

success in the making

hackney ESOL advice service

ANNUAL REPORT 2014–15

 Hackney



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learning trust

ACKNOWLEDGEMENTS

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Khadijah Amani

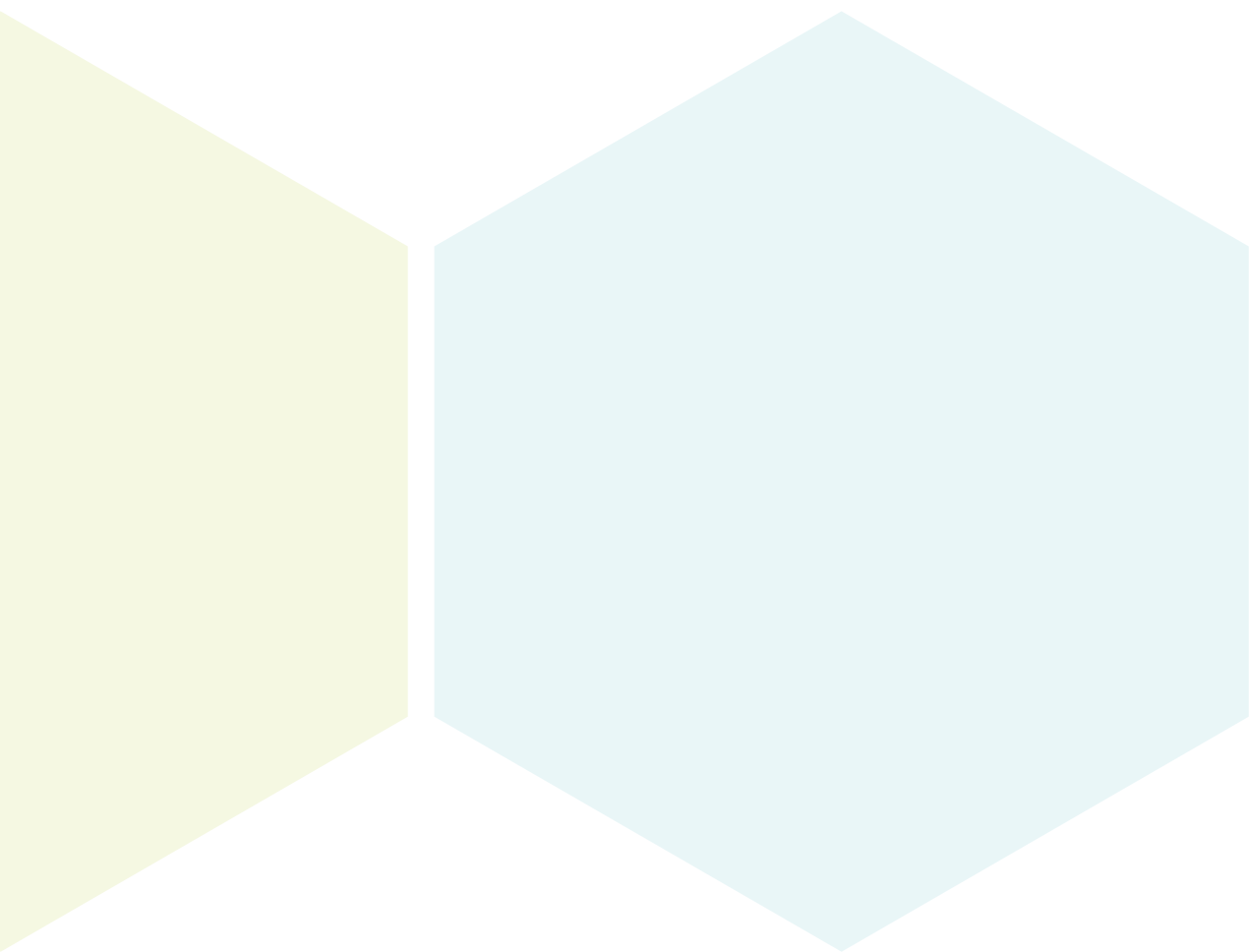
ESOL Advice Service Manager
Hackney ESOL Advice Service (EAS)
October 2015

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You can find the ESOL Advice Service online at
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ANNUAL REPORT 2014–15

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 quotes from learners, in their own words. It aims to provide evidence which will prompt all providers to work strategically to ensure barriers to learning are removed and gaps in provision are filled. This is the sixth in a series of comprehensive annual reports describing the work of the Hackney ESOL Advice Service over the past academic year, and the overall profile of the ESOL learners it has assisted.

CONTENTS

INTRODUCTION

- 05 Adult Learning Services
- 05 ESOL
- 05 The ESOL Working Party
- 05 The Hackney ESOL Advice Service (EAS):
The Model
- 07 The Process
- 08 The Data
- 09 2014–15

DATA

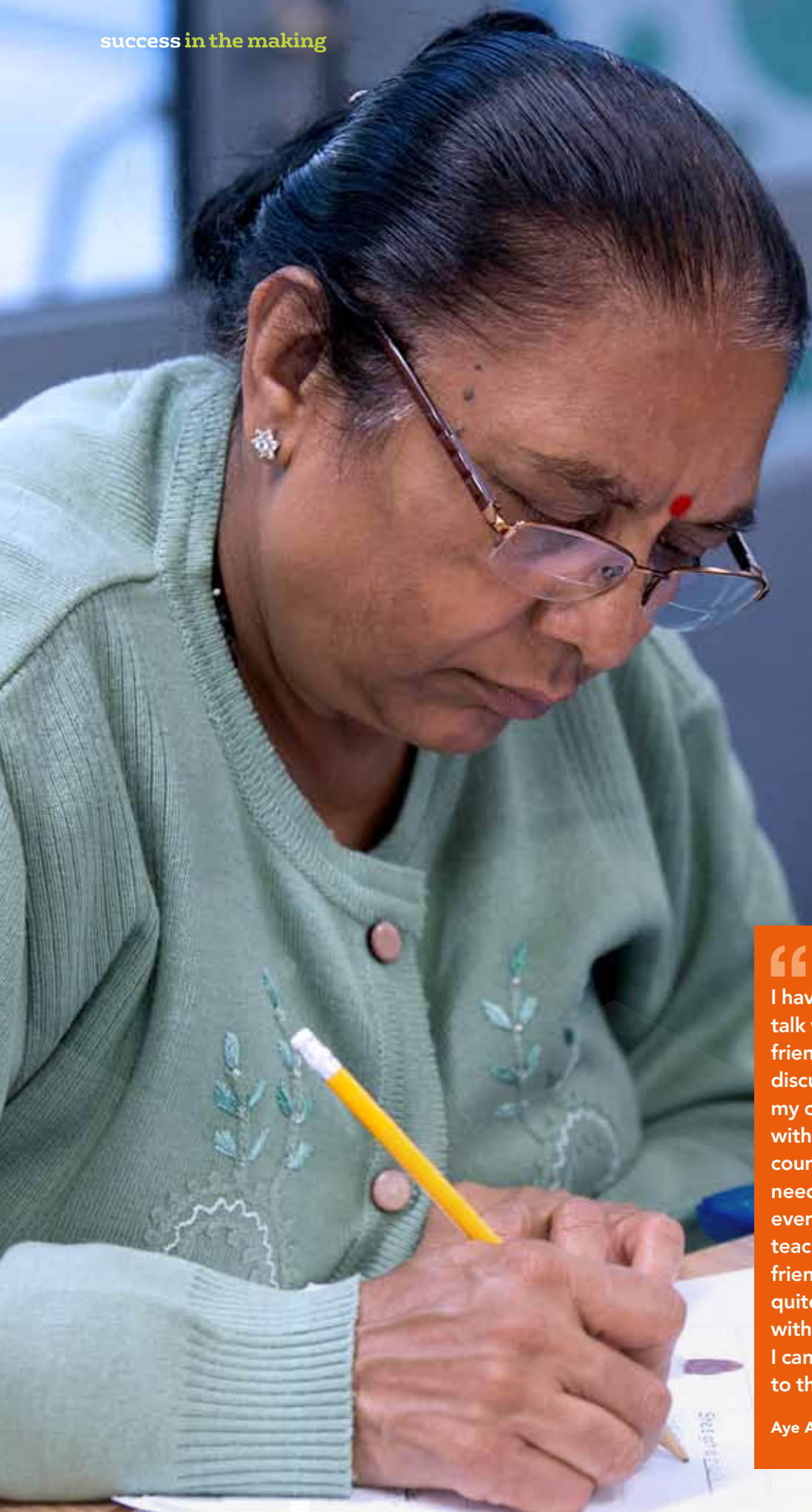
- 12 Region of Origin
- 17 Languages
- 20 Gender
- 22 Age
- 24 Hobbies and Interests
- 26 Schooling
- 31 Health
- 33 Immigration Status
- 34 Employment Status
- 36 Income/Contribution-based Benefit Status
- 37 Distribution in Hackney
- 39 Length of Time in UK and Experience of ESOL
- 42 ESOL Levels and Literacy
- 46 Reasons for Learning
- 48 Preferences
- 49 Children and Crèche Needs
- 51 Barriers
- 56 Referral routes
- 57 Outcomes

CONCLUSION

- 64 Range of community ESOL provision
- 64 Changing context of ESOL
- 66 Review of goals
- 68 The year ahead

APPENDICES

- 72 Appendix 1: Initial assessment form
- 74 Appendix 2: Levels
- 75 Appendix 3: Regions



“

I have more confident when I talk with my neighbours and friends. It's helps when we discussion and I can talk with my child's class teacher without anyone helps... My course helps everything I need. It is in my local. I never ever misses the class. My teacher is very kind and friendly. All the students are quite nice. I really enjoyed with the class. In my holidays I cannot wait to come back to the class.”

Aye Aye Mayet, ESOL student

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, English (literacy), 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

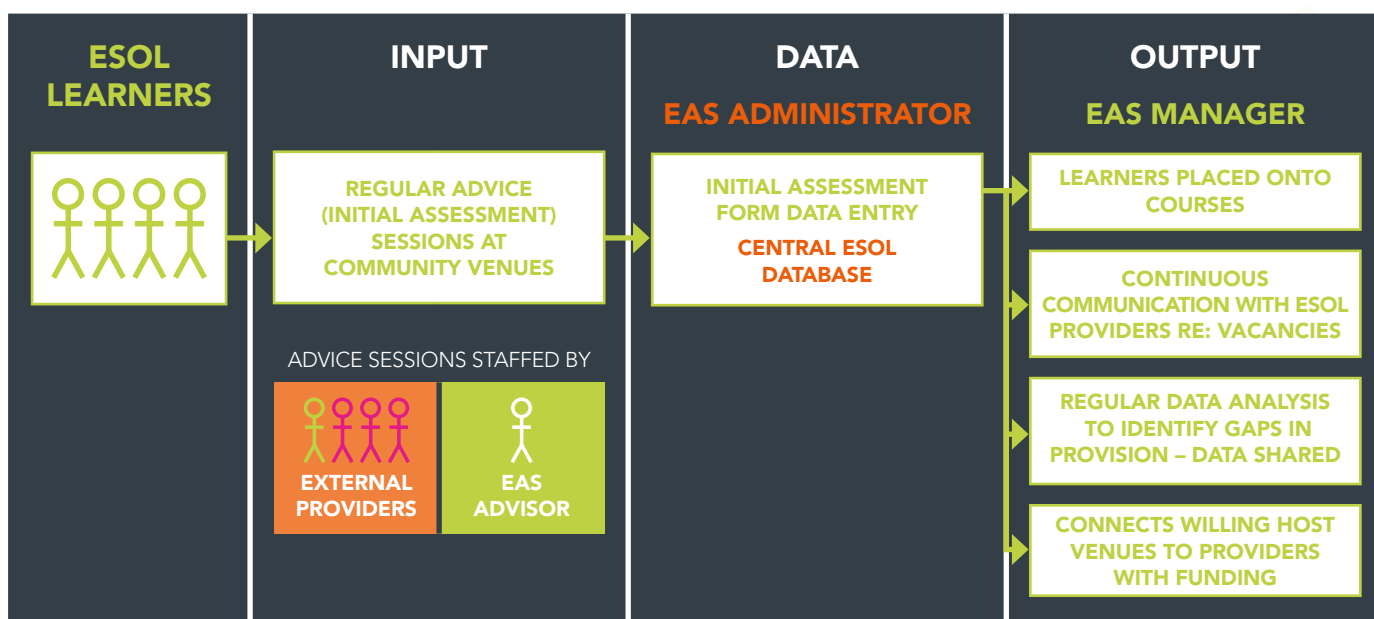
English for Speakers of Other Languages (ESOL) courses cater for learners who are settled, or soon to be settled in the UK. They are provided by a variety of organisations, in the voluntary, state and private sectors, and take place in a large number of settings including children's centres, schools, 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 expected by the end of each level, please refer to Appendix 2.

THE ESOL WORKING PARTY

The Hackney ESOL Working Party, formed in 2009, is a forum for ESOL providers and policy makers in Hackney to cooperatively plan ESOL provision. Members work collaboratively to avoid duplication of provision, and offer progression routes, from one level to the next, across the borough. The group meets termly and is attended by a range of organisations, including the Job Centre Plus, Hackney Children's Centres, Hackney Council's Head of Policy, and others with a special interest in ESOL. Topics for the termly meetings include ESOL qualifications, various legal reforms affecting ESOL learners, and joint funding bids. A successful joint funding bid for the Migration Impact Fund in 2009 led to additional ESOL provision, and the creation of the Hackney ESOL Advice Service.

THE HACKNEY ESOL ADVICE SERVICE (EAS): THE MODEL

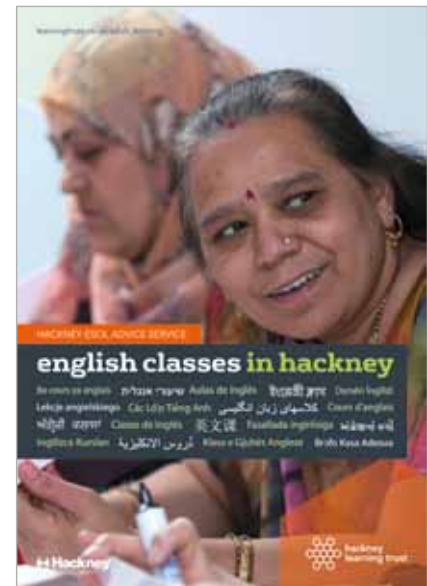


KEY: Green = Achieved Orange = Partially achieved Pink = Not yet achieved

The Hackney ESOL Advice Service (EAS) was launched in 2010, as part of a pilot beginning the previous academic year. The funding for the service ran for one academic year. At the time of publication, it is in its seventh academic year of operation, following its absorption into mainstream Adult Learning funding in 2011. The fundamental aim of the service has remained static throughout this time: to directly and indirectly assist potential ESOL learners into suitable ESOL provision. In addition, where this is not possible, as it often is due to shortages in available provision, it aims to identify gaps and work with ESOL providers and other interested parties 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 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 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 eligible under the particular funding stream, and 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, and there is less need for individual publicity of courses, which is of benefit to 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.

Finally, in line with the stated aim, 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 are periodically shared with ESOL providers and policy makers 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.

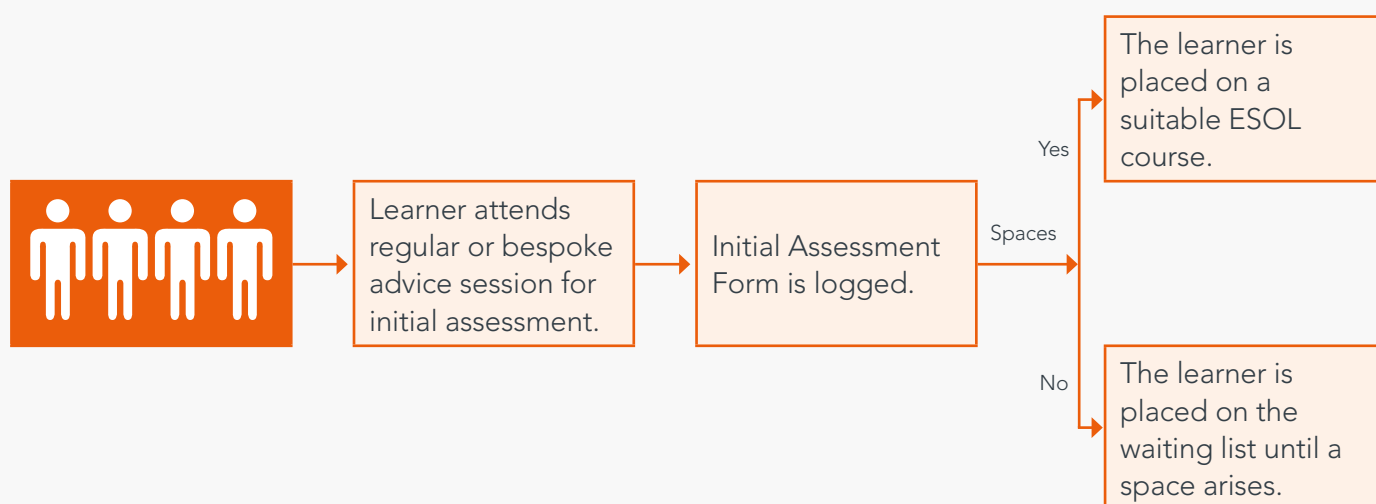


Key functions of the Hackney ESOL Advice Service:



- **Assessment & placement** of ESOL learners into suitable courses
- **Recruitment** on behalf of all known ESOL providers in Hackney
- **Data and research** into areas of unmet need and impact of ESOL

THE PROCESS



ESOL advice flyers, text messages, posters, various mailing lists and banners are used to invite potential learners to register with the Hackney EAS, via regular advice sessions or advice sessions at a familiar venue (on-site advice). 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, immigration and income 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 on a course which is likely to suit the needs and aspirations of the learner. The learner is informed of the vacancy, and if interested provided with

registration details either in writing, by text message or via a phone call. Occasionally, learners are placed directly into the class at the advice session, and given a letter containing the details of the course and a map.

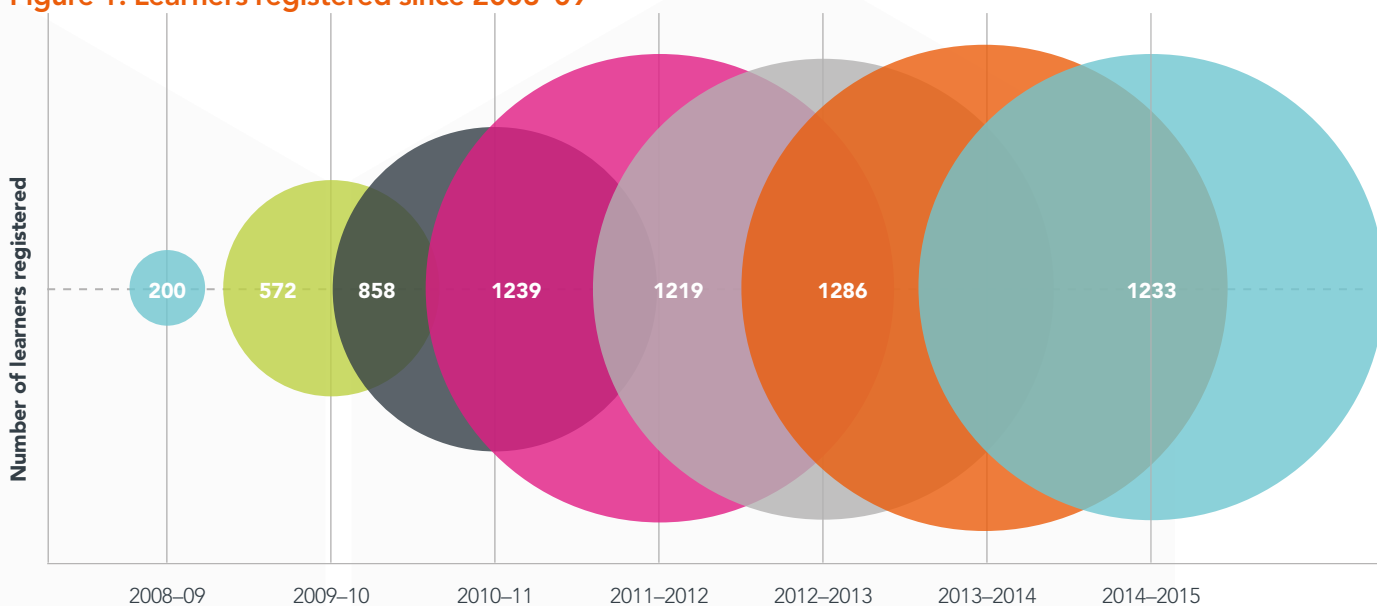
Due to the shortage of ESOL provision, it is not possible to place all learners into a class within the academic year; learners with crèche needs are particularly affected. When a learner has not been placed by the end of the academic year of registration, they are invited to enrol for courses at partner organisations the following September. There is no requirement for learners to be reassessed, and learners are directed to a class at the appropriate level and with crèche provision, as required. Generally, placement rates for those who attend are high. A few learners, however, may not be placed, usually due to changes in circumstances, or crèche ratio requirements, in which case they are re-registered and prioritised on the waiting list for the current academic year and the process begins anew.

THE DATA

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, shared with ESOL providers during the planning stage of each academic year's delivery. In addition, data on demand and areas of unmet need are shared via the Hackney ESOL Working Party mailing list on a half-termly basis.

One final and more comprehensive analysis of all of the data are carried out for the ESOL Advice Annual Report, which provides interested parties with information on the demographic profile of ESOL learners within the borough, their backgrounds, skills, needs, goals and aspirations, and the barriers they faced or continue to face in accessing a course. It also seeks to review progress made and challenges faced in trying to establish and maintain this particular model of ESOL advice in Hackney.

Figure 1: Learners registered since 2008–09



2014–15

In line with the original vision for the service as an impartial and independent one for ESOL learners and providers, in May 2015, the Hackney ESOL Advice Service (EAS) was transferred from being couched within and managed by the HLT ESOL department, to the IAG team. Due to the stage in the year in which the transfer took place, the data and records used in the production of this report do not clearly distinguish between the assessment and placement activities of HLT ESOL and the Hackney EAS. They have therefore been reported as one, as in previous reports.

In the academic year under review, a total of 1233 learners were registered by the Hackney EAS, through four weekly and three monthly advice sessions held in strategically located community venues, including one evening advice session. In addition, a total of 55 advice sessions were held on-site in community venues, for learners who were more comfortable registering for ESOL in a familiar venue. This year, the list included bespoke sessions for a variety of communities, including the Polish Roma, Orthodox Jewish, Vietnamese and Turkish/Kurdish communities. In addition, an on-site session was run at the Red Cross Destitution Centre, two were held in housing estates, and another was held on a Saturday for learners who could not access weekday options. The service also received referrals from organisations serving potential learners with mental health needs, visual impairments, and victims of domestic violence and trafficking, as well as a number of learners from the probation service.

In 2014–15, a monthly advice session was piloted at Haggerston School in the south of the borough, following two successful on-site advice sessions in the previous year. The pilot aimed to identify whether parents of older children might be engaged via their child's school, and also, in order to have an increased presence in Cluster E. The session was scheduled to ensure that one advice session in Cluster E, at either Comet Nursery and Children's Centre or Haggerston School, would take place on a fortnightly basis. The take up by the end of the academic year was too low, however, to warrant continuation on a regular basis. The option has been withdrawn for 2015–16.

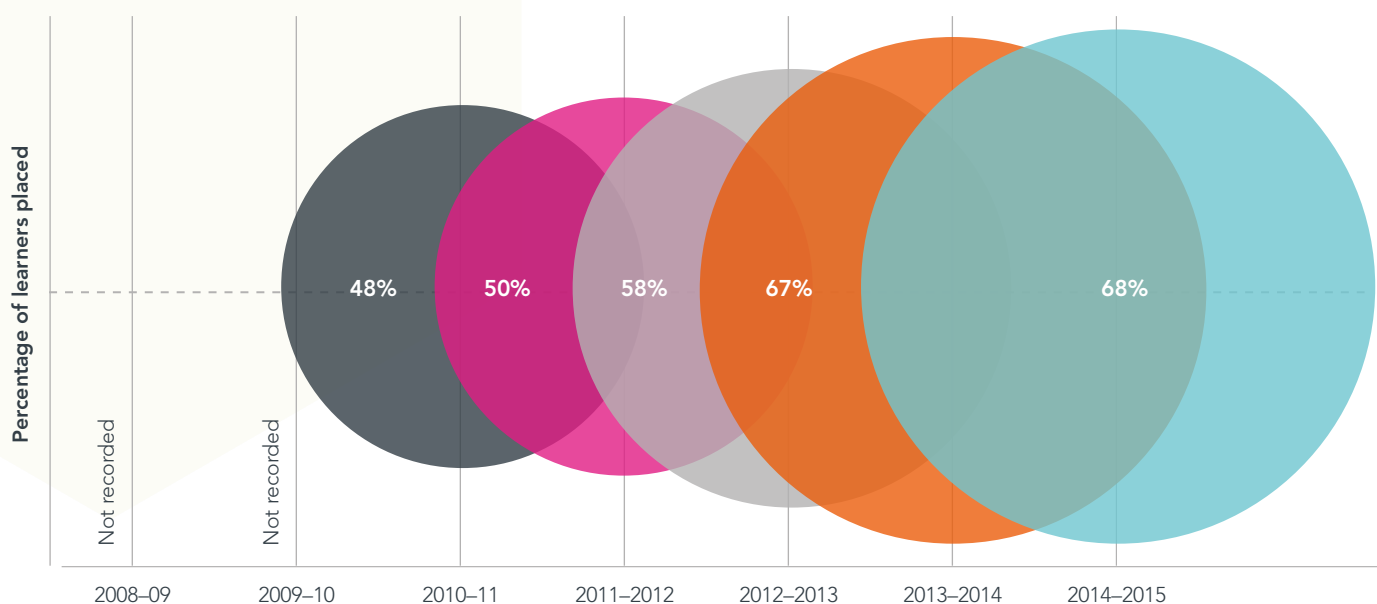
A total of 1233 learners were registered on the Hackney EAS database in 2014–15. 98% of these learners were identified as having ESOL needs, i.e. they were assessed at ESOL E1 to L2.

