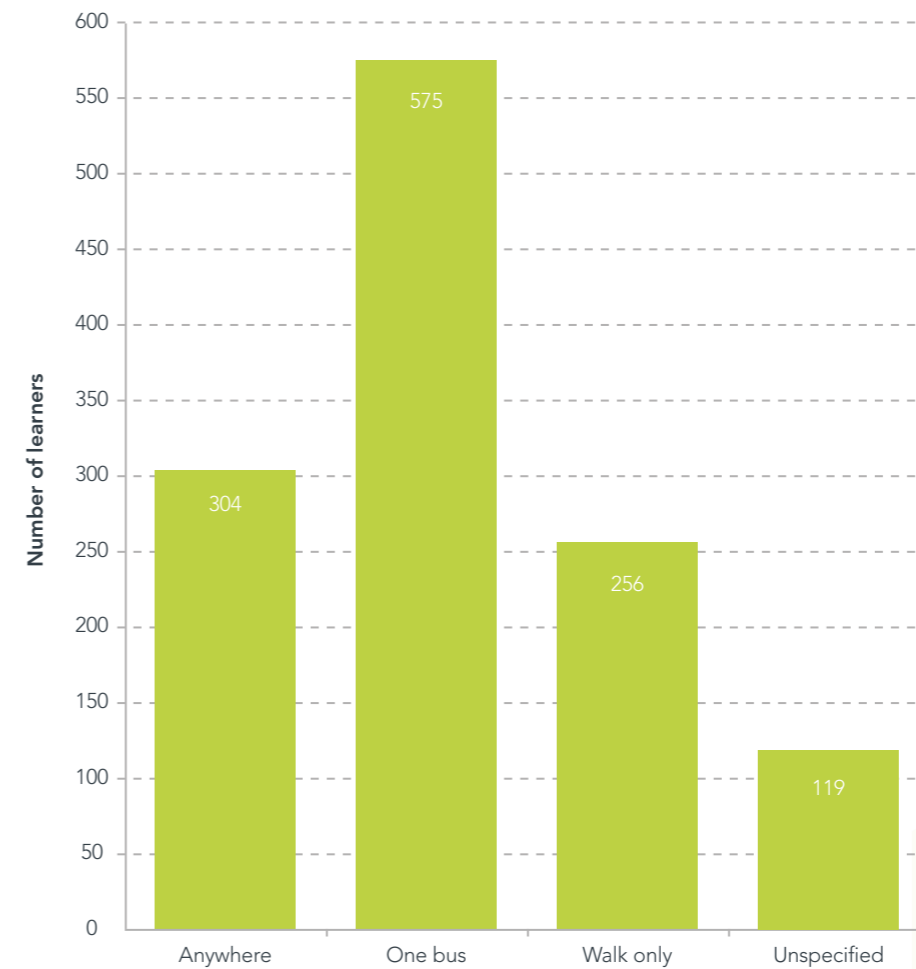
“ This ESOL courses it very useful to my life because now when I go to somewhere I spoke english and now I can help to my children aswell. In the future I would like to improve my english then after I find good jobs. ”  
 Hanim, ESOL student

## PREFERENCES

20% of learners who registered with the Hackney EAS said they would only be willing to attend a class which was within walking distance of their home. 46% said they would be happy to take one bus only, and 24% said they would be willing to travel anywhere in Hackney for an ESOL class.

Although learners occasionally increased the distance they would be willing to travel once they became aware of how this affected their waiting times, most learners who would only accept a class within walking distance, cited travel costs and the school run as their main barriers to travelling further. All learners were offered all of the available options despite some of them falling outside of their preferred distance, firstly, in order that they might not be excluded from an option they might only on further consideration decide is at a reasonable distance, and secondly, due to ESOL demand outstripping supply; something newer learners were often unaware of.

Figure 24: Travel preferences



Over 3 quarters (77%) of learners wanted to attend a class in the daytime (within school hours). 9% were happy to attend a class in the daytime or evening; 7% could only attend a class in the afternoon, and 3% of learners could only attend an evening ESOL class. This latter group of learners were referred to the single known provider accepting evening ESOL students in Hackney. Learners with limited availability typically waited longer for a class than those who were available during the daytime or daytime and evening.

“ I haven’t studied ESOL every year. Because of family problem. I hadn’t enough time to attend the ESOL class. The Tower Hamlet College was too far to my house when I lived that borough. Last year I came to Hackney Borough at temporary accommodation. So, this situation made me difficulty to continue every year. ”  
 Farzana, ESOL student



63% of all ESOL learners registering with the service this year were parents. 38% of all parents had at least one child under 5 years of age; of those who did not have a child in this category, 31% had at least one child between 6 and 11 years of age, and finally, of those learners who had no children at primary school age, 15% had at least one child between 12 and 18 years of age. 27% of learners needed access to crèche provision in order to access an ESOL class.

Cluster based analysis of learners with children below the age of five, and those who said they needed access to crèche, as a proportion of each cluster, has been presented below.

Figure 25: Child under age 5?

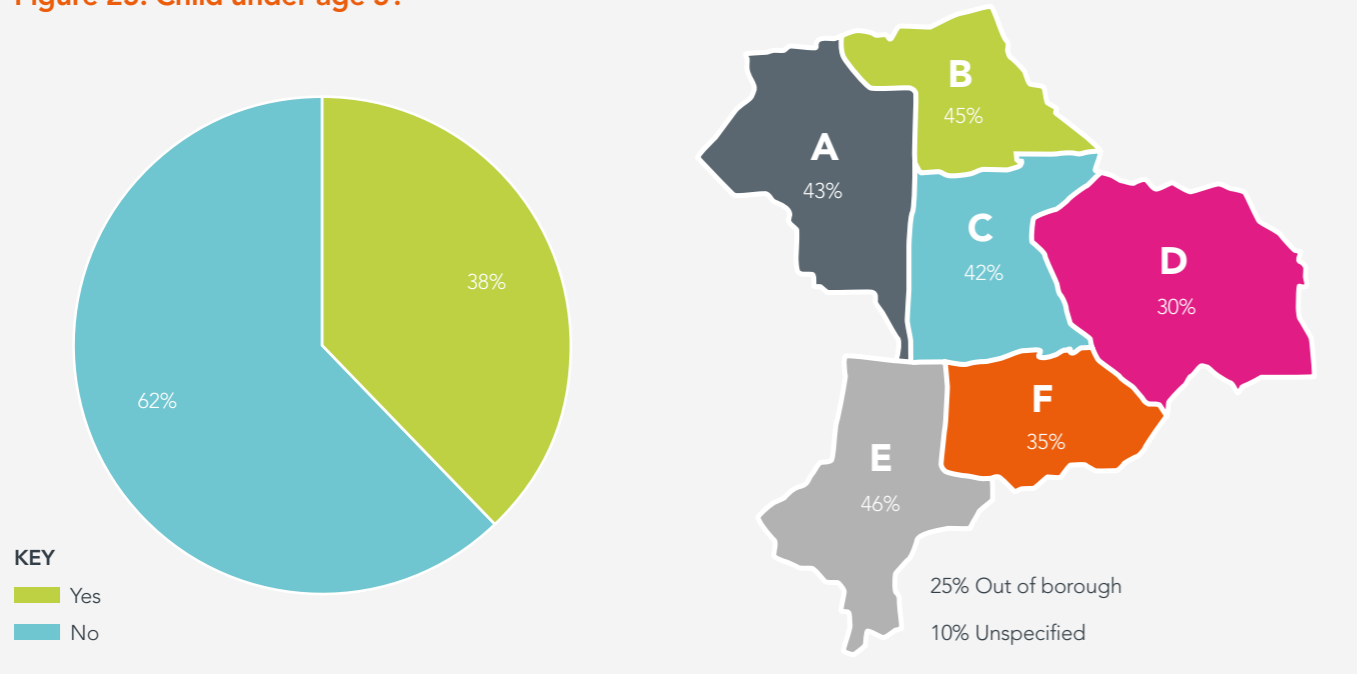
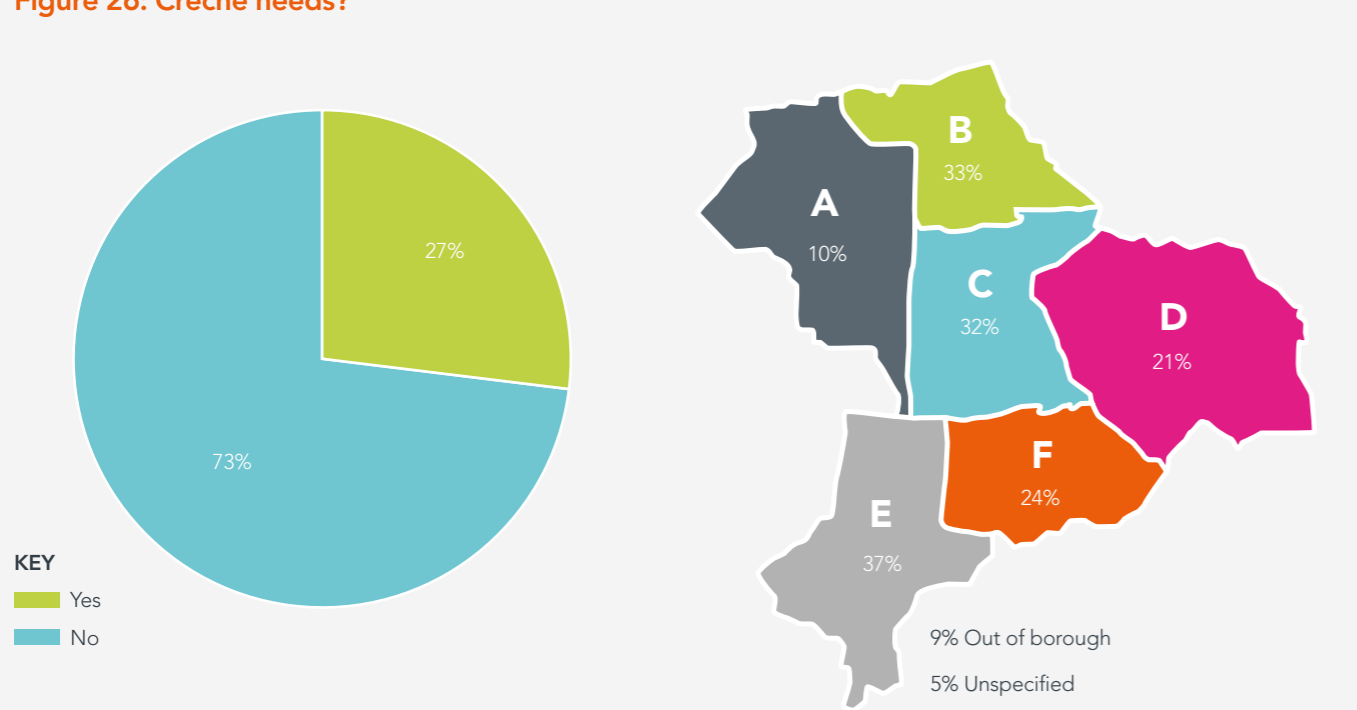


