

ESOL Learners in Hackney

2016 - 17

Ba cours ya anglais

שיעורי אנגלית

Aulas de Inglês

Lekcje angielskiego

Các Lớp Tiếng Anh

英文课

ਅੰਗ੍ਰੇਜ਼ੀ ਕਲਾਸਾਂ

Clases de Inglés

Ingilizce Kursları

Fasallada ingiriisiga

دروس الانكليزية

Cours d'anglais

کلاسهای زبان انگلیسی

Dersên Îngilîzî

ইংরেজী ক্লাস

Klasa e Gjuhës Angleze

ਅੰਗ੍ਰੇਜ਼ੀ ਵਰਗੋ

Brofo Kasa Adesua

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, aspirations and barriers to learning. It also highlights the demand for ESOL in specific areas and in particular communities, in order to assist ESOL funders and providers with evidence-based planning.

ACKNOWLEDGEMENTS

We would like to thank Nene Mburu and Jill Gander in the Senior Management Team for their support of the service; our ESOL partners for contributing staff to help us to collect the data displayed in this report; Patricia McDaid for her data-entry work; Gareth Jones for creating and maintaining the ESOL Advice Service [EAS] database; Steven Bray for marketing the service and designing this report; reception staff and centre managers at Homerton Library, Hackney Learning Trust, Linden Children's Centre, Woodberry Down Children's Centre and Shoreditch Library for hosting regular ESOL advice sessions; our ESOL provider partners for keeping us informed of spaces in classes; and finally, the large number of organisations and individuals who have supported learners to access the service.

Khadijah Amani
ESOL Advice Service Manager
Hackney ESOL Advice Service (EAS)
November 2017

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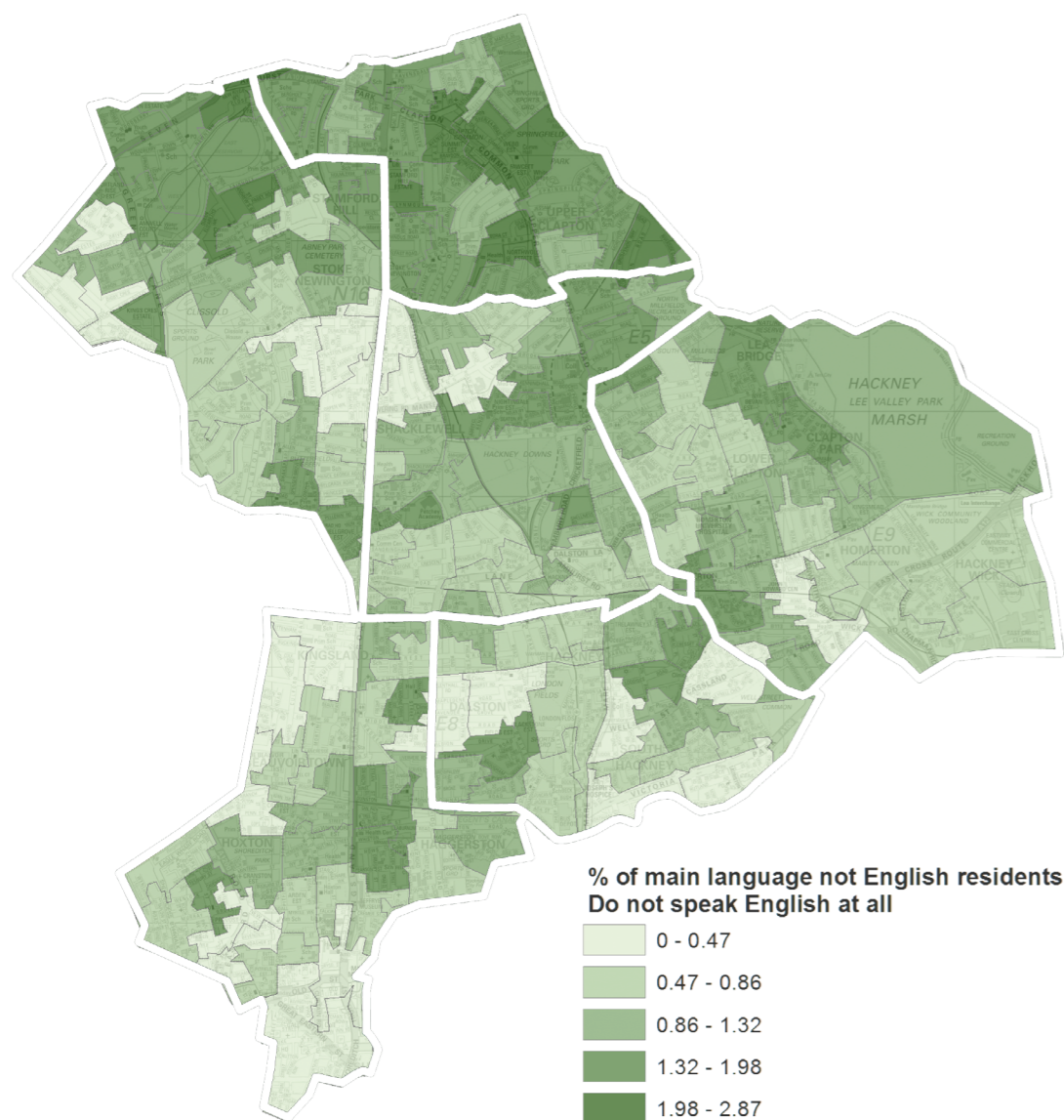
You can find the ESOL Advice Service online at: www.learningtrust.co.uk/esol

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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 normally run over the duration of one academic year, although termly courses are also increasingly 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.

**Census and ESOL in Hackney:
Concentration of residents declaring that they speak ‘no English at all’**



Hackney population (Age 16+ in 2011) Proficiency in English (Census 2011)

Response to Census question	Count	%	Count	%
Main language is English	146,496	75%		
Male			72,984	50%
Female			73,512	50%
Main language is not English: Can speak English very well or well	36,420	19%		
Male			18,124	50%
Female			18,296	50%
Main language is not English: Cannot speak English well	10,341	5%		
Male			4,447	43%
Female			5,894	57%
Main language is not English: Cannot speak English at all	1,888	1%		
Male			622	33%
Female			1,266	67%

“ 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

The Hackney ESOL Advice Service (EAS) is a Matrix-accredited, specialist, borough-wide assessment, advice and data service, which sits within the Adult Learning Service at Hackney Learning Trust. The Hackney Learning Trust is a department within the Hackney Council's Children & Young People's Service.

The Hackney ESOL Advice Service (EAS) was launched in 2010, following a successful, collaborative funding bid by Hackney ESOL providers to the Migration Impact Fund. The funding for the service ran for one academic year, after which it was absorbed 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.

Key functions of the ESOL Advice Service

Weekly assessment and advice for learners

Bespoke assessment and advice for groups of learners

Recruitment on behalf of ESOL providers

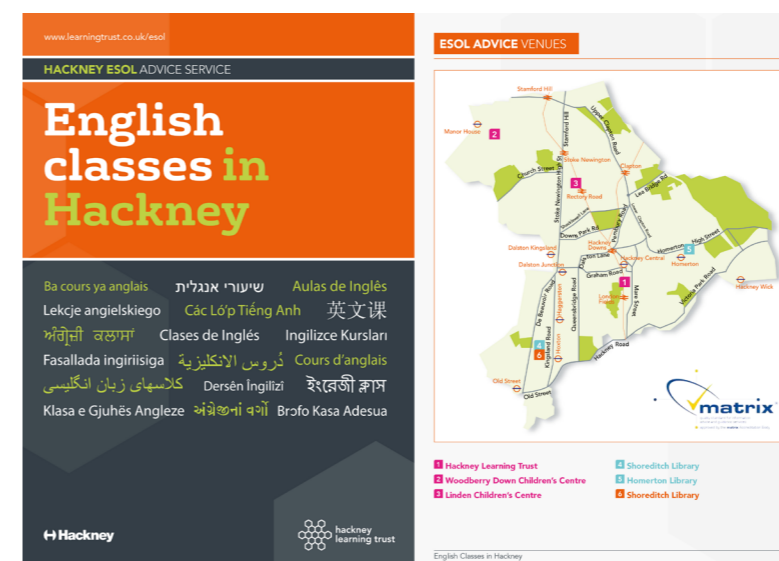
Data to inform ESOL provision planning

Annual Research Report

Initial Assessment and Advice

Potential ESOL learners are made aware of ESOL advice sessions via a range of marketing strategies, including flyers and posters at children's centres, schools, places of worship and libraries. Staff at schools and children's centres, and professionals at other organisations, including the Jobcentre Plus, GP surgeries and Homerton Hospital, are also regularly reminded of the service via a mailing list, and encouraged to sign-post learners to the service.

Learners are able to register by attending a regular advice session, or where organisations have a group of learners who are more comfortable in a familiar setting, at a bespoke advice session. 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). Sessions run from the end of September to the end of June, to avoid overlapping with the usual enrolment periods for ESOL providers in the borough, and are term-time only.



If there are spaces in a suitable class, learners are placed directly into the class at the advice session, and given a letter containing the details of the course and a map with the necessary information. If there are no suitable spaces available, the learner is given a waiting list letter confirming their levels, and told they will be contacted as soon as a vacancy arises in an appropriate course.

The initial assessment form is logged on the EAS database, and if the learner was not placed immediately, the record is retrieved as soon as a vacancy arises on a course which is likely to suit them. 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.

Recruitment

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. These reciprocal relationships between the Hackney EAS and ESOL providers in Hackney have increased since the service's inception, and many are now firmly established.

The benefits are as follows:

- The service is free.
- Learners who register with the EAS have access to and are aware of a greater number of options than if they registered with a single provider, including accredited provision and embedded options such as ESOL and Customer Service, ESOL and Childcare, etc.
- Learners are not required to approach multiple organisations to find a suitable class, as the EAS only places learners in classes they are eligible for.
- Learners are not held on waiting lists when classes with spaces potentially exist elsewhere.
- Learners are not required to sit multiple initial assessment tests, as initial assessments are carried out by fully qualified ESOL teachers and paperwork is shared with the organisation the learner is placed at.
- Learners who are not eligible for or able to afford classes run using one funding stream are able to access classes funded using a different stream.
- A single point of contact makes accessing ESOL easier, particularly for emerging English speakers.

- Not everyone who registers will be able to join a class due to a variety of factors. The service regularly analyses the data available and shares information on demand and unmet need with ESOL providers and funding bodies in order to help fill these gaps.
- ESOL providers benefit by being able to run classes at full capacity.
- Providers, particularly small organisations, are able to benefit from the marketing reach of the EAS and thereby save on publicity costs.
- Providers save on initial assessment costs and time, as only learners who are eligible under the funding stream being used, and are pre-assessed, are forwarded to the organisation.
- Often providers secure funding at short notice. The EAS can be called upon to assist in filling spaces within a short duration of time.
- ESOL providers have a referral route in the EAS for learners who cannot be progressed to the next level at their own organisation.
- ESOL providers who have or secure funding are able to access data on waiting list figures and the interests and needs of learners in the borough, before developing suitable classes. This increases recruitment, attendance, retention and success rates.

In return for the savings made, ESOL providers are asked to contribute advice hours to support the service. This entails their contributing an ESOL tutor to run an advice session on a weekly or monthly basis, based on the number of learners successful placed in the previous academic year. Please see the [Hackney ESOL Advice Service Video](#) for a full, illustrated video of the model.

Research and Statistics

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 and interest.

The data are periodically shared with all known ESOL providers in Hackney and policy makers in the borough, offering them the opportunity to develop 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.

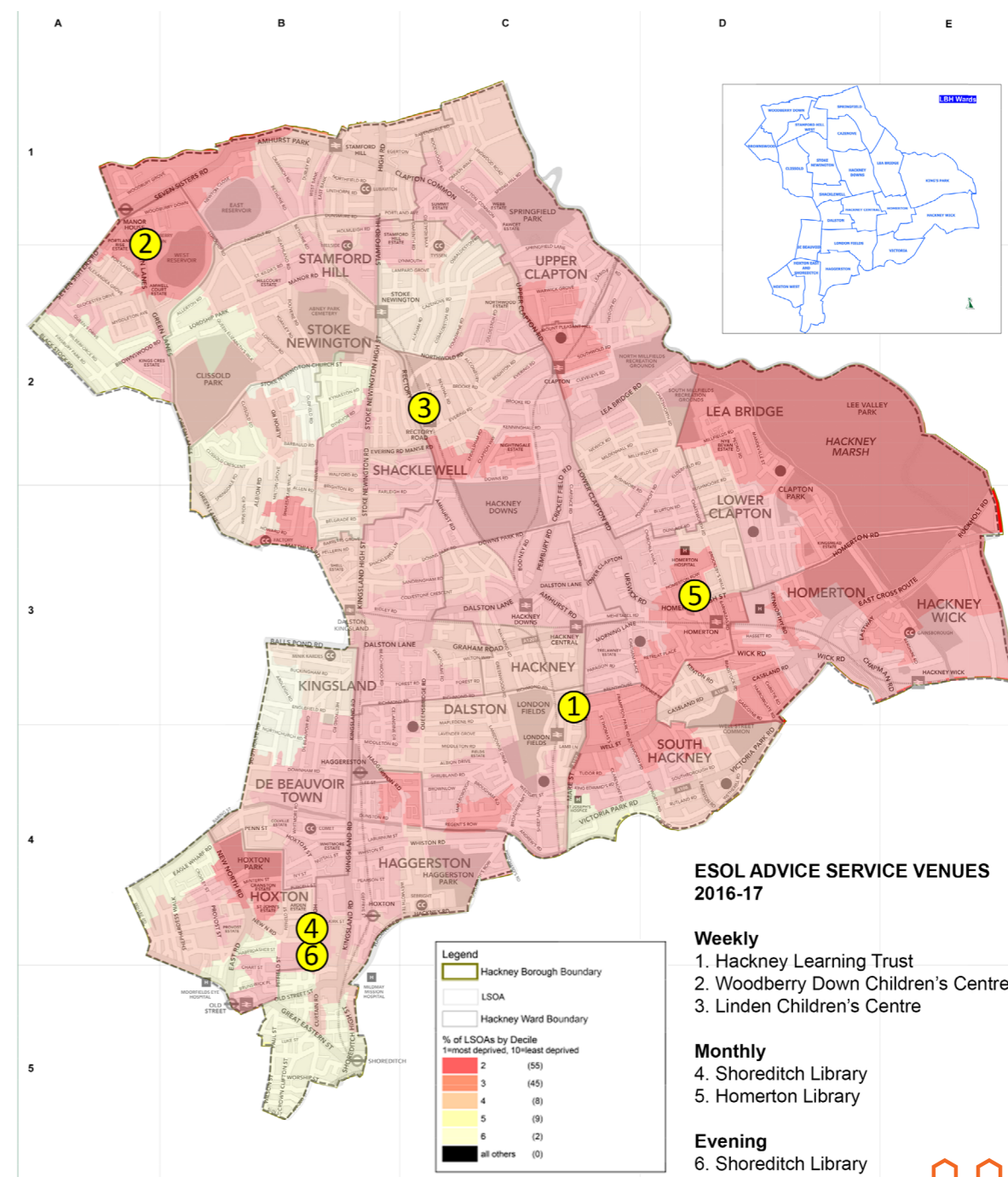
One final and more comprehensive analysis of all of the data is carried out for this research report, which aims to provide interested parties with information on the demographic profile of ESOL learners within the borough, their prior education, skills, needs, goals and the barriers they faced or continue to face in accessing a suitable ESOL course.

“Staff delivering ESOL advice... are inspirational and use IAG as a platform to remove barriers and enable a pathway to social mobility.”

From Matrix Standard Assessment Report for London Borough of Hackney, Hackney Learning Trust, Adult Learning Services, November 2015.

In 2016-17, the ESOL Advice Service ran a total of six strategically-located, regular ESOL Advice sessions across the borough. In total, three weekly sessions and three monthly sessions were offered, including an evening session for learners with day-time commitments. A weekly advice session at Homerton Library in 2015-16, was reduced to monthly sessions, and a monthly advice session at Comet Nursery was relocated to Shoreditch Library, due to limited room availability. In addition, the monthly, evening advice session was relocated from the centre of the borough to Shoreditch, due to low attendance and also, because the vast majority of evening ESOL classes take place in the south of the borough. Furthermore, 12 bespoke ESOL advice sessions were held in community venues, including children's centres, primary schools, academies and community centres. All sessions were term-time only, between the last week of September to the end of June 2017.

Regular ESOL Advice Sessions and Indices of Deprivation (October 2015 release)



A total of 1205 learners were registered on the EAS database in 2016-17, 799 of whom registered directly via either a regular advice session or a bespoke session. A further 88 learners were referred to the EAS by ESOL providers who could not cater for them at their own organisations. Learners accessing the service directly fell by 39 learners compared to 2015-16, a probable impact of the reduced weekly advice session at Homerton Library.

Figure 1a: Number of learner records since 2009-10

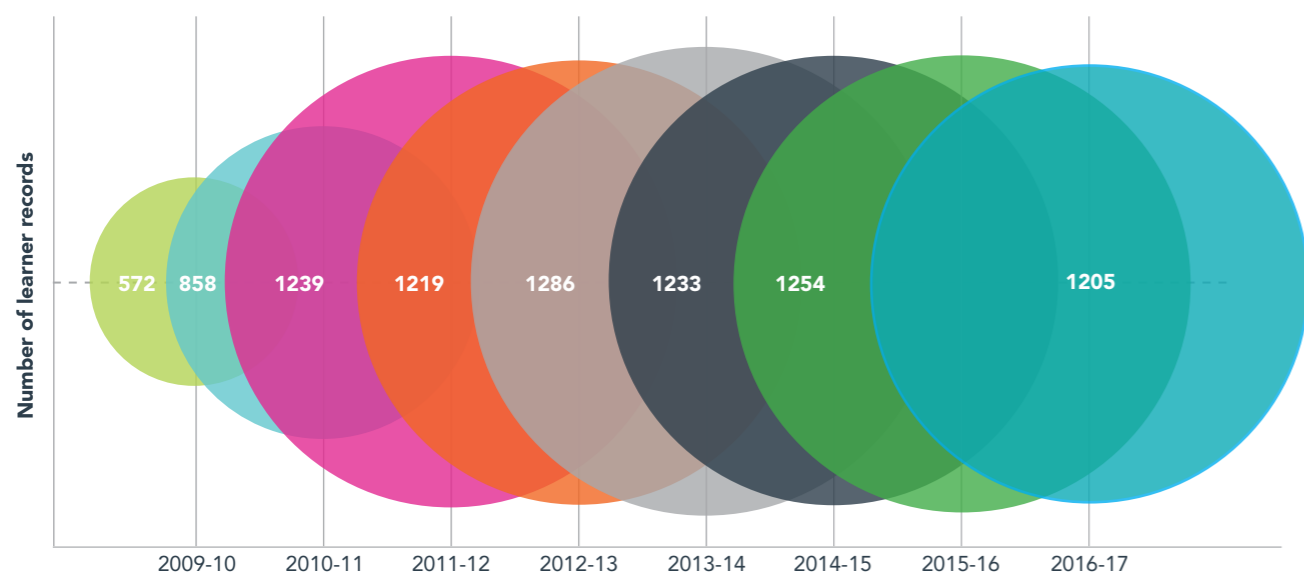
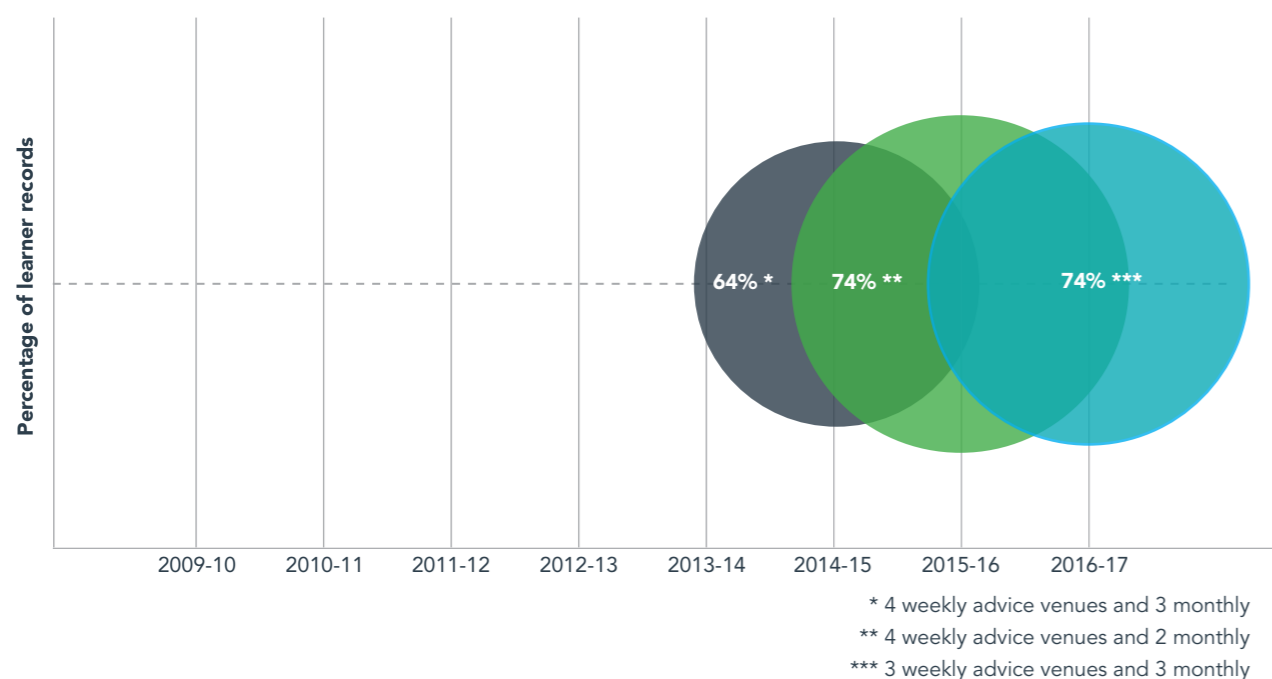


Figure 1b: Learners directly registered by the ESOL Advice Service since records began



The information in this report is sourced from the Initial Assessment Forms registered with the ESOL Advice Service during academic year 2016-2017.