The remaining learners either spoke fluent, or near fluent English, and needed to improve their reading and writing skills, or were fluent speakers who would benefit from non-ESOL education or employment advice. Depending on their needs, they were sign-posted to the HLT Functional English and/or IAG team. Most usually, these learners were immediately identified and referred, without registration. In the coming academic year, a count of immediate referrals will also be made.

“

Speak better English help me in everything, especially when I go to do my shopping alone or when I speak to people. Now I feel better.”

Fatu Seidi, ESOL student

Figure 2: Learners placed since 2008–2009

Overall, there was a 1% increase in the number of ESOL learners definitely placed in an ESOL class in 2014–15 compared to the previous year. There was a 44 learner decrease in the number of ESOL learners registered. The decrease in learners registered could reflect the significant JCP mandated ESOL provision available in the borough in 2014–15, for which referrals were done directly by JCP advisors; JCP referrals to the Hackney EAS halved, from 8% in 2013–14 to 4%. It is also possible that the plateau at approximately 1200 since 2011–12, is indicative of the service reaching capacity, i.e. over 7 months of operation, the advice hours available currently allow for approximately 1200 learners to be registered. Generally, advice sessions become less well-attended from May until June, when sessions close for the year.

The one percent increase in the placement figure follows on from a marked increase of 9% in the last academic year, and 8% the year before, primarily attributed to improved partnerships with ESOL providers in the borough, and also, last year, a new communication system which allowed learner to be offered classes by text message. As before, learners were recorded as placed only when they or the accepting ESOL provider confirmed their enrolment on a course. Confirmations were not always received, so the placement figure errs on the side of caution and we speculate it is in fact slightly higher. The placement figures should be viewed in the context of increasing cuts across the sector, and a decline in the number of accredited and/or formal courses.

This year there was a continued decline in the number of formal ESOL courses available to learners, and a rise in the number of non-accredited and voluntary options, including Speaking English with Confidence (SPEC) clubs run by volunteers, and English My Way; blended learning courses for emerging Entry 1 learners, which includes a mix of tutor-led sessions, online learning and volunteer

“

I can now attend my youngest sons parents evenings alone without having to request an interpreter.”

Done Asili, ESOL student



group activity. Although learners were sign-posted to the first option, their attendance was not recorded as a placement, which allowed for them to continue receiving notification of more formal provision until something suitable was found. Other requirements including the necessity of National Insurance numbers for Adult Skills Budget courses, made placement more difficult. The average waiting time for 2014–15 was 3 months.

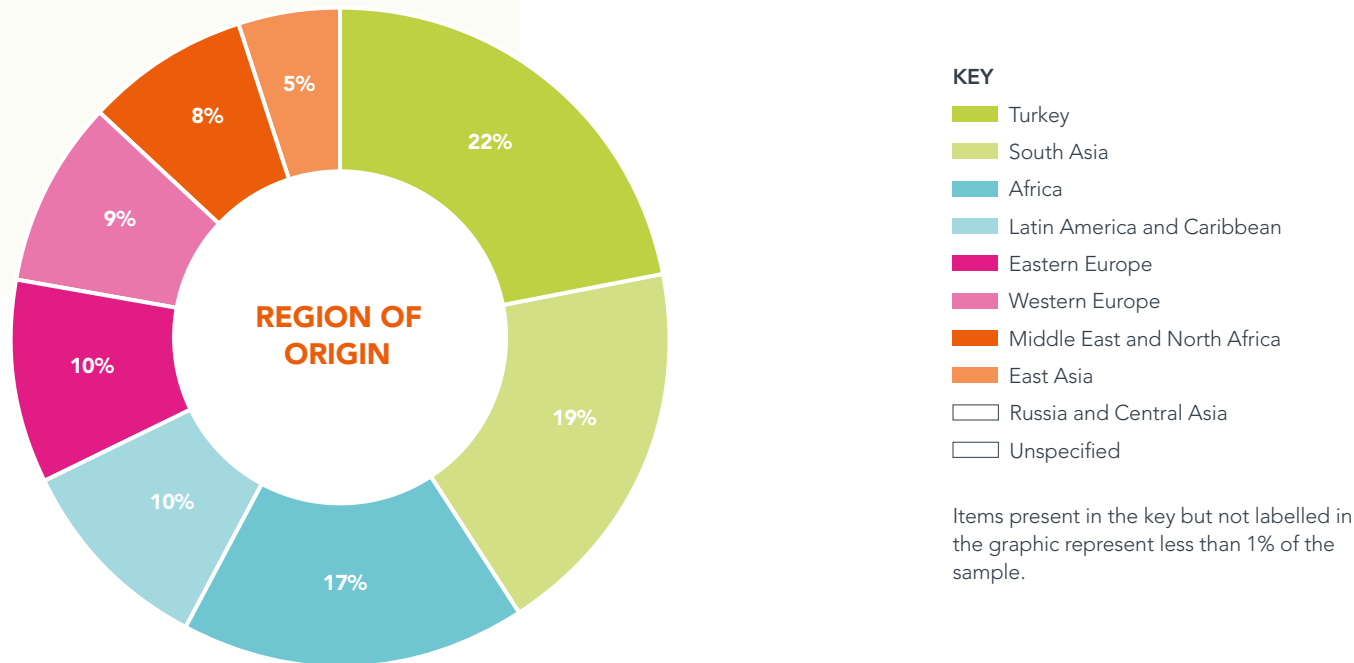
For ease of comparison, the data in the pages which follow have largely been presented in the format of previous reports. The sample contains ESOL learners only: **1210 learners in total**. Calculations, unless otherwise stated, include the entire ESOL learner sample, including unspecified values. This year, we have included new sections as follows: nationality, hobbies and interests, other reasons for learning, and work experience. Where word clouds have been used to display data, 'none given' or 'unspecified' entries have been excluded.

The relative size of words correspond to the number of times the option was selected by the learners overall. Quotes from learners have not been edited for mistakes, unless comprehension was impeded.

REGION OF ORIGIN

In 2014–15, learners originated from 79 different countries and spoke 61 different first languages between them. Including additional languages, the number increases to 78. As last year, the majority of learners originated from Turkey, South Asia and Africa, making up 58% of the total sample.

Figure 3

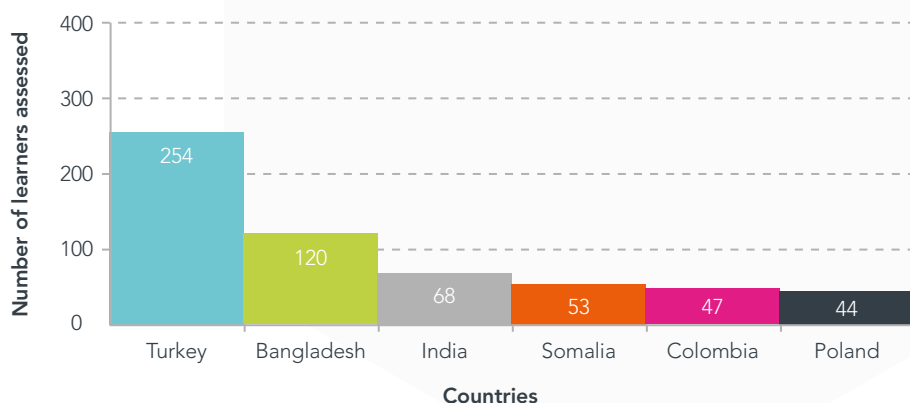


Latin American and Eastern European learners made up the next largest groups (10% each), followed closely by Western European, Middle Eastern and North African, and East Asian learners. Five learners originated from Russia and Central Asia. Proportions largely reflected those from 2013–14, with increases of up to 1%, apart from Turkey, which fell 2%.

Twelve new countries of ethnic origin and/or nationality have been added this year: Austria, Belarus, Croatia, Honduras, Maldives, Mexico, Nicaragua, Norway, the Netherlands/Holland, United Arab Emirates, Uruguay and Uzbekistan. Polish Roma has also been included as a category in origin/ethnicity. A list of countries and corresponding regions can be viewed in Appendix 3. New countries have been added to this list since 2011–12, but none have been removed, so it is not necessarily the case that learners came from all of the listed countries each year.

The above figures may not be a precise reflection of learners’ ethnic origins, due to the limitations on the language which can be used during initial assessment. Learners are not asked: ‘what is your ethnicity?’, but rather ‘where are you from?’. The latter question allows for more interpretation, and anecdotally, particularly for learners who were born outside of the UK, but not in their country of ethnic origin, the response has been their country of birth. The most typical examples are of learners who are ethnically of African origin, but born in Europe.

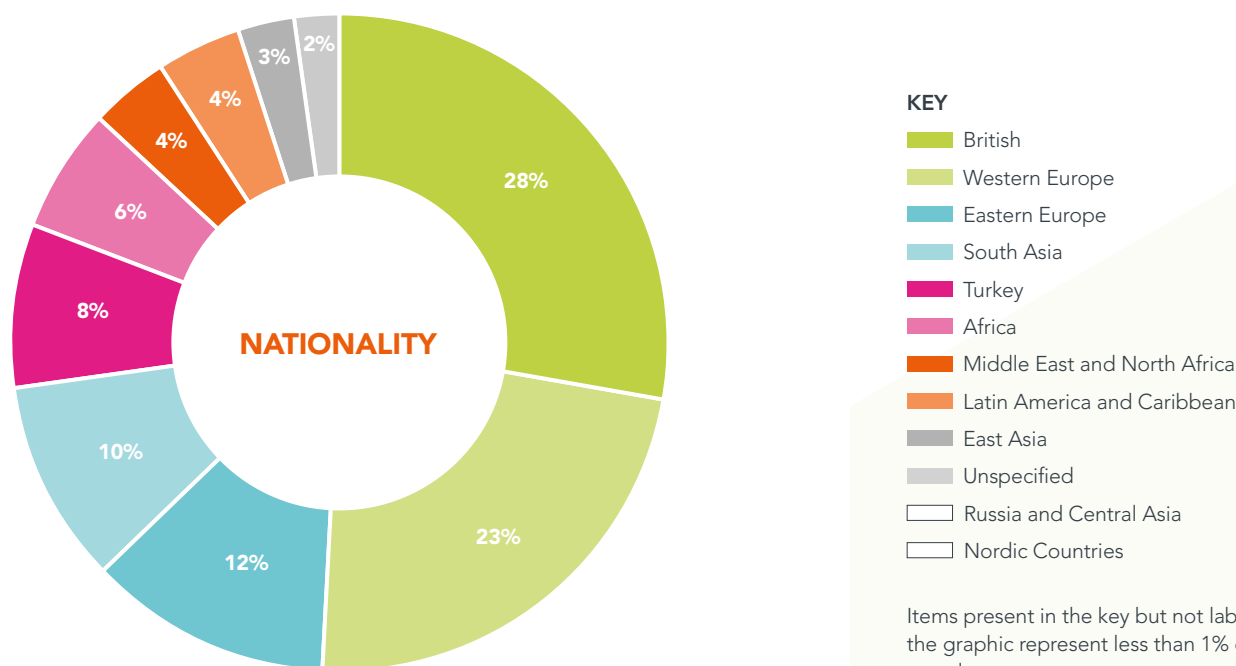
Figure 4: Top 6 countries of origin



The top six countries of origin were Turkey, followed by Bangladesh, India, Somalia, Colombia and Poland. These learners made up 48% of all ESOL learners seen. There was no change in the order of the top 6 countries reported in 2013–14, except for Colombia, which replaced Spain at fifth position. Spain moved to 8th position with a total of 32 learners (3%), below Italy, with 37. For all other countries of origin, learners numbered 31 or below.

The numbers of learners from Turkey, India and Poland, fell by between 3 and 36 learners, whereas there were increases of between 1 and 3 for Somali and Bangladeshi learners. Colombian learners increased from 29 in 2013–14 to 47 this academic year.

Figure 5



REGION OF ORIGIN

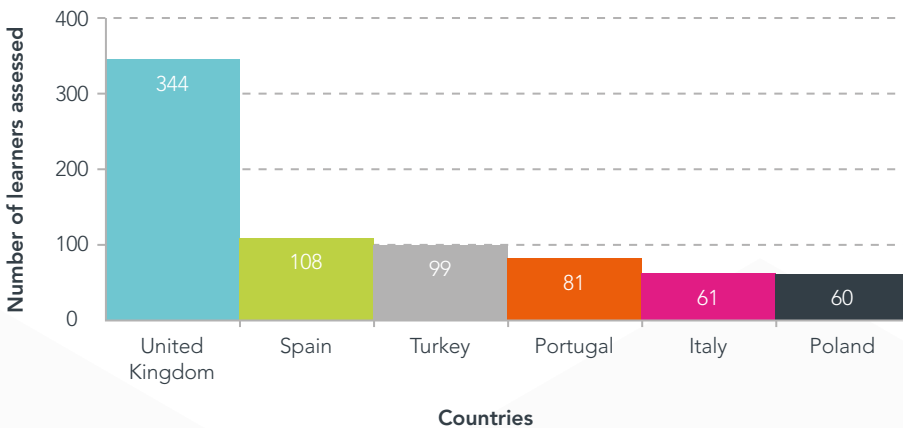
In light of the fact that a significant number of learners who arrive in the UK were born, have lived or worked in other European countries, a section on nationality has been included this year.

The majority (63%) of learners registering in 2014–15 declared European nationality, including British nationality. Excluding the latter, this figure changes to 49%, and can be compared to region of origin, where European origin totals 19%. Please refer to Appendix 3 for categorisation of regions. 24% of learners declared a nationality within the regions of South Asia (10%), Turkey (8%) and Africa (6%), compared to 58% of learners having originated from these regions.

The nationality of learners was recorded as stated by the learner. It was often the case that learners who stated a nationality other than British were also British Nationals in addition to whichever nationality they had declared, i.e. dual nationals. This may explain why when asked what their nationality was, 28% of learner stated 'British', compared to 34% when asked about their 'immigration status'.

The top six countries of nationality, making up 62% of this year's sample, were the United Kingdom (28%), Spain (9%), Turkey (8%), Portugal (7%), Italy (5%) and Poland (5%).

Figure 6: Top six countries of nationality



“

ESOL class helping me to speak better English. My teacher always pushing me and I feeling better.”

Eda Arslan, ESOL student

ESOL Homework



1) Please tell us about yourself and why you came to the UK

I am 31 years old, I was born in Bangkok, Thailand,
 I ~~am~~ graduated from university with a bachelor's degree in
 Business Administration majoring in Marketing. I have 5 years of working
 experience in business. My last job was a sale executive.
 I came to the UK when I was 28 years old as I married ~~with~~
 a British man.

2) Why is learning English important to you?

Nowadays, English is very important to learn. It is not only
 because I married ~~with~~ a British man but English is the
 most common~~ly~~ spoken language in the world. I enjoyed
 studying English because I love it and it will benefit me
 in the future to get a job.

3) How has English helped you in everyday life?

After I studied English, my speaking and listening is improved. better than before. It helped me confident to speak English and made me feel free to live my life in the UK. I can communicate with my friends, contact GP, discuss more topics with my husband, more social life, understand and enjoy watching films or listening ^{to the} radio. I found that my life is easier than before.

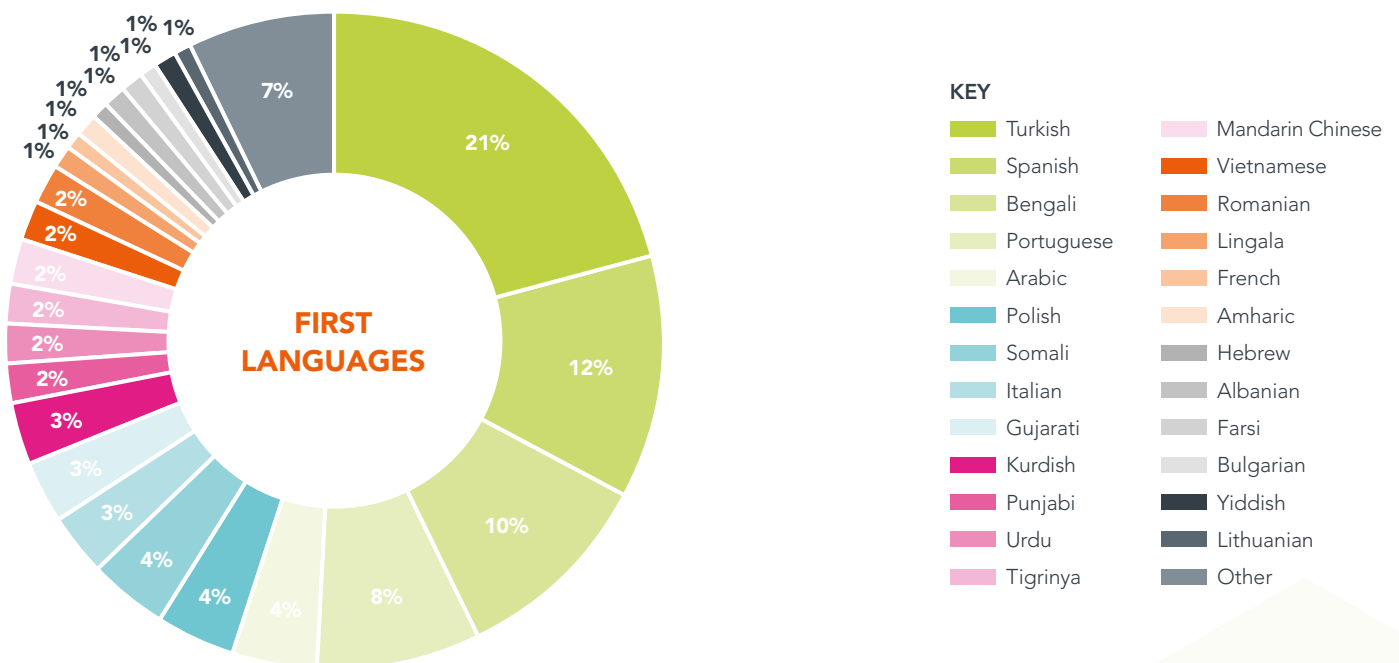
4) Now that you are learning English, how do you feel?

I feel excited all the time when I go to study English. I love studying English. I feel great and more confident to communicate with native English speakers. By the end, I would like to thank you Hackney learning trust for giving me the opportunity to learn English. ~~and help~~ My life is getting better.



LANGUAGES

Figure 7



This year's sample of ESOL learners spoke a total of 61 languages, compared to 58 in 2013–14. The most widely spoken first languages were Turkish, Spanish, Bengali and Portuguese, making up 51% of all first languages, reflecting findings in 2013–14.

Bengali speakers originated solely from Bangladesh. The majority of learners from Turkey stated Turkish as their first language. A small number (20) however, spoke Kurdish as a first language and five learners spoke Bulgarian. First language Turkish speakers originated from a number of countries other than Turkey, including Cyprus, Bulgaria, Iraq, and Azerbaijan.

Spanish was the first language listed for learners from Latin American countries, as expected, but also the Democratic Republic of Congo (three learners), Portugal, Morocco and Guinea-Bissau (one learner each).

Finally, Portuguese first language speakers originated from Guinea-Bissau (28%), Portugal (23%), Sao Tome and Principe (21%) and Brazil (20%). A smaller number (7%) originated from Angola and Cape Verde.

By region, South Asian first languages included Bengali, Gujarati, Punjabi and Urdu (90%). Smaller numbers of learners spoke Hindi, Dari, Farsi, Tamil, Pashto, Nepali, Sylheti (a dialect of Bengali) and Malayalam. The largest group of East Asian learners spoke Mandarin (37%), followed closely by Vietnamese (36%). 11% of learners from South Asia spoke Thai, and Cantonese and Japanese were spoken as a first language by 5% of learners each. Burmese, Gujarati and Romani were also spoken as first languages by 2% of learners each.

Learners from the Middle East and North Africa also spoke a variety of languages: Arabic (48%), Hebrew (15%), Kurdish (12%), Yiddish (9%), Farsi (7%) and French (4%). A small number (4%) of learners from the region also spoke Turkish, Berber and Danish as first languages. Arabic was the first language spoken by learners originating from Morocco, Algeria, Yemen, Sudan, Syria, Somalia, Kuwait, Eritrea and Palestine. Hebrew and Yiddish first language speakers all originated from Israel.

Portuguese, Somali, Tigrinya, Amharic, Lingala and Spanish made up the first languages of 80% of all learners who originated from Africa. Smaller number spoke Bravanese (the language of a minority ethnic group in Somalia, 3%), French, Wolof (3% each), Twi, Arabic (2% each), Soninke, Swahili, Creole, Bambara, Susu, Malagasy, Ngumbi, Santali, Hausa and Mandinka (1% each).

43% of learners from Eastern Europe spoke Polish. Polish was the first language listed by learners from Poland, including Polish Roma learners. This year's sample included 12 learners of Polish Roma origin. 5 of these learners listed Romani as a first language. Romanian made up the first language of 15% of learners from the region, followed by Albanian (11%), Lithuanian (8%), Bulgarian (5%), Romani (4%), Hungarian, Latvian and Russian (3% each). There were also speakers of Ukrainian, Turkish, Italian and Serbo-Croatian making up between 1 and 2% each.

The majority of Western European learners spoke Italian (35%), Spanish (29%) or Portuguese (21%), totaling 85% of all learners from the region. The remaining 15% of learners from the region also spoke French, Greek, Catalan, Basque and Creole as first languages.

The five learners from Russia and Central Asia spoke Georgian, Russian (80% in total) and Turkish. The majority of Latin American and Caribbean learners spoke Spanish (83%), however, 17% spoke Portuguese as a first language.

44% of all learners said they spoke an additional language, not including English. The most widely spoken additional languages were French, Hindi, Spanish, Kurdish, Arabic, 50% of the total sample. First and additional languages combined, learners spoke a total of 71 different languages between them.



It helped me become more independent. I can take my son and go out independently knowing that I will be fine by myself.