Figure 26: Crèche needs?



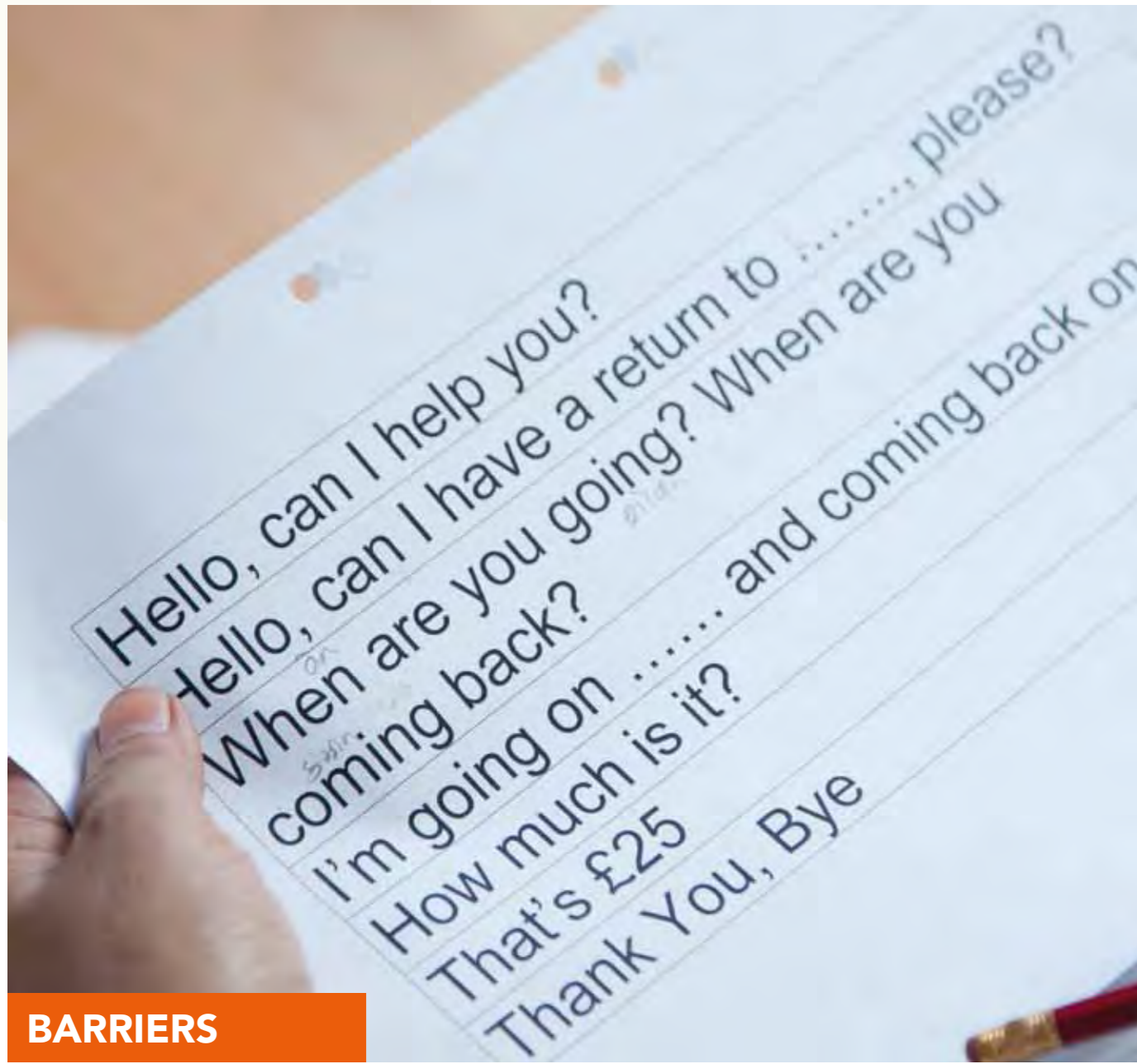
Residents of Cluster E had the greatest need for crèche provision of all Clusters (37%), reflecting the fact that although at least two large ESOL providers operate in this cluster, crèche provision is extremely limited. Cluster E was followed by almost equal proportions in Clusters B and C (33% and 32% respectively). Cluster A had the smallest proportion of learners requiring crèche at 10% of all learners resident in that cluster.

Crèche allocations for ESOL courses are challenging for a number of reasons; firstly, crèches are expensive to run, often exceeding the cost of a standalone ESOL course. Secondly, crèche provision usually requires having a suitably adapted room in which to accommodate the children. Thirdly, where childcare funding is available and partnerships have been established between ESOL and nursery providers, the time necessary to help learners to access these services and the resulting invoicing process causes strain on daily workload, and it is also sometimes the case that learners are reluctant to leave their baby at a different venue while studying. Hackney Learning Trust's ESOL team have overcome these difficulties by establishing partnerships with Hackney's Children's Centres; in these cases, ESOL is provided within the centres, with teaching costs and resources being covered by the ESOL provider, and room hire and crèche provision being met by the Children's Centre. Often, the centre sets access criteria in order to ensure access for the centre's regular users is prioritised. The relationships have been very effective in helping learners with crèche needs to access ESOL classes.

Nonetheless, difficulties still remain for some learners, particularly for those with children under 6 months of age, and those returning from maternity leave, due to crèche worker to child ratios, and also as some children's centres are not insured to accept children before 3 months of age. Where babies under 12 months of age require crèche and are accepted to one, the crèche worker to child ratio rises to 1 to 1, preventing learners with older children from joining the course despite places being available in the class. It is regularly the case that ESOL providers and crèche managers faced with this dilemma, deny entry to parents with children below a year old, in order to cater for a larger number of learners with older children. Although beneficial for some learners, the result for their counterparts is large gaps between periods of study and increased likelihood of needing to join a course mid-term, both of which in turn can impact on learners' motivation, and ability to progress from one level to the next in expected timeframes.

To illustrate with an actual scenario from the year under review, it is the case that in order to cater for a group of 16 L1 learners who are currently waiting for a class, all with crèche needs for babies at a variety of ages under 2 years of age, a total of between 3 and 4 ESOL L1 courses with crèche provision would be needed. In the year under review, there were no Level 1 classes offered with crèche provision in Hackney following Term 1. It is hoped the statistics already provided to ESOL providers in the borough via the ESOL Working Party and individual requests will go some way to meet this gap in provision in 2014-15.