These forms have three sources:

- ESOL advice sessions, both regular and bespoke.
- ESOL providers who have referred learners they cannot cater for, due to immigration, income status, crèche or other reasons, using the EAS Initial Assessment Form.
- HLT-ESOL and ESOL providers who are commissioned by the HLT-ESOL department to run ESOL classes.

The data from the three sources above are combined to increase the sample size for analysis, in order to generate a more representative profile of ESOL learners in Hackney.

Source of Initial Assessment Records	Number
Number of learners registered directly at an ESOL Advice Session in 2015-16	799
Number of IA forms for learners assessed by ESOL providers (not at EAS advice sessions) and referred to the EAS for placement	88
Total EAS Direct Learners	887
Number of IA forms for learners assessed and enrolled by ESOL providers (not at EAS advice sessions)	318
Total number on EAS Database 2015-16	1205
No longer interested in ESOL (excluded)	-24
Not ESOL (excluded)	-6
Total records in sample for analysis	1175

The reader should note the following when reading this report:

- The data are not based on all ESOL learners in the borough, only a sample of them. A survey of ESOL providers in 2016 indicated that approximately 3,000 learners were attending ESOL classes in Hackney. No data were available on waiting lists. This is gap in the area of knowledge which the EAS aims to remedy.
- For ease of comparison, the sections have largely been presented in the format of previous reports.
- In the Outcomes and Waiting Listing section, only the records of learners who were directly registered or referred to the ESOL Advice Service by an ESOL provider for placement (887 learners), have been used in analysis.
- Calculations, unless otherwise stated, include the entire ESOL learner sample (1175), including unspecified values.
- Due to rounding percentages, for ease of presentation, some pie charts may not add up to exactly 100%.
- Where word clouds have been used to display data, 'none given' or 'unspecified' entries have been excluded. Numbers of responses used for word clouds have been included above the image.
- The relative size of words correspond to the number of times the option was selected by the learners overall, and an individual learner may have given one or more responses. Darker shaded responses represent more than 10% of the sample.
- Quotes from learners have not been edited for mistakes, unless comprehension was impeded.

REGION OF ORIGIN

Figure 2: Region of origin

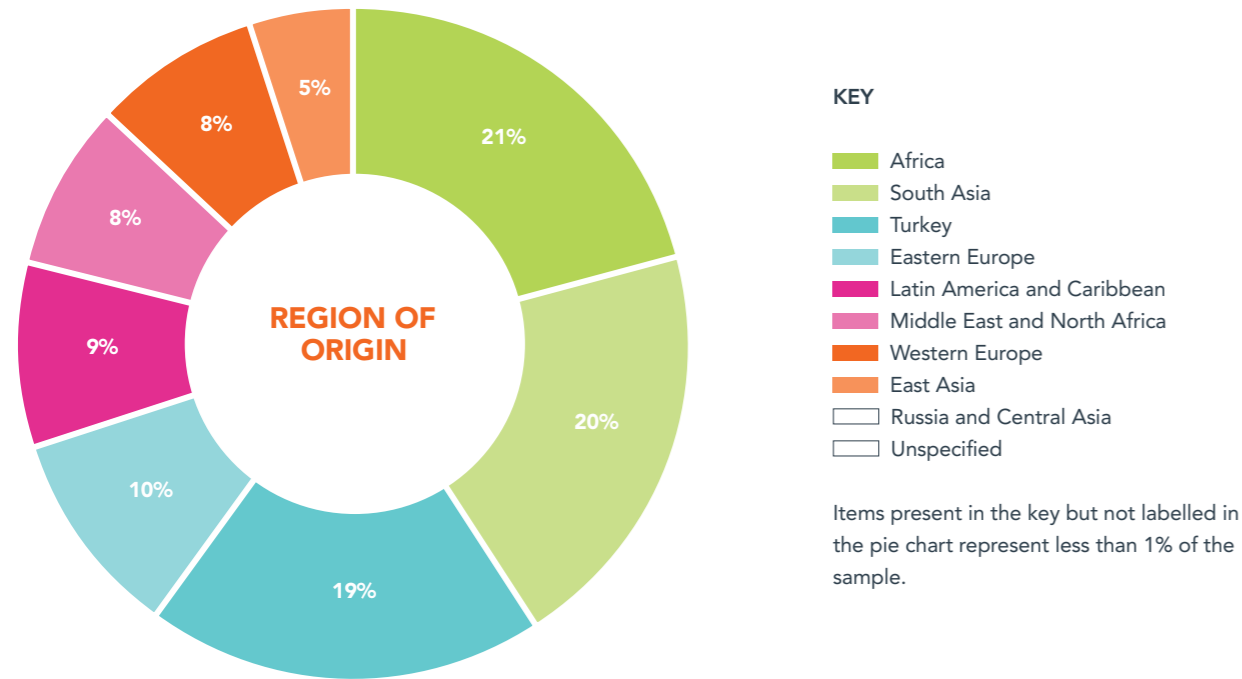


Figure 4: Nationality

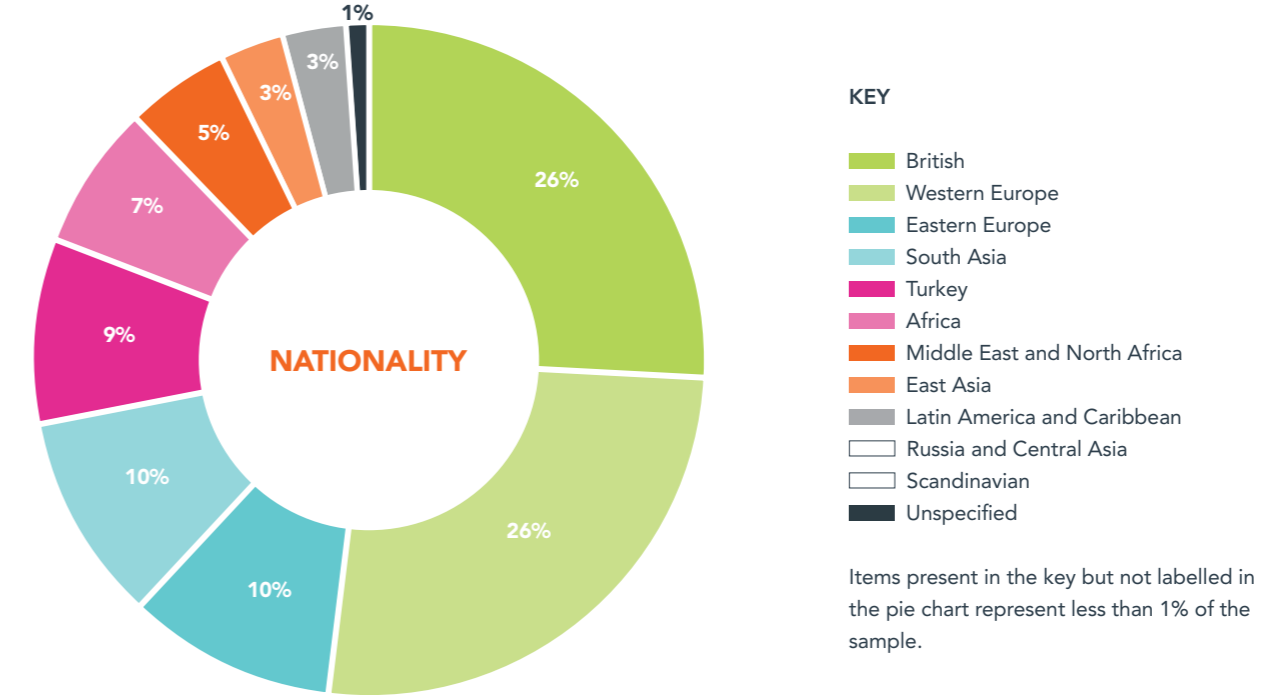


Figure 3: Top six countries of origin

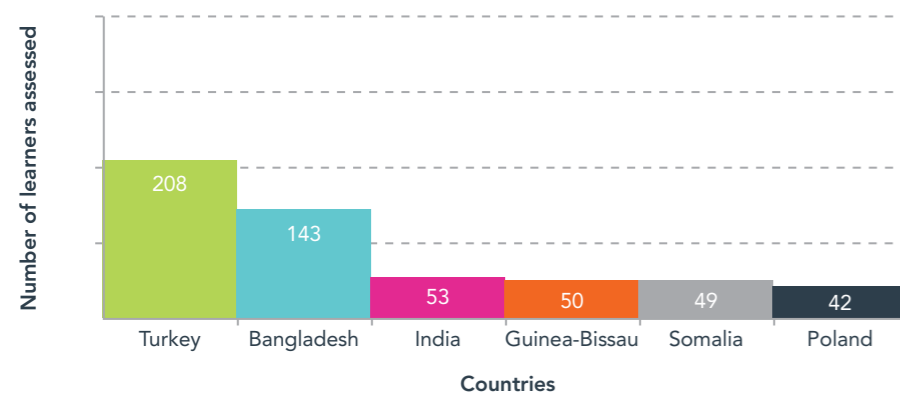
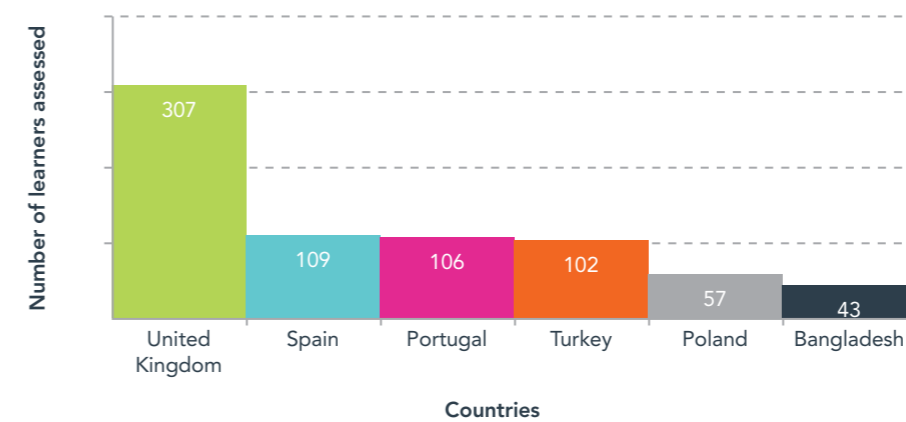


Figure 5: Top six countries of origin



REGION OF ORIGIN

Figure 6: British Nationals - Region of origin
Based on 307 records

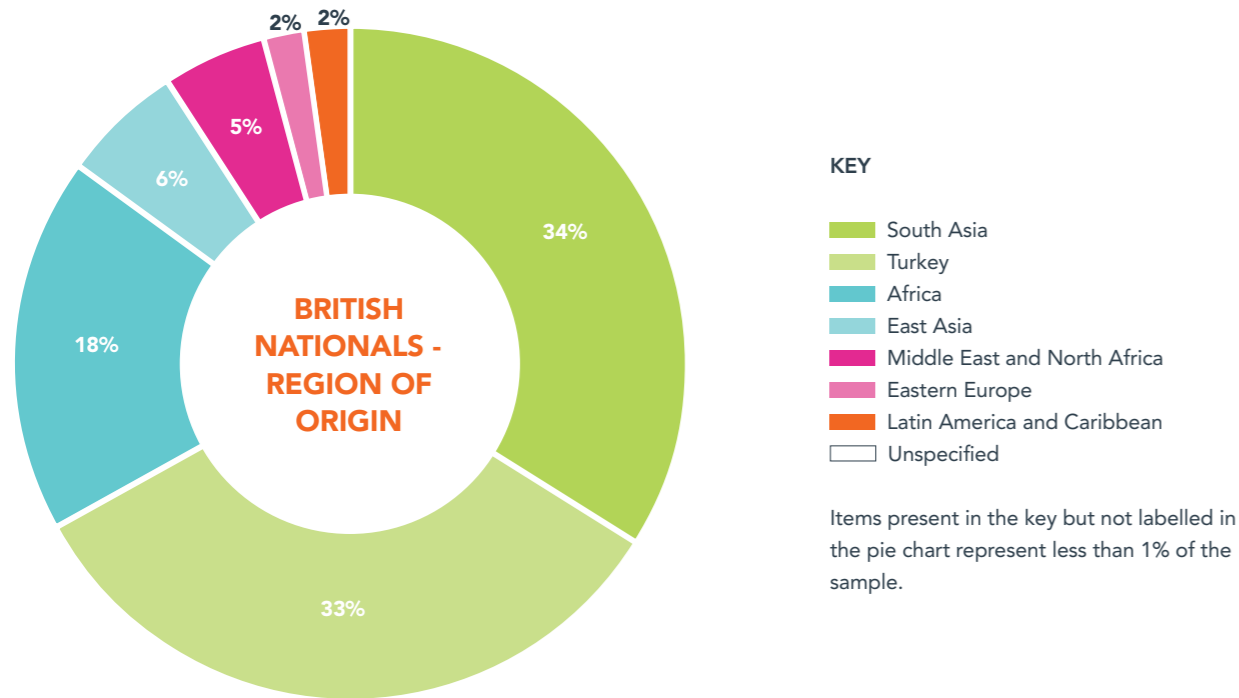


Figure 7: British Nationals - Countries of origin
Based on 307 records

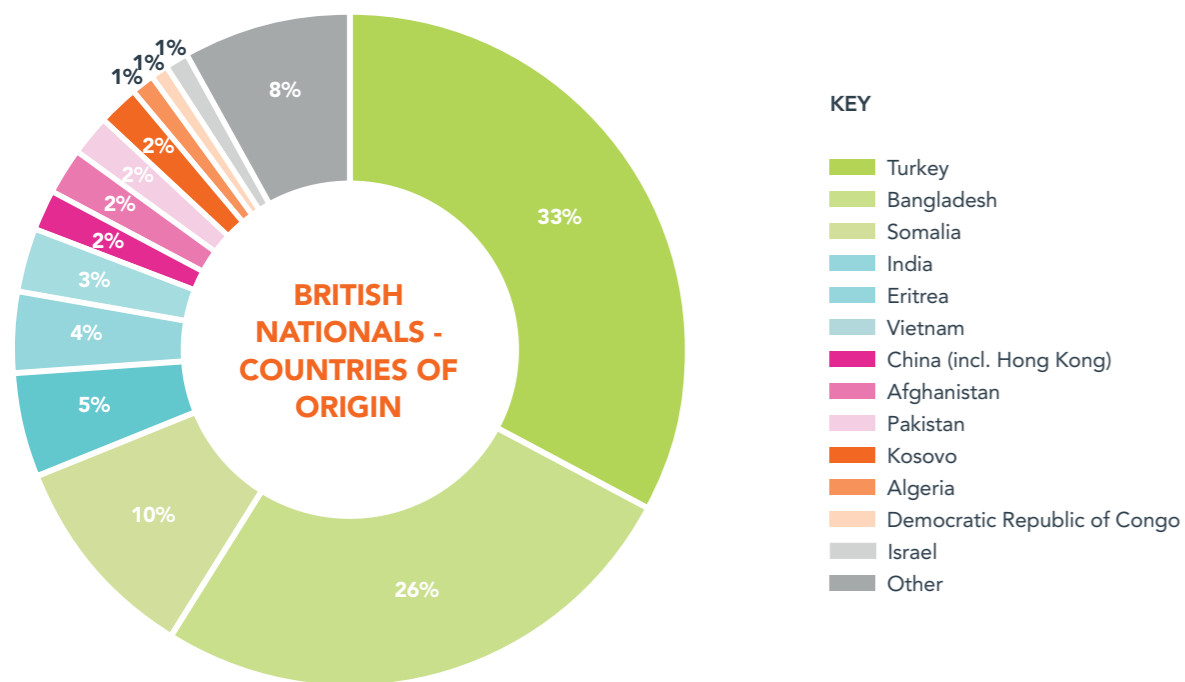


Figure 8: British Nationals - Other countries of residence (non-UK)
Based on 310 responses