Hatice Tagli, ESOL student

Figure 8

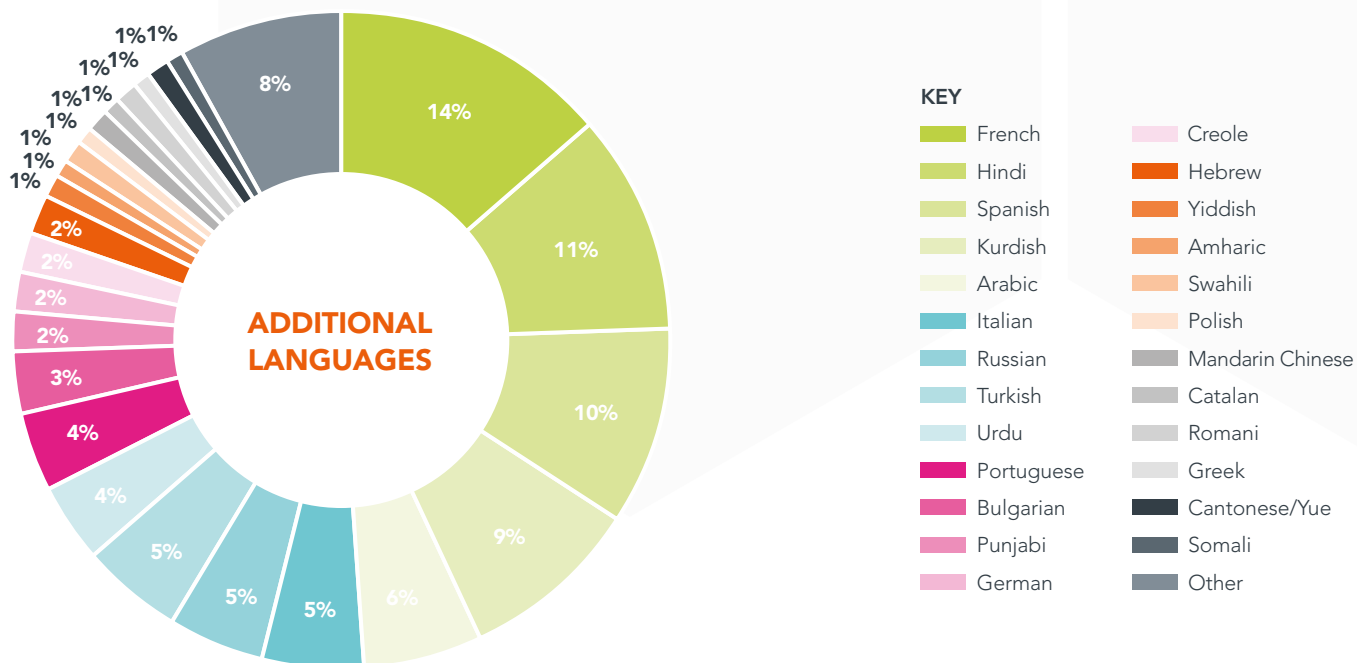
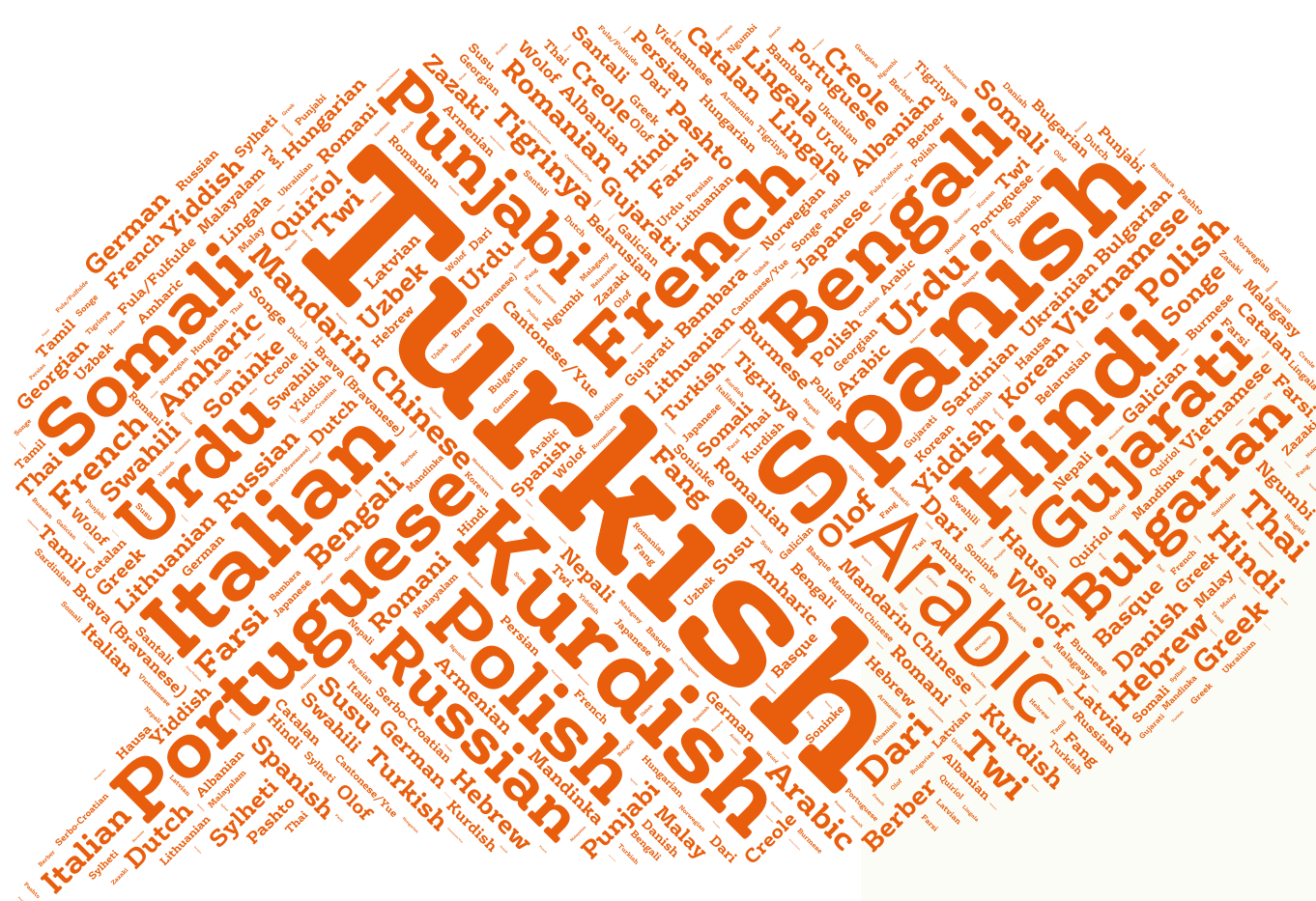


Figure 9: Languages spoken in Hackney



GENDER

The majority (87%) of ESOL learners were female, in line with trends seen in all previous years. 13% of learners were male, down 2% from 2013–14.

Figure 10: Gender

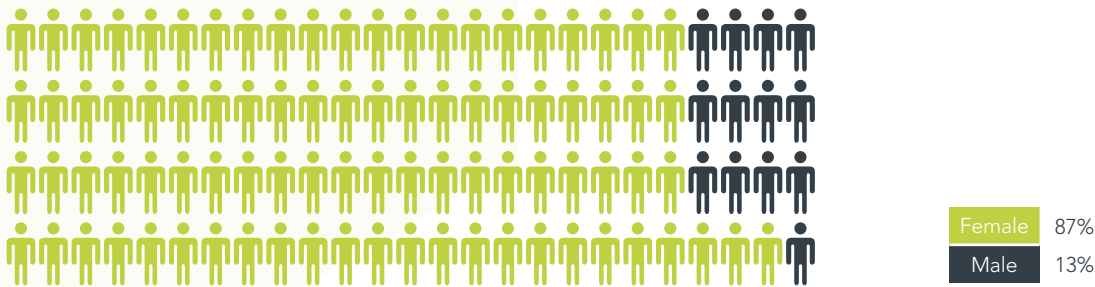
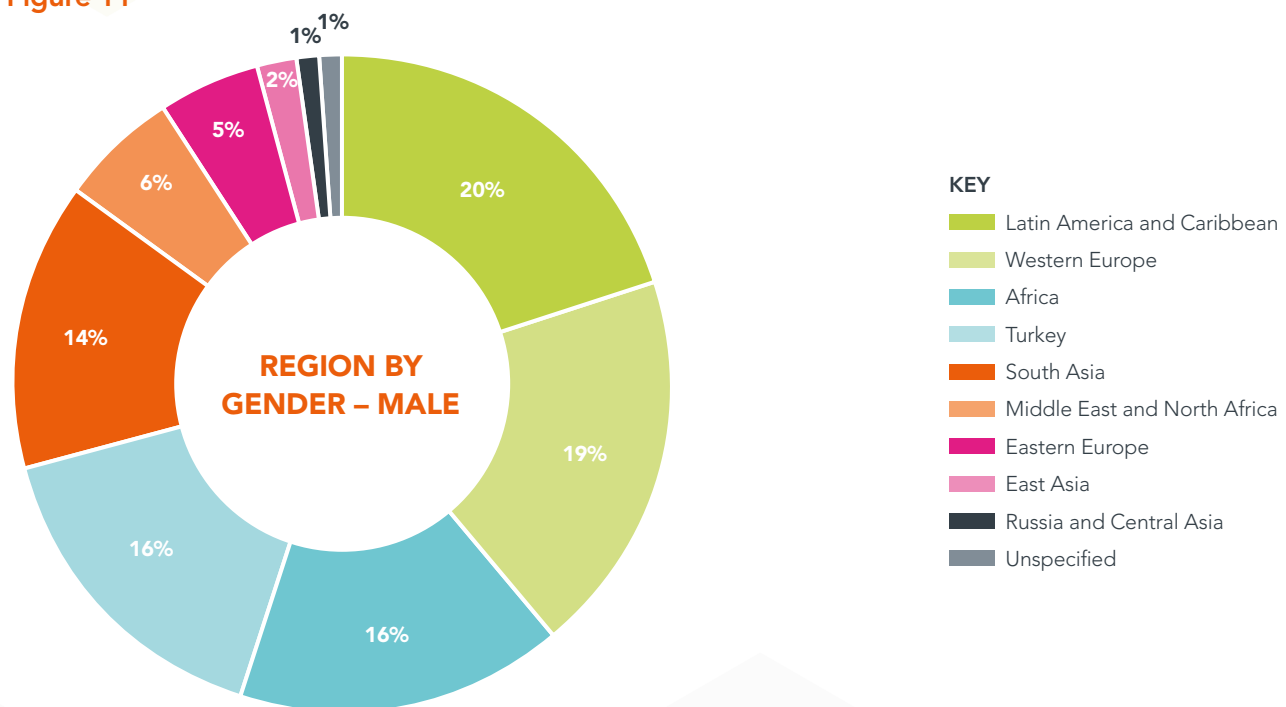


Figure 11

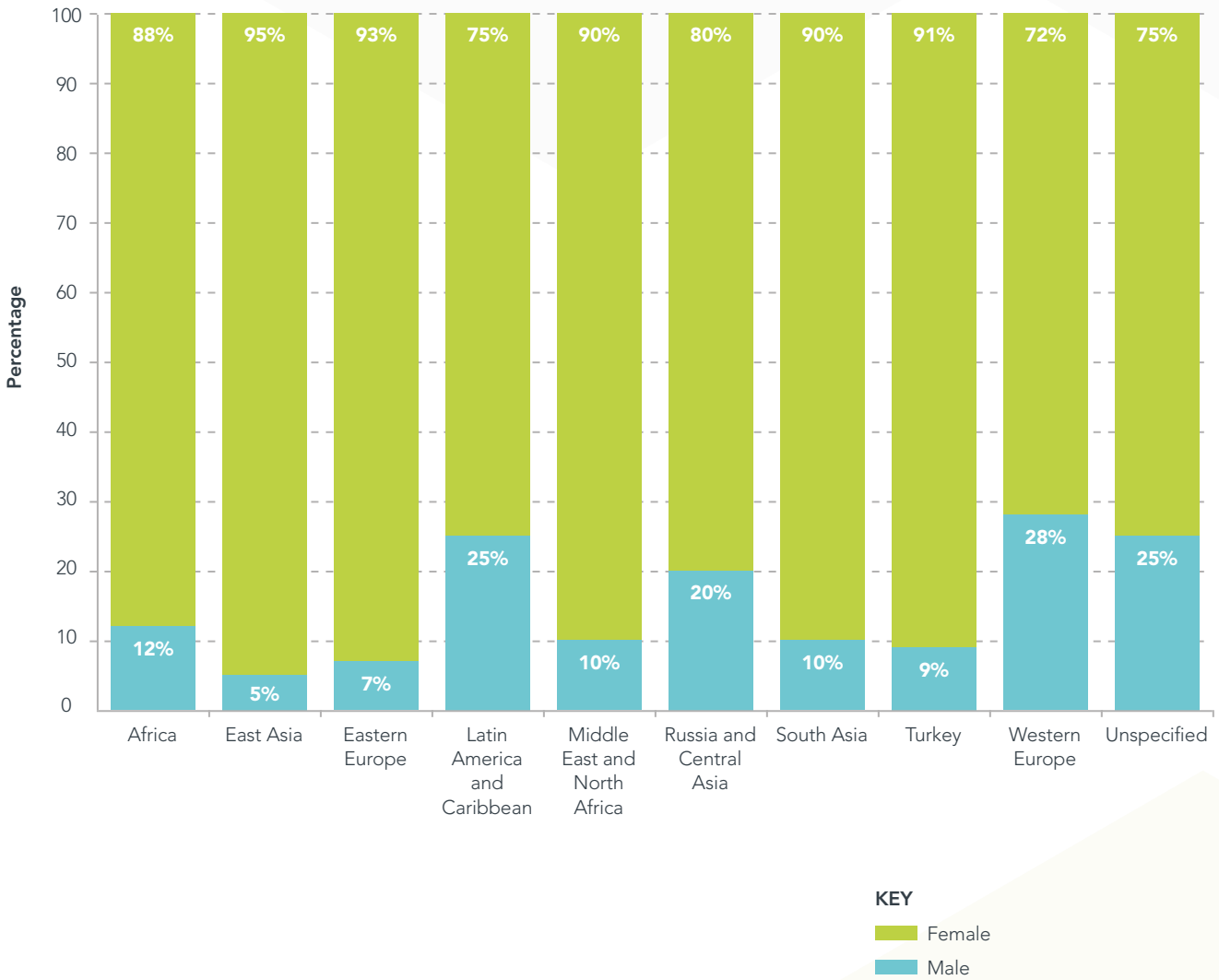


Of all males, the largest group originated from Latin America & Caribbean (20%) and Western Europe (19%), compared to females, the two largest groups of whom were from Turkey (23%) and South Asia (19%). Males from Africa (16%), Turkey (16%) and South Asia (14%) followed closely. Smaller numbers of male learners originated from the Middle East and North Africa, Eastern Europe, East Asia and Russia and Central Asia (14% in total).

Compared to their male counterparts, female learners made up the majority of each region. In some regions however, males made up a larger proportion of their regional group than others. Most notably, Western European men made up just over one-quarter (28%) of all learners from the region. Latin American and Caribbean males followed, with one-quarter of all learners from the region being male; a trend seen since 2009–10.

Otherwise, male learners made up between 5 and 12% of their respective regional groups, not including Russia and Central Asia, which had a sample size of 5 learners in total (20% male). Relative to 2013-14, there was a slight increase in the proportion of males from Africa and South Asia (between 1 and 2%). Proportions of males compared to their female counterparts fell for all other regions from between 2% and 12%.

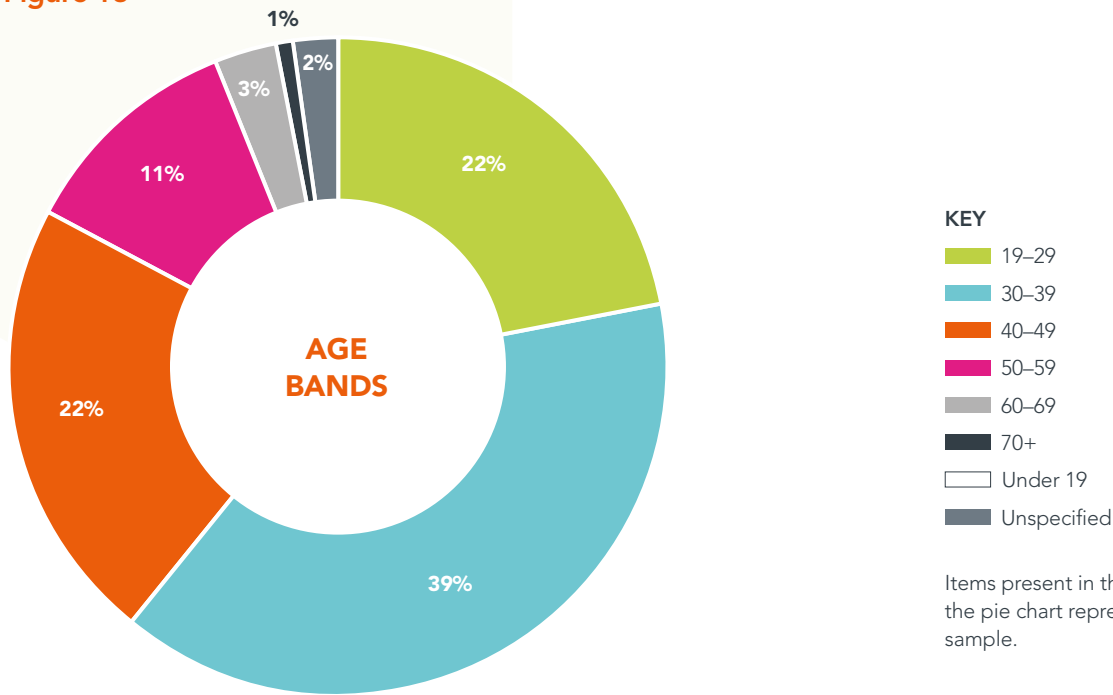
Figure 12: Gender split by region



AGE

The largest proportion of learners this year were from the 30–39 age group. Equal proportions of learners from the 19–29 and 40–49 age group followed. 8 learners were 70 years old or greater, and the oldest learner was 81 years old at the time of registration.

Figure 13



Overall, for both males and females, as the age band increased the number of learners decreased, save for the 30–39 band where there was an unexpected rise. The rise was more pronounced in the female cohort, and could be related to children beginning school full time.

Figure 14: Gender and age

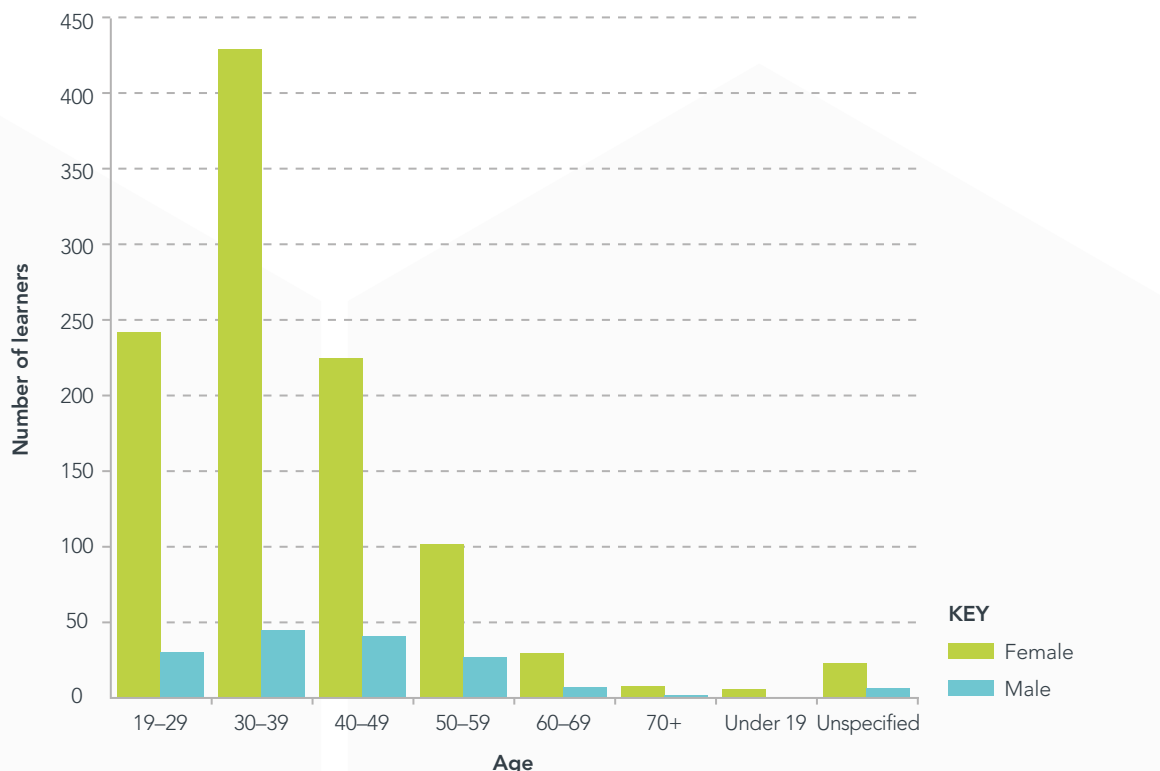
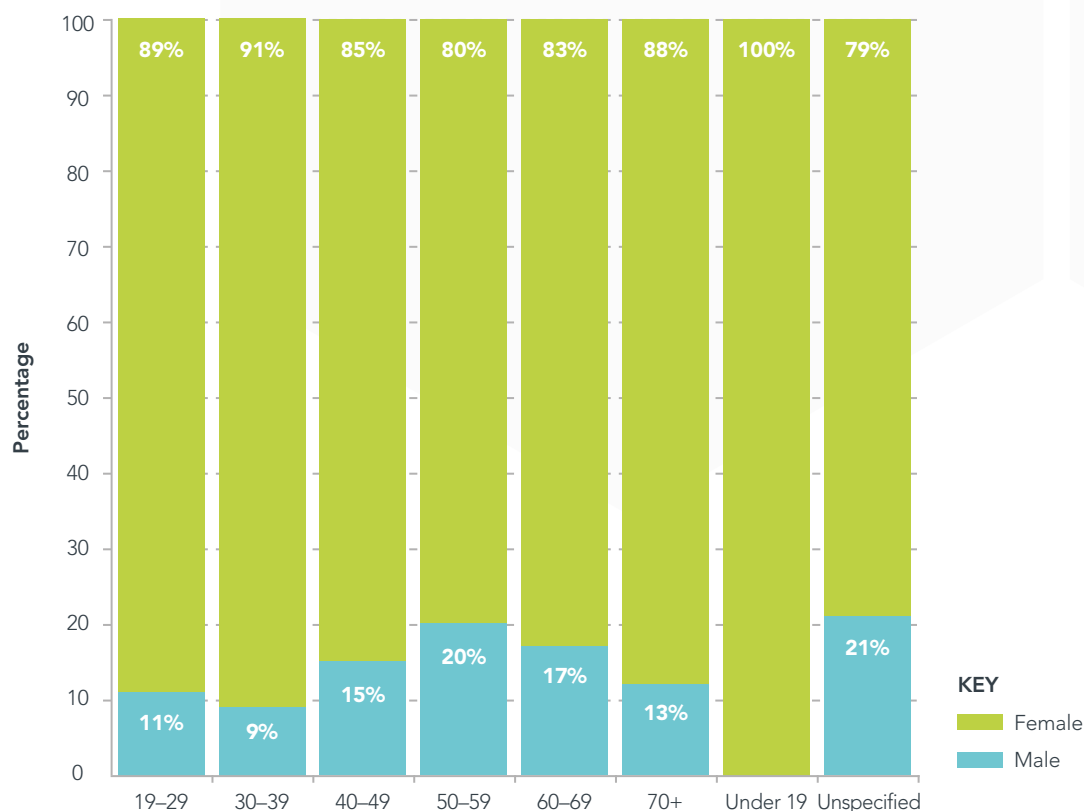


Figure 15: Gender split by age



Gender based analysis of age groups showed that in the 50–59 age band, there was a larger proportion of males than in other age bands (20%). Males in the 60–69 age band followed closely with 17% and male learners in the 40–49 years old made up 15% of all learners in that age band. Overall, between 40 and 69 years old, males made up between 15 and 20% of their respective age bands. In the 19–29 and 30–39 age bands however, male learners made up 11 and 9% of all learners in each age band respectively. Male learners aged 70+ made up 13% of their age band, and the oldest male learner was 70 years old.



HOBBIES AND INTERESTS

As part of the advice session and assessment of their speaking and listening skills, learners were asked about their hobbies and interests. The word cloud below includes the items listed. Not all learners were able to answer this question, and most learners listed more than one item.

The information on hobbies and interests was used, where possible, to place learners in embedded ESOL provision, where the option was available. For example, subject to space and other requirements, learners with an interest in history, could access an ESOL and Local History course. Others, with an interest in fashion, were directed to an ESOL with fashion course. In 2013–14, an ESOL and sewing class was also piloted based on sewing having been expressed as an interest by learners the previous academic year. The data on hobbies and interests, along with embedded/contextualised ESOL are analysed and submitted to the HLT ESOL team prior to the compilation and publication of the Adult Learning Services scoping document which, based on learner feedback and funding rules, details the types of courses the department wants to run in Hackney during the coming academic year. Generally, contextualised ESOL courses in 2014–15 were offered from Entry 3 and above only, and the contextualised options available were much fewer than in previous years.



SCHOOLING

The majority of learners registering for ESOL in 2014–15 had begun or completed secondary education in their country of origin or previous residence. The next largest group of learners had some primary education. 6% or 85 learners had no formal schooling, and 19% had begun or completed higher education, including post-graduate studies.