“ I couldn't continue to study ESOL every year. Because I changed my house a lot and I had children. When I'm moving, I'm looking another ESOL class near my house. Also I had to look after my children so it was difficult to continue ESOL every year. ”  
ESOL student



**BARRIERS**

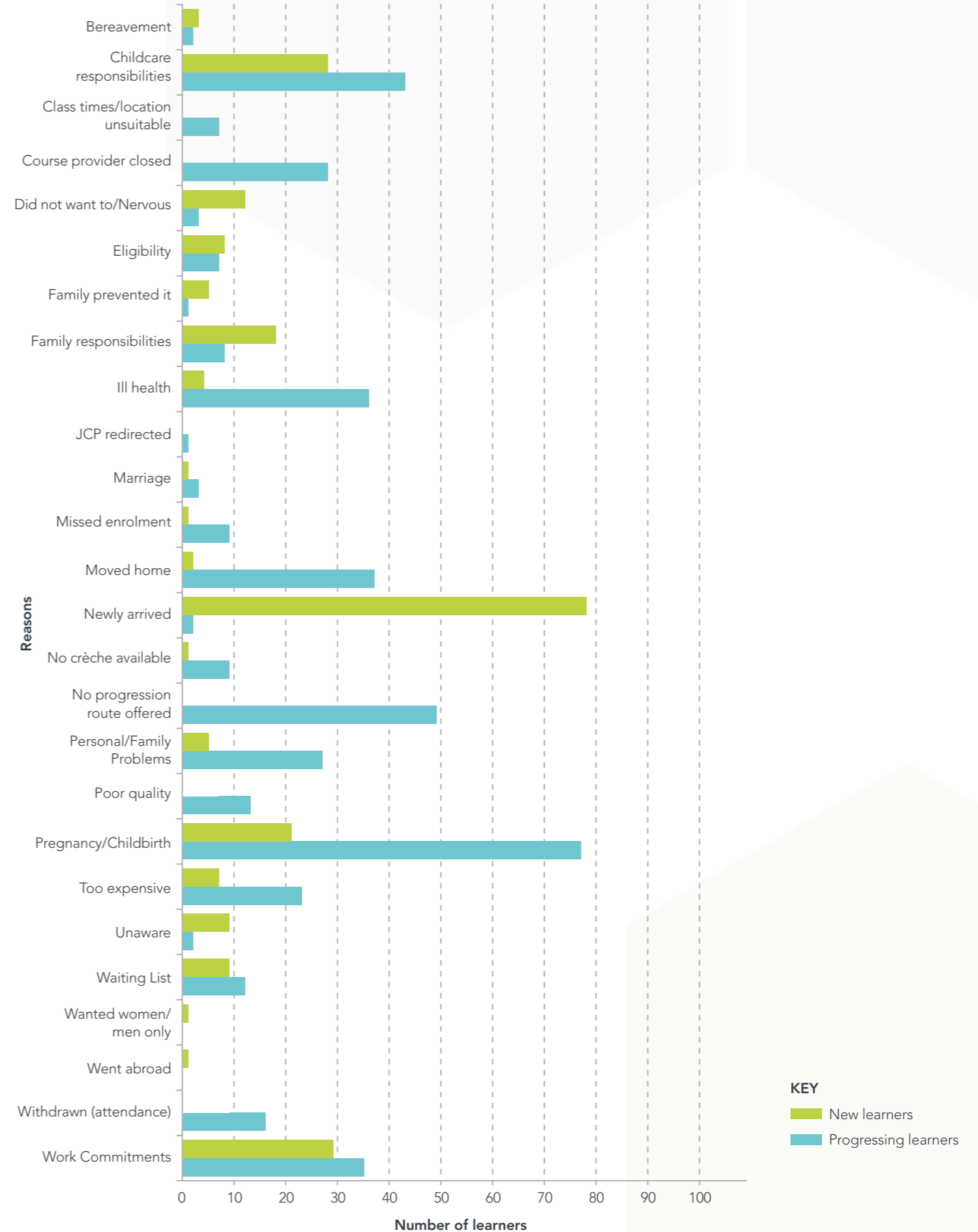
In 2011, a question seeking to discover the barriers learners faced in pursuing their ESOL learning was introduced to the initial assessment form. Learners were asked one of two questions, depending on whether they had attended an ESOL course before; if they had not, the barriers which prevented them from doing so, and if they had, the barriers which had prevented them from continuing.

Due to the complexity of the question, not all learners were able to respond, and in addition, 30% of learners who registered were directly progressing from one level of learning to the next in consecutive academic years, so the question was not asked of them. The figures below include the responses from 342 learners; 38% of the eligible sample. Most learners gave multiple reasons; included below are a total of 693 reasons, 243 from learners who had never engaged in ESOL learning before ('New Learners'), and 450 reasons from learners who had been unable to progress directly onto the next stage of learning without interruption ('Progressing Learners').

“ I come to the UK with EEA Family Visa for six months. After expiring this visa, I applied for visa extension, but at that moment I submitted my original passport to the Home Office. For this reason, I didn't join an ESOL class as soon as possible. ”

Farzana, ESOL student

Figure 27: Barriers to joining and continuing





## BARRIERS

The most cited barrier for new learners was their being new to the country, and needing time to acclimatise to their new surroundings. For progressing learners, childbirth/pregnancy was the most commonly cited reason for their interrupting their studies, although, 'no progression route offered' by their initial ESOL provider was the second most cited reason for not being able to progress in their learning.

Learners who had never engaged in ESOL learning before, cited barriers which did not appear to affect their progressing learner counterparts, including the following: going abroad and therefore, not signing up for a course and wanting a women or men only course, i.e. not being able to find or access one. Similarly, progressing learners encountered barriers which new learners did not, including their course provider closing due to lack of funding; being withdrawn for poor attendance; withdrawing due to the class times or venue being inconvenient; no progression route being offered at the end of a course and poor quality teaching.

Although new learners were also affected by these barriers, progressing learners cited the following barriers more often: work commitments impeding their ability to attend classes; large waiting lists for ESOL; courses being too expensive; personal or family problems; no crèche being available with their course; moving home; ill health and childcare responsibilities. Likewise, new learners more commonly cited feeling scared or nervous about joining an ESOL class than their progressing counterparts; not being eligible for ESOL classes (or presuming so); being unaware of ESOL provision; families directly preventing their registering for a course and family responsibilities.

“  
My husband got sick and I help him, and I did not have money to buy oyster and lost a lot of classe...Sorry.”

Utna, ESOL student

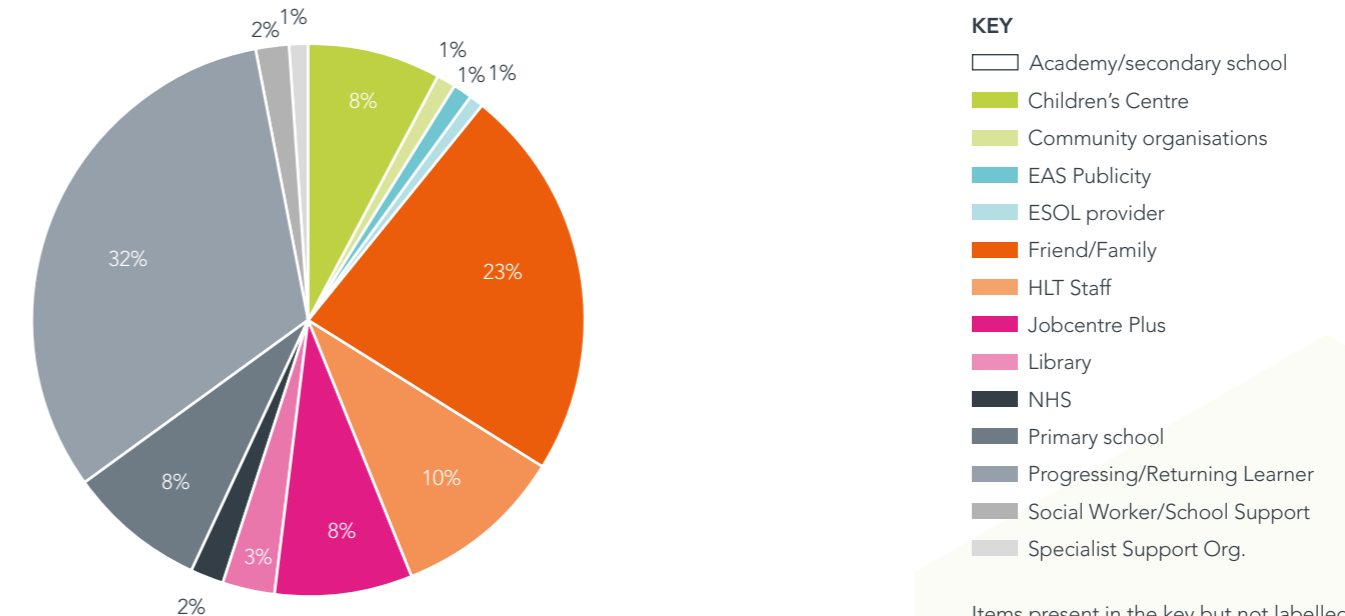


## REFERRAL ROUTES

Learners were asked how they had heard about the Hackney EAS and come to register. Usually, they had encountered a number of prompts and recalled the last one only.