“ 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

REGION OF ORIGIN

Figure 9: EU Nationals - Region of origin
Based on 424 records

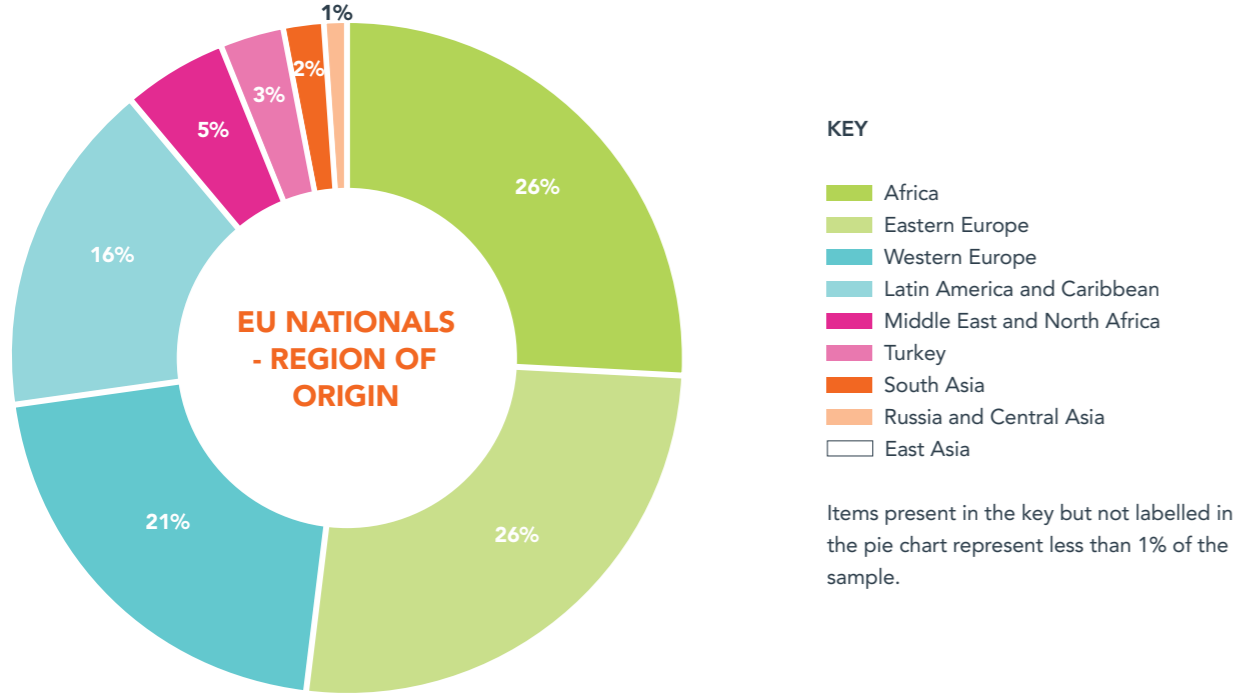


Figure 10: EU Nationals - Countries of origin
Based on 424 records

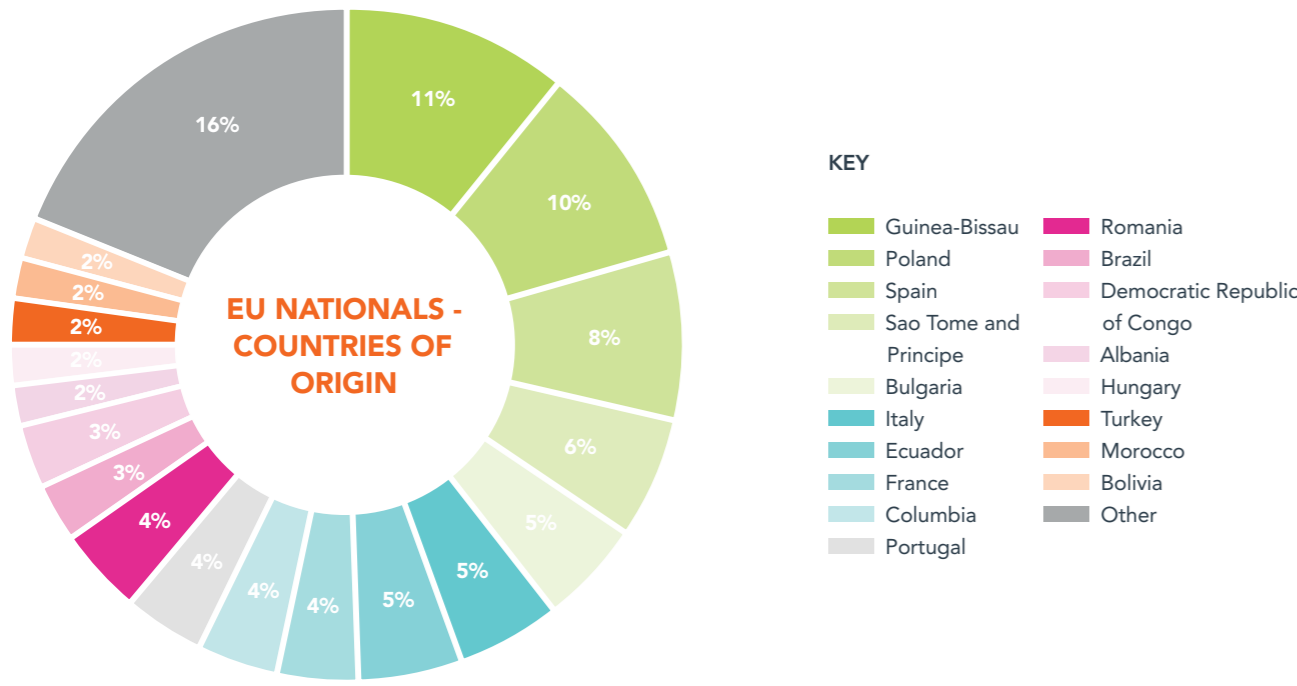


Figure 11: EU Nationals - Other countries of residence (non-EU)
Based on 237 responses

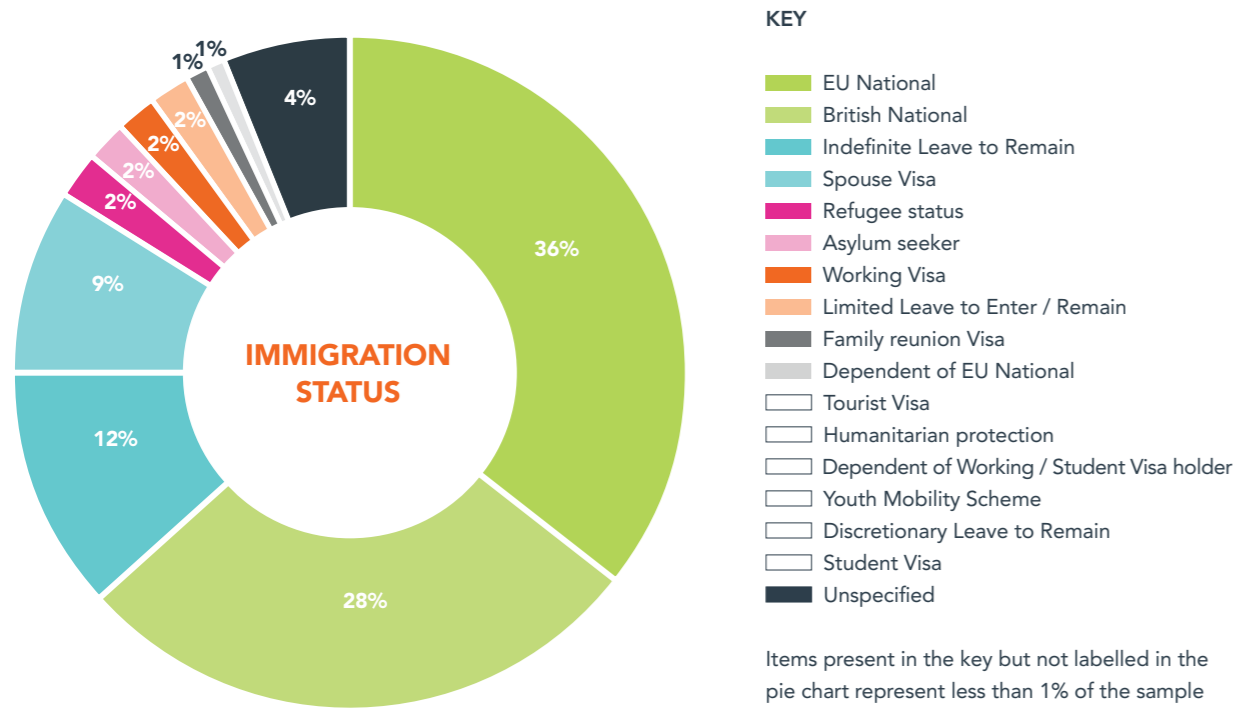


“ I came from Bulgaria to the UK with my son and my husband one year ago. It wasn't easy to leave home and country but we were thinking about our son, that he can take more quality education here in the UK. ”

Tatyana, ESOL student

IMMIGRATION STATUS

Figure 12: Immigration Status



REFUGEES AND ASYLUM SEEKERS

Figure 13: Refugees and their families and Asylum Seekers

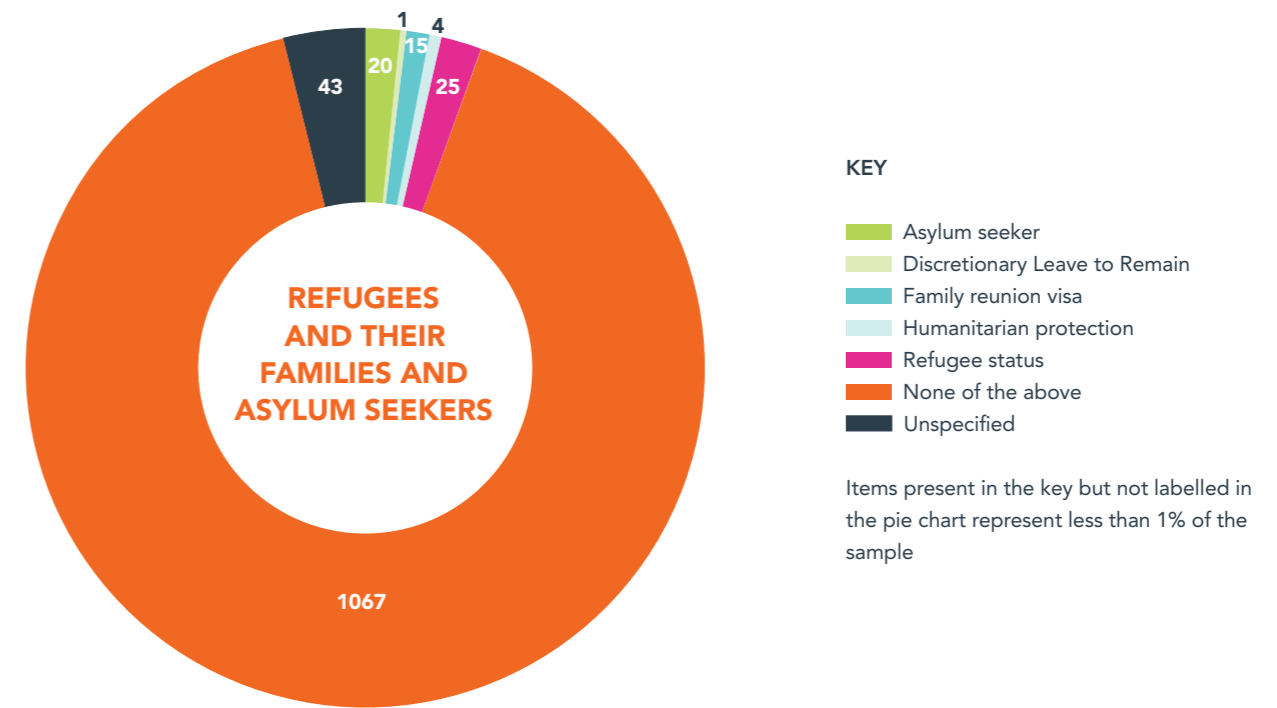


Figure 14: Origin of learners seeking protection in the UK

Country of origin	
Albania	Ivory Coast
Algeria	Kosovo
Bangladesh	Pakistan
Brazil	Rwanda
Cameroon	Senegal
Colombia	Somalia
Democratic Republic of Congo	Sudan
Eritrea	Syria
Ethiopia	Turkey
India	Vietnam
Iraq	Yemen
Total number: 65	

“ I have improved life in this country because it is very difficult to live in a country where you cannot communicate. I hope to continue improving. Thank you very much...I very happy with the course, but would like more classes. ”

Amparo Avila, ESOL student

Figure 15a: First languages

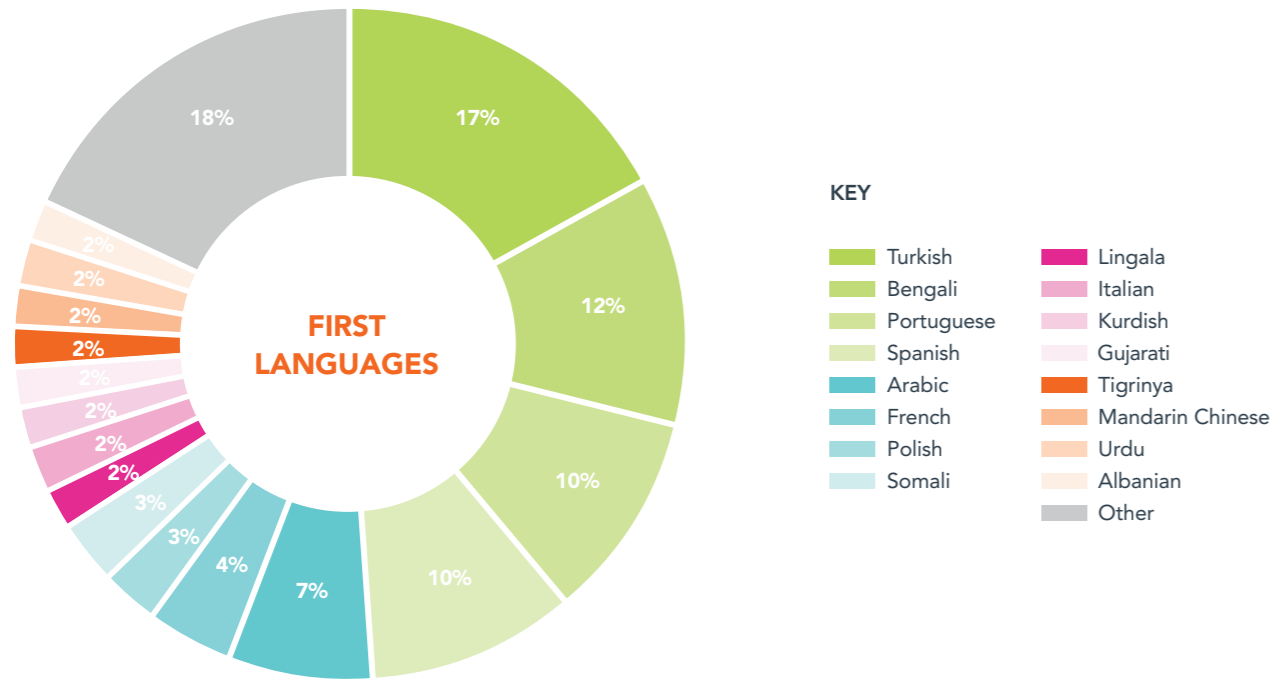


Figure 15b: First languages
61 first languages spoken in Hackney - 1175 responses



Figure 16: British Nationals - First languages
Based on 307 records

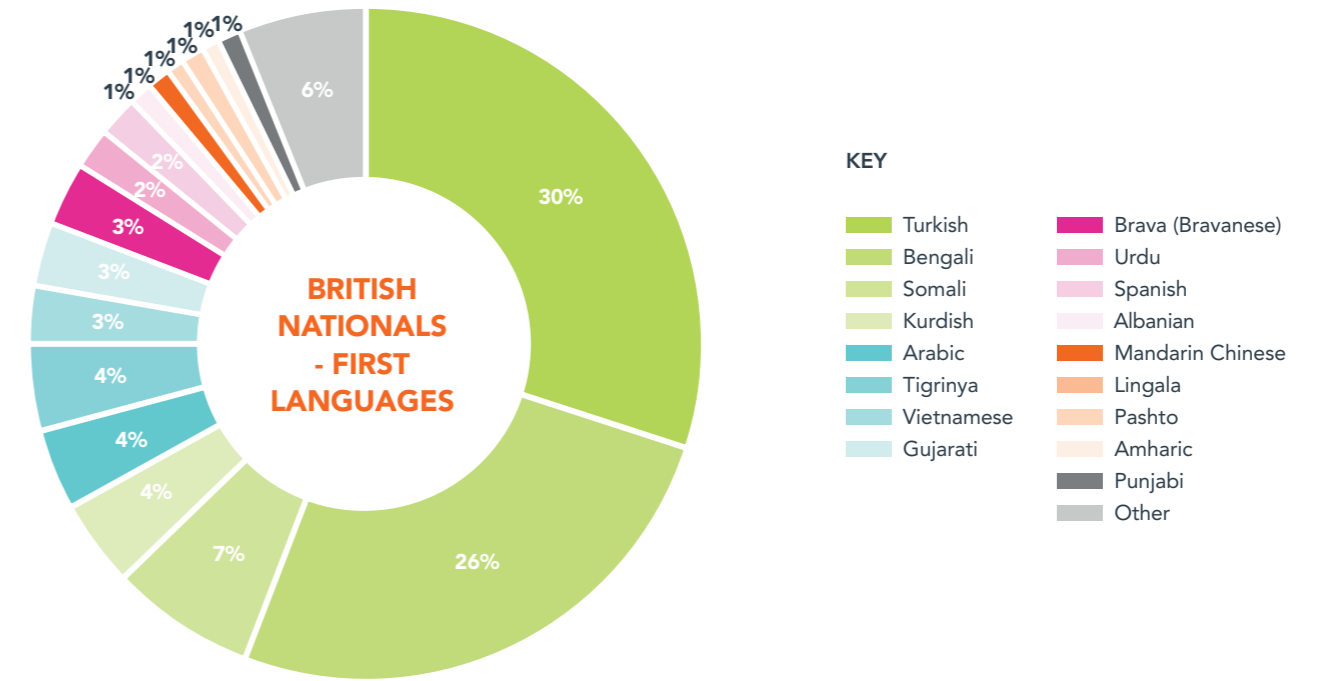


Figure 17: EU Nationals - First languages
Based on 424 responses

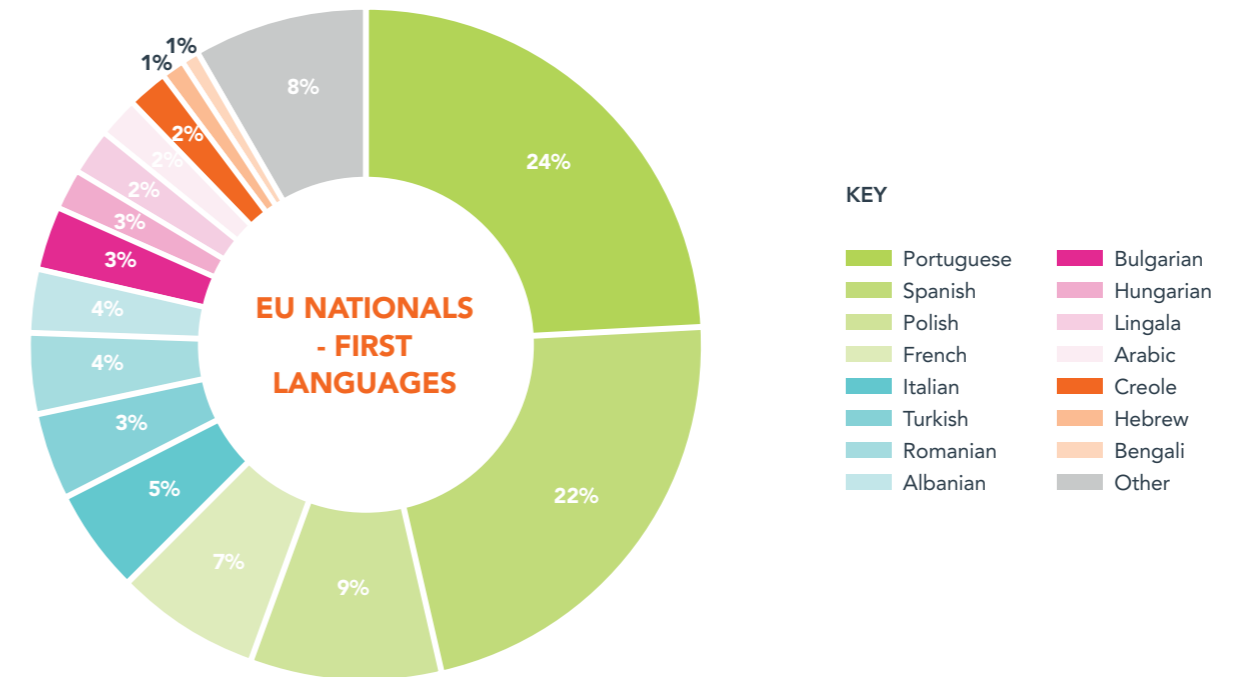


Figure 18: First languages by region of origin

Western Europe	
Spanish	33%
French	23%
Italian	21%
Portuguese	17%
Catalan	3%
Basque	1%
Greek	1%
Polish	1%
Number of learners 93	
Africa	
Portuguese	31%
Somali	15%
Lingala	11%
French	8%
Tigrinya	8%
Amharic	6%
Arabic	4%
Brava (Bravanese)	4%
Creole	3%
Spanish	3%
Wolof	2%
Bambara	1%
Fula/Fulfulde	1%
Italian	1%
Soninke	1%
Twi	1%
Kinyarwanda	0%
Swahili	0%
Number of learners 246	
Latin America & Caribbean	
Spanish	74%
Portuguese	25%
Italian	1%
Number of learners 106	
Russia & Central Asia	
Greek	67%
Russian	33%
Number of learners 3	
Eastern Europe	
Polish	34%
Albanian	16%
Romanian	13%
Bulgarian	10%
Hungarian	9%
Turkish	7%
Latvian	3%
Lithuanian	3%
Russian	2%
Croatian	1%
Gypsy	1%
Ukrainian	1%
Number of learners 116	
Middle East & North Africa	
Arabic	69%
Hebrew	13%
Kurdish	8%
French	3%
Farsi	2%
Yiddish	2%
Bengali	1%
Italian	1%
Spanish	1%
Number of learners 94	
Turkey	
Turkish	90%
Kurdish	9%
Italian	2%
Number of learners 218	
East Asia	
Mandarin Chinese	31%
Vietnamese	15%
Japanese	11%
Cantonese/Yue	8%
Filipino	8%
Korean	6%
Thai	4%
Bulgarian	4%
Burmese	3%
French	3%
Indonesian	2%
Lao	1%
Malay	1%
Tagalog	1%
Number of learners 56	
South Asia	
Bengali	60%
Gujarati	9%
Urdu	8%
Punjabi	7%
Farsi	4%
Hindi	4%
Dari	3%
Tamil	2%
Pashto	1%
Sinhalese	1%
Arabic	1%
Dutch	0%
English	0%
Malayalam	0%
Number of learners 237	