Figure 18

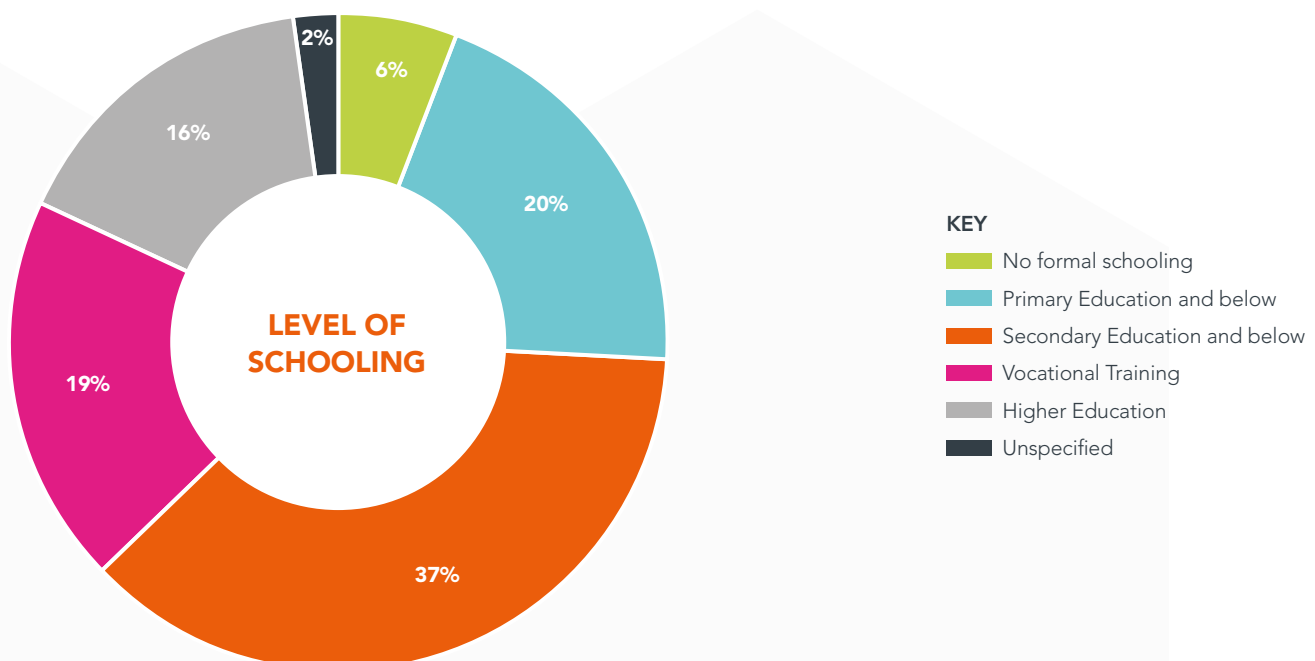
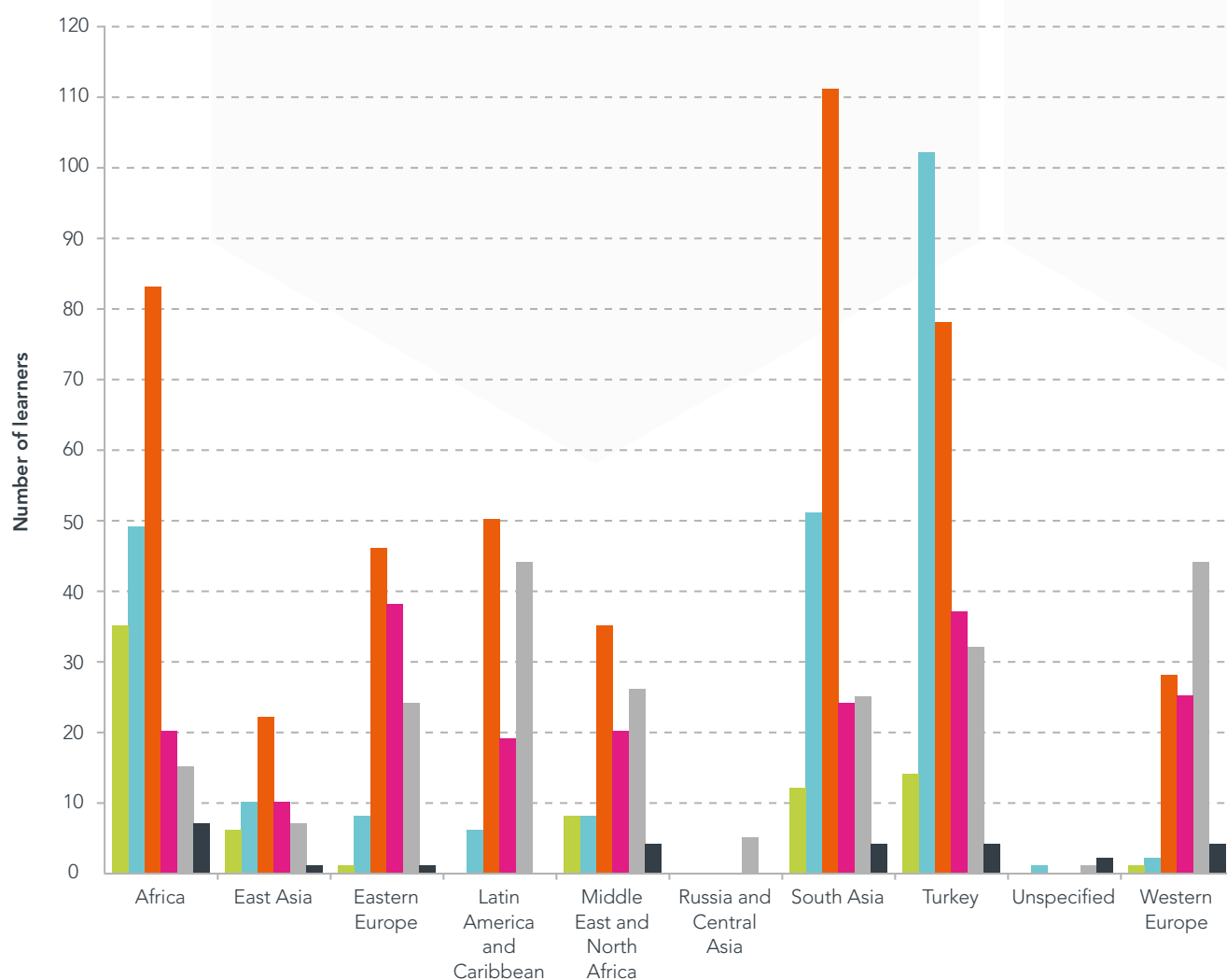


Figure 19: Schooling in regions

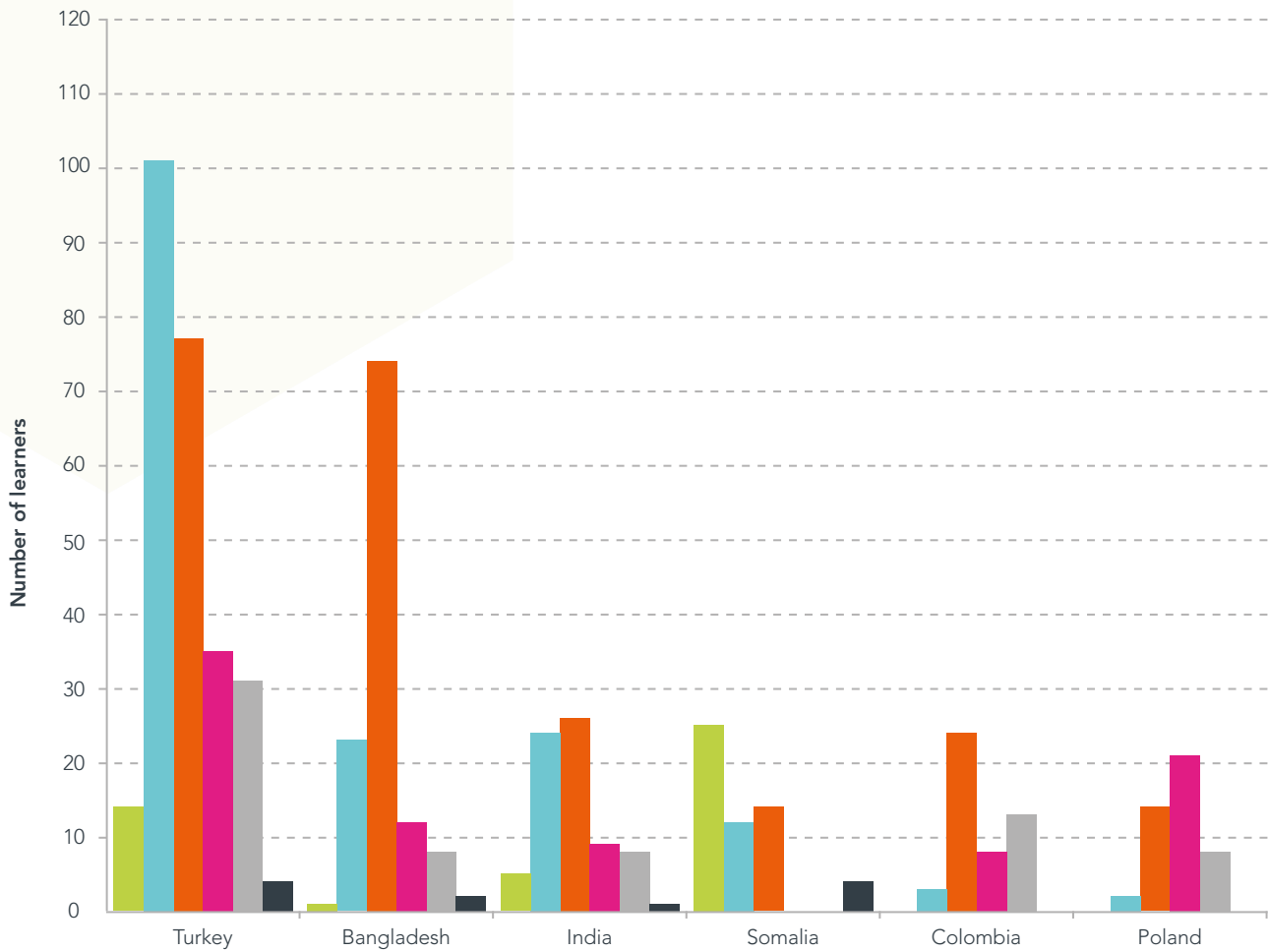
**KEY**

- No formal schooling
- Primary Education and below
- Secondary Education and below
- Vocational Training
- Higher Education
- Unspecified

Regional analysis showed similar findings for all regions, except for learners from Turkey, the largest group of whom had begun or completed primary education. In addition, the largest group of learners from Western Europe had begun or completed higher education.

The largest group of learners with no schooling originated from Africa, followed by Turkey, South Asia, the Middle East and North Africa and East Asia. Very small numbers of learners from other regions had not experienced any formal schooling.

Figure 21: Schooling in top 6 countries of origin



Analysis of the top six countries of origin showed that the largest groups of Bangladeshi, Colombian and Indian learners had some or full secondary education. Learners from Somalia were more likely to have had no schooling, and no learners had above a secondary school education. The largest group of learners from Poland had some college or vocational education or training.

KEY

- No formal schooling
- Primary Education and below
- Secondary Education and below
- Vocational Training
- Higher Education
- Unspecified

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?

(Li)

My name is Tatyana Alat, I'm 37 age old Bulgarian woman. I came from Bulgaria to the UK with my son and my husband one year ago.

In our family we hadn't any plans to come and live here, because we were living and working in Turkey. (My husband is Turkish). That was two years ago... [Then, one morning the phone ring and our relative offered us to come live here. We had to resolve our life very fast, really it wasn't easy to leave home and country, but we were thinking about our son that he can take more quality education here, in the UK. So the next step was to "pack" our home, and to go to Bulgaria to face some documents. It took almost 8 months to prepare everything.

New paragraph

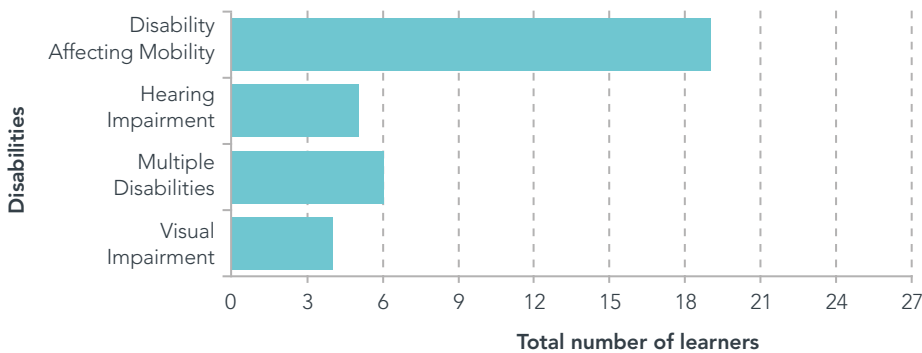
When on 10 March 2011, we arrived in London.
 Now, one year later I can say we have made
 some progress here. We can work as ^{legally} legal, ^{SP} which
 is very important. My son goes to the Day
 Care Nursery (Thanks Linda and Shamim), and
^{has started} he starts make some friendships.

What about me? So I care for my family,
 work a little bit and also study 'ESOL'
 English for Child Care.

I need study English, because if we can't speak
 correctly people wouldn't understand us, then we'll
 feel bad, and maybe that reflects over our
 life. Every language has ~~x~~ rules, forms and
^{SP} ^{style} style of use, which we should ~~to~~ learn and
 use appropriately, and, ^{it should be} relevant. Think if we're
 not sure how to explain our problems, needs,
 interests, or how to protect ourself. That's really
 can damage the balance in the our life and
 the family.

This course is very important for me, because
 it help me to practice and learn English,
 to make some friendship, to find information
 about life and rules in the UK. I like to visit
 my class and study there. It makes me feel
 relax^{ed} and I ^{would like} think to continue with my
 education here.

The Learning Trust ~~is~~ gives^a chance to us
 to brush up our skills, and we can do
 that as we wish, as long as we want.

Figure 22: Mental health problems**Figure 23: Disabilities**

34 learners (3%) declared a disability at registration, which included 19 learners with a disability affecting mobility; 6 learners with multiple disabilities, 5 learners with a hearing impairment, and 4 learners with a visual impairment. Learners with disabilities were prioritised for the closest ESOL provision at the appropriate level.

Two learners with visual impairments were registered blind, and were referred to specialist provision for blind learners at Hackney Community College. Enrolments for the course take place once a year, therefore, the learners were required to wait a number of months before joining. The issue was raised with partner organisations, and a consultation with the Visual Impairment Team at the Hackney Learning Trust, to investigate whether the learners could be properly accommodated in mainstream ESOL provision, followed. One organisation with discretionary funding for resources agreed blind learners could be accommodated. It was felt however, that the specialist course offered by Hackney Community College, which included the teaching of Braille, would be of most benefit to blind learners and that the learners should be made aware of the options. The meeting included a range of good practice suggestions for learners who are visually impaired, which were shared with partners.

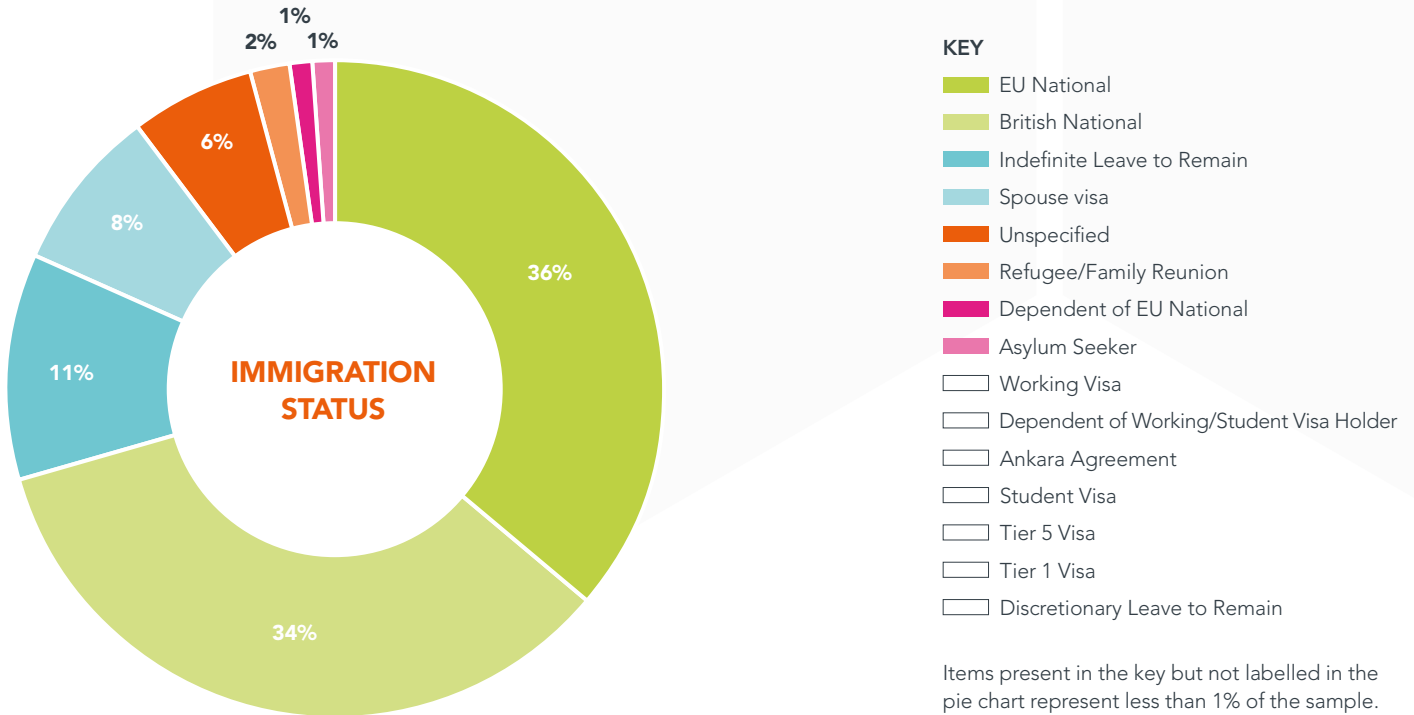
“

Speaking better English helped me to do my everyday life, like shopping, talk to my doctor without interpreter. I can understand the meaning when I talk with my child teachers...I would like to continue studying ESOL next September.”

Fatima Saber, ESOL student

IMMIGRATION STATUS

Figure 24



Just over one-third (36%) of learners were EU Nationals, followed by 34% who were British Nationals. 11% of learners had been granted Indefinite Leave to Remain (ILR) and 8% of learners were on Spouse Visas. 2% of learners were Refugees or the family members of Refugees (26 learners) and 1% (10 learners) were Asylum Seekers. There were changes of up to 2% compared to 2013–14, except for the British National category which fell by 3%, and was superseded in position by the EU National category.

There was limited change in the proportion of learners on Spouse Visas, which dropped 1%, to match the figure from 2012–13. Also, although the Non-EU Dependents of EU Nationals in 2012–13 spiked to 8% from less than a percent the previous year, the group returned to less than one percent in 2014–15.

Learners from these two categories were placed in mainstream, as well as European Integration Funded (EIF) ESOL provision at partner organisations.

6% of learners did not or could not specify their immigration status. This impacted on the number and range of options they were offered, as they could only be directed to provision with funding which did not specify any immigration related restrictions. Such provision was available this year via Big Lottery funding and also from the Department for Communities and Local Government (English My Way). Other statuses included Ankara Agreement Visa holders, Tier 1 (Exceptional Talent), Tier 4 (Student) and Tier 5 (Temporary Worker) Visa holders, and their dependents.

“ I feel more confident... It was one of lovely moments of my life, amazing experience of learning a English language. I meet a lot of wonderful people and most importantly a magical teacher Maria! ”

Kristine Reinik, ESOL student

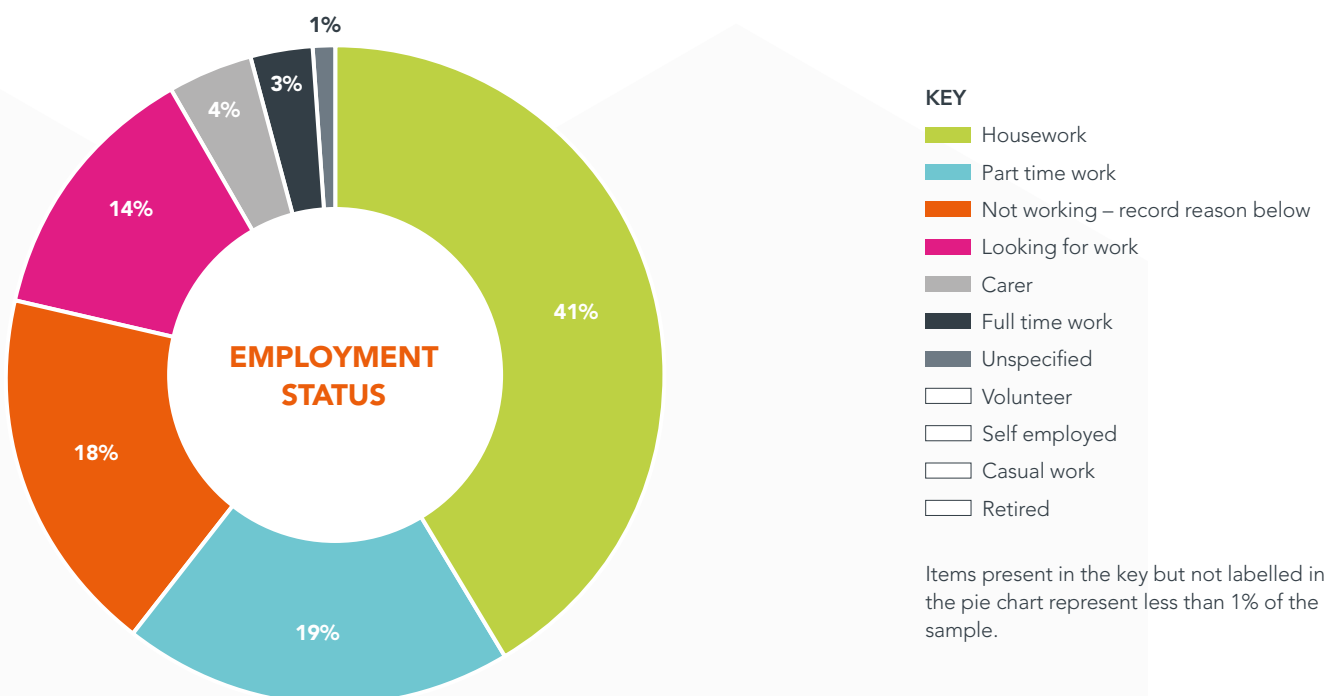


EMPLOYMENT STATUS

19% of learners were in part-time employment at the time of registration, and 3% in full time work. 14% of learners were looking for work, and 18% were unemployed and not looking for work. Reasons for the latter are included in the word cloud overleaf.

The largest group of learners (41%) were working in the home ('housework'), usually taking care of young children.

Figure 25



INCOME/CONTRIBUTION-BASED BENEFIT STATUS

69% of learners were in receipt of income/contribution-based benefits at the time of registration. 14% of this group of learners were on either Jobseeker's Allowance (JSA) or Employment Support Allowance (ESA). It was not possible to make a distinction between ESA and ESA-Work Related Activity Group (WRAG), as learners were not often aware of the difference.

Figure 28: Receiving income-based benefits

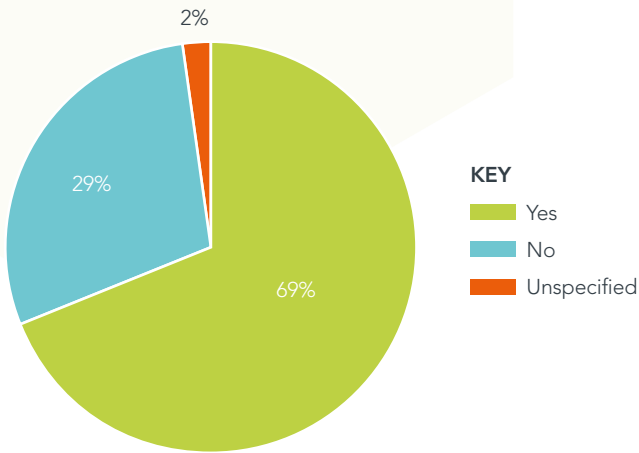
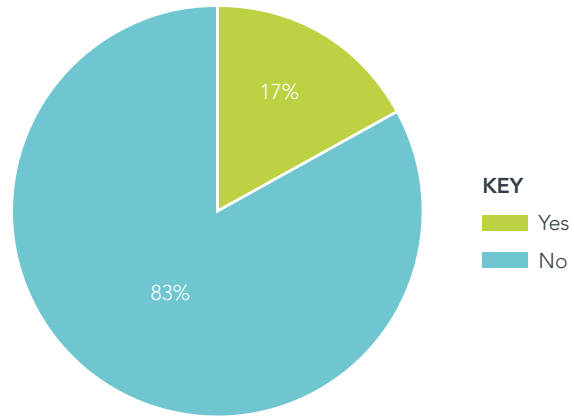
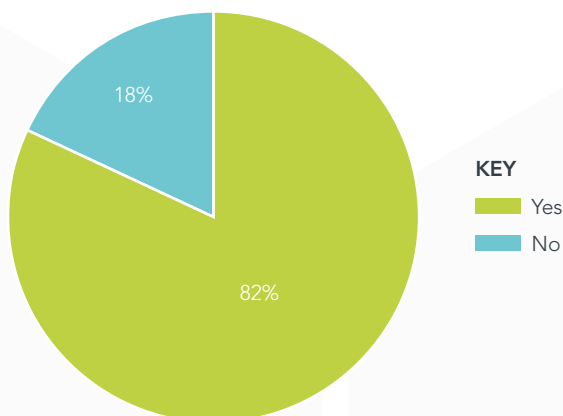


Figure 29: Receiving Jobseeker's Allowance or Employment Support Allowance



Of the 29% of learners who were not in receipt of any income/contribution-based benefits, the majority (82%) were earning less than £16,190 per year, before tax. This amount is the threshold for eligibility for free school meals, and these learners are commonly referred to as 'low income' learners. Their eligibility for courses was limited to providers in the borough who exempt learners on low income from paying fees.