These referral points have been detailed below, and although they do not provide a comprehensive picture of how learners came to know of the service, they do offer some insight into useful referral points in the borough. Unspecified items have not been included in the charts below.

Figure 28: Referral routes



- KEY
- Academy/secondary school
  - Children's Centre
  - Community organisations
  - EAS Publicity
  - ESOL provider
  - Friend/Family
  - HLT Staff
  - Jobcentre Plus
  - Library
  - NHS
  - Primary school
  - Progressing/Returning Learner
  - Social Worker/School Support
  - Specialist Support Org.

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

The largest single group of learners registering with the Hackney EAS were returning or progressing learners (32%), that is, they had registered the previous academic year and were being enrolled onto their next stage of study in September, or had registered the previous year, withdrawn or been withdrawn from their course, and had subsequently decided to re-register for a class. In the coming year, the service will be surveying all known withdrawn learners to try to analyse why learners were withdrawn or withdrew themselves from their course. The questionnaire was piloted this academic year, and a sample has been included in this report on page 10.





The next largest group (23%) of learners had been referred by friends or family, followed by 10% of learners who were referred by Hackney Council Staff. Just less than one quarter (24%) of learners had been referred by the JCP, their child’s primary school or Children’s Centres in Hackney (8% each). Smaller proportions (up to 3%) had been referred by the library, NHS staff, school support staff, specialist support organisations including those for homeless people and victims of domestic violence, community organisations, Hackney EAS publicity, and other ESOL providers within the borough. The latter referrals often came from providers who could not cater for learners with crèche needs, and also those organisations which did not cater for E1 emerging learners, often, incorrectly referred to as ‘pre-entry’, due to externally set achievement targets.

The referral routes for both males and females were similar in 2013–14, unlike the previous academic year, where females were more commonly referred by children’s centres, and males more often referred by the JCP, friends and family. Not including progressing/returning learners, the largest proportion of males and females were referred to the service by friends or family (42% and 32% respectively). Hackney Council staff were the next referral point for both males and females (15% and 14%), JCP referrals also accounted for 11% of female referrals and 13% for males, and Hackney’s Children’s Centres were the referral point for 7% of males compared to 13% of females. No males were referred by their child’s primary schools, compared to 14% of female referrals.

“ I came here 11 years ago, and I neva heard about this lesson and then I had babies one after the other, and last year I heard about it and joined in. ”

ESOL student

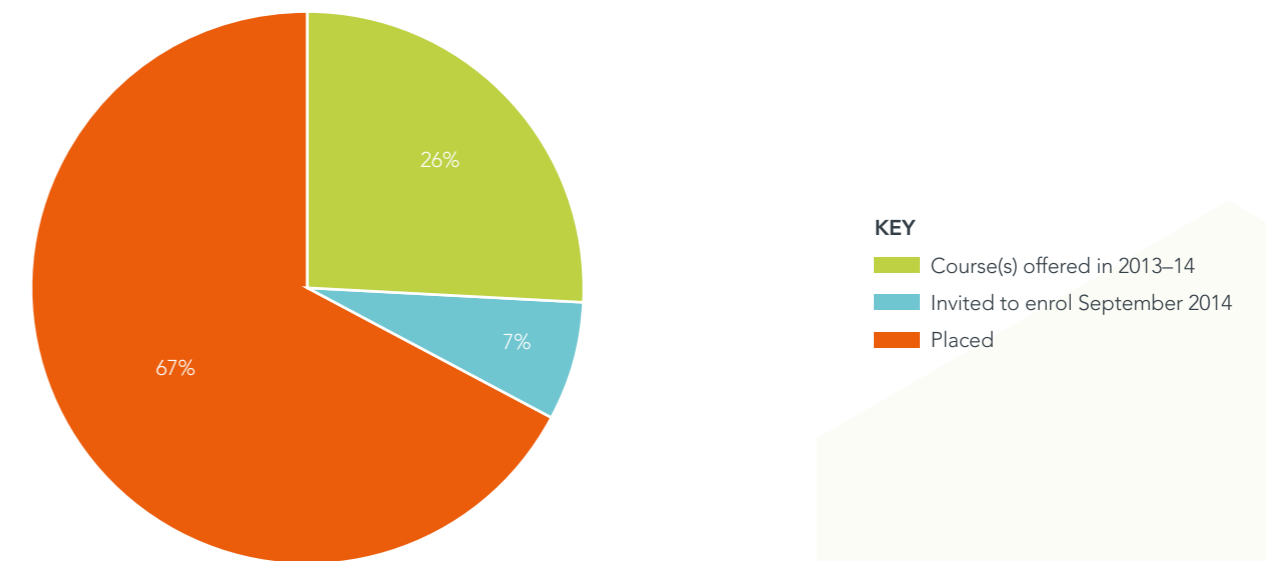
## OUTCOMES

A total of 1286 learners registered with the Hackney ESOL Advice Service in 2013–14. Of these learners, 2% were found to have needs other than ESOL, and were therefore referred to Literacy, Numeracy and ICT advice, and Information, Advice and Guidance (IAG) sessions. The remaining 1254 learners were ESOL learners at E1 to L2.

In previous years, due to the shortage of L2 ESOL provision in the borough, and the ability of learners at this level to access pre-GCSE or GCSE courses, L2 learners were excluded from outcome calculations. This year a decision was made to include them so as to highlight the demand. There were a total of 8 L2 learners who registered over the academic year. These learners were directed to L2 provision in Waltham Forest and also a local college, although no specific vacancies had been advertised at the latter.

98% of all registered learners in the year under review had ESOL needs. The largest proportion of learners (62%) registered with the service in Term 1 (Autumn/September – December 2013). 22% registered in Term 2 (Spring/January – April 2014), and 16% registered in Term 3 (Summer/April – June 2014). The learners fell into three main categories; learners who were offered and placed in a class (67%), learners who were offered a course or courses, but opted not to take up the offer(s) (26%), and finally, learners who registered for a course but were not offered any courses within the academic year (7%). The three categories of learners will be looked at in more detail in the following sections.

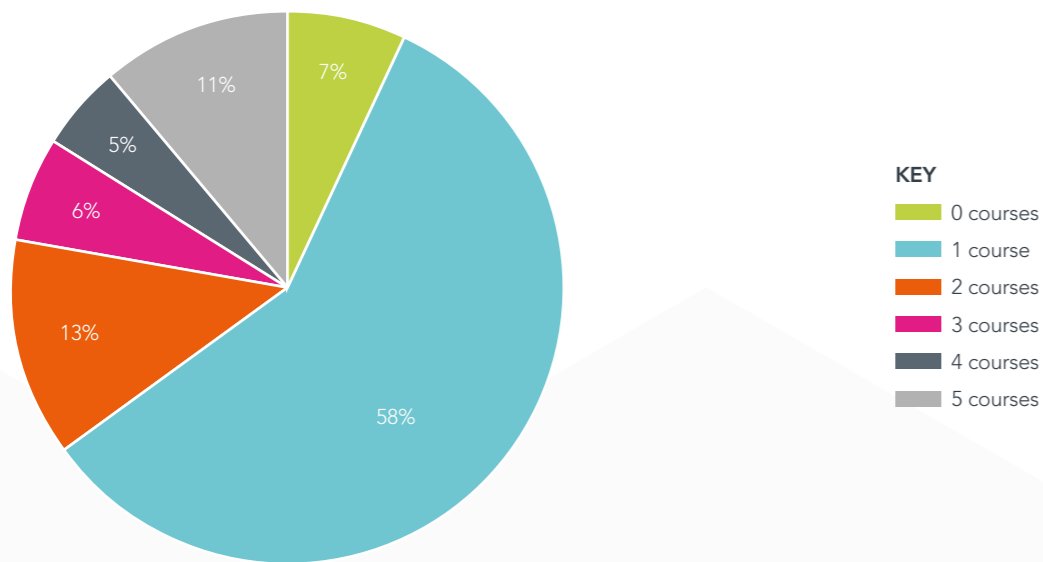
Figure 29: Outcomes – within academic year





Placed learners made up 67% of all ESOL learners registered, up 9% from 2012–13. As in previous years, this figure includes only those learners for whom confirmation of placement was received. That is, 93% of learners were given registration information and may well have enrolled on a course; however, where confirmation of placement was not received from the learner or ESOL provider directly, they were not recorded as having been placed and continued to be offered other courses as they became available. Of all definitely placed learners, the majority (78%) were offered one course prior to placement. Some learners did not accept the first course they were offered, for reasons including distance from their home or child’s school, preferring a specific venue, times/days being inconvenient or clashing with work commitments, or being unable to pay for travel; 11% were offered two courses prior to being placed in a class. In addition, 5% of placed learners were offered three courses, 2% four courses, and 4% of learners were offered five or more courses, before placement. 73% of learners who were definitely placed within the academic year, registered in Term 1 of the year, 20% in Term 2 and 7% in Term 3. 22% of learners had crèche needs and were successfully placed in a class with crèche provision. 46% of placed learners were working at E1, 26% at E2, 21% at E3 and 7% at Level 1.