Figure 19: First languages of European Nationals

Scandinavia	
Lingala	100%
Number of learners 1	
British	
Turkish	30%
Bengali	26%
Somali	7%
Kurdish	4%
Arabic	4%
Tigrinya	4%
Vietnamese	3%
Brava (Bravanese)	3%
Gujarati	3%
Urdu	2%
Spanish	2%
Albanian	1%
Lingala	1%
Mandarin Chinese	1%
Amharic	1%
Pashto	1%
Punjabi	1%
Cantonese/Yue	1%
Dari	1%
Farsi	1%
Hebrew	1%
Hindi	1%
Burmese	0%
English	0%
French	0%
Lao	0%
Portuguese	0%
Russian	0%
Tamil	0%
Yiddish	0%
Number of learners 307	
Eastern Europe	
Polish	32%
Albanian	12%
Romanian	12%
Turkish	11%
Bulgarian	11%
Hungarian	8%
Hebrew	3%
Latvian	3%
Lithuanian	2%
Croatian	1%
Gypsy	1%
Lingala	1%
Russian	1%
Spanish	1%
Ukrainian	1%
Number of learners 123	
Western Europe	
Portuguese	34%
Spanish	30%
French	10%
Italian	7%
Arabic	3%
Creole	2%
Lingala	2%
Bengali	2%
Turkish	1%
Catalan	1%
Greek	1%
Bambara	1%
Fula/Fulfulde	1%
Hebrew	1%
Tamil	1%
Wolof	1%
Basque	0%
Dutch	0%
Gujarati	0%
Polish	0%
Somali	0%
Soninke	0%
Swahili	0%
Urdu	0%
Number of learners 300	

Figure 20: Gender

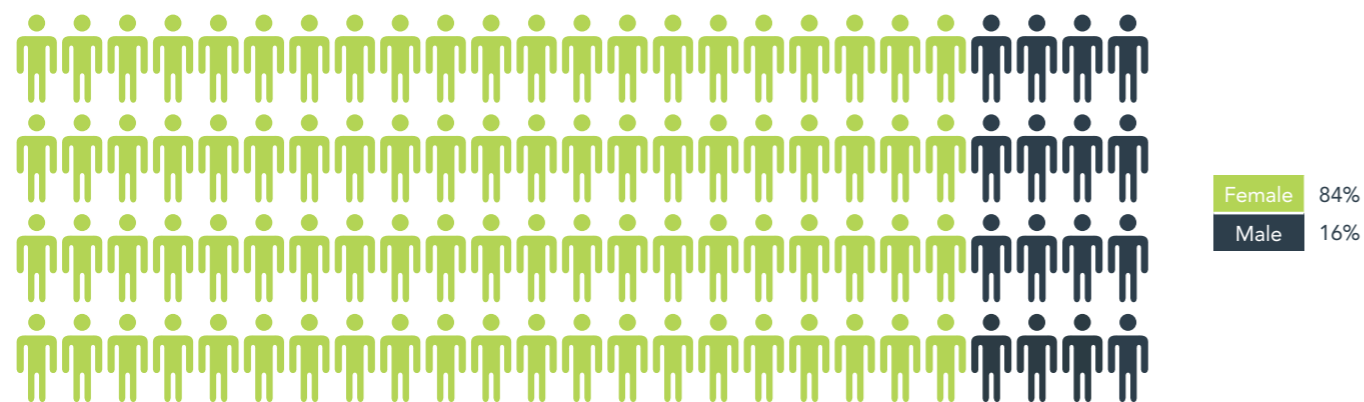


Figure 21: Gender split by region

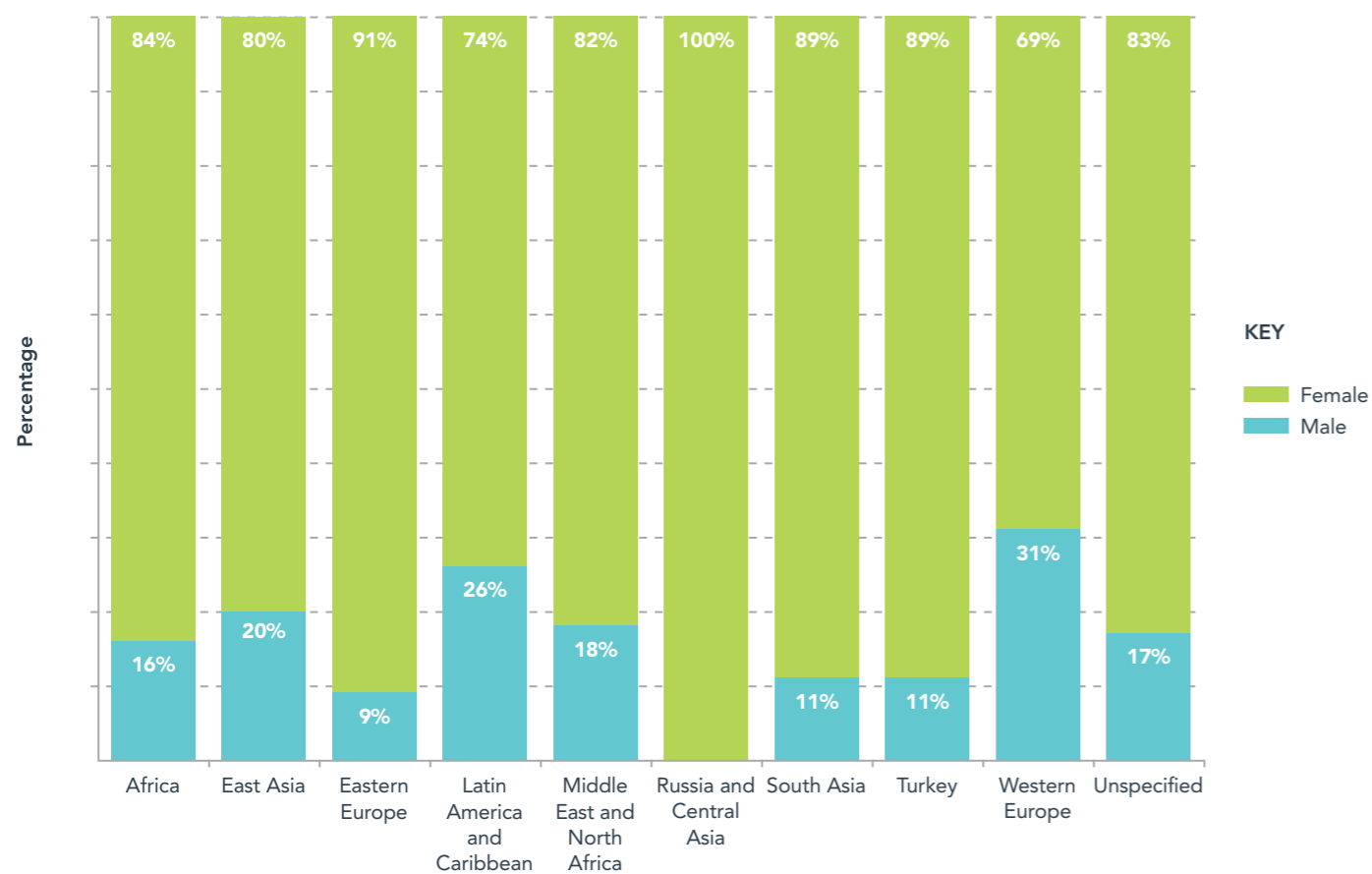


Figure 22: Region by Gender - Male
Based on 185 responses

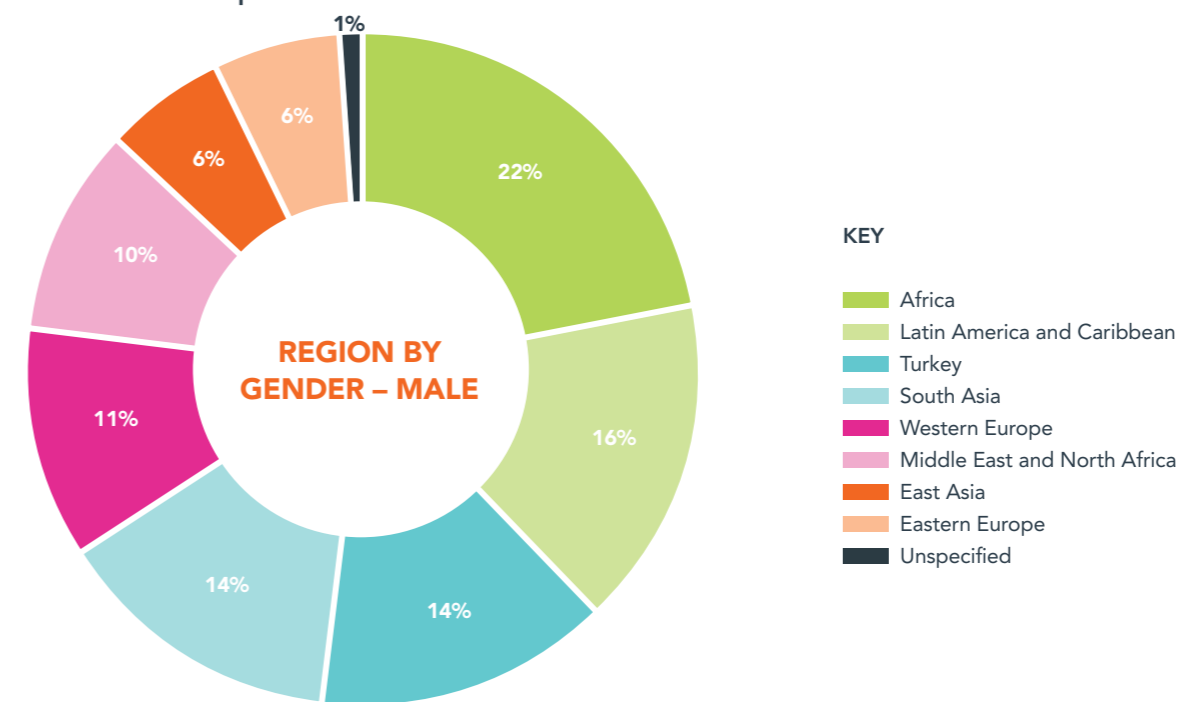
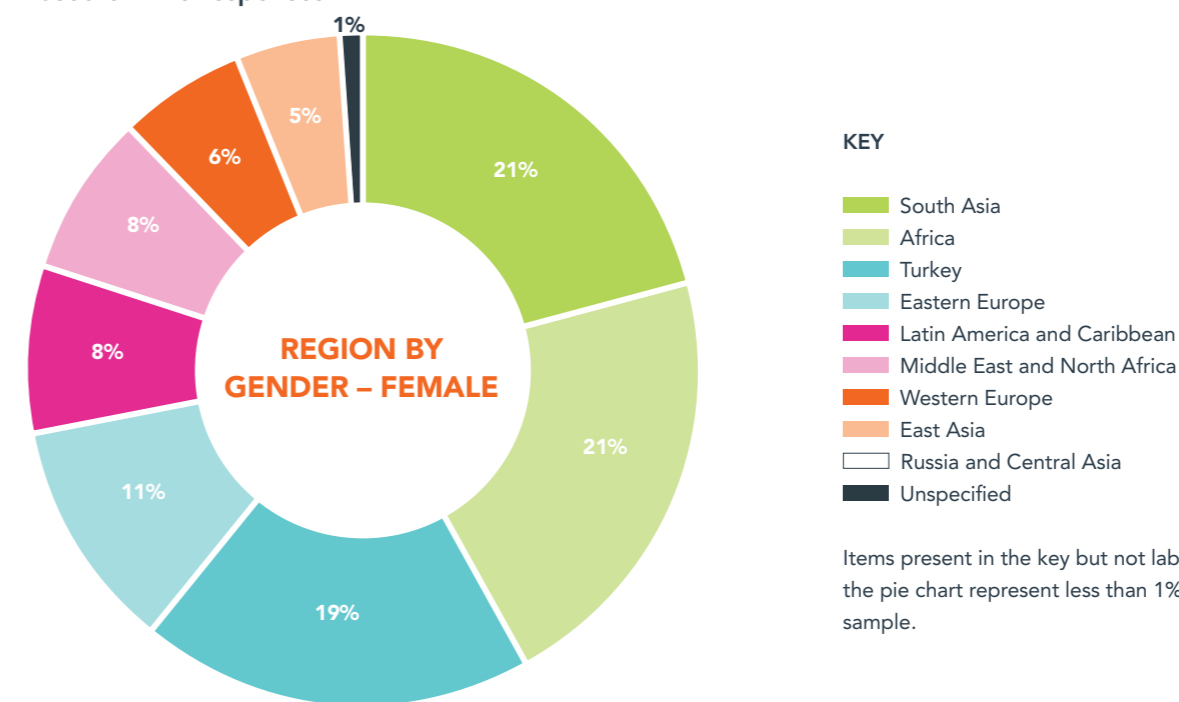


Figure 23: Region by Gender - Female
Based on 990 responses



KEY

- Africa
- Latin America and Caribbean
- Turkey
- South Asia
- Western Europe
- Middle East and North Africa
- East Asia
- Eastern Europe
- Unspecified

KEY

- South Asia
- Africa
- Turkey
- Eastern Europe
- Latin America and Caribbean
- Middle East and North Africa
- Western Europe
- East Asia
- Russia and Central Asia
- Unspecified

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

Figure 24: Age bands

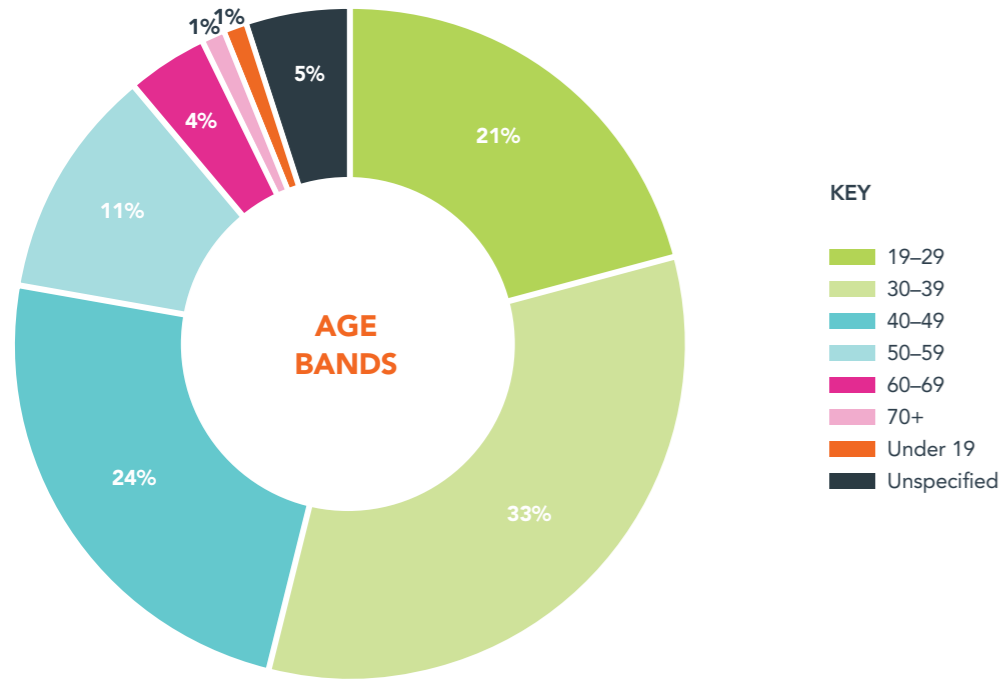


Figure 25: Gender and age

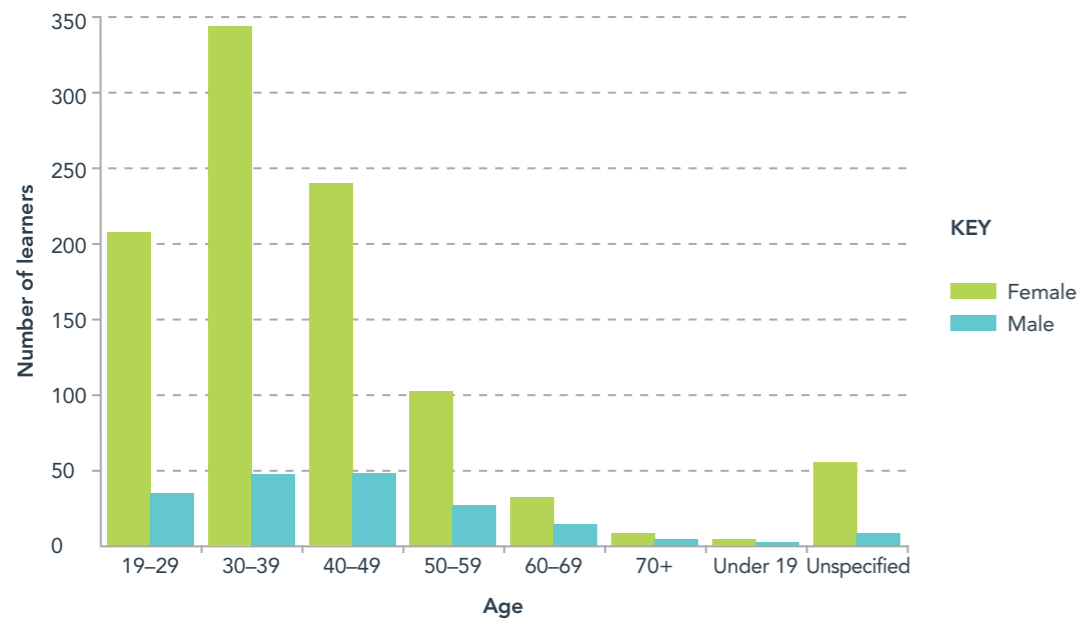
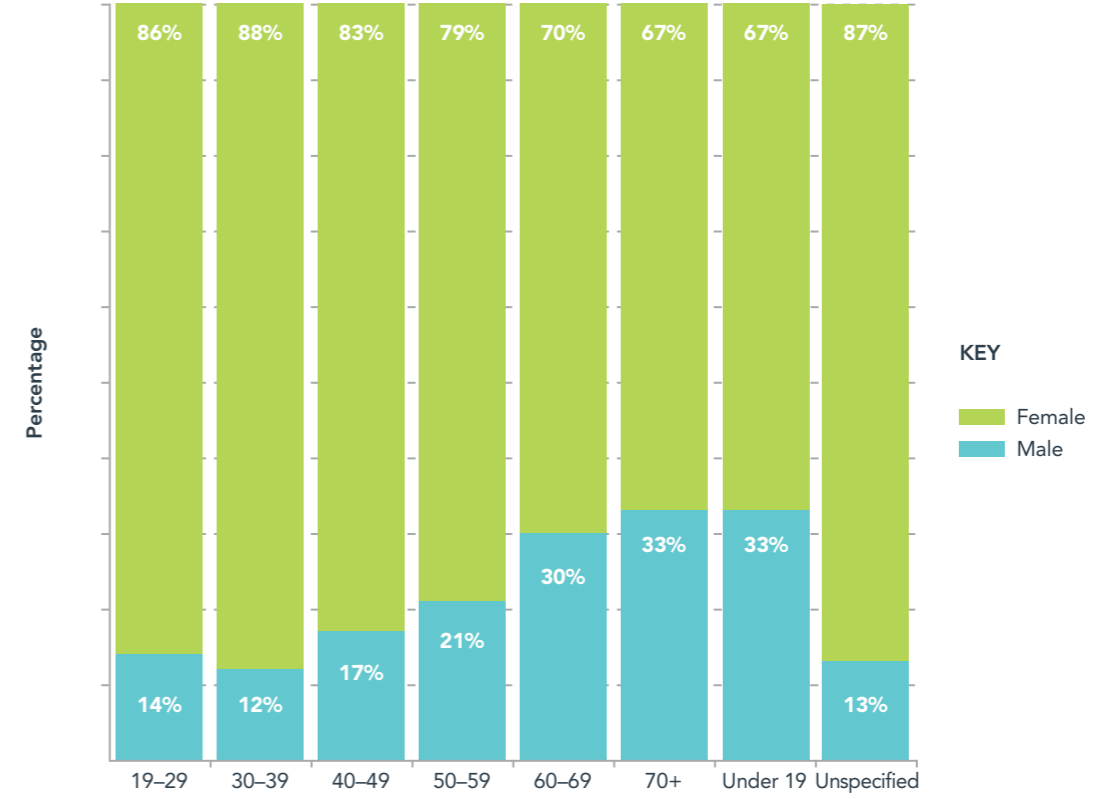