Figure 30: Low income



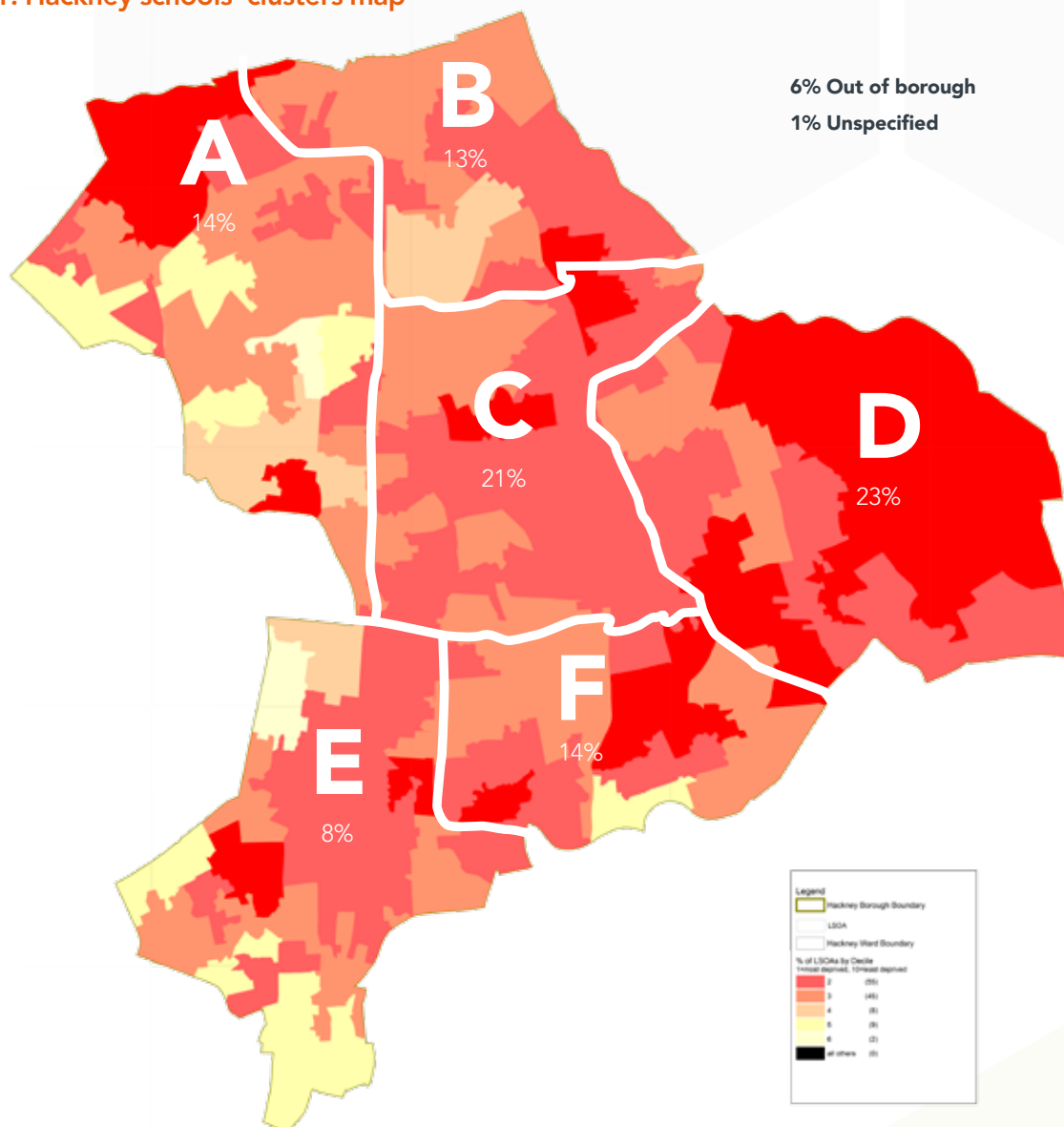
“That classes help me to speak better because I can improve my English and the teacher correct me when I'm wrong... I think is very useful.”

Alba Cobas, ESOL student

DISTRIBUTION IN HACKNEY

Hackney is arranged into six areas known as clusters. Within each cluster various agencies, including schools and children's centres, work together to deliver services in order to meet the needs of residents.

Figure 31: Hackney schools' clusters map



The percentages of ESOL learners resident in each cluster have been superimposed on a map, which highlights the degree of deprivation across Hackney (Indices of Deprivation, 2015).

In 2014–15, the largest group of learners were residents of Cluster D, followed by Cluster C. Similar proportions of learners were Cluster A, B and F residents. 8% of learners attending advice were Cluster E residents, which was expected, as two large providers operate in this part of the borough.

6% of learners were residents of boroughs outside of Hackney, although some learners worked in Hackney or had children attending a Hackney school. Residents came from the following list of boroughs, in order of count: Tower Hamlets, Newham, Waltham Forest, Tottenham, Islington, Enfield, Lewisham, Edmonton, Barking and

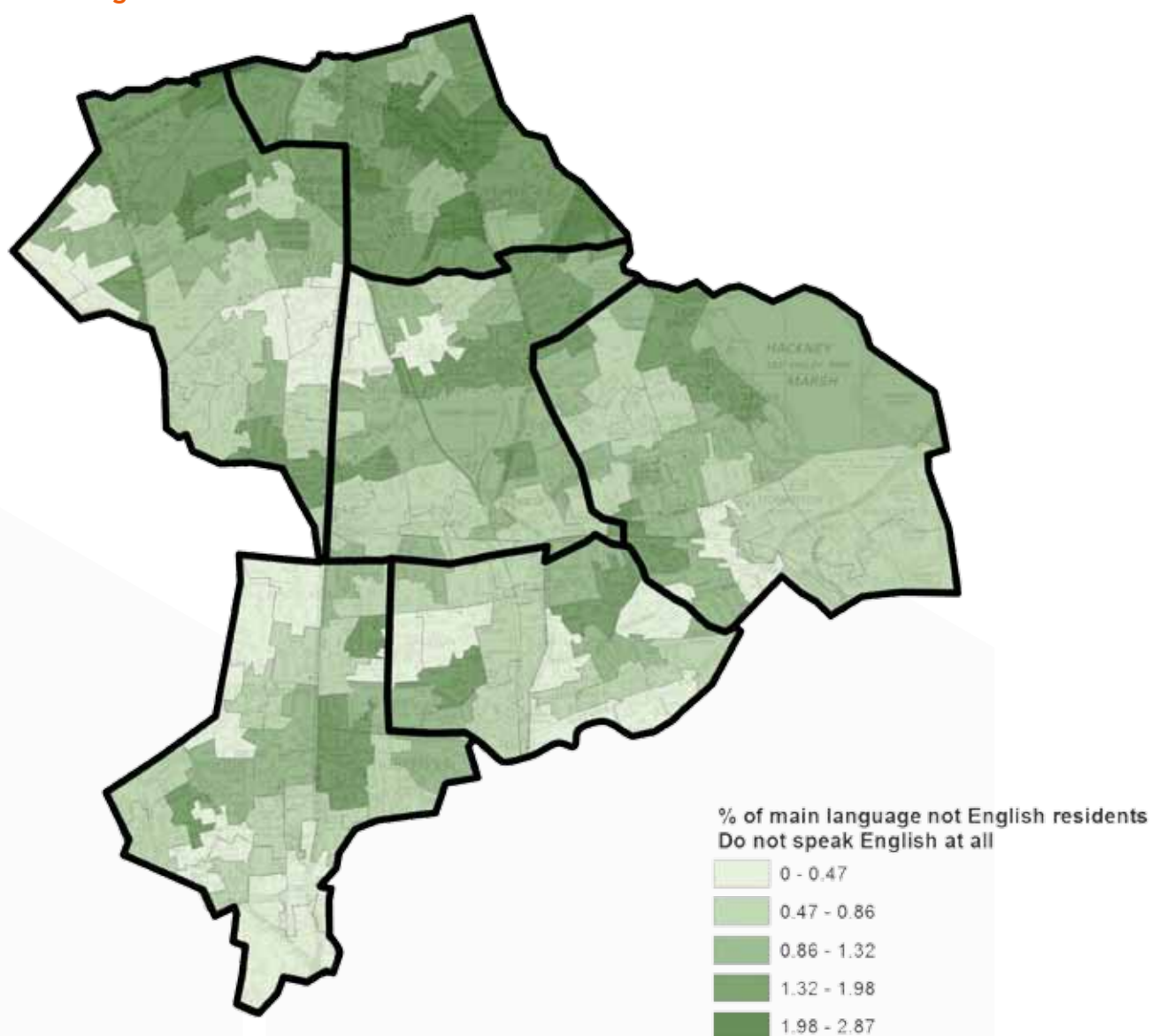
“
Yes, I want to learn English when my English is good I would like to find a job in a crèche.”

Aysel Erdogan, ESOL student

Dagenham, Haringey, Redbridge and Merton. Learners from other boroughs were offered ESOL courses within Hackney, unless eligibility restrictions specifically disallowed this. Learners were always however, also made aware of provision more local, to their homes. Often they opted to attend a course locally not having been aware of the provision available before approaching the ESOL Advice Service.

Following the CENSUS 2011, which identified areas in the north of the borough as having the highest density of people with 'no English at all', (see figure 32) targeted publicity work has been done in these clusters. Analysis of levels in Cluster A and B, shows that 41% and 36% respectively of all learners were assessed at Entry 1 at the point of registration. It had been expected that a higher proportion of E1 learners would be found in these clusters particularly, however, the figures were similar across all clusters, which suggests more targeted work is needed. Further development, including publicity in first languages in planned, subject to funding.

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

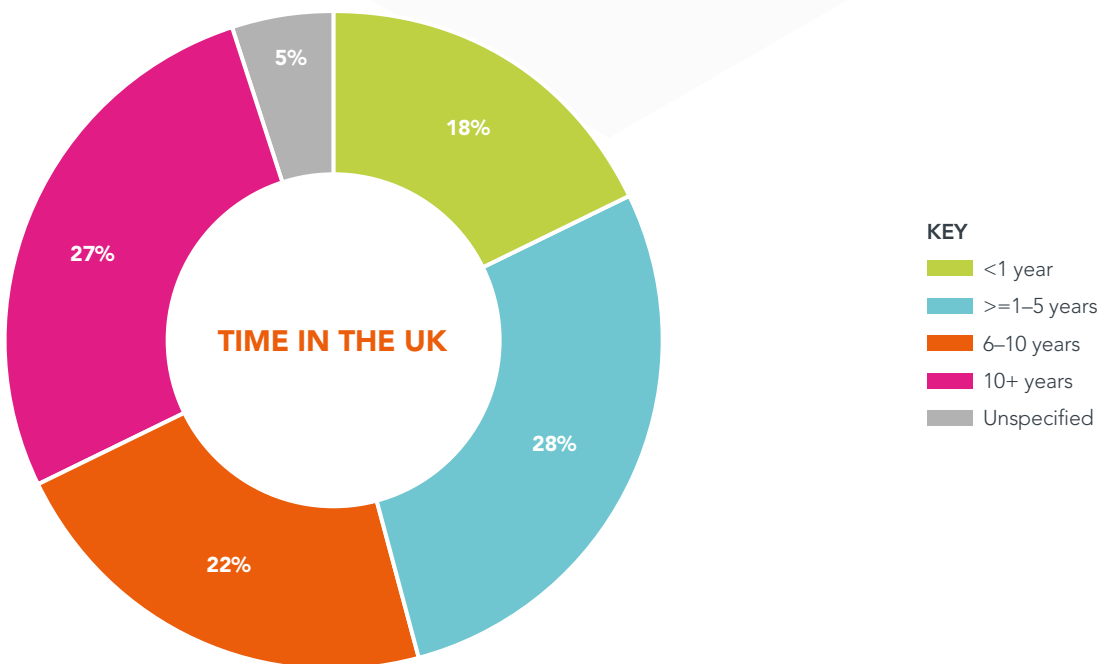


LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

Just under one-fifth (18%) of learners had been resident in the UK for less than a year at the time of registration. Over a quarter of learners have been resident between one and five years; 22% between 6–10 years, and 27% had been resident 10 years or more at the time of registration.

One-third of male learners had been in the UK for less than a year at the point of registration. Just under one-third (30%) have been resident for between one and five years. There was a lull at 6–10 years (10%), followed by just under a quarter (24%) of male learners registering having been resident in the UK ten years or more.

Figure 33



Entry 1 learners were the largest group in all *Time in the UK* categories. As the level increased the number of learners decreased, except for learners who had been resident in the UK between 6 and 10 years; in this group E3 learners were slightly more numerous. Overall, except for those resident for less than a year, as the length of residence increased the number of learners overall decreased, although after having lived in the UK for 10 years or more, there was an unexpected rise in the number of learners. The same trend was found for male learners as a cohort. 'NRW' stands for New Reader/Writer and refers to learners who are new to reading and writing English, either because they are not literate in any language, or because the script they are literate in is vastly different to English. Learners' speaking and listening skills can be emerging or advanced. Entry 1 speakers with basic literacy needs are generally catered for in Entry 1a classes, although E1 NRW courses have been available in the previous years. Level 1 and 2 speakers can access Functional English or Literacy courses. However, in the charts presented in this report, NRW refers to learners who had speaking and listening skills at Entry 2 or 3.

“

To speak with my kids and to understand them.”

Judith Ebulabate, ESOL student

Typically these learners are offered an ESOL Basic Literacy course, at either E2 or E3 speaking, although most courses offered in Hackney have a mix of both levels. The majority of NRW learners in this year's cohort had been resident in the UK ten years or more.

Figure 34: Time in the UK by level of English (Speaking)

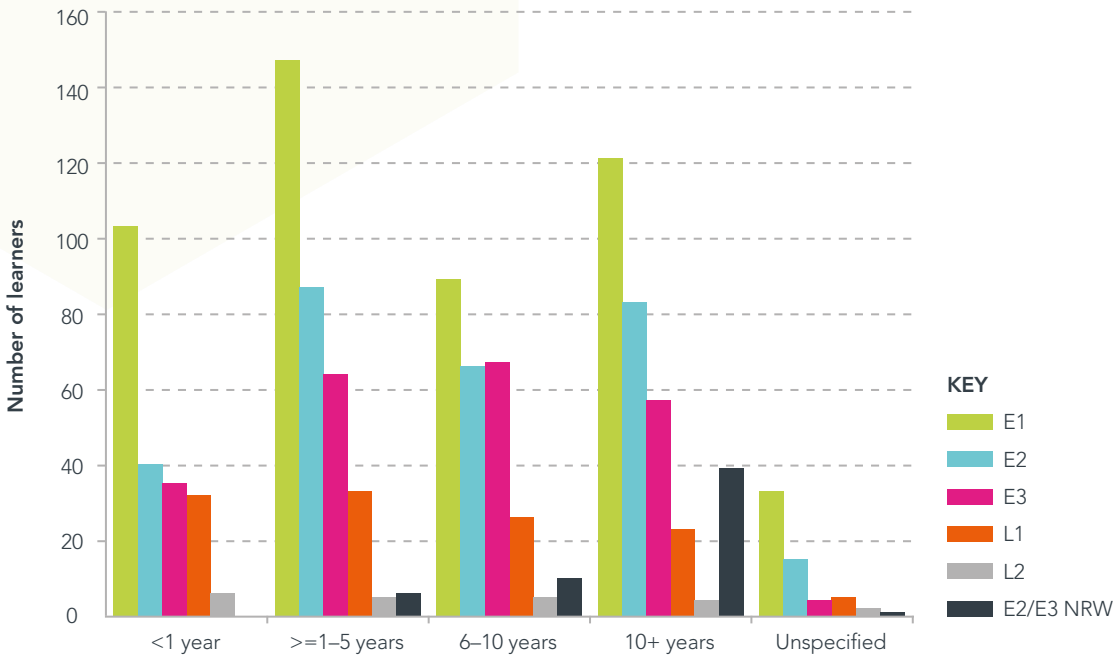
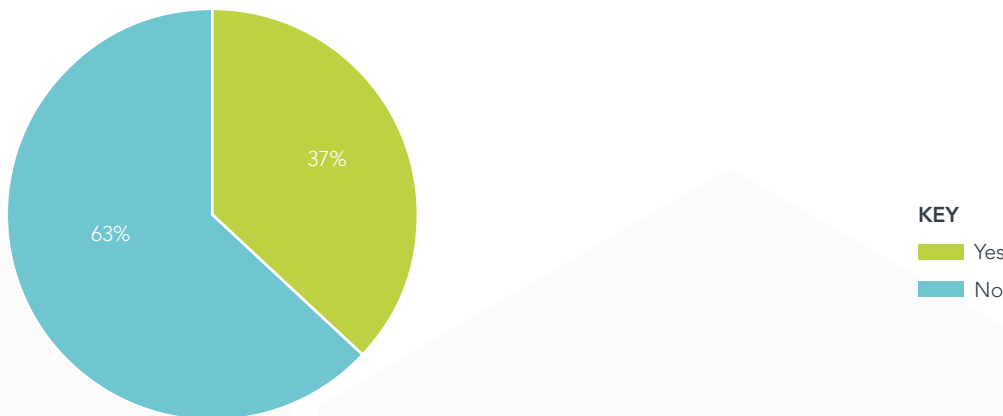
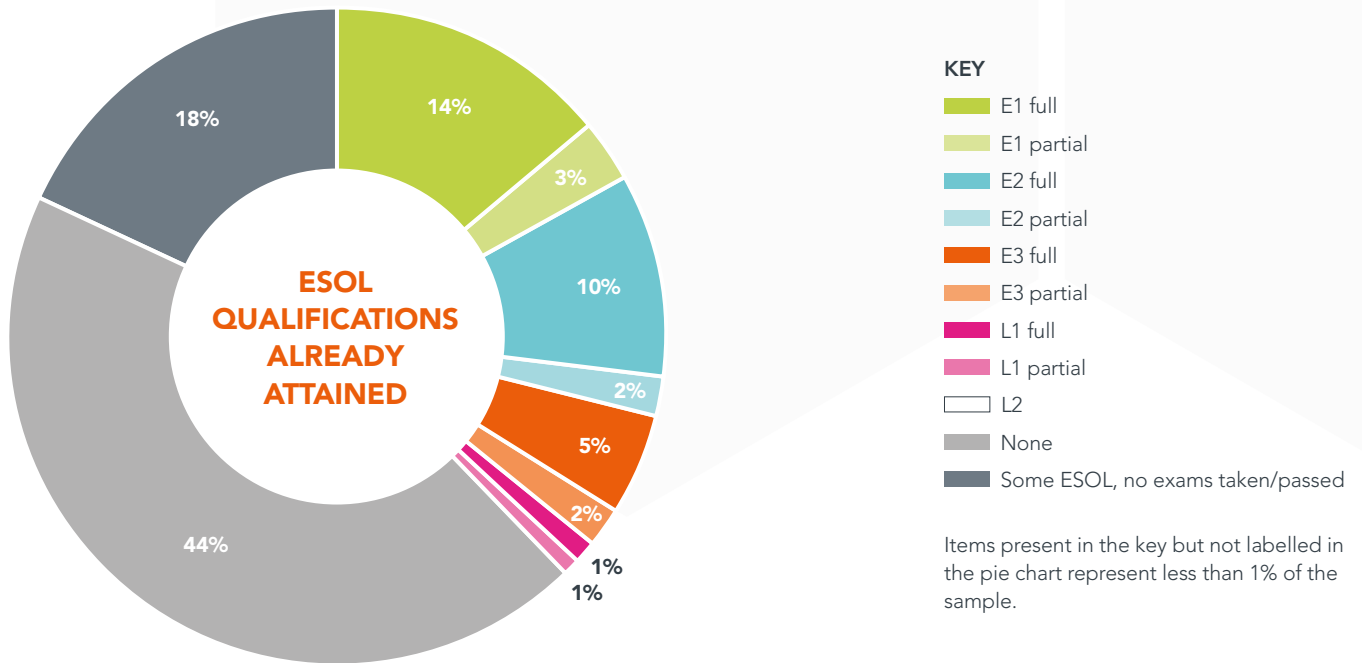


Figure 35: Previous ESOL qualifications?



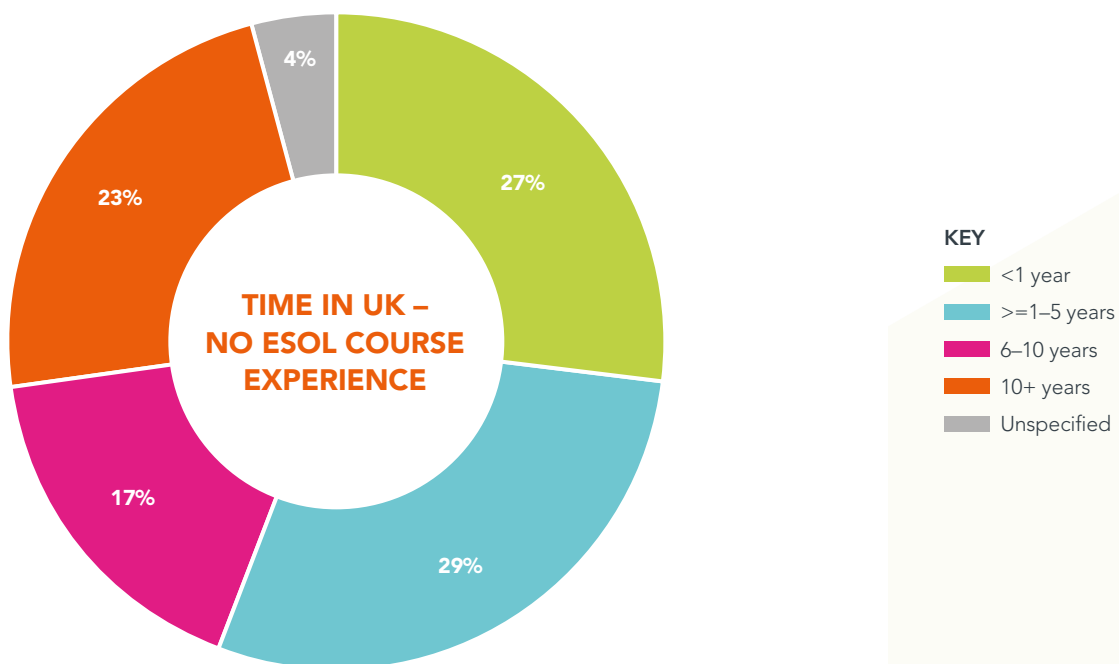
Of all ESOL learners registering in the year under review, 63% had not attained any prior qualifications in ESOL, including 44% who had no experience of ESOL. 37%, however, had achieved some qualifications in ESOL at the point of registration. The chart on the following page illustrates the levels achieved; full refers to where certificates in Speaking and Listening, and Reading and Writing had been achieved, and partial, where learners had achieved the Speaking and Listening, Reading or Writing qualification only.

Figure 36



Analysis of learners with no experience of ESOL, shows the largest group of learners had been resident in the UK between 1 and 5 years, followed by less than a year. Just under a quarter (23%) of learners had been resident 10 or more years. Learners who had been resident 6–10 years were the least likely, as a group, to have had no experience of ESOL.

Figure 37





ESOL LEVELS AND LITERACY

Entry 1 learners were the most numerous of all learners registering with the service (41%). 22% of all learners were at the very beginning of E1, usually referred to as 'E1A' or 'emerging'.

The others, often referred to as consolidating or established, also 'E1B', had or were expected to have the skills necessary to pass an exam at that level by the end of the academic year, i.e. they would be exam ready. Entry 1 learners were followed by E2, E3, L1 and L2 learners; as the level increased the number of learners decreased.