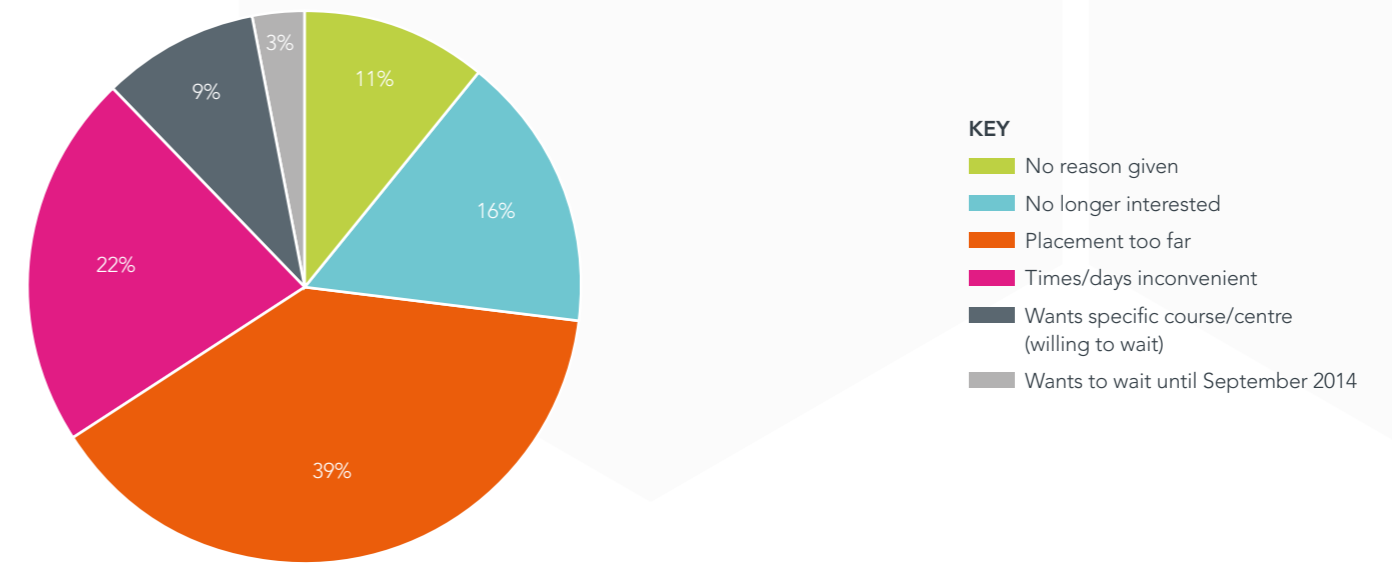
Figure 30: Courses offered – breakdown



93% of all ESOL learners registered this year were offered at least one course. Just over one quarter (26%) of ESOL learners who were offered at least one course, opted not to take up the offer(s). 20% of this group of learners were offered one course only; 24% were offered two courses; 12% three course, 11% four courses, and 33% were offered 5 or more courses.

“ ESOL has helped me very much in my life. Before learning ESOL I was very shy and nervous to talk with people. Now I am trying to learn and speak English better than before. My confidence in spoken English has build up for ESOL. I can read and understand what my son’s class teacher say and also my son say. ”  
Farzana, ESOL student

Figure 31: Placement turned down



Due to limited administrative support, it was not always possible to ascertain why learners did not respond to offers of an ESOL class. Of the 70 occasions (22% of offered-but-not-placed learners) when placements were explicitly turned down, the most cited reason was the distance of the placement being too far for the learner (39%). The next most popular reason given was the times and days being inconvenient (22%), followed by learners being no longer interested (16%), and 9% of learners wanted to attend a specific venue and were willing to wait for a place at the said venue. 11% of learners turned down an offer and did not wish to give a reason. Finally, 3% of learners turned down an offer because they preferred to join a class in September 2014, due to other priorities.

In addition, 53 learners (17% of offered-but-not-placed learners) proved to be unreachable when the offer of a class was made. 43% of these learners were not reachable on the phone due to lack of a response and/or voicemail; 55% had incorrect contact numbers, and 2% of learners had incorrect postal addresses, resulting in postal offers being returned. Learners with incorrect contact numbers or postal addresses were sent either a letter or a text message requesting updated information, however, due to limited administrative support, this was done with significant delays, which affected the number of options available.

Overall, 45% of those learners who were offered a course but were not placed, registered in Term 1 of the academic year; 25% in Term 2 and 30% in Term 3. 20% had crèche needs. Learners with crèche needs were occasionally offered provision without crèche allocated, but the offers were not counted unless the learner was placed. Learners with crèche needs were least likely to be offered a course. 40% of the offered-but-not-placed category were E1 learners; 32% E2; 18% E3; 8% L1 and 2% L2.

## OUTCOMES

7%, or 92 learners, were not offered any courses within the academic year, a decrease from 8% in 2012–13 and from 16% in 2011–12. The majority (57%) of these learners registered with the service in Term 3 of the academic year. Often, learners who register in Term 3 of the year are aware they will usually need to wait until September for a course, and most register at this point with the intention of beginning in the following term. 62% of all not offered learners were assessed at E1, 15% at E2, 14% at E3 and 9% at L1. Most strikingly, 99% of this group of learners required crèche provision to be able to join a class. The single learner who did not have crèche needs registered in June, when almost all courses stop accepting new learners. Of the learners who registered in Term 1 or 2 of the academic year, who had not been placed in or offered a course, all (100%) had crèche needs. 76% of this group of learners were E1 learners.

All learners, who were not certainly placed, whether or not they had been offered a course during the academic year, were invited to enrol for a class in September 2014. Of those who attended their allocated appointment (103 learners), 94% have been placed in a suitable ESOL class at the time of writing. Six learners had not been placed however. Of these learners, all but one had been offered at least one ESOL course and had either not accepted for reasons including distance from home or school run, expense of the course (for learners not eligible for concessions), clashes with work or other commitments, or had not confirmed they had enrolled for the course. One learner, with ESOL basic literacy needs, had not yet been offered any courses due to large waiting lists for ESOL Basic Literacy classes in the borough. Learners, who had missed the enrolment date for various reasons, attended advice sessions in significant numbers in the weeks following enrolment week, however, at the time of writing the forms were still being logged. These learners were automatically prioritised for classes.

“

After the first year I added more words and I understood much better. I passed the test and that gave me a push to continue learning.”

ESOL student



## CONCLUSION

Since its pilot phase began in February 2009, the Hackney ESOL Advice Service has seen a 543% increase in the number of learners registering with the service, and has assisted over 5,000 in their learning journeys.

This has only been possible through partnership work with ESOL providers within and outside of the borough. In a time of increasing cuts to public funding, the service has played a pivotal role in helping learners, with a variety of skills, needs and eligibility statuses, gain access to ESOL provision, as a first step towards fulfilling their future aspirations.

## CHANGING CONTEXT FOR ESOL

ESOL continues to be a field affected both by government funding cuts and changes to immigration requirements. Further changes to ESOL funding and qualifications are planned from December 2014.

New Rules relating to Knowledge of language and life in the UK, were introduced on 28 October 2013, and require learners applying for Indefinite Leave to Remain or British Citizenship from this date, to complete speaking and listening qualifications at E3 or above and the Life in the UK Test (online). This has led to a rise in the number of learners approaching the service seeking a 'B1' (E3) qualification. The proportion of E3 learners registered has not increased significantly (up 2%) since the changes were introduced however, owing to the majority of these learners being unwilling to register on a usually year-long ESOL course in order to achieve the certificate.





It was often the case that learners or their spouses contacted the service, via the ESOL Advice Line, close to the point of visa expiry and were, as a result, obliged to pay to extend their Visa, take up fast track course in E3 ESOL or take a test for the B1 Certificate; the cheaper option being the last. Depending on their preference, the learners were signposted to organisations such as Trinity College and Metropole College, which charged fees of approximately £150 for the test and certification.