Figure 26: Gender split by age



“ 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

Figure 27: Health problems
Based on 117 responses

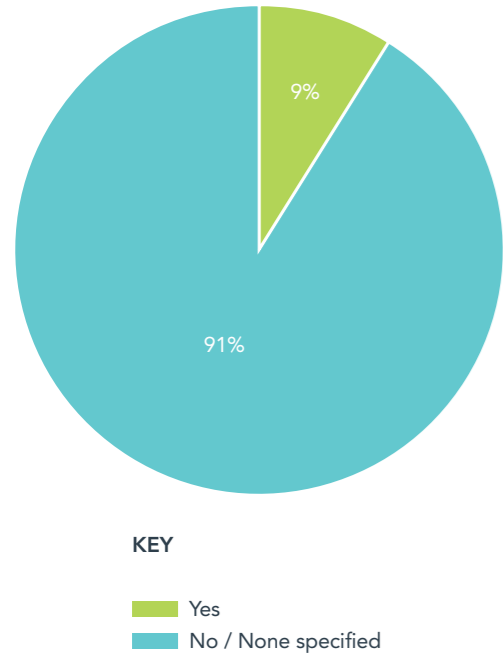


Figure 29: Disabilities

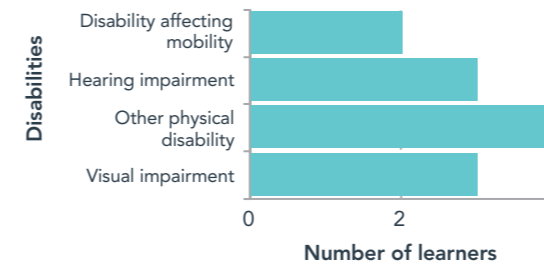
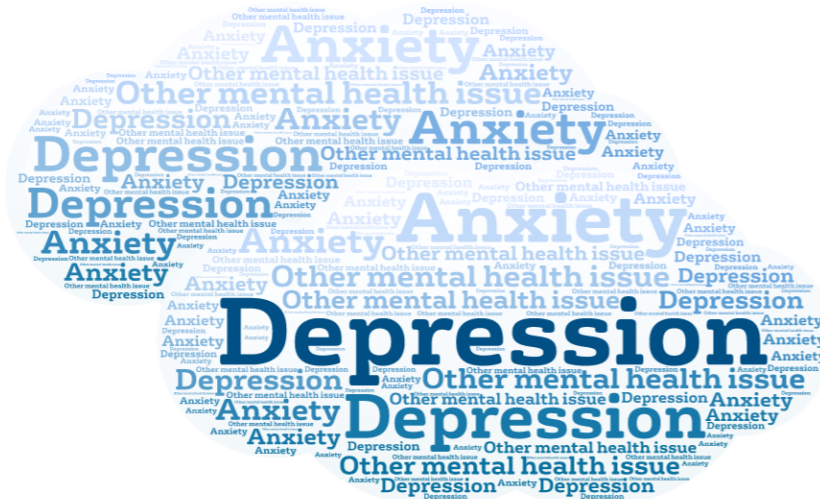
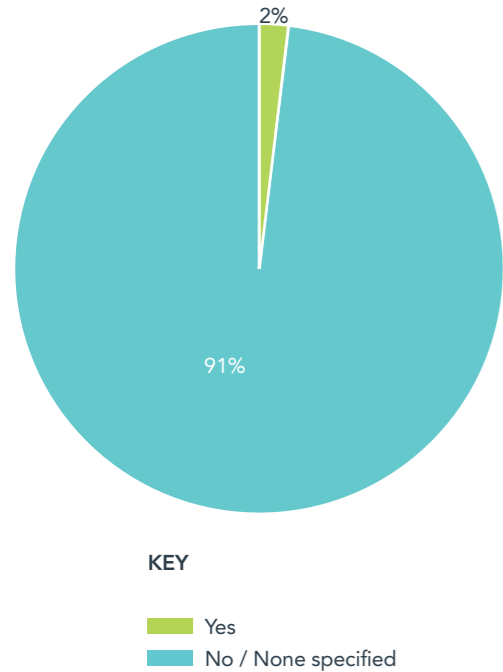


Figure 28: Mental health problems
Based on 36 responses



“ I came in the UK in 1998 for the first time. In 2000 I came the second time and I settled down here. In 2011 I went on sick allowance. I have got depression and learning English class helps me because I forgot about being ill and sad. I can talk to other people.

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

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

Gabriela Matusiak, ESOL student

“ The best part of the course for me was talking about doctor and GP, because now I can going to doctor for myself. I have to say thanks for my lovely teacher; now a understand better and I speak better, for the next term I would like continue with her. ”

ESOL student

Figure 30: Level of schooling

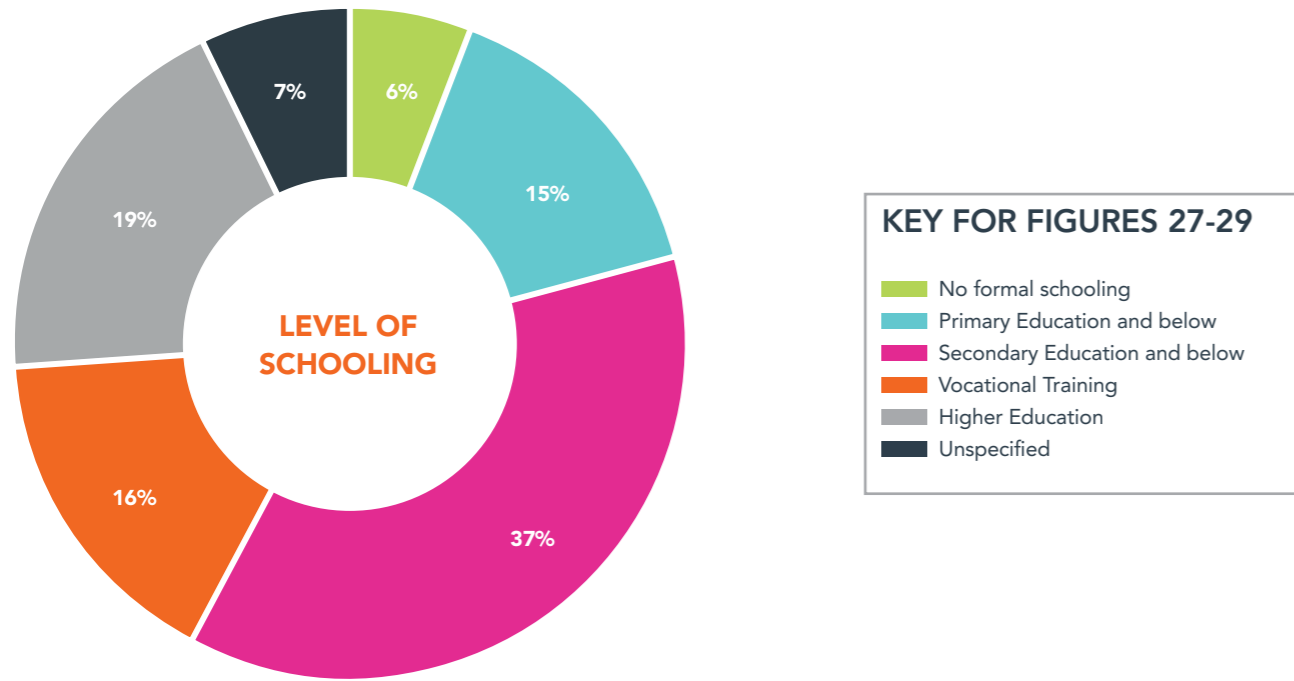


Figure 32: Schooling in top six countries of origin

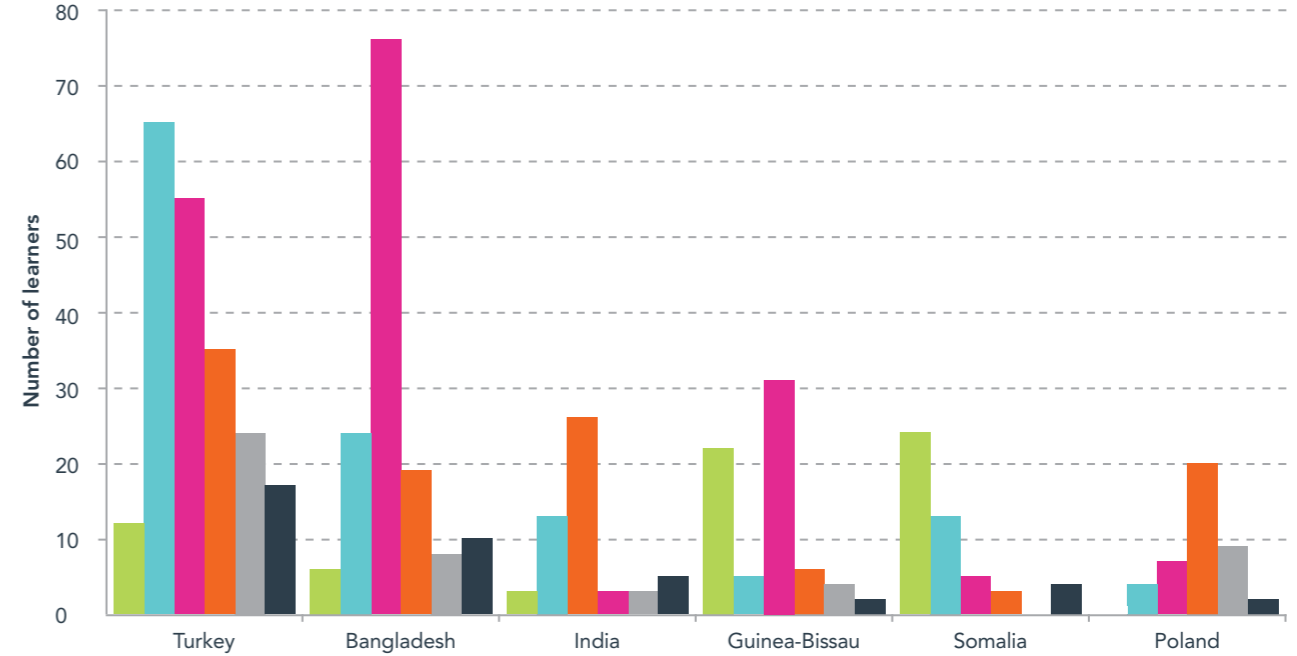


Figure 31: Schooling in regions

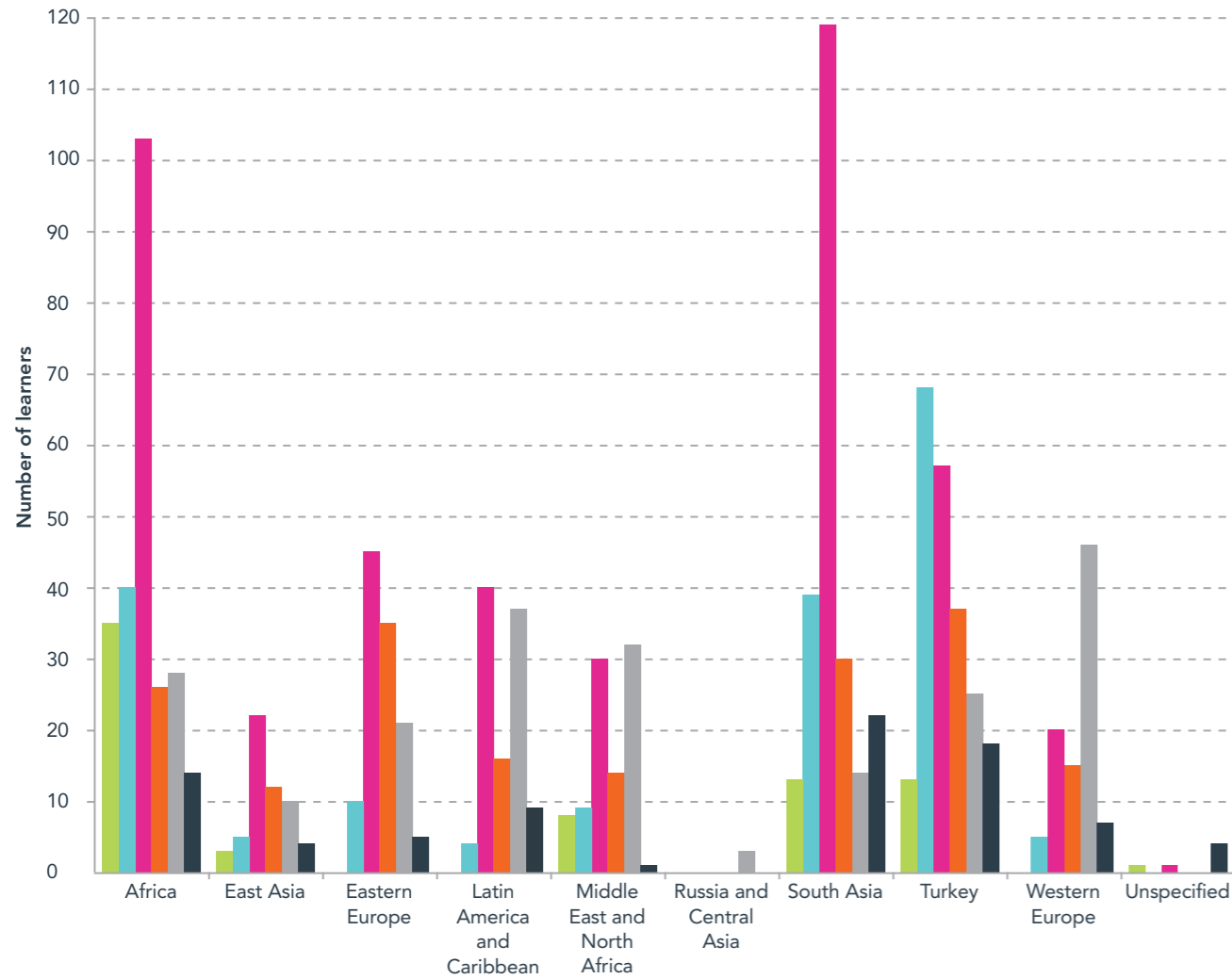


Figure 33: Post-Secondary Education Course Titles



INCOME / CONTRIBUTION-BASED BENEFITS STATUS

Figure 38: Receiving income-based benefits

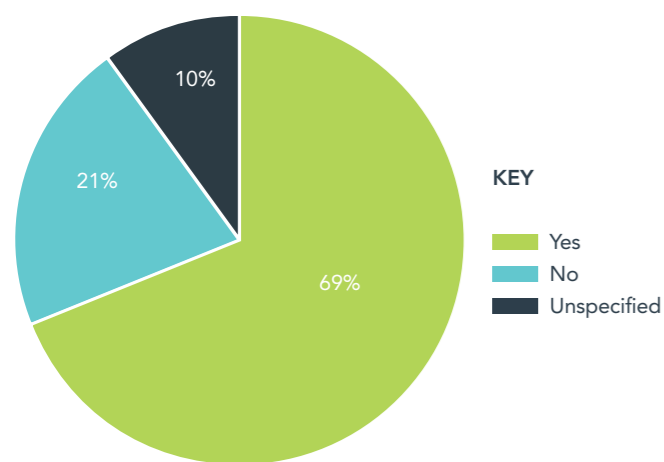


Figure 39: Benefits? Yes - Receiving Jobseeker's Allowance or Employment Support Allowance?

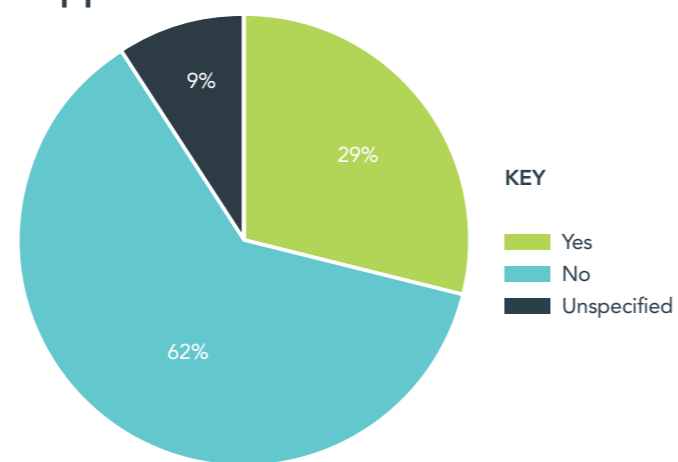


Figure 40: No benefits - Low income?

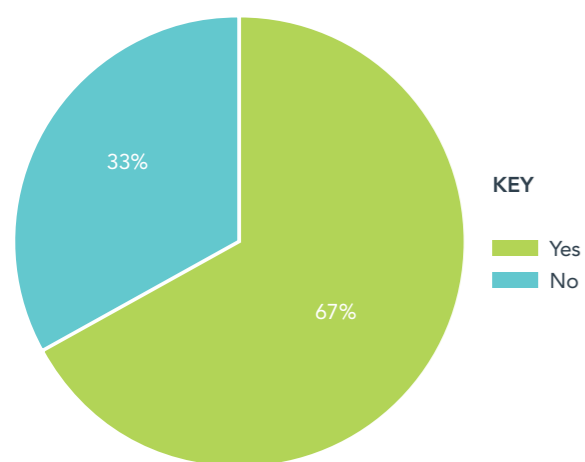
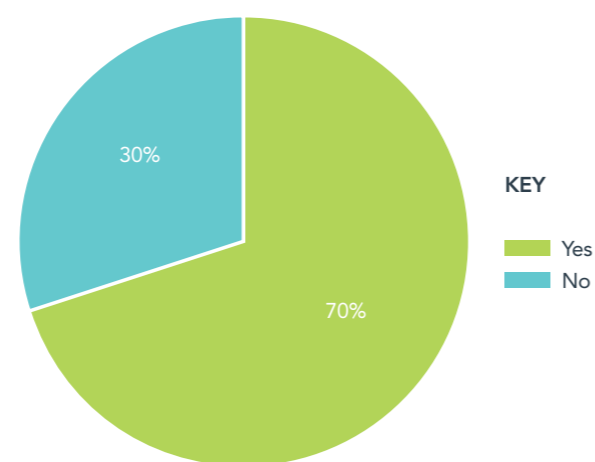


Figure 41: National Insurance Number?



“

My name is Tatyana Alat. I'm 37 years old and a Bulgarian woman. I came from Bulgaria to the UK with my son and my husband. In our family we didn't have any plans to come and live here, because we were living and working in Turkey (my husband is Turkish).

Then, one morning, the phone rang and our relative invited us to come and live here. We had to resolve our life very fast. Really, it wasn't easy to leave home and the country. But we were thinking about our son, that he can have a better quality education here in the UK. So, the next step was to pack up our home and go to Bulgaria to get some documents. It took almost 8 months to prepare everything.

We arrived in London... I can say we have made some progress here. We can work legally, which is very important. My son goes to the day care nursery and he has started to make some friends.

What about me? So, I care for my family, work a little bit and also study ESOL English for childcare. I need to study English, because if we can't speak correctly, people won't understand us and we'll feel bad. And maybe, that reflects over our life. Every language has rules, forms and styles of use, which we should learn and use appropriate and it should be relevant. If we're not sure how to explain our problems, needs and interests or how to protect ourselves, that really can damage the balance in our life and our family.

This course is very important for me, because it helps me to practice and learn English, to make friends, to find information about life and the rules in the UK. I like to visit my class and study there. It makes me feel relaxed and I would like to continue with my education here.