Figure 38

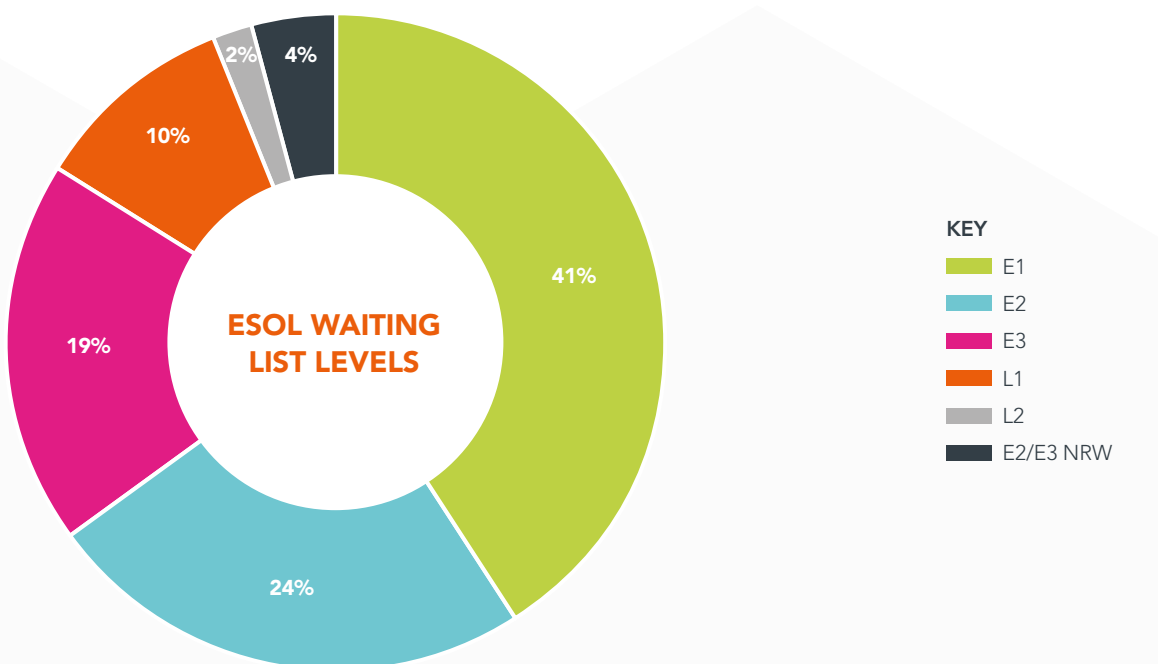
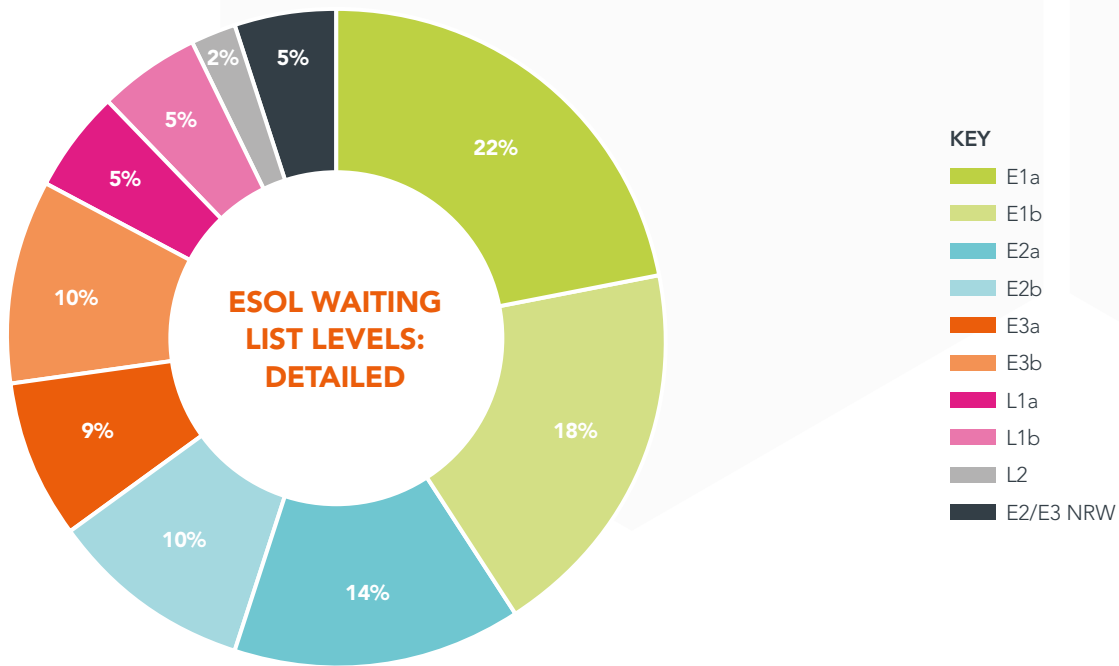


Figure 39:



The downward trend in learner numbers as the levels rose held across genders, and clusters, except for Cluster F, where there were slightly more E3 learners than E2.

Figure 40: Levels by Gender

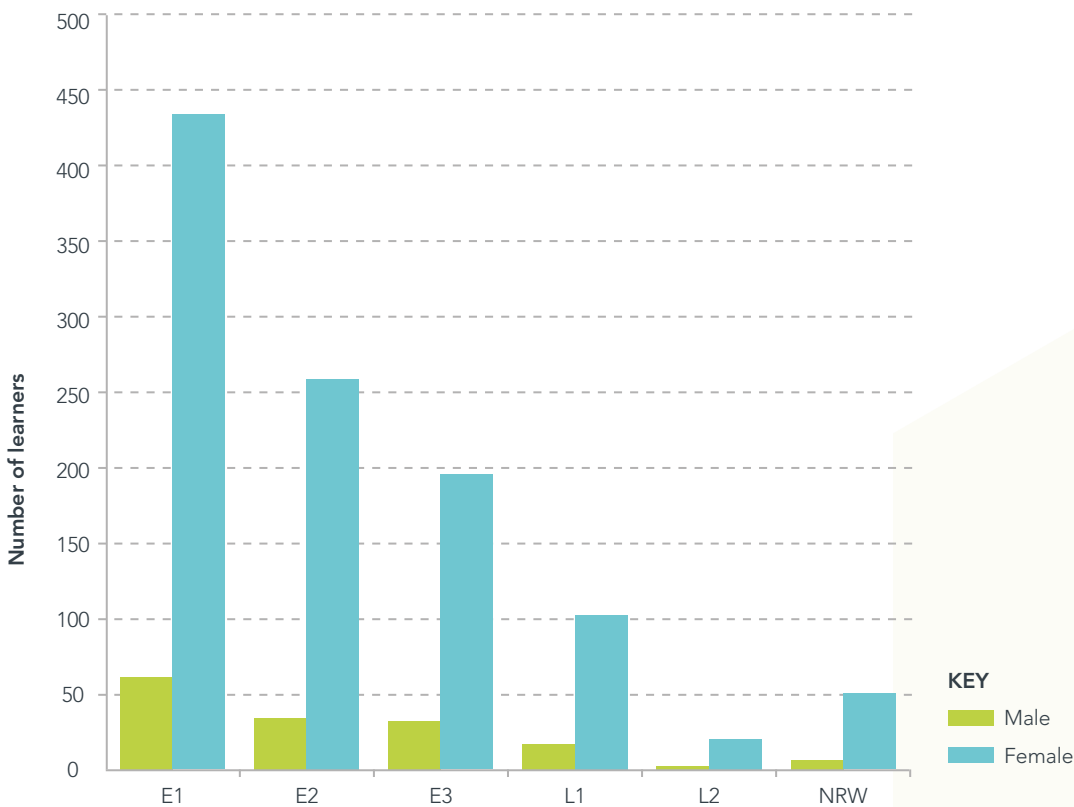
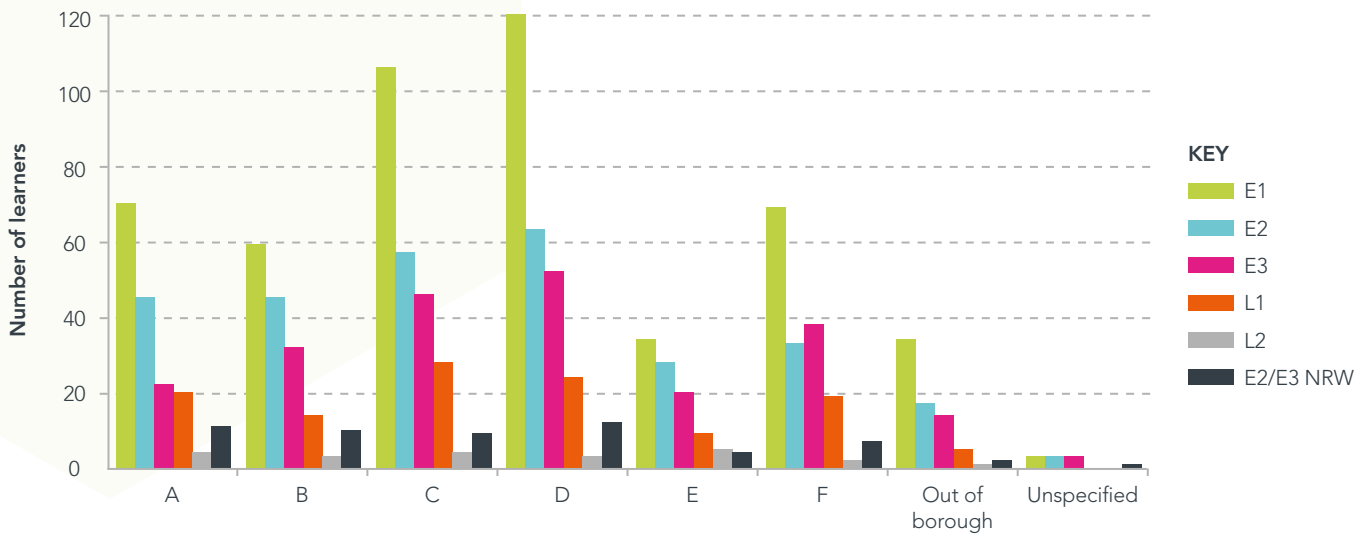


Figure 41: Levels by Cluster



4% of learners were identified as being E2/E3 Basic Literacy learners in this year’s sample. In addition, 22% of learners had literacy levels one level lower than their speaking and listening skills. This category included Entry 1 learners, who had no literacy in English.

Figure 42: Literacy needs

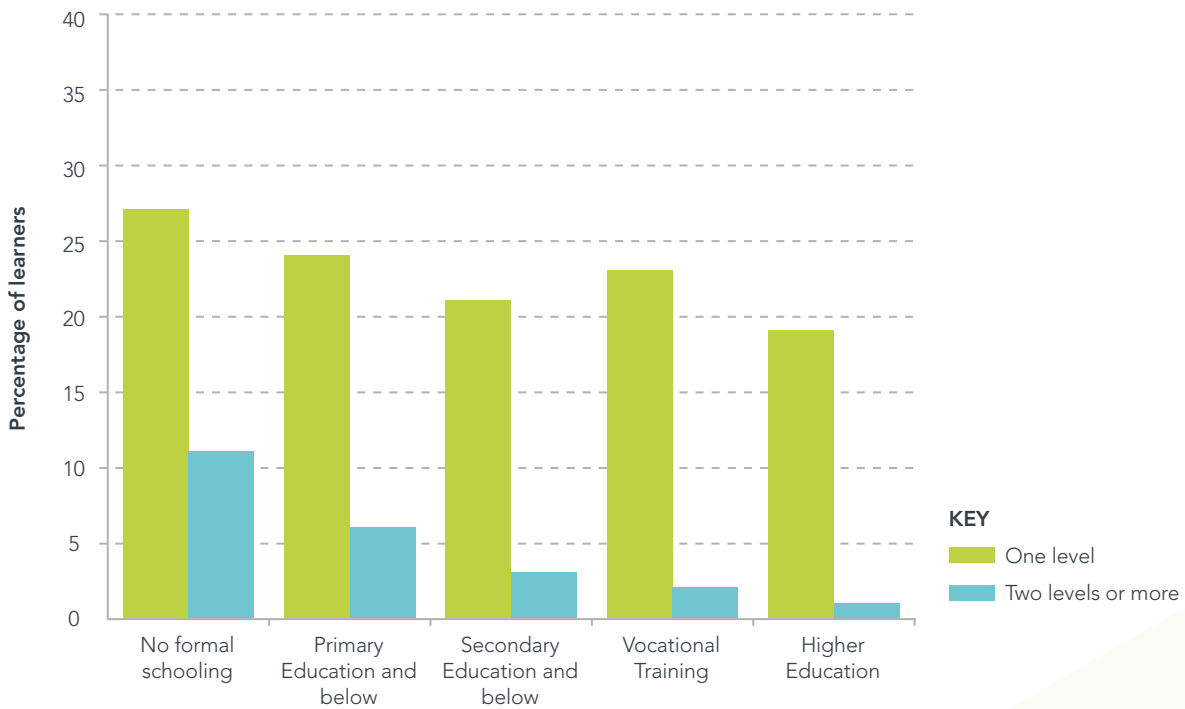


15% of learners registering were not literate in any other languages. Of these learners, 51% were at Entry 1 (38% emerging at the level), and a further 12% were E2/E3 speakers with basic literacy needs. Of all learners with no schooling in their countries of origin (6% of total sample), 38% had literacy needs of one (27%) or two or more (11%) levels. As the level of schooling increased, the proportion of learners with literacy needs of two levels or more decreased. The same trend was largely followed for learners with a one-level difference between their writing and speaking skills.

Figure 43: Literate in first or other languages?



Figure 44: Literacy and schooling

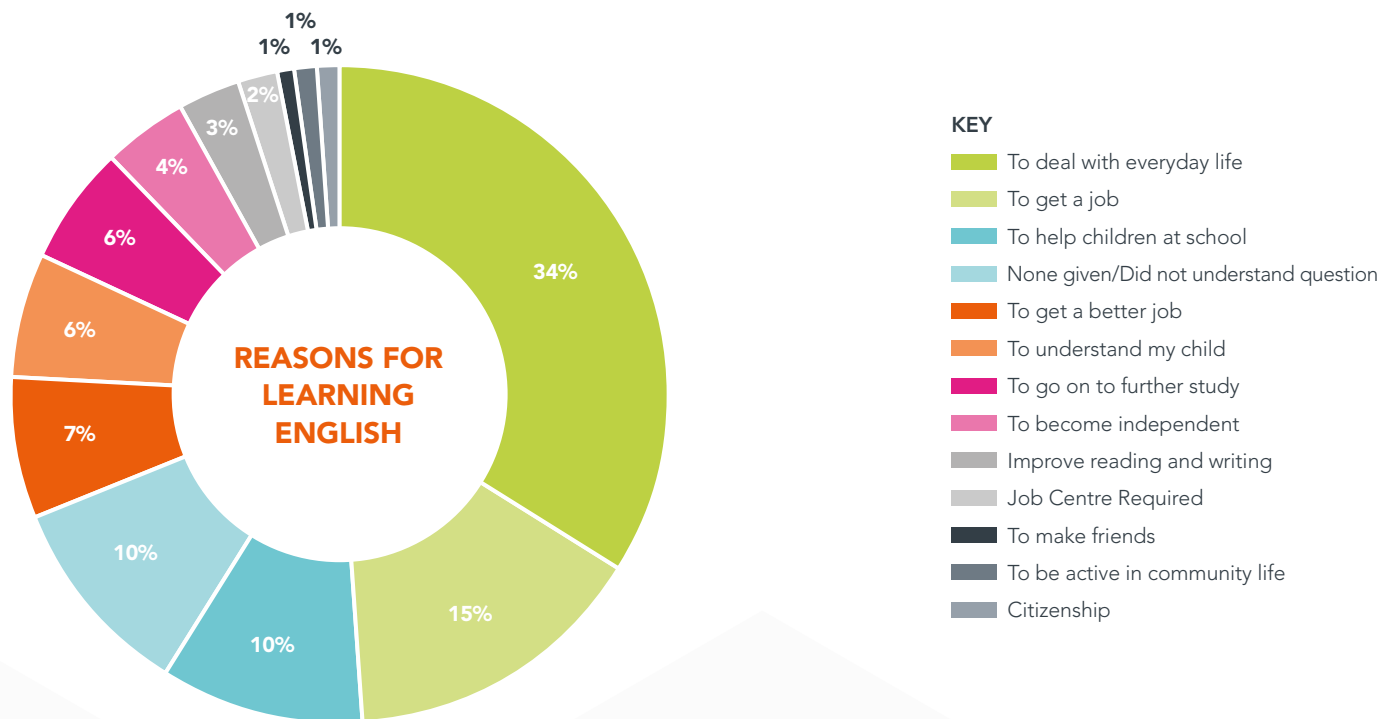


REASONS FOR LEARNING

Learners registering for ESOL cited a number of reasons for wanting to learn English. Approximately one-third (34%) of learners cited reasons related to every-day life, which included going shopping, visiting the GP, giving directions, reading letters and similar activities.

Of all reasons given, 22% of learners wanted to learn English to get a job or to get a better job. 16% wanted to learn English for child-related reasons, including helping their child with homework. A further 6% wanted to go onto further study. 6% wanted to learn English to make friends, become more independent, or be more active in community life. 3% wanted to improve their literacy skills specifically, and 2% were obligated to join by the Job Centre. 1% were registering for ESOL for Citizenship or Immigration purposes. 10% did not understand the question and/or could not respond.

Figure 45a



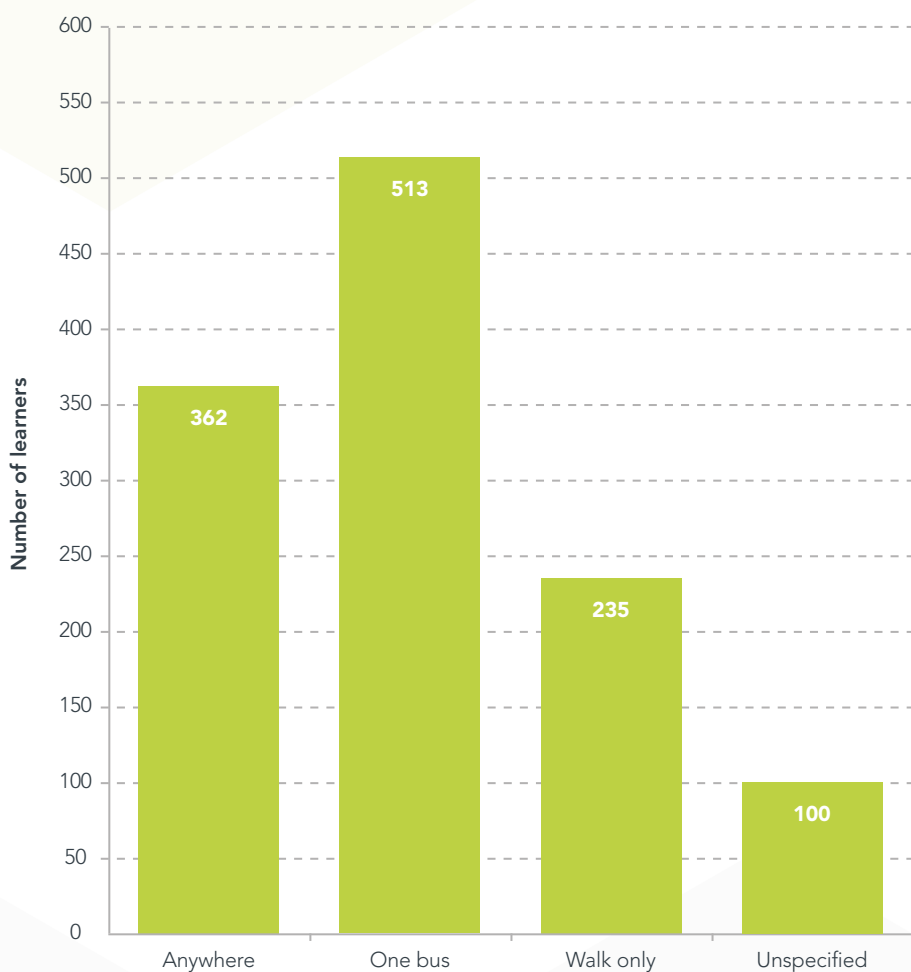
The word cloud on the next page is based on the reasons given, as interpreted by the advisor, i.e. the reason given was categorised into set options available (see Appendix 1: Initial Assessment Form, for options available). Advisors were able to note other reasons, not listed, in the *Other Reasons* box.

PREFERENCES

At the point of registration, 42% of learners said they would be willing to take one bus to their place of learning. 20% said they would only go to a centre at walking distance, and 30% said they would be willing to travel anywhere in Hackney.

Often, willingness to travel changed, affected by the length of time a learner had been waiting or other commitments, such as the school run which made certain locations difficult to travel to.

Figure 47: Travel preferences



24 learners (2%) learners specifically stated they required a women only class. A further 2% said they could not attend a class on Fridays. This included learners of the Orthodox Jewish Community who observe the Sabbath from Friday evening, and also Muslim learners who attend midday prayers on Friday.

“ It has helped me to speak and understand what the other’s say and meant. I am able to do reading for my children. I can chat with my neighbours. Help my child with homework and talk to her teacher in English. ”

Albulene Hoxha, ESOL student

CHILDREN AND CRECHE NEEDS

62% of learners in this year's sample were parents. Of these learners, 22% had at least one child between 11 and 18 years old. 34% had at least one child between 5 and 10 years old, and 39% had at least one child under 5 years old.

Figure 48a: Child under 5?

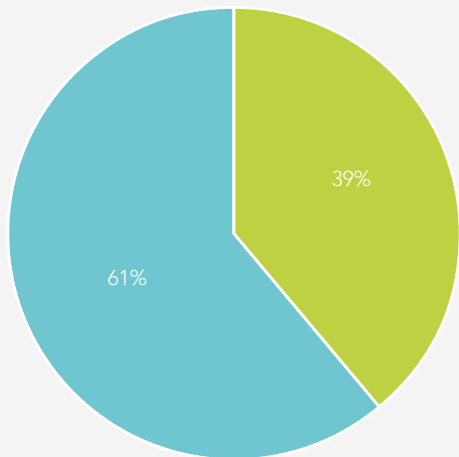


Figure 48b: Proportion of children under 5 in each cluster

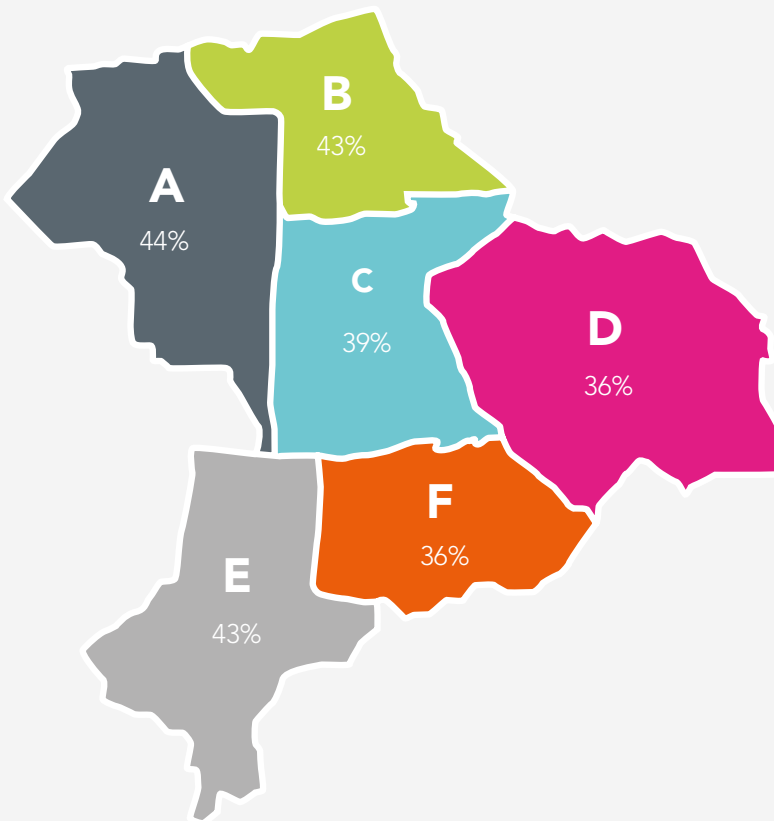


Figure 49: Child 5–10 years old?

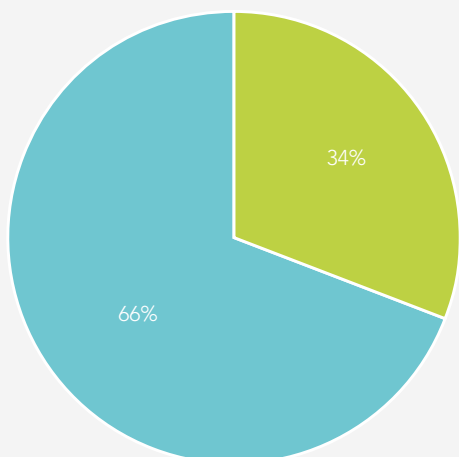
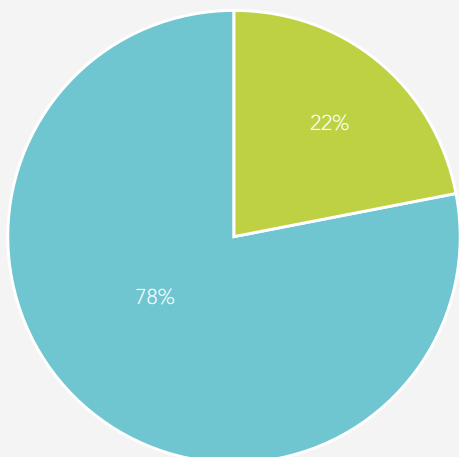


Figure 50: Child 11–18 years old?