Learners who approached the service with enough time to take part in a standard ESOL course, were able to benefit from changes in SFA Funding Rules, which in 2012 removed the requirement for learners on Spouse Visas to have been resident in the UK for at least 12 months prior to becoming eligible. This change has removed a major barrier, enabling spouses to become engaged in ESOL learning on arrival to the UK, subject to other eligibility criteria such as income threshold.

### RANGE OF COMMUNITY ESOL PROVISION

The 7% of learners who registered but were not offered any courses within the academic year, highlight the most critical barrier preventing learners from beginning or continuing their learning journeys; crèche provision. This has been a consistent feature in all of the annual reports since 2010. Similarly, the most oft-cited reason given for learners interrupting or not joining an ESOL class was due to pregnancy, childbirth, lack of crèche, and childcare responsibilities (29% progressing, 21% new). Some learners may intentionally have taken a break from their studies; others however, are likely to have assumed, not without cause, they would not be able to access a class until the child was older, or indeed, were told as much by providers. The recurring theme prompted the Hackney EAS to introduce 'maternity leave' last academic year; learners who left to have a baby were encouraged to contact the service as soon as they felt ready to return to class. Subsequently, learners were placed on priority waiting list and invited as soon as the child reached the minimum age for the in-taking crèche, provided there was a vacancy. The process was not without its difficulties however, owing to lengthy waiting times for even those on priority waiting lists, and other crèche-related challenges, as discussed in the *Children and Crèche Needs* section of this report.

The next most common reason for learners not continuing their learning was due to no progression route being offered following the end of their course (11%), or their ESOL course provider closing (6%). This highlights the needs for partnership work and strategic planning involving all ESOL providers in the borough, and also, an increasingly common reality in the borough with regards to ESOL provision, i.e. there are great and increasing shortages.

Learners who had never engaged in ESOL learning before most often cited being newly arrived as their reason for not having registered for a class; 15% had been resident at least a year before registration.

“

**FAWZIA:**

My name is Fawzia. I came in England in 1975. When I came in England in 1975, I didn't get no school to teach me learn English, so I learn English by television. My English is not very good as you can hear, but I'm very pleased, happy to see the ESOL class at [the school], as the teacher gives a lot of time to the adults. I wish I was the same as these adults. I lost many years, but it's too late for me to learn, I'm 60 now. I can't go back to school.

**ESOL TEACHER:**

So, it's different now from when you came?

**FAWZIA:**

Yes, it's very different. And I can see a lot of good improvement for the adults and for the children in the nursery. The parent can help them to read and write. But when I came, I couldn't help my children. I could never attend to no evening class, because I can't speak English. I never go to my children's parents evening. So now I work in the nursery, I can see a lot of parents come to the parents evening, help the children, read, stay with us, changing books every Thursday - we have parents day. So, thank you. Keep continuing the good work. I am pleased to see... I'm very happy to see the (classes) going on.. ”

Fawzia, Hackney School

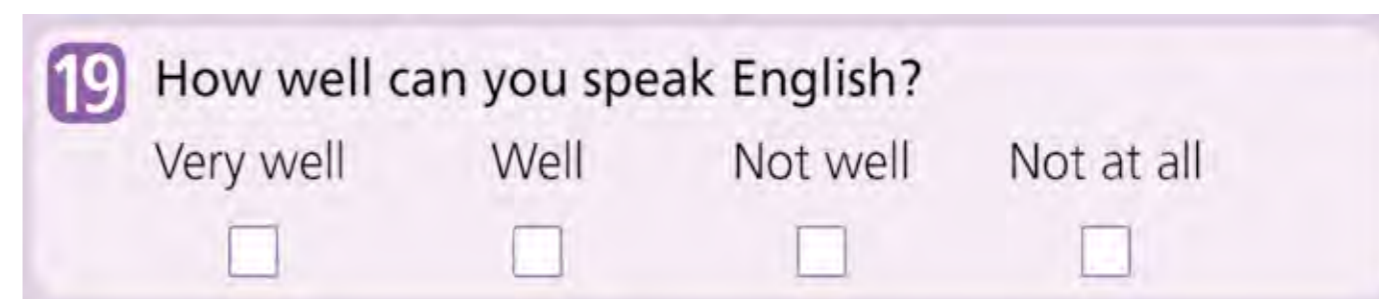
It is possible some of these learners were unaware of their eligibility to access provision before 12 months residency, or were not aware it existed. The majority (85%) from this group however, registered with the Hackney EAS while having been resident in the UK for less than a year at the time of registration. Childcare commitments (12%) was the next most cited barrier, elaborated on above, followed by work commitments (12%); which continuing learners were also affected by (8%). Employer-backed classes for the latter group of learners, not necessarily in the evening, may be of interest to this group, although fees for such courses, which are not fully funded, could prove a deterrent to the largest group who were employed in low paid work such as cleaning.

### REVIEW OF GOALS AND THE YEAR AHEAD

In 2013–14 due to a reduction in funding, the Hackney EAS was obliged to withdraw one of its regular, weekly advice sessions. At the time, figures of turnout at each venue were used to decide which session to withdraw, in order to minimise the number of learners who would be impacted by the move. Woodberry Down Children's Centre, in Cluster A, which saw relatively fewer learners in comparison to those located more centrally was therefore, regretfully withdrawn.

The Census 2011 included for the first time a question on how well participants felt they could speak English.

#### Census Question 19



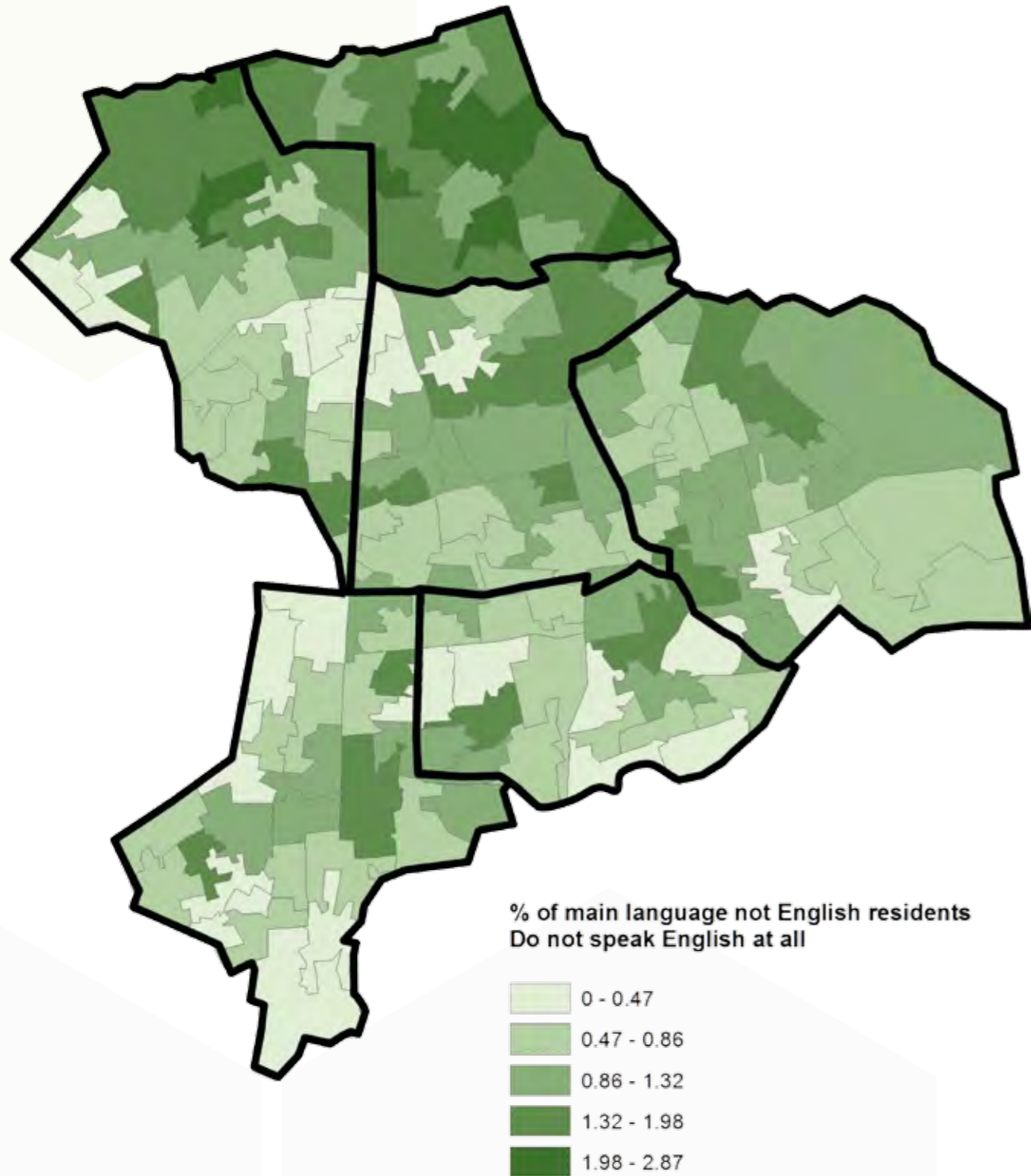
The statistical releases related to this question became available late in 2013, after the session at Woodberry Down Children's Centre had been withdrawn, and revealed that the largest density of people who ticked the 'not at all' box in reference to their confidence in speaking English, were residents of Cluster A and B (see figure 30 below). The data contributed significantly to the Hackney EAS's bid to reinstate the advice session from 2014–15. Due to the service not having its own budget nonetheless, the funds for the reinstatement were diverted from the Hackney Learning Trust's ESOL team, and resulted in the withdrawal of one ESOL class. In 2014–15, a business case for the specific targeting of Cluster A residents with no English at all will be submitted. It is planned that this publicity will be in the most common first languages found within the cluster.