[Hackney] Learning Trust gives us a chance to brush up our skills and we can do that as we wish, as long as we want - isn't that a great idea?! If we refresh our knowledge it is useful not only for work but how it makes you feel. I'm sure if I try to learn and study all the time, that will help me to care for my family, to research a better job and to set up for a good life here. I think the education and communication helps people more than we can see.”

Tatyana Alat, ESOL student

“

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

Abdullah Agirbas, ESOL student

DISTRIBUTION AND CENSUS DATA

Figure 42: Distribution of residence in Hackney clusters and Census data showing concentration of those who 'do not speak English at all'

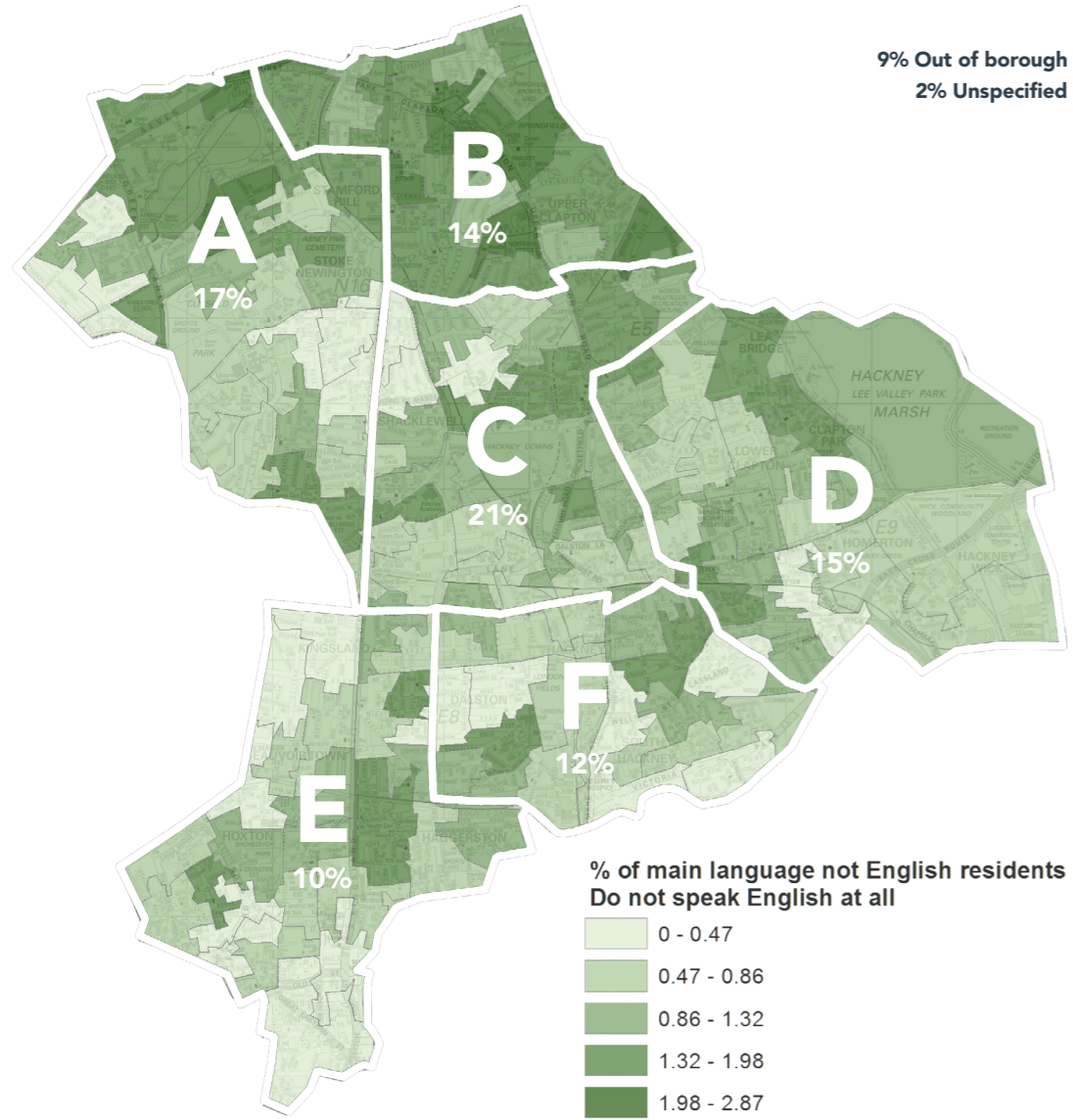
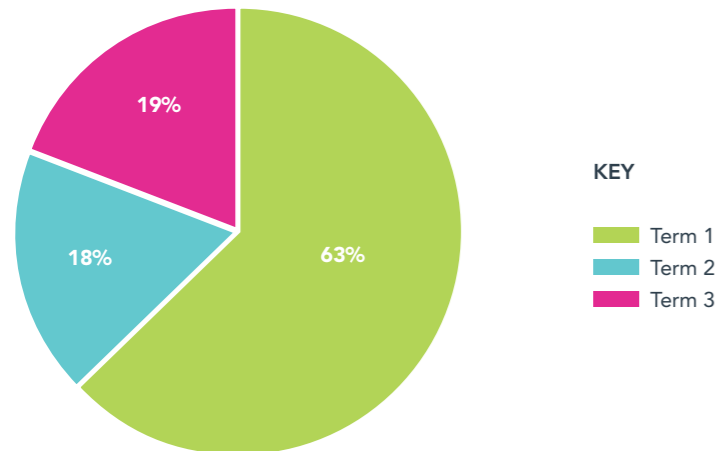


Figure 43: Term of registration



REFERRAL ROUTES

Figure 44a: Referral Routes
Based on 1080 responses

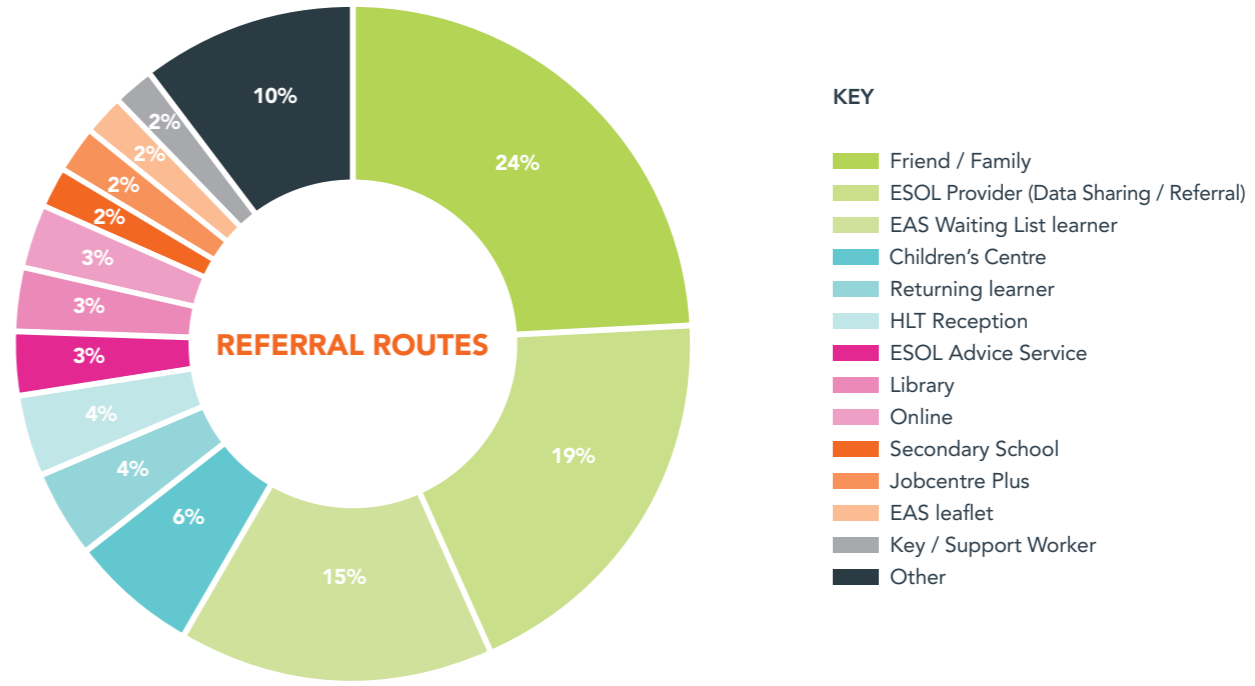


Figure 44b: Referral Routes
Based on 1080 responses



Figure 45: Time in the UK

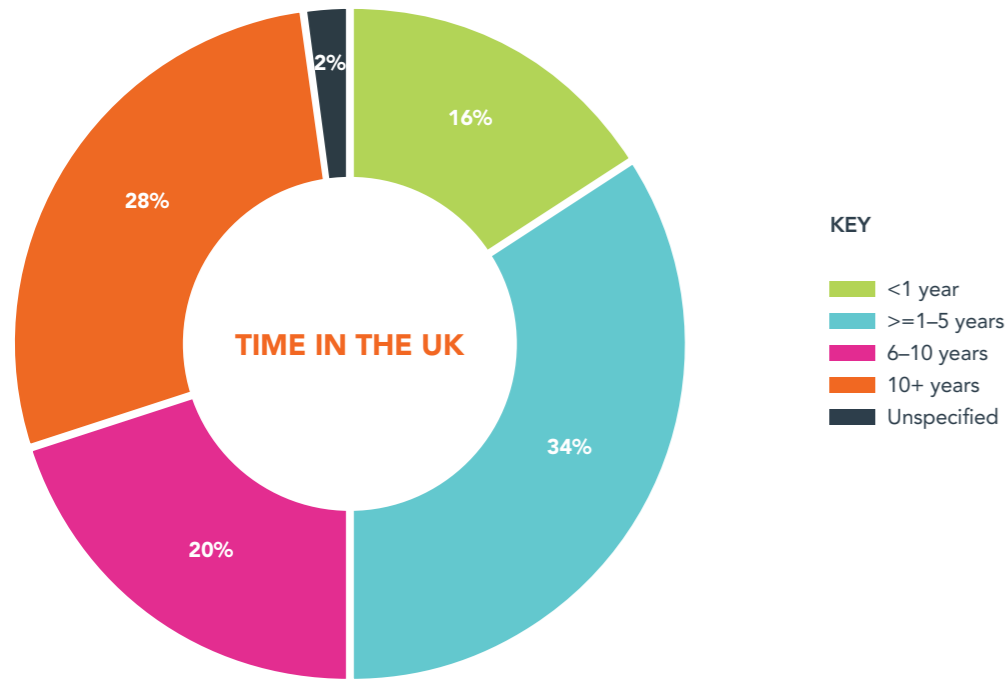


Figure 46: Time in the UK by level of English (Speaking)

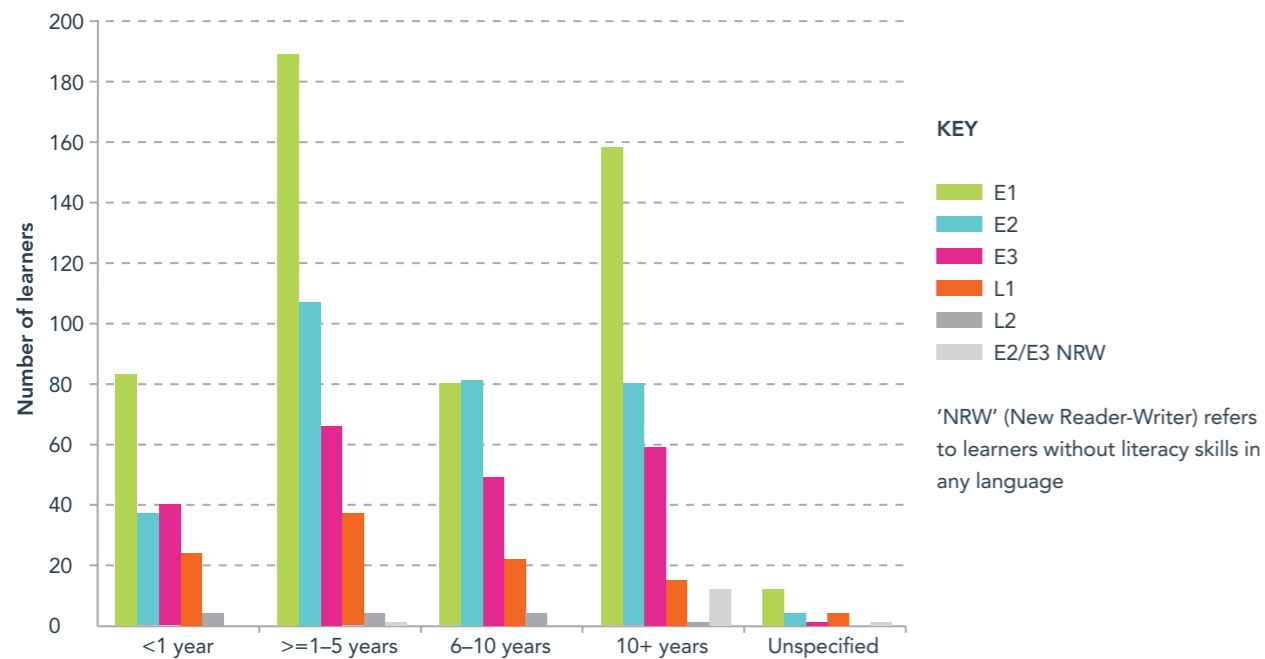


Figure 47: Previous ESOL qualifications?

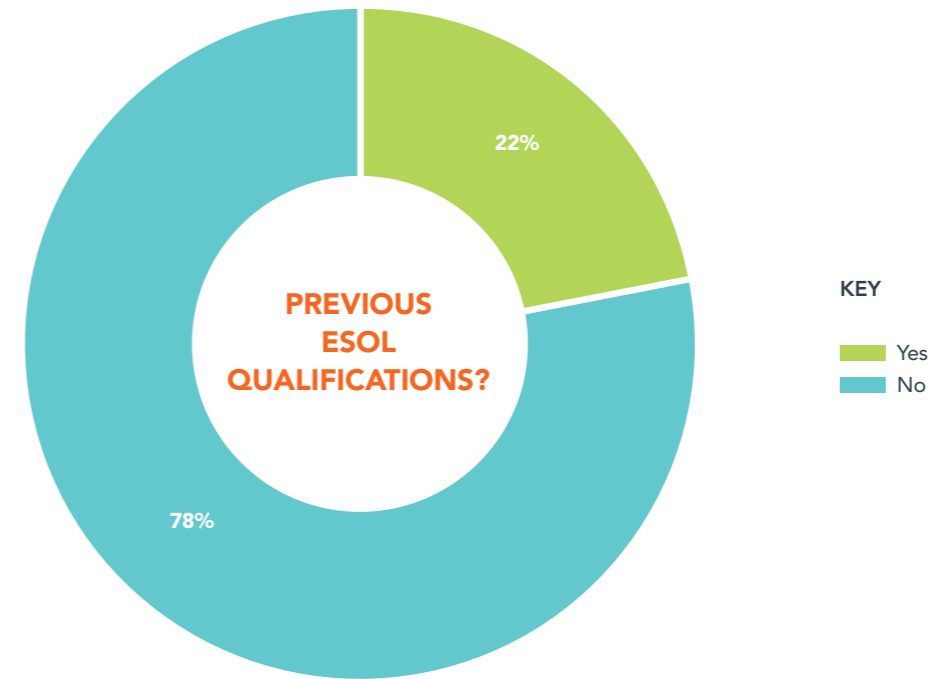
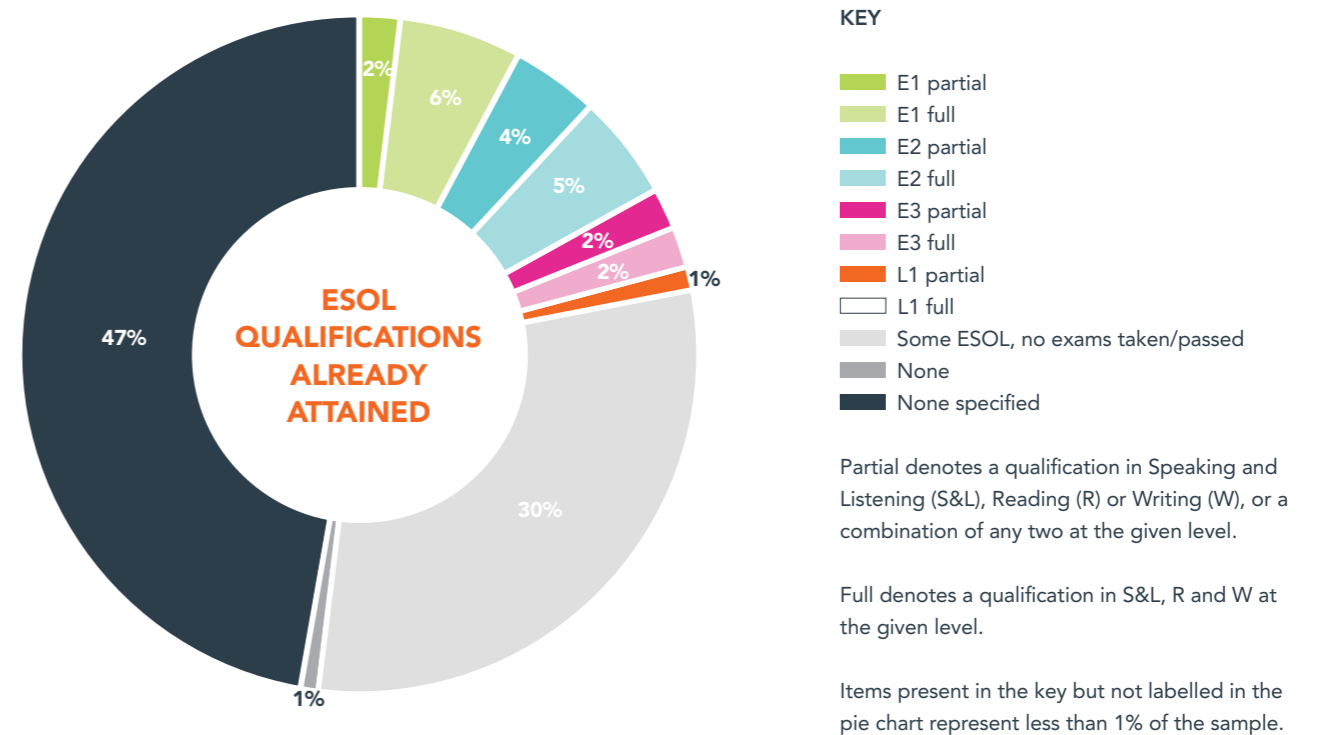