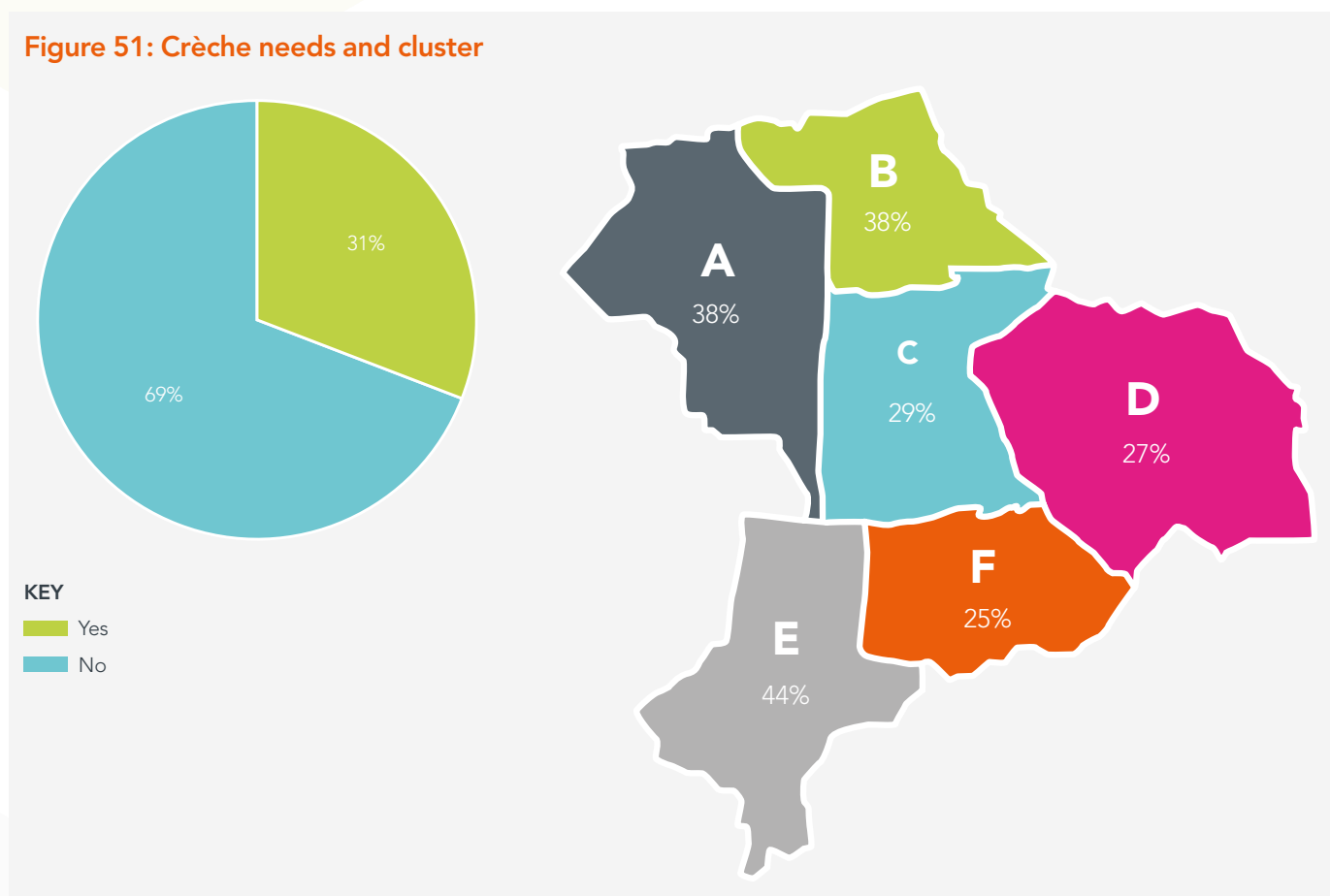


KEY
■ Yes
■ No

Cluster based analysis showed that similar proportions of parents of under 5 year olds registered in all clusters, except Clusters C, D and F, where the figures were slightly lower (39%, 36% and 36% respectively). Figures were similar to 2013–14, with changes of up to 3%. In Cluster D however, there was a 6% increase in the number of parents with at least one child under five.

Of all ESOL learners, 31% could not access a course without crèche provision. Please see the 2013–14 annual report for a full explanation of the difficulty of placing learners with crèche needs, even where crèche is allocated to a course.

Figure 51: Crèche needs and cluster



The proportion of learners with crèche needs in each cluster varied only slightly compared to 2013–14, with the need being greater in Cluster A, B and E than in other clusters. There was a marked rise in the proportion of learners requiring crèche in Cluster A: from 10% in 2013–14 to 38% in the year under review. This may have been a result of the addition of Cluster A and B childcare providers to the monthly ESOL mailing list.

“

I have son. He going school and I do not understand it. Now I start to understand people little. I know what's to be more helpful to my children and myself more comfortable. I am happy now because I be help my son.”

Sevdi Akif, ESOL student



BARRIERS

Learners were asked what barriers they had faced in either joining a class, if they had never done so before, or continuing a course, if they had stopped their learning. The most common reason for those who had never attended an ESOL course was being new to the UK (32%), followed by being responsible for young children (17%); work commitments (13%) and pregnancy (10%).

For learners who had had to interrupt their studies, pregnancy (22%) was the most commonly cited reason, followed by taking care of young children (14%). Similar numbers of learners said moving home (10%), work commitments (8%) and ill-health (8%) had caused them to take a break in learning .

Comparing the barriers to continuing and beginning a course showed, as expected, that those beginning their learning journey were more affected by barriers related to being newly arrived, family responsibilities, being or believing they were ineligible for classes, waiting lists and being unaware that ESOL provision was available. Continuing learners on the other hand were more often affected by ESOL providers closing down, not being offered progression routes, pregnancy, personal problems, poor quality provision, or the provision being too far for them to travel to.

“

I can express myself better. I can help my child with their homework. I feel better and it helps with integration...I would like to continue with ESOL as it has made a very positive contribution to me and my children. I would like more opportunity to practice English, through practical session.”

Gul Dincer, ESOL student

ESOL Homework



1) Please tell us about yourself and why you came to the UK

my name is Zainb i am 34 years old i
 come from Pakistan. to the UK after marrying
 my husband in 2004. I came to the UK to
 adjust to the way my husband and his
 family live in this country.

2) Why is learning English important to you?

it is important to learn english because
 i want to become more independent.
 i want to be not rely on other people to
 communicate for me. i also want to support
 my son with his study and i can
 only do this if i learn to speak and
 write english.

3) How has English helped you in everyday life?

I am able to answer telephone calls more
~~can~~ confidently. I am able to talk to people
 while shopping. I am able to ask questions
 and going out helps me to read the
 signs. I am able to attend my son
 school meetings on my own.

4) Now that you are learning English, how do you feel?

I feel very happy and I want to learn
 more.



“

I am a women and I'm a housewife. I got married in my country (Iran) and then I came with my husband to London for life because my husband was living here. English is important for me because I need it in my outline life and for contacting to other peoples. I need it for finding the job. [English} helps me that I get my right when I have complain against someone or something. Or I can tell my idea about something or somebody. I feel very confidence and I'm relax when I contact with others.”

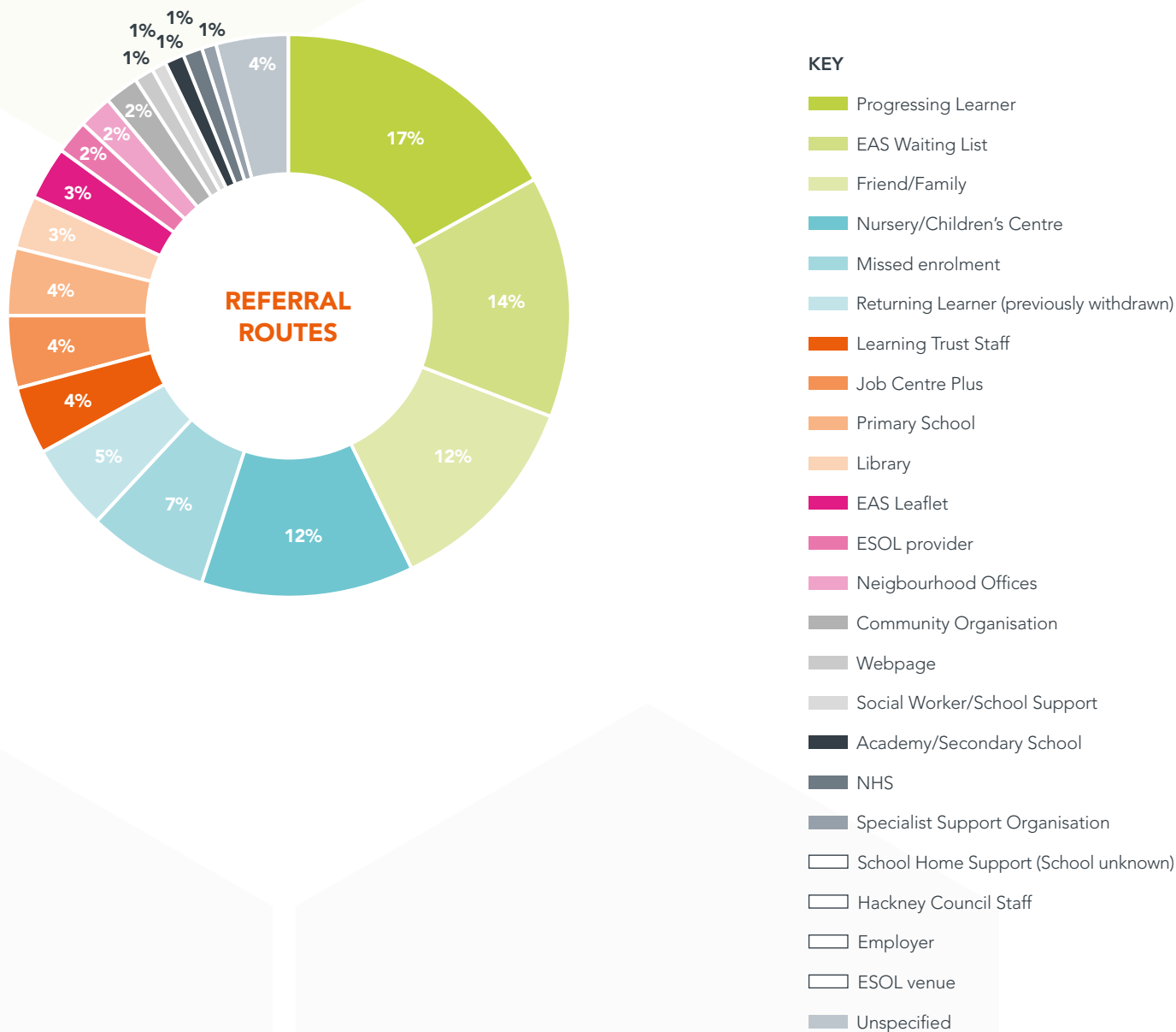
Elaheh, ESOL student

REFERRAL ROUTES

The largest group of learners registering in 2014–15 were progressing or continuing learners, who had attended a course in the previous academic year (17%), followed by waiting list learners from the previous academic year, i.e. learners who had not been placed in the academic year of registration (14%).

Equal proportions of learners had been referred by friends or family, or a nursery/children’s centre (12%). Jobcentre Plus referrals made up 4% of all referrals, down from 8% in 2013–14.

Figure 54





OUTCOMES

In 2014–15, 68% of learners registering for ESOL were placed in a class. By August 2015, all learners had been offered at least one course. A questionnaire on the impact of joining a class was sent to all learners after six months of attendance. Examples have been included on pages 61–62 and 78–79, while a full analysis is in progress.

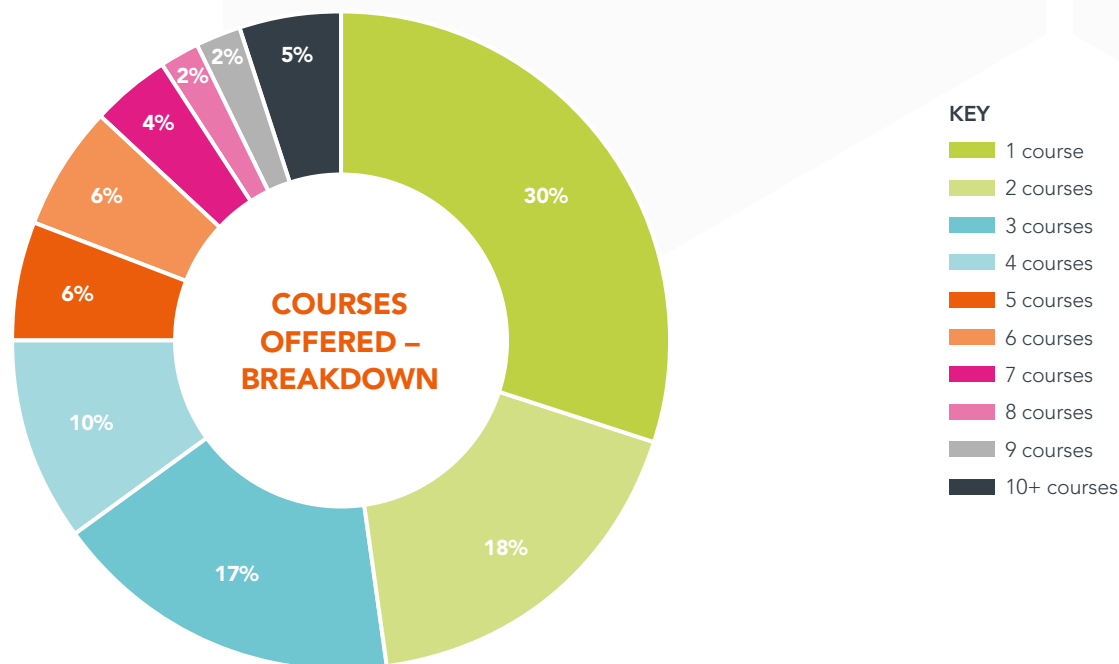
Figure 55: Outcomes - within academic year 2014–15



Of those not placed within the academic year (367 learners), 78% were offered at least one course during the academic year, but did not respond to or declined the offer.

52% of learners who were not placed in a class, were offered 3 courses or more, including 25% of learners who were offered five or more options. As mentioned previously, learners were only logged as placed when definite confirmation was received that they had joined a class, so it is possible that they did not respond to subsequent offers because they had joined a class.

Figure 58



22% of learners were not offered any courses within the academic year. 71% (or 65) of these learners registered in Term 3 (April – July), at which point almost all courses typically cease accepting learners. Most learners approaching the service at this stage in the year were aware placement would not be until the following September.

The remaining 23 learners registered in Term 2; 7 (30%) needed crèche in order to join a course; 16 learners were held on waiting lists for E3 (11 learners), L1 (4 learners) and L2 (1 learner) for which no spaces became available in the period between registration and the end of the year.

Including learners who registered in Term 3, and analysing all 81 learners who were not offered a course, over one-third (38%) had crèche needs. Excluding these learners, 18% were not in receipt of income/contribution-based benefits or low income, and at Entry 3 and above, which would have meant they could only access courses with fees, available at Hackney Community College. Enrolments at the college ceased at the beginning of Term 2, so this option could not be offered. The remaining 42 learners who were not offered any options within the academic year, 78% (32 learners) were at Entry 3, 10% at Level 1 (4 learners), 7% at Level 2 (3 learners) and two learners (5%) needed an E2/E3 Basic Literacy course.

These learners were however, sign-posted to SPEC (Speaking English with Confidence) clubs (all levels), and an ESOL book club (E2+) to engage with while they waited for more formal learning. L2 learners were also referred to the HLT IAG team as their English language skills would not inhibit their progress in other areas. Waiting list figures, including location/cluster and crèche needs, were shared with ESOL providers in Hackney, via the ESOL Working Party mailing list.

By August 2015, all learners had been offered the opportunity to enrol for a class in September, thanks to our partners, although those with crèche needs were not guaranteed a place. As September does not fall within the academic year covered by this report, however, these offers have not been counted in the calculation of outcomes above. At the time of writing, and not unusually, a significant number of learners who had missed enrolment for various reasons, had attended regular ESOL advice, which resumed at the end of September. It is difficult to speculate how many will be placed, however, based on figures from 2013–14, of the 79 learners who registered after having missed enrolment, at any point during the next academic year, 71% were placed.

Of those who attended enrolment session in the year under review, 94% were definitely placed in a class. Of the 4 learners who were replaced on the waiting list for 2015–16, two learners had babies who could not be fit into the available crèche due to age (below 6 months), and two learners opted to defer entry to January 2016 due to holidays abroad.

“

In London, the most common language is English. So if you don't understand the language you can't work anywhere. In my opinion if you want to work you should understand the language. Then you can do whatever you want to work in the future. ”

Gurvinder Kaur, ESOL student

I have joined an ESOL Class: Questionnaire 2014-15

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?

22 / 9 / 14

- 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 (please specify) Ihsan C.C.

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

8) If yes, how has speaking better English helped you?

.....

I have more confident when I talk with my neighbours and friends. It's helps me when we discussion and I can talk with my childrens class teacher without anyone helps.

.....

9) **BEFORE** you joined an ESOL course, how did you feel about the things below? Please tick.

	Very confident 	Confident 	Not very confident 	I do not need to do this
About myself			✓	
Going to appointments alone		✓		
Going shopping alone	✓			
Speaking on the telephone in English		✓		
Reading in English		✓		
Writing in English			✓	
Speaking to people/friends in English			✓	
Talking to your child's teacher in English			✓	
Talking to your neighbour in English			✓	
Reading an English newspaper		✓		
Reading to or with your child in English			✓	
Helping your child with homework			✓	
Speaking English at work			✓	
Watching English television programmes		✓		
Listening to English radio stations/ songs		✓		
Sending text messages (SMS) in English		✓		

10) BEFORE you joined an ESOL class, how often did you use an interpreter, including friends and family?

Always	Regularly	Sometimes	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

11) NOW that you have joined an ESOL class, how do you feel about doing the things below?

	Very confident 😊😊	Confident 😊	Not very confident 😞	I do not need to do this
About myself	✓			
Going to appointments alone	✓			
Going shopping alone	✓			
Speaking on the telephone in English	✓			
Reading in English	✓			
Writing in English	✓			
Speaking to people/friends in English	✓			
Talking to your child's teacher in English	✓			
Talking to your neighbour in English	✓			
Reading an English newspaper	✓			
Reading to or with your child in English	✓			
Helping your child with homework	✓			
Speaking English at work	✓			
Watching English television programmes	✓			
Listening to English radio stations/ songs	✓			
Sending text messages (SMS) in English	✓			

12) NOW, how often do you use an interpreter, including friends and family?

Always	Regularly	Sometimes	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

12) Think of why you wanted to join an English class. Have you met your goals? Yes Yes, some No

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

Yes No Maybe/ Don't know

If you would like to tell us anything else about your course or the ESOL Advice Service, please write it below:

My course helps everything I need. It is in my local I never ever misses the class. My teacher is very kind and friendly. All the students are quite nice. I really enjoyed with the class. In my holidays I cannot wait so come back to the class.

Please now return your questionnaire in the FREEPOST envelope provided (you do not need a stamp).

If you are happy for us to contact you for more information, please provide your:

Full name: AYE AYE MAYET Contact no.:

You do not have to give us this information if you do not want to.

If you have any questions about this questionnaire, please contact me on 020 88207043 or

esol@learningtrust.co.uk

Thank you very much for your time.

Kind regards,

Khadijah Amani

ESOL Advice Service Manager



CONCLUSION

Since its establishment in 2009–10, the Hackney ESOL Advice Service has assisted over 6,000 learners onto their learning journeys. Over 1200 learners were assessed this academic year; an increase of 116% compared to figures from the service's first year.

The majority of learners were placed in a class or offered ESOL options. This year, courses included ESOL with Local History, ESOL with childcare, ESOL with ICT, ESOL with Maths, short courses, year-long course, accredited and non-accredited options, evening classes, specialist provision for blind learners and learners with mental health needs, free courses for those not receiving income/contribution-based benefits, courses specifically for learners on spouse/partner visas, learner with basic literacy needs, and Roma learners. Two courses included trips to Parliament to meet MPs and explain to them how ESOL had benefited learners' lives. The range and number of options available to learners was achieved through effective partnership work with large and small providers in the borough. Due to the demand for ESOL exceeding supply, as in all previous years, however, not all learners registering for ESOL were placed in a class within the academic year.

RANGE OF COMMUNITY ESOL PROVISION

Learners with crèche needs, particularly those with babies below 12 months remain those most likely to wait long periods before being able to access a class. Similarly, pregnancy and childbirth, remain the most cited reasons for learners interrupting or delaying their learning. As last year, learners who leave a course to have a baby, are placed on a waiting list, and prioritised once they confirm they are ready to return. Despite prioritisation, this could mean a wait of between 3 to 12 months, depending on the restrictions imposed by the particular crèche, and often learners disappear for some years before returning to resume their studies.

This year, after those with crèche needs, learners at Entry 3, Level 1, Level 2, and those at E2/E3 with Basic Literacy needs, were least likely to be offered a course overall. Where they also required crèche, the wait was lengthier. At the time of writing, all of these learners had been offered an enrolment appointment for a course beginning September. Two learners were unable to join due to a lack of space in the crèche, and they have been added to the priority waiting list. All learners, those placed and those not, were required to wait an average of three months before being placed on a class this year. This was off-putting for the majority of learners, who at the point of registration are very keen and often, are prioritising their learning for the first time. The wait deterred some learners from enrolling when the chance finally became available, as can be seen from the learners who said they were no longer interested when offered a class during the year (2%).

Finally, the most cited reason for learners not taking up an ESOL course offered to them was due to the location being too far. Reasons included not having money for a bus pass, being unfamiliar with the borough, difficulties in carrying out the school run and having ailments and disabilities which impeded travel greater than short distances.

CHANGING CONTEXT FOR ESOL

Budget cuts and Spending Review 2015

Following an 11% cut to the Adult Skills Budget in February 2015, a further 3.9% cut was announced in July, with the incoming of a new Conservative government. ESOL Plus (mandation) funding, which catered for learners mandated by the Job Centre to attend ESOL classes in order to access employment, has been withdrawn for 2015–16. The SFA estimates that funding to *non-apprenticeship (other) adult skills*, including ESOL, will be reduced by up to 24%. The Spending Review, which is due for publication on 25 November 2015, will outline cuts to public services over the next five years, with the aim of making savings of £20 billion. The Adult Skills Budget, from which ESOL provision is funded, is expected to suffer further and ESOL providers and



“

I came to the UK to learn English. Then I got married and ended up staying here to give my children a good future. English helps me in everyday life because I can usually help my younger daughter with her homework. I feel like I can achieve more during the day and I can communicate better.”

Arzu, ESOL student

adult education bodies are campaigning against the anticipated cuts with evidence of how a reduction of funding will impact on government priorities, including integration. The Hackney EAS submitted evidence of demand for ESOL and waiting list figures in early September, as part of the lobbying of MPs to oppose further cuts.

The unexpected cut of 3.9% and cessation of ESOL Mandation funding came on 20 July 2015, by which stage most ESOL providers had already planned provision for 2015–16. The changes required last minute withdrawal of courses, which left many learners without progression routes. At the end of year ESOL Working Party Meeting, providers were unable to indicate what ESOL provision would be running the following academic year. A meeting in early September 2015 confirmed that a large number of courses had been withdrawn, and there will be fewer SFA-funded course vacancies going ahead in 2015–16. It remains to be seen what the impact will be on learners, waiting list figures, and whether other avenues become available to fill the gap. The EAS will continue to work with partners to place learners, and where this is not possible share statistics on unmet need with key stakeholders.

Syrian Vulnerable Persons Relocation Scheme

On 7 September 2015, the government announced the expansion of the Syrian Vulnerable Persons Relocation Scheme in response to the Syrian crisis. The scheme is expected to resettle 20,000 Syrian asylum seekers over the next 5 years, in addition to those applying through the normal asylum process, and also Gateway Protection Programme which resettles up to 750 refugees per year. The Hackney EAS has registered relatively few potential learners with Refugee and Asylum Seeker status, with figures of around 3% each year. This is largely attributed to the excellent work of organisations such as the Refugee Women's Association and ELATT in directly engaging and placing learners into bespoke ESOL provision. Anecdotal evidence suggests however, some learners do fall through the gap due to not being aware or being misinformed of their eligibility for learning, particularly Asylum Seekers.

Asylum Seekers continue to be subject to the 6-month-residency-pending-decision-or-appeal rule, under SFA rules, unless they are granted Section 4 (Immigration and Asylum Act, 1999) or Section 21 support (National Assistance Act, 1948). There is no such requirement for a number of other funding streams currently being used to deliver ESOL classes in Hackney, however. In preparation for the potential arrival of larger numbers of Refugees and Asylum Seekers to Hackney the EAS will target specifically tailored publicity at community organisations, including places of worship in Hackney, which are likely to encounter and engage them. The service will also be listed in the Refugee Council's directory of services. In 2014–15, a total of 26 Refugees and 10 Asylum Seekers registered with the EAS. The largest group of learners originated from Eritrea. There were no learners from Syria.



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.