“

Make sure that the classes finish early and enough time is given to the parents to travel to pick the kids up from school. ”

Eylem, ESOL student

Figure 32: Concentration of Hackney residents declaring that they speak 'no English at all'



In the first annual report published in 2009–10, a number of goals were listed. These goals, including a standardised Initial Assessment Form, and a borough-wide database were to be steps towards achieving a single point of contact and referral for all ESOL learners in Hackney: a Hackney ESOL Advice Service. A short review of progress made on each of these follows.

**1. All ESOL providers in the borough to provide up to date information on ESOL provision.**

The Hackney EAS has established secure partnerships with the largest known providers of ESOL in the borough, and regularly receives vacancy alerts via telephone and email, a mailshot request form, and with one organisation, a vacancy log sent directly to individual teachers. The method of vacancy reports, referrals and placement is adapted to suit the partner organisation as far as possible. The service also continues in its work to identify and engage smaller community organisations directly and through networking meetings. Learners' expertise in the field is also utilised via a question in the initial assessment form asking learners to specify where they previously studied ESOL. The information is analysed periodically to identify ESOL providers not previously engaged. In 2014–15, an additional question on whether learners are on ESOL waiting lists at other organisations will, it is hoped, bring to light further organisations. and also highlight unnecessary duplication.



On occasion, engaging smaller community organisations which offer ESOL classes has been a challenge, owing to the classes being oversubscribed and organisations having lengthy ESOL waiting lists of their own. In 2014–15, it is intended that greater work will be carried out to clarify to these organisations that a partnership with the Hackney EAS need not involve referrals to the centre, but a concerted effort to offer available alternatives at other venues to those learners who would otherwise be sent away due to lack of space, eligibility, crèche, etc. or placed on a waiting list.

## 2. A move toward all ESOL providers in the borough using a single ESOL initial assessment process

An attempt to collaboratively produce an initial assessment form in 2011–12, to be introduced in the following academic year, proved unsuccessful due to the reshuffling in management teams at partner organisations before plans could be implemented. Since then nonetheless, due to the regularity and volume of referrals, all partners appear to be accepting Hackney EAS's Initial Assessment forms. The current form includes all of the information partner organisations collect, and more. Further incentives for accepting these forms include information on learners who are due to enrol, including levels, immigration and benefit status, being emailed ahead of enrolment sessions, and all paperwork being scanned and emailed across as soon as confirmation of attendance is received. This reduces the number of times a learner has to go through an assessment process before being placed in a class, and reduces the burden of paperwork on partners.

The aim to standardise the initial assessment forms used by all ESOL providers in Hackney remains however, as it is a precursor to the possibility of a borough-wide database, discussed below.

## 3. Data collected during the initial assessment from all participating providers to be collected in one borough-wide database

A borough-wide ESOL database, properly funded and managed, would streamline processes and improve levels of efficiency in the recruitment and placement of learners. It would correspondingly improve the experience of ESOL learners, who would no longer be subject to different and multiple assessments, and make engaging the hardest to reach learners more possible, by making them more recognisable. At present learners who are not eligible for ESOL at one particular ESOL provider, may be sent away by the organisation, and understandably presume they will not be eligible for other courses. Often, records of these learners are not kept, which makes it impossible to ascertain which types of ESOL learners are not being catered for in the borough. A more strategic approach to the delivery of ESOL in Hackney requires this information.

“

The Esol class helped me to make new friends and get confidence.”

Samedia, ESOL student

Additionally, for those who are eligible, one learner may be registered on a number of waiting lists at different providers, creating multiple 'phantom' waiting lists which are not individually, able to present the actual demand for ESOL at a borough-wide level. Classes planned based on these figures often suffer from under-recruitment, and places regularly remain unfilled despite neighbouring organisations having large waiting lists at the appropriate level. A borough-wide ESOL database would identify and remove duplicate learners, presenting more accurate data on demand for ESOL, and those learners who are not being catered for. This data would allow for better strategic planning, and also, potentially, reduce the workloads of individual organisations. The database would also make tracking learners' achievements more possible, even if they choose to switch to a different ESOL provider in the borough.

The Hackney EAS, which has been the first point of contact for over a thousand ESOL learners and referral organisations in the borough, continues to work to realise this aim. The data included in this report has been produced from the prototype database which we hope will, through partnership work with all of the borough's ESOL providers, eventually develop into the borough-wide, Hackney ESOL Database envisioned.

## 4. The Council's statistics department to take responsibility for the database after the transfer of the Learning Trust's services to the Local Authority

The Hackney EAS continues to use the expertise of the Hackney Learning Trust's MIS team to maintain and update the EAS database. Conversations aimed at realising the borough-wide database are on-going at ESOL Working Party meetings.

## 5. Information about ESOL needs gained from analysis of the data to be disseminated to all services working with migrants and refugees, and the planning and commissioning of any ESOL provision in the borough to be informed by the evidence of needs demonstrated by the data collected by the Hackney EAS

The service regularly shares data with ESOL providers on areas of unmet need. Through the data shared with providers last academic year, Basic Literacy learners, who the previous year, along with learners with crèche needs, were one of the two groups in the category of learners not offered any courses, did not feature in this year's cohort (unless they had crèche needs (9%)). Data is also provided to other stakeholders including children's centres, schools, national bodies and think tanks.

“

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, Refugee, Hackney

### 6. Funding for a full time ESOL Advice Co-ordinator

The position of the ESOL Advice Co-ordinator was absorbed into mainstream ALS funding at the end of 2010, when Migration Impact Funding came to an end. Due to the expansion of the service and the increasing number of learners registering, funding for an additional day was temporarily approved for a single term in 2014. This addition has been made permanent from September 2014. Positive gains have already been made in the service offered to learners and partners as a result, including a larger number of learners successfully placed in ESOL classes and faster response rates to queries. In the coming academic year it is hoped it will also increase the opportunities for engaging a greater number of ESOL providers, additional research and analysis, more targeted marketing, and further outreach work, particularly in Clusters A and E.