Figure 48: ESOL qualifications already attained



LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

Figure 49: No ESOL qualifications: Time in UK
Based on 921 records

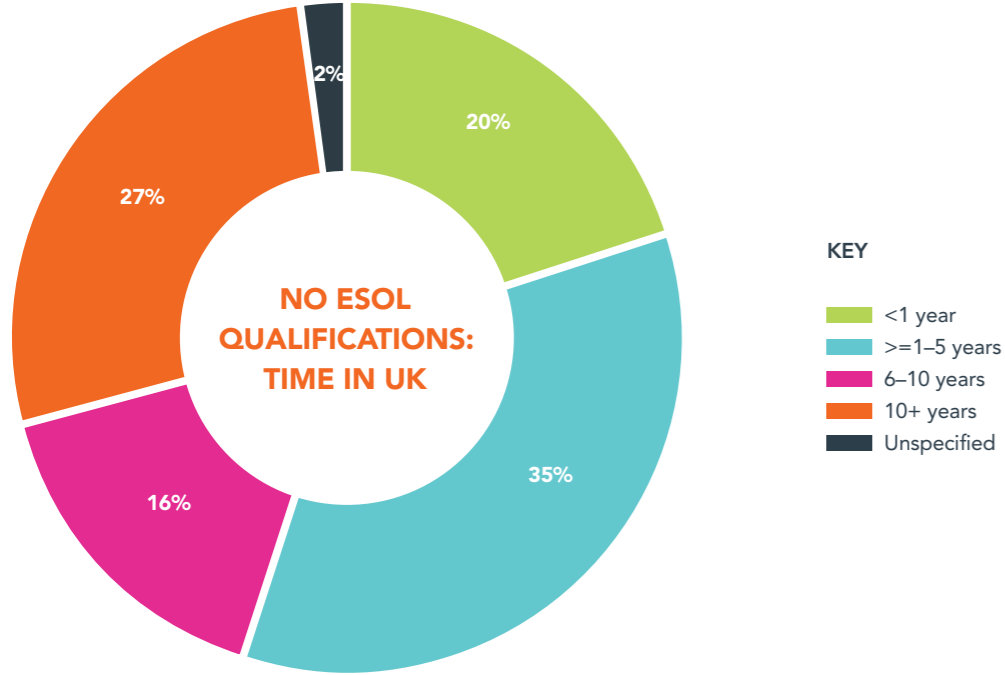


Figure 50: No ESOL course experience: Time in UK
Based on 567 records

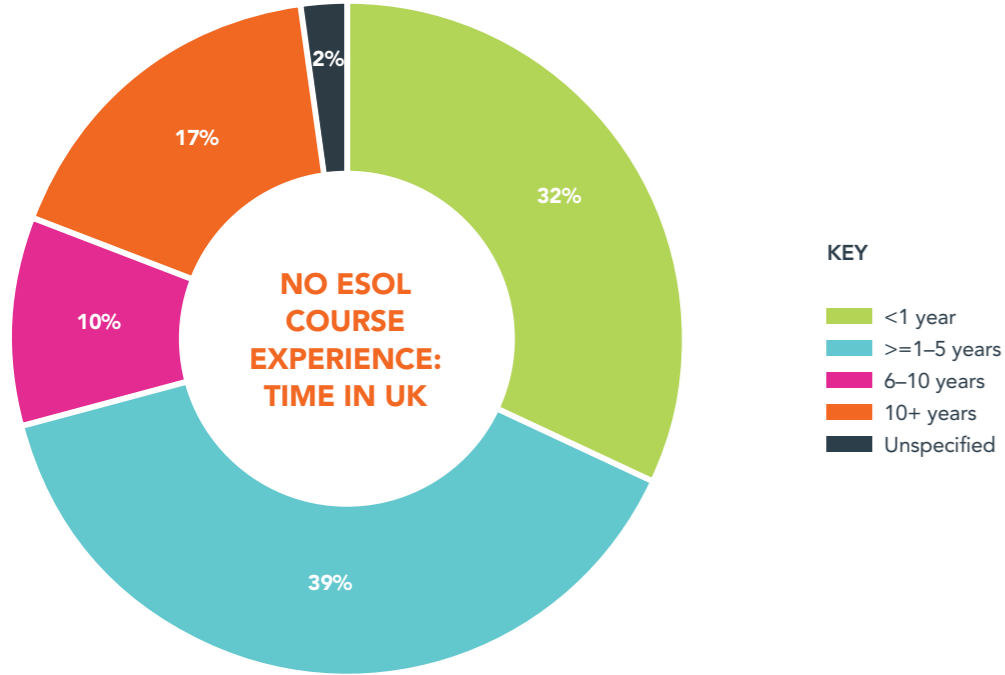


Figure 51: Last engagement in an ESOL course
Based on 632 records



“ 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

Figure 52: ESOL levels

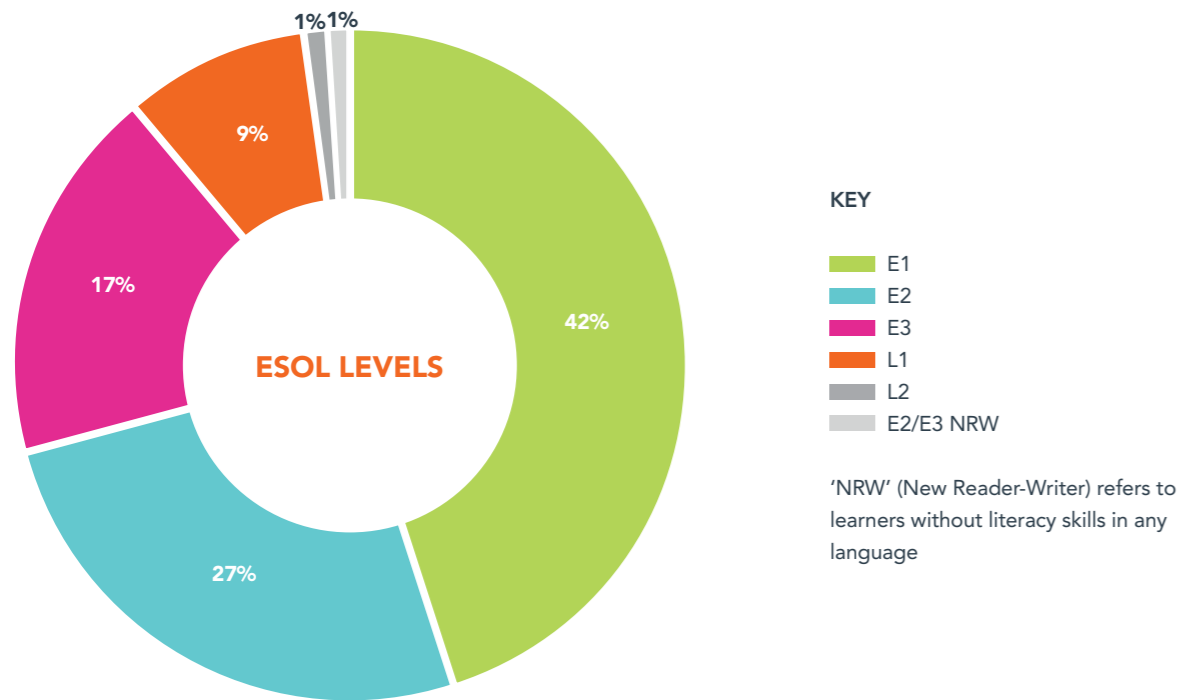


Figure 53: ESOL levels: Detailed

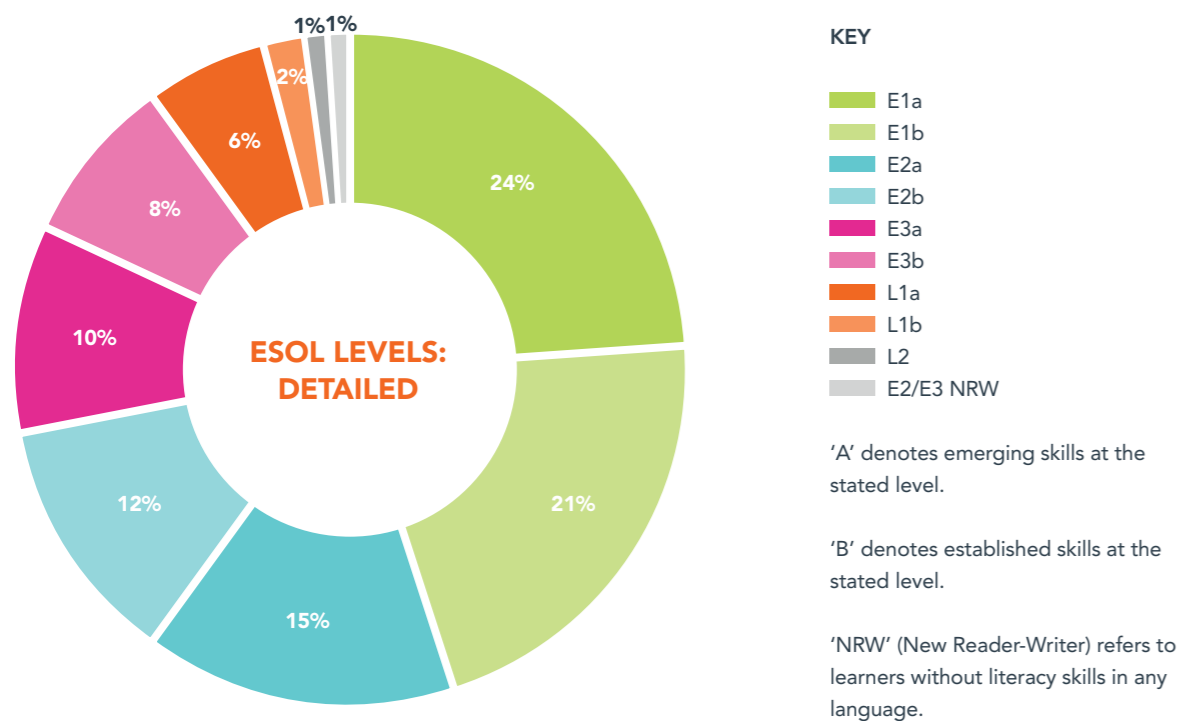
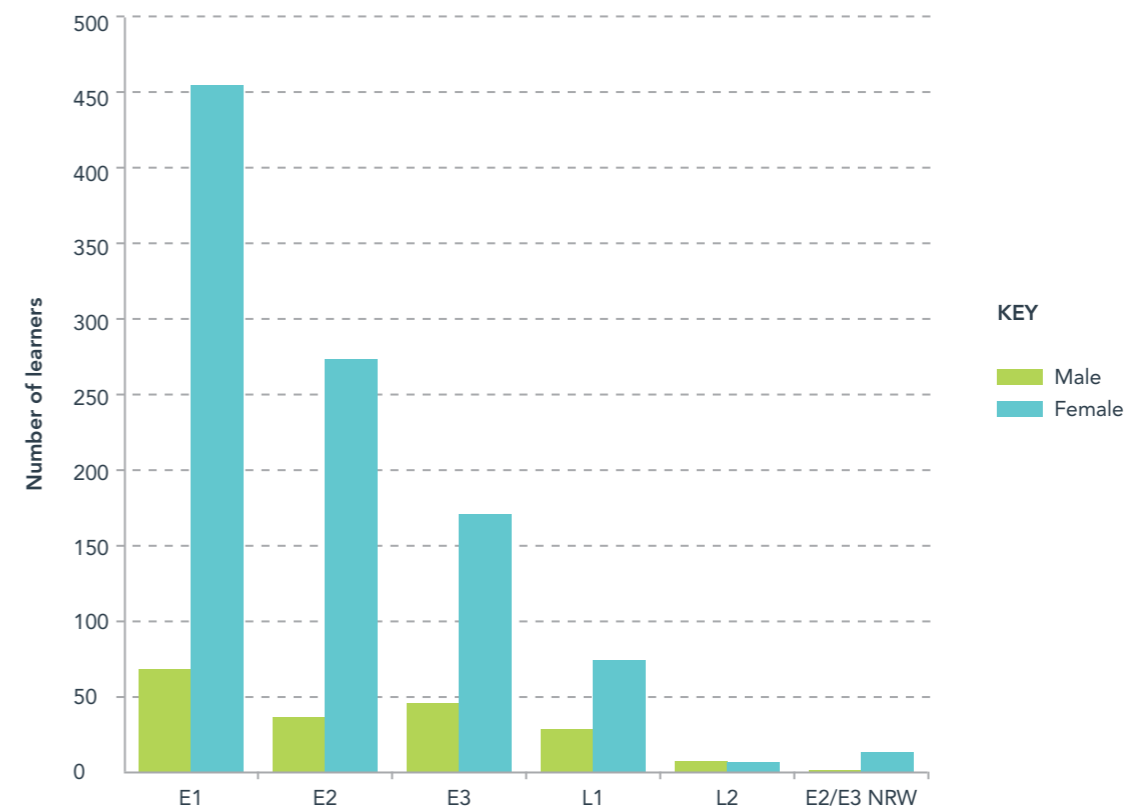


Figure 54: Levels by Gender



“When I came to London, I did not speak English. If someone said anything to me, I just looked at them. However, when my second child started nursery, I decided to start ESOL classes. I started ESOL classes in the Hackney Community College. I passed Entry Level 1, 2, 3 and then I applied for Level 1 with childcare. I passed foundation Level 1 reading and caring for children. I continued Child care Level 2 and I passed my English.”

The English language is important, because I live in England. If I cannot speak English, how can I communicate with people? Each day, I have to talk with my children's teachers. I have to book appointments for example, with the GP, dentist or hospital. Sometimes I have problems with the electricity and telephone companies. I have to deal with all problems myself. Also, I need to communicate with my neighbours. I don't want to just say hello to them.”

Gul Dincer, ESOL student

Figure 55: Levels by Cluster

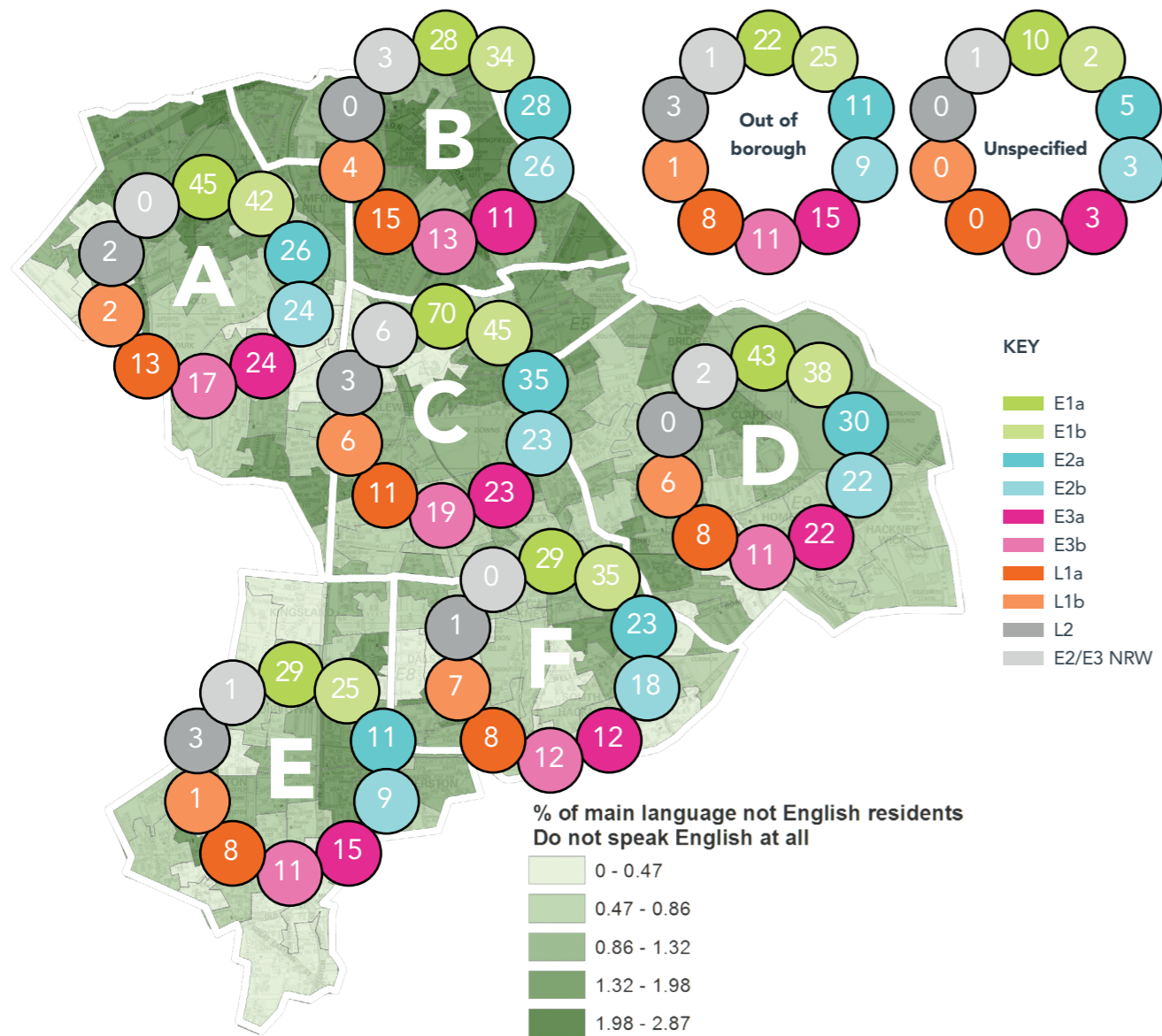


Figure 56: Literacy needs

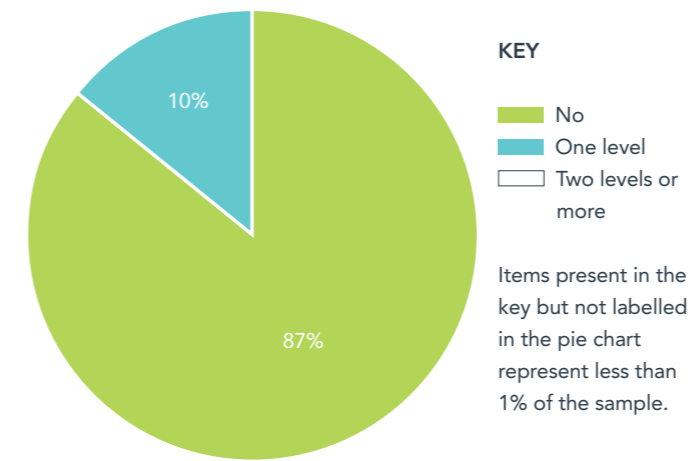


Figure 57: Literate in first or other languages?

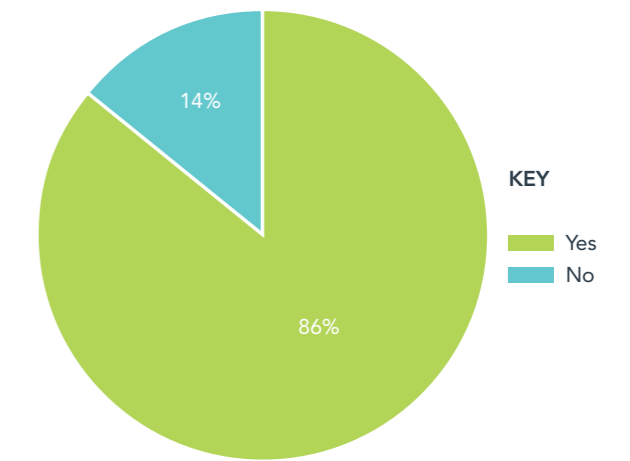
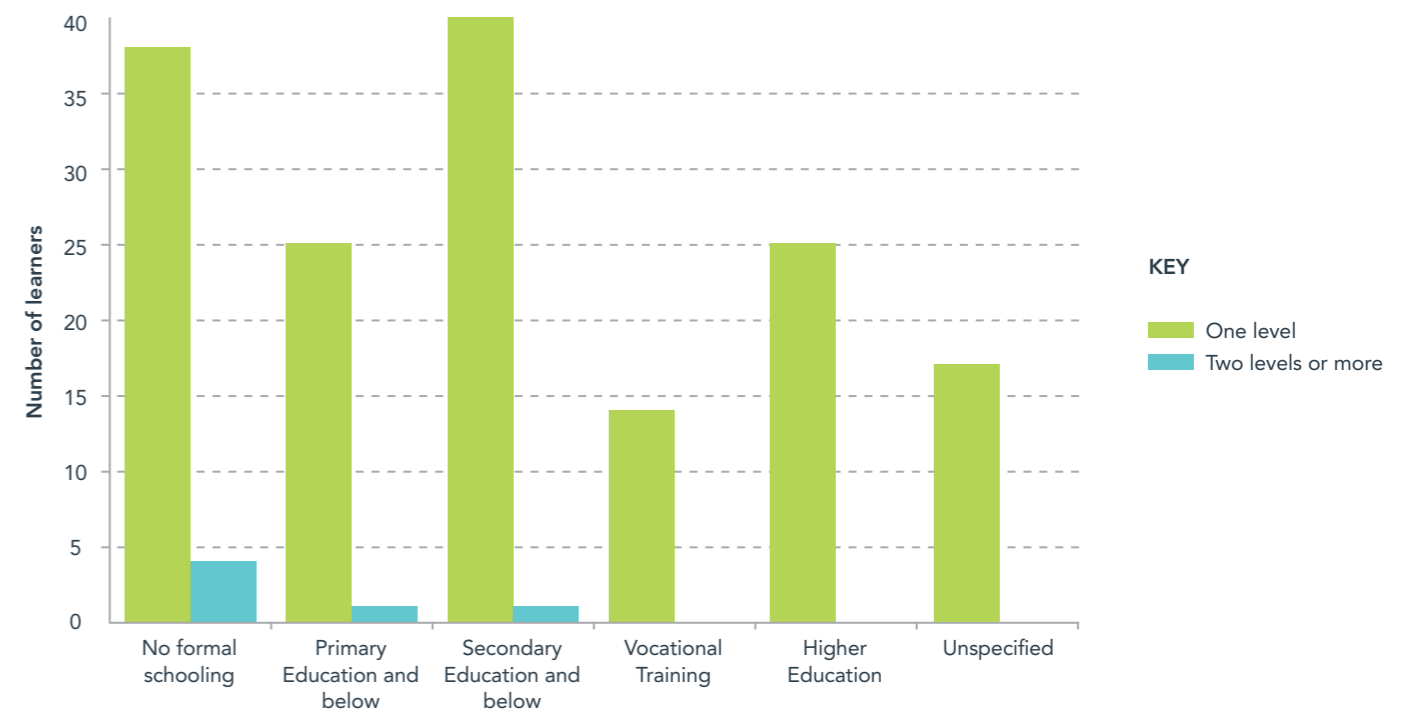