Immigration Rules: Language requirements

In October 2013, new requirements related to Knowledge of Life and Language in the UK (KoLL), for those seeking settlement (Indefinite Leave to Remain/ILR) or British Citizenship (naturalisation), were introduced. Applicants were required to have passed the Life in the UK test (online), and have achieved an SQA or Ofqual-regulated speaking and listening qualification at Entry 3 (CEFR B1). Learners could achieve the latter via attending an accredited ESOL course. From November 2015, applicants will no longer have this option and instead need to sit Secure English Language Tests (SELTs) at approved centres, delivered by either of two providers: IELTS SELT Consortium or Trinity College London. Each provider refers to the B1 examination differently: at the former it is known as IELTS Life Skills, and at the latter the *Graded Examination in Spoken English (GESE) – Grade 5*. At the time of writing, websites list a combined figure of 16 London locations, fees are approximately £150, and bookings must be made online.

Certain categories of people remain exempt from KoLL requirements, when applying for naturalisation and settlement, including those with a physical or mental disability which would prevent them from achieving them, and people above the age of 65 years. Refugees and their dependents, victims of domestic violence, bereaved spouses, as well as people who qualify in other categories, are exempt from KoLL requirements when applying for settlement. The EAS has produced a sign-posting document for learners who request information on SELTs, which includes information on how to find a regulated immigration advisor and sources of free immigration advice in the borough, to help them navigate the rules.

REVIEW OF GOALS

The first ESOL Advice Report made a number of suggestions, and progress made towards them has been reviewed below as follows:

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

This goal has been and continues to be met. ESOL providers regularly share information on vacancies with the Hackney EAS to help them recruit learners to either new or existing provision. Regular attendance at meetings at which organisations working with migrants are present, including the ESOL Working Party, and analysis of data on the venues at which learners attended ESOL courses previously, are also used to identify and make contact with new providers. The outcome is that the service is able to offer learners a larger variety of choice, or at the very least more options than would otherwise be available. Funding for ESOL has been in decline for some years; it is through effective partnership work that the EAS has been able to maintain and increase the placement figures despite this.



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

At present, processes and the data collected at initial assessment vary, however, all providers accept the assessment and documentation of learners who have registered with the EAS. This reduces the time needed for assessment, which is of benefit to learners and providers. Each year, the initial assessment forms of ESOL providers in the borough, where accessible, are assessed with a view to include items in the EAS's version where they are useful to all providers. In 2015–16 for example, a question on length of unemployment has been added. The standardisation of initial assessment forms used by all providers remains a goal for the service, and impacts on goal number three below.

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

A standardised initial assessment form is a prerequisite for a borough-wide database on ESOL. Figures on the number of learners engaging in ESOL via SFA funding exists. However, data on learners not able to access provision are limited, and filling this gap is a key function of the Hackney EAS and one which makes the service unique. The database would also bring to light duplication; 4% of learners registering with the Hackney EAS, for example, had also registered on other waiting lists, both inside and outside Hackney. So far, due to concerns over data protection policies, and also, because not many of the providers the service works with are consistently inputting the data collected on initial assessment forms, we are some way off a single, borough-wide database. HLT ESOL commissioned providers however, are required to use the Hackney EAS initial assessment form, and data protection policies allow the service to access data from these forms. In 2015–16, the initial assessment forms of all commissioned providers will also be logged, with the aim of improving the sample size of the data being used for this report, in order to offer a more representative profile of ESOL learners in Hackney.

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.

At present, the EAS is entitled to 9 hours per week of administrative support via mainstream ALS funding. As more learners are registered, which is likely in light of the much reduced number of courses available at key ESOL providers in the borough in 2015–16, the administrative hours necessary will increase. A key recommendation for supporting the service in its work would be funding for a full time ESOL Advice Service administrator.

Transferring the database to the Local Authority's statistics department is no longer considered an appropriate goal, owing to the need for the data to be live and accessible for the purposes of placement and analysis.



CONCLUSION

5. Information about ESOL needs gained from analysis of the data to be disseminated to all services working with migrants and refugees.

This goal continues to be met. In 2014–15, over fifty different data requests were received from a range of organisations, with a variety of purposes, including schools, children's centres, policy gatekeepers and ESOL providers. Statistics were also submitted for national campaigns, and reports, including *On Speaking Terms*, by think tank Demos, which cited the Hackney EAS, alongside Leeds MESH, as an example of good practice.

6. The planning and commissioning of ESOL provision in the borough to be informed by the evidence of needs, demonstrated by the EAS's data

The EAS was contacted by a number of ESOL providers in 2014–15, for information on demand, as a first step towards the setting up of additional classes in the borough. The service provided statistics on waiting lists, including levels, crèche needs, and eligibility statuses. The service also regularly reports on waiting lists to ESOL providers and other interested parties, so that where funding is or becomes available, providers can fill the gap. Two such classes were established as a result; one for learners on Spouse/Partner Visas and another for E1A learners with crèche needs. Increasingly, the service is also becoming the first port of call for both organisations wishing to host an ESOL class, and ESOL providers with available funding, looking for a free venue to deliver in. The service began logging these expressions of interest at the end of Term 3, and the information will be used to help establish mutually beneficial relationships between the two parties, resulting in, it is hoped, increased ESOL options for learners overall in the coming year.

7. Funding for a full-time Community ESOL Advice Co-ordinator

This goal was achieved, although the post has been replaced by an ESOL Advice Service Manager. The staffing of the service remains a challenge and will be discussed in the tables on progress ahead.

THE YEAR AHEAD

In April 2015, the Hackney ESOL Advice Service transferred from running within and being managed by the HLT ESOL curriculum department, to the HLT-IAG team, as a specialist ESOL advice arm. The move is hoped to confirm the service's independent position, which will allow for progress to be made towards reaching the ideal structure envisaged for the service, including the contribution of advice hours from partner ESOL providers.



Hackney's integrated local educational authority, the Learning Trust, realised that poorly organised ESOL provision was resulting in inefficient delivery and missed learning opportunities. In response, it set up the ESOL Advice Service. Regular, free ESOL advice sessions are held across the borough, where English proficiency levels are determined and learners are connected to appropriate providers. Learners' journeys are also tracked with a purpose-built database, and the Learning Trust uses this data to assess local need and continuously improve the effectiveness of learner-provider matches. Providers have forged partnerships with community organisations, allowing them to create courses that meet learners' specific needs – for example people with children.

'On Speaking Terms', Paget and Stevenson, p49, Demos 2014

www.demos.co.uk/files/On_speaking_termsweb.pdf?1408395571

63% of all learners registering with the service did so in Term 1, between September and December. The resources available allow for up to 8 learners to be seen per session, per advisor. This period is critical, as some learners may not return after being unsuccessful at first attempt, owing to misunderstanding and/or confidence. Where possible, sessions are double staffed in the first week to reduce the number of people unable to register. Only figures on learners seen have been collected to date; in 2015–16, figures on learners turned away will also be collected to assess actual demand, albeit demand currently unmet. In addition, numbers of learners who are not registered but immediately referred for Information Advice and Guidance (IAG), English classes (Literacy), under 19 provision, and SELT examination centres will also be logged. The immediate referral to SELT examination centres is usually done where learners are fluent English speakers, but do not originate from a country on the Home Office's list of 'English speaking countries', typically, Nigeria, Ghana and India.

Following analysis of 'Proficiency in English' data collected via the Census in 2011 (see figure 32) and a successful business case for funding to be reinstated, the regular weekly advice session at Woodberry Down Children's Centre, in the north-west of the borough (Cluster A), was re-established, and attendance was healthy. During 2014–15, extra leafleting drives specifically advertising sessions at Woodberry Down Children's Centre were undertaken in clusters A and B, and an article about the service was published in the Woodberry Down Newsletter, which is delivered to all residents. Additionally, a number of on-site advice sessions were offered and carried out in cluster A and B schools.

In 2015–16, these strategies will be continued, and in addition the service aims to utilise new Council contacts.

Plans for bespoke publicity, utilising common first languages in these two clusters has progressed, albeit slowly. To date, inspirational quotes have been collected from ESOL learners, and a new photo shoot has taken place in preparation.

Finally, in the year ahead, we aim to run a comprehensive analysis of data collected from the soft outcomes questionnaires, which seeks learner's judgements on their ability to carry out every day activities in English, before and after having joined an ESOL class (samples have been included in this report on pages 61–62 and 78–79). This has been an objective for a number of years. Due to lack of administrative or logging hours, however, its achievement has been delayed.

The model envisaged for ESOL advice in Hackney and progress made, has been outlined in the tables on the following pages for ease of reference. We welcome questions, suggestion and further requests for data and statistics.

Khadijah Amani
ESOL Advice Service Manager
Khadijah.Amani@learningtrust.co.uk
October 2015

“

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

ORIGINAL STRUCTURE:	CURRENT STRUCTURE:	IDEAL STRUCTURE:
<p>Position:</p> <ul style="list-style-type: none"> Hackney EAS couched within HLT ESOL Department 	<ul style="list-style-type: none"> Hackney EAS as a specialist ESOL arm of mainstream HLT IAG Service 	<ul style="list-style-type: none"> Hackney EAS as a specialist, single and borough-wide advice service for all ESOL learners.
<p>Regular advice:</p> <ul style="list-style-type: none"> HLT ESOL advisors ran a total of 3.5 advice sessions per week (3 weekly and 2 monthly). EAS Coordinator ran a further 1 weekly session, and all on-sites (up to one per week) Total: 4.5/5 advice sessions per week 	<ul style="list-style-type: none"> HLT ESOL are the sole contributors to regular advice: 2 advisors, each running 1.25 advice sessions per week (one weekly and one monthly). The EAS manager now runs 2 weekly sessions and all on-sites. Total: 3.5/4 advice sessions per week 	<ul style="list-style-type: none"> Contribution of advisors to run regular advice sessions, from each partner organisation.
<p>Staffing:</p> <ul style="list-style-type: none"> The Hackney EAS consisted of a manager (also a full time ESOL manager and tutor), a Coordinator (3 days per week) and an office administrator (3 hours per week) The EAS coordinator ran one weekly session and all on-sites (up to one per week). 	<ul style="list-style-type: none"> The Hackney EAS consists of a manager (4 days per week, a dedicated data entry person for 9 hours per week, plus 30 hours in Term 1. Process is currently subject to backlogs in Term 1, which impacts on key activities. 	<ul style="list-style-type: none"> A full time EAS administrator A reduced advice workload for EAS manager, in order to focus on placements, data analysis and strategic work.
<p>Database:</p> <ul style="list-style-type: none"> ESOL registrations recorded on MS excel sheet. No tracking or outcomes. 	<ul style="list-style-type: none"> Bespoke ESOL Access database. Tracking from registration to placement. Susceptible to crashing. 	<ul style="list-style-type: none"> A bespoke borough-wide database capable of tracking learners across years in a linear fashion.

ORIGINAL STRUCTURE:	CURRENT STRUCTURE:	IDEAL STRUCTURE:
<p>Data:</p> <ul style="list-style-type: none"> Data collection during advice was entered onto an excel sheet and analysed for the annual report/ ESOL Advice Report 	<ul style="list-style-type: none"> Data is currently analysed for the end of year ESOL Advice Report. In addition, waiting list statistics are shared on demand. To date, forms from initial assessment, as well as HLT ESOL have been logged. In 2015-16, HLT-ALS ESOL commissioned providers will also be required to submit forms for logging. 	<ul style="list-style-type: none"> One standardised Initial Assessment form used by all ESOL providers, logged on borough wide database. Analysis of data carried out on a regular basis and shared with ESOL providers and policy gatekeepers.
<p>Vacancies:</p> <ul style="list-style-type: none"> Learners were sign-posted to organisation using the Hackney ESOL Directory, which listed eligibility criteria and contact information. Learners could approach multiple organisations, increasing risk of double funding, and being placed on multiple waiting lists. 	<ul style="list-style-type: none"> Currently different methods, including a fortnightly vacancy log, and mailshot checklists are used to notify the service of vacancies in classes. 	<ul style="list-style-type: none"> The EAS stays up-to-date on different options available for ESOL learners in the borough, by corresponding regularly with ESOL providers.
<p>Budget:</p> <ul style="list-style-type: none"> No dedicated EAS budget 	<ul style="list-style-type: none"> The EAS does not have its own budget. Publicity, salaries and all other costs are drawn from existing ALS mainstream budget. 	<ul style="list-style-type: none"> A small, but dedicated ESOL budget for the Hackney EAS, to use for unusual requests, for example a male advisor for specific communities. Otherwise, the model aims to be sustainable, drawing on already existing funding for initial assessment at individual organisations, i.e. payment for services is made in advice hours.

KEY:

Green – achieved

Orange – partially achieved

Pink – not yet achieved

APPENDIX 1: INITIAL ASSESSMENT FORM

CONFIDENTIAL

HACKNEY ESOL ADVICE SERVICE: Initial Assessment Form 2014–15

PERSONAL INFORMATION

First name		Surname		Male <input type="checkbox"/>
				Female <input type="checkbox"/>
Address				
Email				
Landline number		Mobile		
Country of origin		Nationality		DoB
Other countries of residence/ work			Time in EEA (not incl. UK)	
Length of time in UK/Immigration status	/ Date if less than 1 year	Languages spoken	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Literacy
Education and qualifications in own country	No schooling <input type="checkbox"/> Secondary school not completed <input type="checkbox"/> Higher Education started <input type="checkbox"/> Primary School not completed <input type="checkbox"/> Secondary school completed <input type="checkbox"/> Degree completed <input type="checkbox"/> Primary School completed <input type="checkbox"/> College/vocational training <input type="checkbox"/> Post graduate studies completed <input type="checkbox"/> Course title: _____			
Previous ESOL	Y Where/when/level N Level: _____ Modes passed?: _____	Yes: Reason for stopping: No: Reason for not attending:		
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"/> Job title: _____ Why, if not working: _____			
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"/> Council Tax <input type="checkbox"/> Pension Credit <input type="checkbox"/>			
How did you hear about the service?			Have you registered for ESOL elsewhere? If so, where?	Yes <input type="checkbox"/> No <input type="checkbox"/> _____

RECORD OF LEARNER INITIAL ASSESSMENT – ESOL			
ESOL NEEDS			
Name			
Reasons for learning English <i>Max. 3 reasons</i> <i>Number in order of importance</i>	To understand my children <input type="checkbox"/>	To deal with everyday life <input type="checkbox"/>	To be active in community life <input type="checkbox"/>
	To help children at school <input type="checkbox"/>	To become independent <input type="checkbox"/>	To get a job <input type="checkbox"/>
	To go on to further study <input type="checkbox"/>	To make friends <input type="checkbox"/>	To get a better job <input type="checkbox"/>
	Jobcentre requirement <input type="checkbox"/>	Improve literacy <input type="checkbox"/>	Citizenship 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"/>	Notes:	2 sessions per week <input type="checkbox"/>
	Afternoon <input type="checkbox"/>		More than 2 sessions per week <input type="checkbox"/>
	Evening <input type="checkbox"/>		
Parent	No children <input type="checkbox"/>	DoB children requiring crèche	
	Under 5 <input type="checkbox"/>		
	Under 11 <input type="checkbox"/>		
	Under 18 <input type="checkbox"/>		
	School(s): _____		
		Crèche notes:	
Additional needs		Disability:	Yes <input type="checkbox"/>
			No <input type="checkbox"/>
Ability to travel to class	Walking distance only <input type="checkbox"/>	One bus only <input type="checkbox"/>	Anywhere in Hackney <input type="checkbox"/>

Level: You are ready for an ESOL class which accepts learners at the levels given below. This means you are currently at a slightly lower level, but are likely to reach these levels by the end of the course.

Speaking	Listening	Reading	Writing

Course placement

Course title	Centre/organisation	Level	Tutor	Date placed

Waiting list

Level	Crèche and/or other requirements

Other referrals: (organisation, course, month)

Advisor's name _____ Date _____ Assessment venue _____

APPENDIX 2: LEVELS

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

Source: Adult ESOL Core Curriculum

APPENDIX 3: REGIONS

COUNTRIES	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Angola	Africa
Argentina	Latin America & Caribbean
Austria	Eastern Europe
Azerbaijan	Russia and Central Asia
Bangladesh	South Asia
Belarus	Eastern Europe
Bolivia	Latin America & Caribbean
Bosnia-Herzegovina	Eastern Europe
Brazil	Latin America & Caribbean
Bulgaria	Eastern Europe
Cameroon	Africa
Cape Verde	Africa
Chile	Latin America & Caribbean
China (including Hong Kong)	East Asia
Colombia	Latin America & Caribbean
Comoros	Africa
Croatia	Eastern Europe
Cuba	Latin America & Caribbean
Cyprus	Turkey
Czech Republic	Eastern Europe
Democratic Republic of Congo	Africa

COUNTRIES	REGION
Denmark	Western Europe
Dominican Republic	Latin America & Caribbean
Ecuador	Latin America & Caribbean
Egypt	Middle East and North Africa
Equatorial Guinea	Africa
Eritrea	Africa
Estonia	Eastern Europe
Ethiopia	Africa
France	Western Europe
Gabon	Africa
Gambia	Africa
Georgia	Russia and Central Asia
Germany	Western Europe
Ghana	Africa
Greece	Western Europe
Guinea	Africa
Guinea-Bissau	Africa
Guyana	Latin America & Caribbean
Honduras	Latin America & Caribbean
Hungary	Eastern Europe
India	South Asia
Indonesia	East Asia
Iran	Middle East and North Africa
Iraq	Middle East and North Africa
Israel	Middle East and North Africa
Italy	Western Europe

COUNTRIES	REGION
Ivory Coast (Cote d'Ivoire)	Africa
Japan	East Asia
Jordan	Middle East and North Africa
Kazakhstan	Russia and Central Asia
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
Maldives	East Asia
Mali	Africa
Mauritania	Africa
Mauritius	Africa
Mexico	Latin America & Caribbean
Moldova	Eastern Europe
Montserrat	Latin America & Caribbean
Morocco	Middle East and North Africa
Mozambique	Africa
Myanmar (Burma)	East Asia
Nepal	South Asia

COUNTRIES	REGION
Nicaragua	Latin America & Caribbean
Nigeria	Africa
Norway	Nordic Countries
Pakistan	South Asia
Palestine	Middle East and North Africa
Panama	Latin America & Caribbean
Paraguay	Latin America & Caribbean
Peru	Latin America & Caribbean
Philippines	East Asia
Poland	Eastern Europe
Portugal	Western Europe
Puerto Rico	Latin America & 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

COUNTRIES	REGION
Sudan	Africa
Switzerland	Western Europe
Syria	Middle East and North Africa
Taiwan	East Asia
Thailand	East Asia
The Netherlands / Holland	Western Europe
Togo	Africa
Tunisia	Middle East and North Africa
Turkey	Turkey

COUNTRIES	REGION
Uganda	Africa
Ukraine	Eastern Europe
United Arab Emirates	Middle East & North Africa
Unspecified	Unspecified
Uruguay	Latin America & Caribbean
Uzbekistan	Russia & Central Asia
Venezuela	Latin America & Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa



I have joined an ESOL Class: Questionnaire 2014-15

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? *Sept 2014*

- 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 (please specify).....

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

8) If yes, how has speaking better English helped you?

..... *I can express myself better. I can help my children with their homework. I feel better and it helps with intergration.*

9) **BEFORE** you joined an ESOL course, how did you feel about the things below? Please tick.

	Very confident 😊😊	Confident 😊	Not very confident 😞	I do not need to do this
About myself			✓	
Going to appointments alone			✓	
Going shopping alone		✓	✓	
Speaking on the telephone in English			✓	
Reading in English			✓	
Writing in English			✓	
Speaking to people/friends in English			✓	
Talking to your child's teacher in English			✓	
Talking to your neighbour in English			✓	
Reading an English newspaper			✓	
Reading to or with your child in English			✓	
Helping your child with homework				✓
Speaking English at work			✓	
Watching English television programmes			✓	
Listening to English radio stations/ songs			✓	
Sending text messages (SMS) in English			✓	

10) BEFORE you joined an ESOL class, how often did you use an interpreter, including friends and family?

Always	Regularly	Sometimes	Never
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11) NOW that you have joined an ESOL class, how do you feel about doing the things below?

	Very confident 😊😊	Confident 😊	Not very confident 😞	I do not need to do this
About myself		<input checked="" type="checkbox"/>		
Going to appointments alone		<input checked="" type="checkbox"/>		
Going shopping alone		<input checked="" type="checkbox"/>		
Speaking on the telephone in English		<input checked="" type="checkbox"/>		
Reading in English		<input checked="" type="checkbox"/>		
Writing in English		<input checked="" type="checkbox"/>		
Speaking to people/friends in English		<input checked="" type="checkbox"/>		
Talking to your child's teacher in English		<input checked="" type="checkbox"/>		
Talking to your neighbour in English		<input checked="" type="checkbox"/>		
Reading an English newspaper		<input checked="" type="checkbox"/>		
Reading to or with your child in English		<input checked="" type="checkbox"/>		
Helping your child with homework		<input checked="" type="checkbox"/>		
Speaking English at work				<input checked="" type="checkbox"/>
Watching English television programmes				<input checked="" type="checkbox"/>
Listening to English radio stations/ songs		<input checked="" type="checkbox"/>		
Sending text messages (SMS) in English		<input checked="" type="checkbox"/>		

12) NOW, how often do you use an interpreter, including friends and family?

Always	Regularly	Sometimes	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12) Think of why you wanted to join an English class. Have you met your goals? Yes Yes, some No

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

Yes No Maybe/ Don't know

If you would like to tell us anything else about your course or the ESOL Advice Service, please write it below:

I would like to continue with ESOL as it has made a very positive contribution to me and my children. I would like more opportunity to practice English, through practical sessions.

Please now return your questionnaire in the FREEPOST envelope provided (you do not need a stamp).

If you are happy for us to contact you for more information, please provide your:

Full name: Gul Dincer Contact no.:

You do not have to give us this information if you do not want to.

If you have any questions about this questionnaire, please contact me on 020 88207043 or

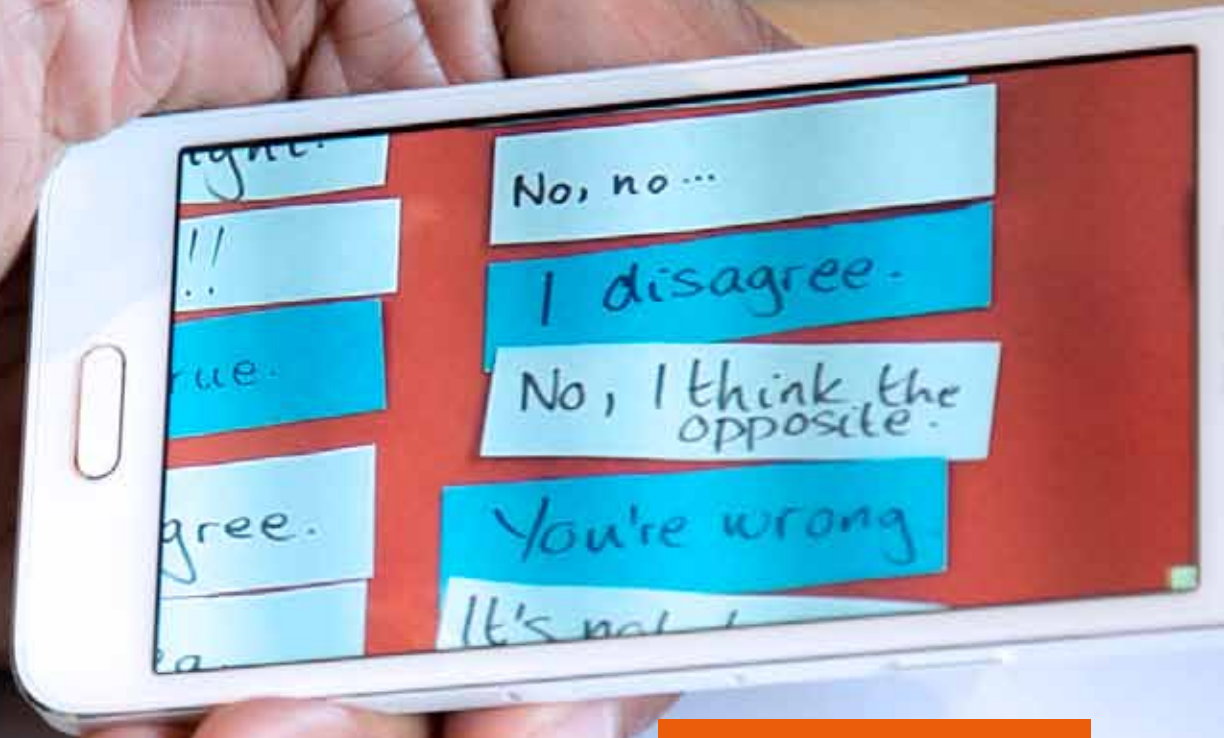
esol@learningtrust.co.uk

Thank you very much for your time.

Kind regards,

Khadijah Amani

ESOL Advice Service Manager



“

Now I am more independent. I better cope in the everyday life. I go alone to hospital, GP and offices and I don't need get help from another people. I have the great teacher. The best teacher Charlotte. She is the best... Thank you so much. Everything very good. ”

Izabela Ulucesme, ESOL student

you agree

adding
uh hmmm
That's right
Yeah
This is true
Yes I agree
Good idea

Showing you disagree
uh hmmm
uh hmmm

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