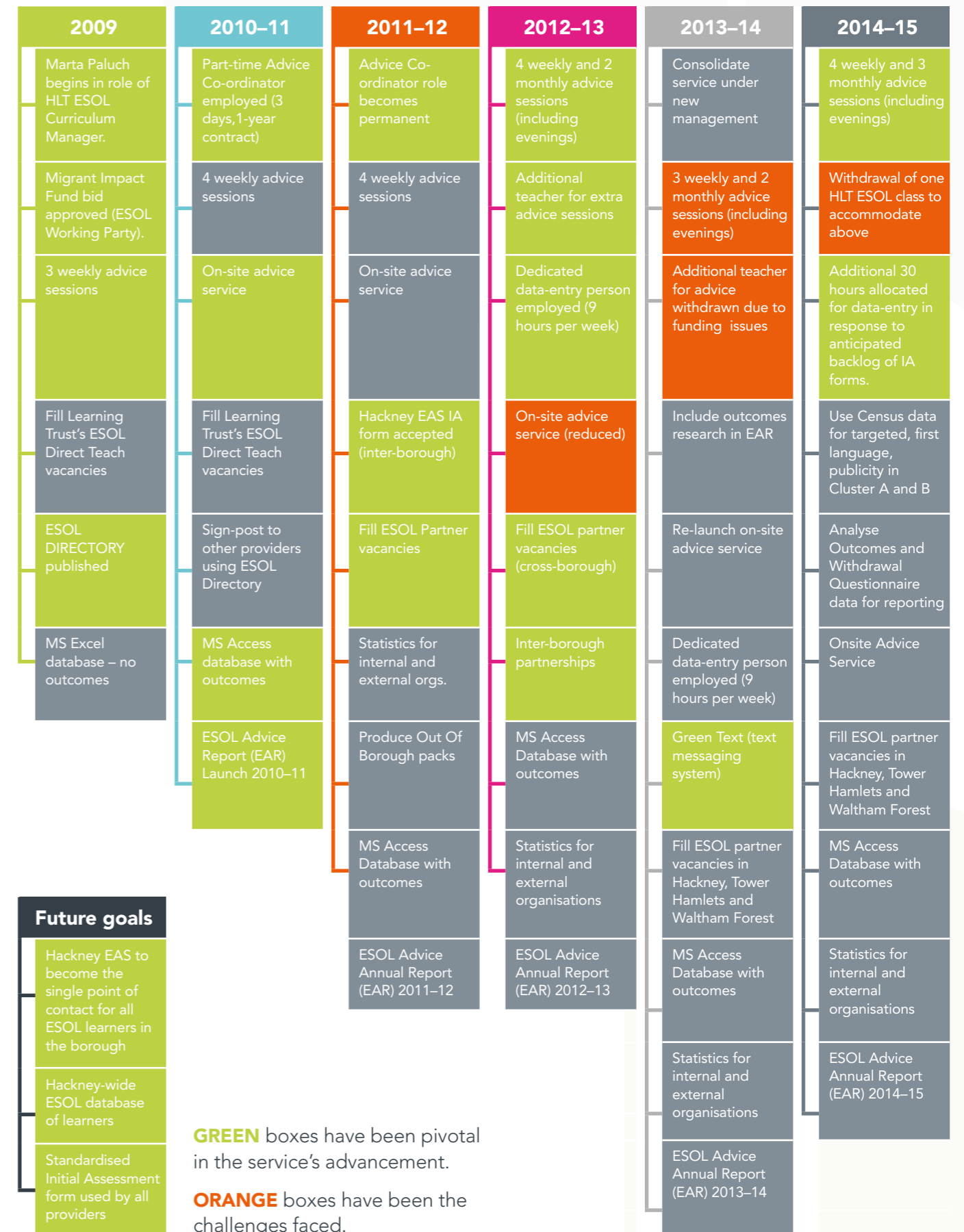
This year, the Hackney EAS was invited to contribute to an investigation into UK ESOL policy by Demos, a cross-party think tank, and put forward the challenges faced by learners in accessing provision, and providers in responding to demand. The service also put forward the Hackney EAS model as it currently stands, and how we hope it will develop, as a model for all boroughs and cities in order to improve access to ESOL for learners, and increase collaboration between ESOL providers. The report became available in September 2014. In addition, the service was invited to present the Hackney EAS model at a conference hosted by the Migrant English Support Hub (MESH) in Leeds. The idea of a single point of contact, and onsite advice sessions were well received. We encourage all boroughs and smaller cities to develop ESOL Advice Services, adapted to local needs and realities, and as last year, have included on the following page the steps needed to develop the model we have in Hackney.

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

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 ESOL Advice Service Coordinator  
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 November 2014



### THE ESOL ADVICE SERVICE MODEL 2009–14





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	Date if less than 1 year	Languages spoken		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Literacy
Previous education	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"/> College/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	
Previous work experience	Home country			
	UK			
Current employment	Part-time <input type="checkbox"/> Full-time <input type="checkbox"/> House work <input type="checkbox"/> Looking for work <input type="checkbox"/> Not working <input type="checkbox"/> Carer <input type="checkbox"/>			
Hobbies/interests				
Means tested benefits	WTC <input type="checkbox"/> HB <input type="checkbox"/> Carers' Allowance <input type="checkbox"/> Universal Credit <input type="checkbox"/> JSA <input type="checkbox"/> IS <input type="checkbox"/> Child Tax Credit <input type="checkbox"/> Low income (under £16,190 before tax) <input type="checkbox"/> ESA <input type="checkbox"/> NASS <input type="checkbox"/> Disability Living Allow. <input type="checkbox"/> No benefits <input type="checkbox"/> ESA- WRAG <input type="checkbox"/> Council Tax <input type="checkbox"/> Pension Credit <input type="checkbox"/> NI number? <input type="checkbox"/>			
How did you hear about the service?				

RECORD OF LEARNER INITIAL ASSESSMENT – ESOL				
ESOL NEEDS				
Name				
Reasons for learning English	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 application <input type="checkbox"/>			
Other reasons				
Long term goals				
Embedded learning	Childcare <input type="checkbox"/> Catering <input type="checkbox"/> Social Care <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> ICT <input type="checkbox"/> Nail Care <input type="checkbox"/> Gardening <input type="checkbox"/> Numeracy <input type="checkbox"/> Art/Crafts <input type="checkbox"/>	Other:		
Class preferences	Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/>	Notes:	2 sessions per week	More than 2 sessions per week
Parent	No children <input type="checkbox"/> Under 5 <input type="checkbox"/> Under 11 <input type="checkbox"/> Under 18 <input type="checkbox"/> Child's school:	DoB children requiring crèche		
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
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Course placement

Course title			
Centre/organisation	Level	Tutor	Date placed

Waiting list

Level	Crèche and/or other requirements

Other referrals: (organisation, course, month)

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Advisor's name (PRINT) \_\_\_\_\_ Date \_\_\_\_\_ Venue \_\_\_\_\_

## APPENDIX 2: LEVELS

READING: LEVEL DESCRIPTORS	SPEAKING AND LISTENING: LEVEL DESCRIPTORS
<p><b>E1</b></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><b>E1</b></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><b>E2</b></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><b>E2</b></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><b>E3</b></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><b>E3</b></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><b>L1</b></p> <p>Roughly equivalent to GCSE grades D–E</p>	<p><b>L1</b></p> <p>Roughly equivalent to GCSE grades D–E</p>
<p><b>L2</b></p> <p>Roughly equivalent to GCSE grades A–C</p>	<p><b>L2</b></p> <p>Roughly equivalent to GCSE grades A–C</p>

Source: Adult ESOL Core Curriculum

## APPENDIX 3: REGIONS

COUNTRIES	REGION	COUNTRIES	REGION
Afghanistan	South Asia	Egypt	Middle East and North Africa
Albania	Eastern Europe	Equatorial Guinea	Africa
Algeria	Middle East and North Africa	Eritrea	Africa
Angola	Africa	Estonia	Eastern Europe
Argentina	Latin America and Caribbean	Ethiopia	Africa
Azerbaijan	Russia and Central Asia	France	Western Europe
Bangladesh	South Asia	Gabon	Africa
Bolivia	Latin America and Caribbean	Gambia	Africa
Bosnia-Herzegovina	Eastern Europe	Georgia	Russia and Central Asia
Brazil	Latin America and Caribbean	Germany	Western Europe
Bulgaria	Eastern Europe	Ghana	Africa
Cameroon	Africa	Greece	Western Europe
Cape Verde	Africa	Guinea	Africa
Chile	Latin America and Caribbean	Guinea-Bissau	Africa
China (incl. Hong Kong)	East Asia	Guyana	Latin America and Caribbean
Colombia	Latin America and Caribbean	Hungary	Eastern Europe
Comoros	Africa	India	South Asia
Cuba	Latin America and Caribbean	Indonesia	East Asia
Cyprus	Turkey	Iran	Middle East and North Africa
Czech Republic	Eastern Europe	Iraq	Middle East and North Africa
Democratic Republic of the Congo	Africa	Israel	Middle East and North Africa
Denmark	Western Europe	Italy	Western Europe
Dominican Republic	Latin America and Caribbean	Ivory Coast (Cote d'Ivoire)	Africa
Ecuador	Latin America and Caribbean	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
Mauritius	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
Paraguay	Latin America & Caribbean
Peru	Latin America and Caribbean

COUNTRIES	REGION
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
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
Syria	Middle East and North Africa
Taiwan	East Asia
Thailand	East Asia
Togo	Africa
Tunisia	Middle East and North Africa
Turkey	Turkey

COUNTRIES	REGION
Uganda	Africa
Ukraine	Eastern Europe
Unspecified	Unspecified

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



## ESOL E3 Sutton House



- 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 Paula, I'm 33 years old, I have two beautiful children and my lovely husband, I come from Pereira in Colombia. I decided to leave my country because I wanted something new. I always dreamed of a big house and many more things, specially to help my mum.

When I was 21 I travelled by plane in 2010. the journey was good, when I arrived in the UK, my mum was there, after that my mum took me at the next day to her job. in that moment I don't thought to student English and my mum to, never told me to study so for one year I worked with my mum. I get married after two year in the UK



## ESOL E3 Sutton House

Then I had my first son and when he was one year I started with English classes, it was hard because I didn't understand and had no friends, so when I finish E1 I didn't learnt to much. Now after nine year I decided to continue because my children are growing up and I want to improve my English for better life because London its the Country of the opportunity, we meet different people from different Countries, and I live here so I must speak English is the first language.

Thank you Silvia! Homework is boring but that is useful for my life. I feel now more secure and I can help my son with homework.

I really love learning is very interesting and important for my life

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[www.learningtrust.co.uk](http://www.learningtrust.co.uk)