Figure 58: Literacy needs and schooling in home country



“ 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

REASONS FOR LEARNING ENGLISH

Figure 59a: Main reasons for learning English
Based on 1024 records

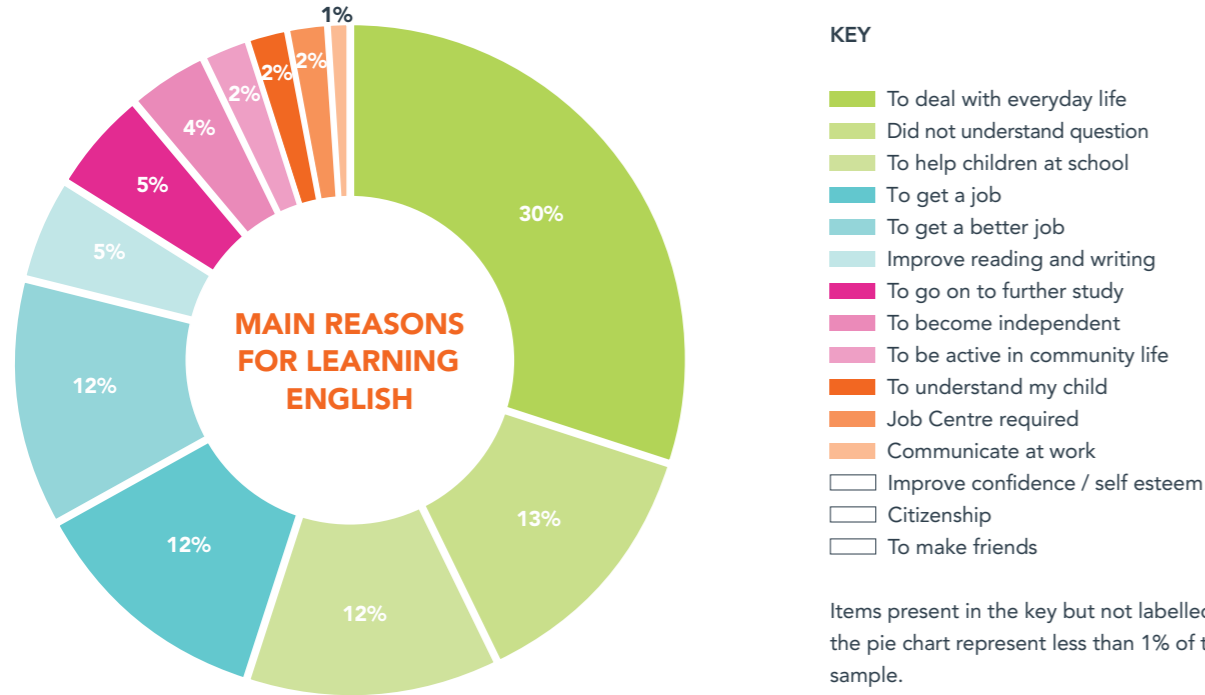


Figure 59b: Main reasons for learning English
Based on 1024 records



Figure 60: Other reasons for learning English
Based on 1848 responses



“ 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

The information in this section is reported to ESOL providers during their scoping process, so that opportunities to have ESOL Embedded options which reflect learners' interests can be explored.

Figure 61: Hobbies and interests



“ [To] socialise, to buy in the supermarket, doing many works voluntary, to feel more confident. If I live here, in this country, to speak English correctly is my obligation...thank you! This classes are a big help for us. I want to work in this country. I am teacher and work writing books for Spanish editorial. My dream is to learn write in English and can to do books in this language. ”

Lucrecia Persico, ESOL student

Figure 62: Embedded ESOL



“ I come to London because I change my life. I like living in London but I miss my family.

In my spare time I like reading books. My favourite TV programme is the Discovery Channel. I'm very optimistic. I finished a degree in economic at university in 2000. I like cooking very much. My family likes it when I cook something good. Sometimes I bake a cake. I like dancing and sports. I like listening to music too. England is a very musical country.

English learning is important that I should be able to communicate clearly with people. Learning means that I can do better in school with less stress and worry. English lessons helps me speak English quickly and easily. I want to feel strong, powerful, confident and happy when I speak English. I want to get a better job. I want to meet new people from of different countries all around the world. ESOL is really and very necessary and important for all people who come from different countries. If I learn English I will improve myself in England. At the moment I'm happy working and living in the UK. ”

Anna Soche, ESOL student

Figure 63: Travel preferences

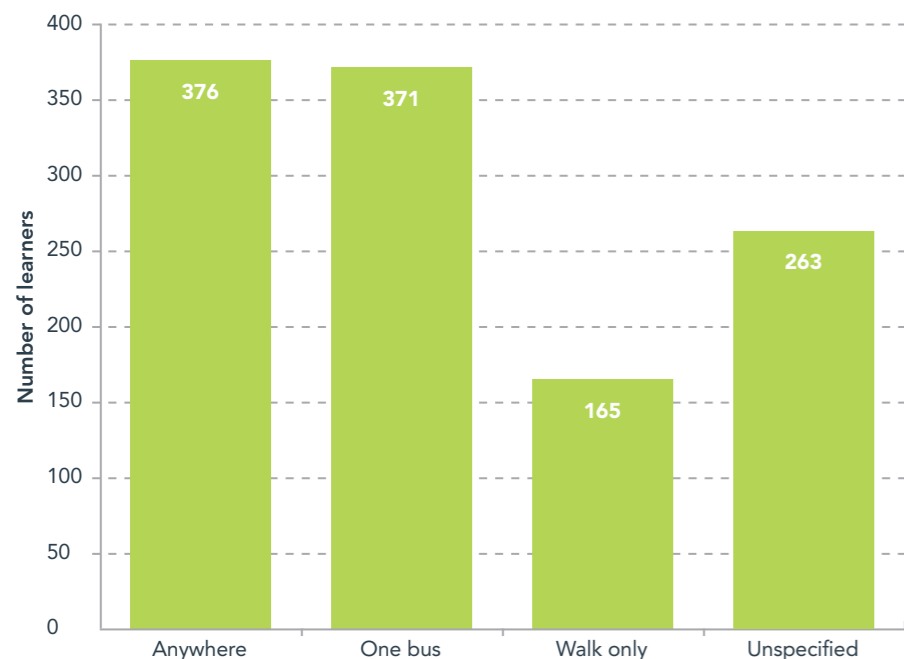
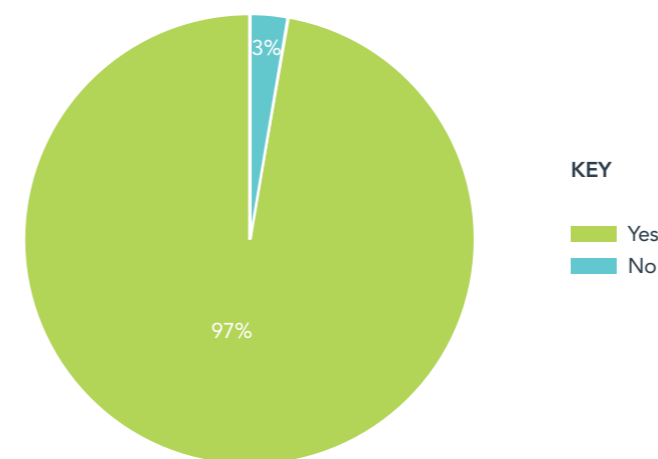


Figure 64: Walk only - Why?



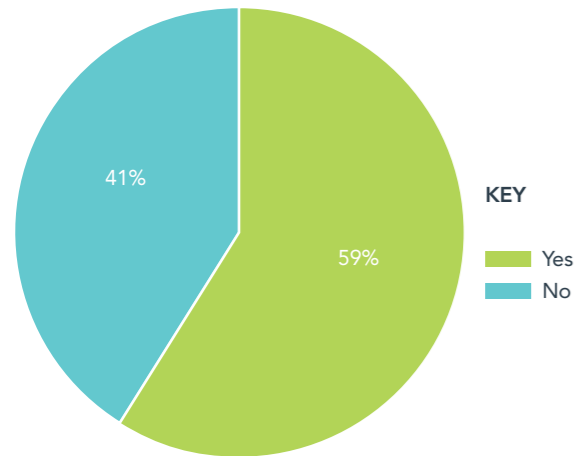
Figure 65: No Fridays?



In 2016-17, there was only 1 request for a women-only class.

“ 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

Figure 66: Parent?



“
I can now attend my youngest sons parents evenings alone without having to request an interpreter.”
Done Asili, ESOL student

Figure 68: At least one child aged 5-10 years?

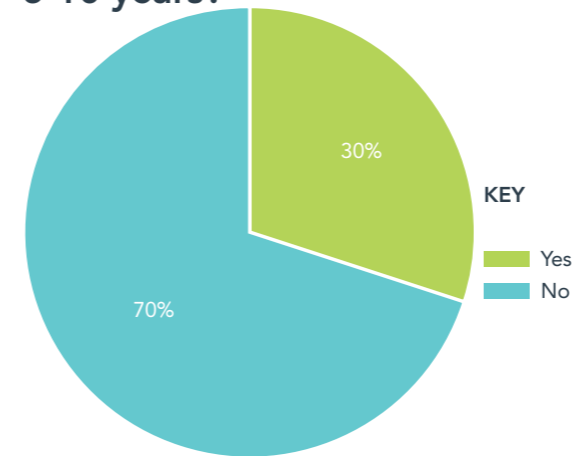


Figure 69: At least one child aged 11-18 years?

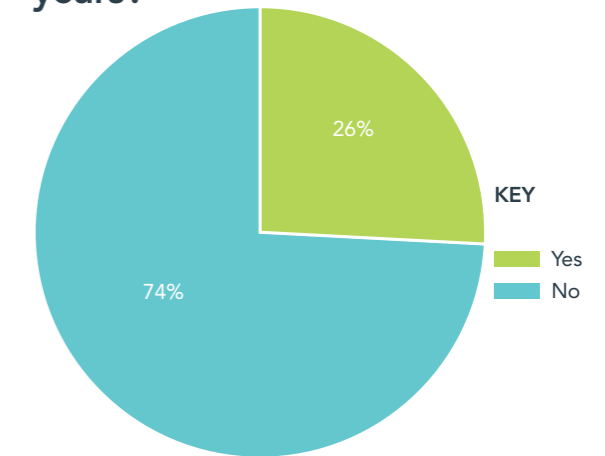


Figure 67a: At least one child under 5?

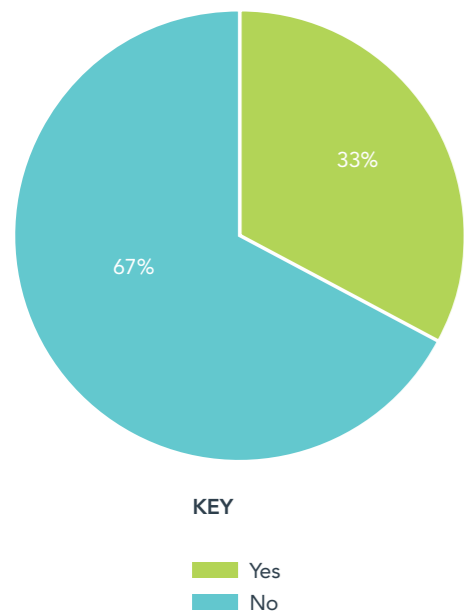


Figure 67b: Proportion of learners with children under 5 by cluster

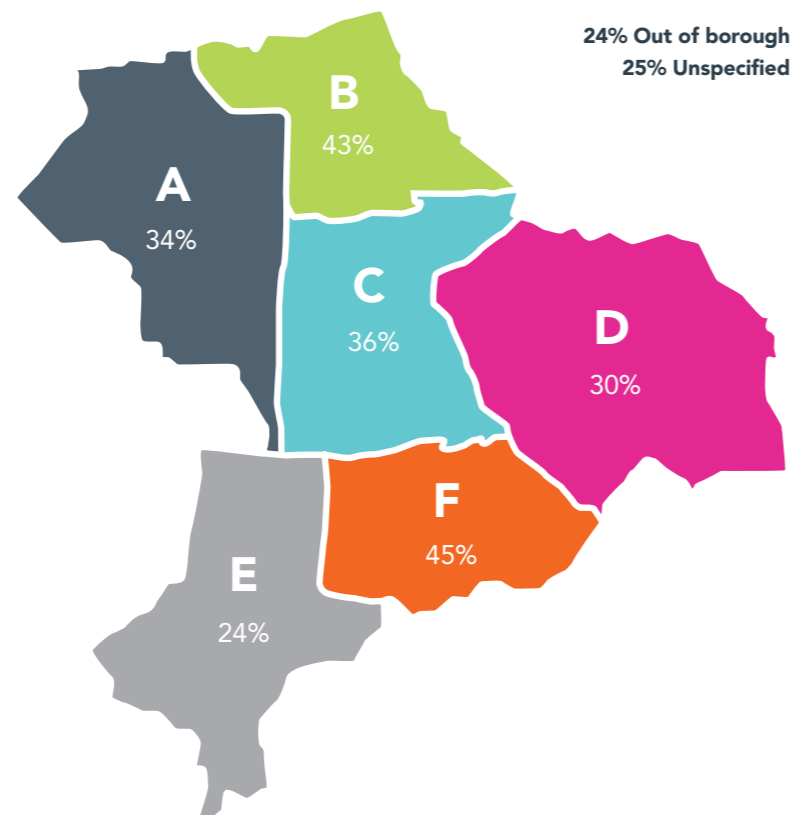


Figure 70a: Crèche needs?

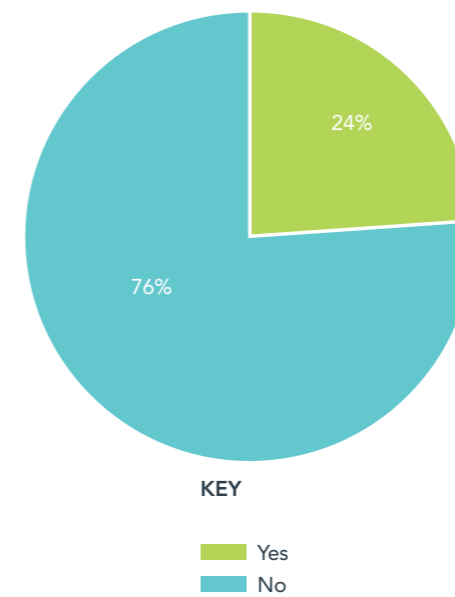
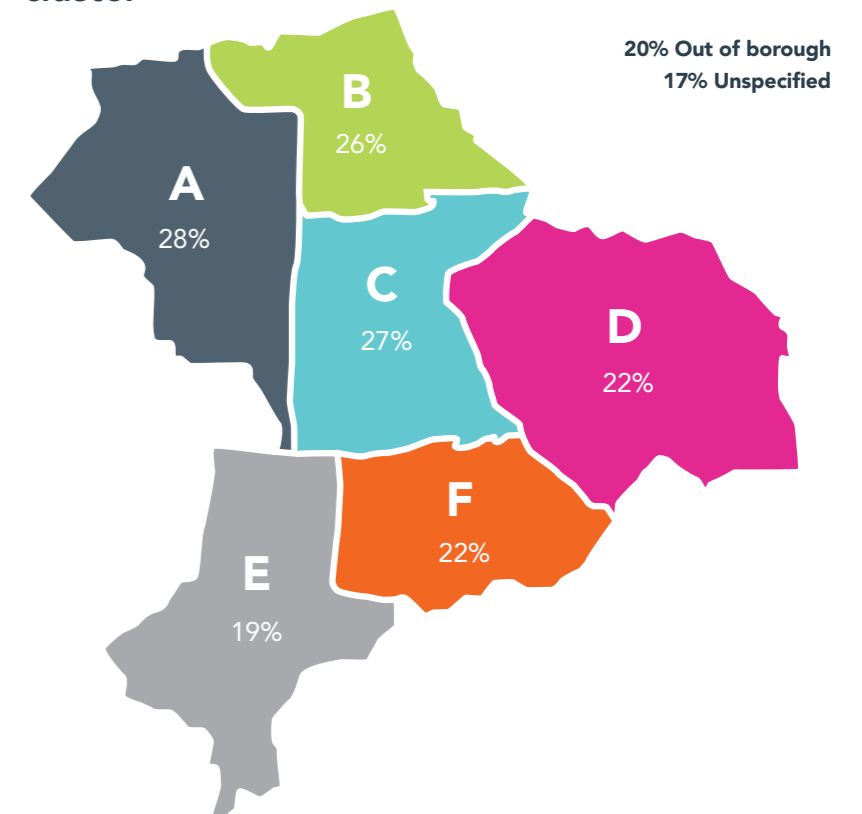


Figure 70b: Crèche needs as a proportion per cluster



CHILDREN AND CRÈCHE NEEDS

Figure 71: Child's School
Based on 563 responses



“ 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

Figure 72: No experience of ESOL - Barriers to starting
Based on 379 responses



Figure 73: Break from learning - Barriers to continuing
Based on 344 responses



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

As a single mom the ESOL classes have been useful to my life a lot. Because I am able to teach my son homework even apart for being a mother and son relationship we both have a special friendship which I can communicate with him in English also I can speak to him my language and sometime he has to teach me English. ESOL classes gave me more confident I ever have because I can make a lot more friends from everywhere and I like to talk with my son's teacher and be able to write the letter to the school when my son has to absence from school sometime.

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

Sukhumarn York, ESOL student

Figure 74: Placement turned down
Based on 259 responses



Figure 76: Reasons offer rejected - Waiting list only
Based on 120 responses



Figure 75: Placed but withdrawn - Reasons
Based on 183 responses



“ I did secondary school in Spain but didn't finish the last year because my mother died and I had to work. I've lived here [in the UK] for a long time – maybe 23 years. I've started ESOL classes before but never finished because my son is disabled and he couldn't cope in crèche. And then rules changed so I couldn't get free ESOL class as I wasn't getting benefit. Now I claim for my son, I can come again. This is the first year I have completed.

Now I can use the present and the past [tense]. I'm not always right but I know the difference. If I went out before and something happened with my son I'd be quiet, but now I don't care – I will speak to anybody. I feel more confident.

I want to progress onto the exam course, but more verbs and tenses is what I want to learn. I want to improve my writing. I've lived here for 23 years but I've never learned verb forms properly. Now I am learning but it is difficult because I learnt wrong.

The teachers are good and have patience to explain. We can ask lots of questions. ”

Marina Soto Alonso, ESOL student

OUTCOMES

Figure 77a: Outcomes - placed in a class within academic year

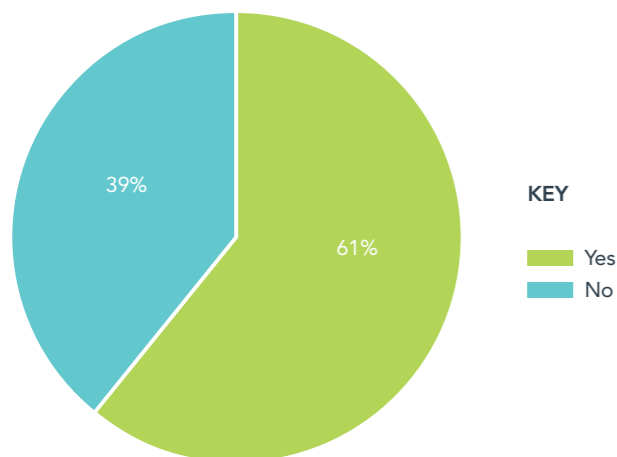


Figure 77b: Placed - Excluding Term 3 registrations

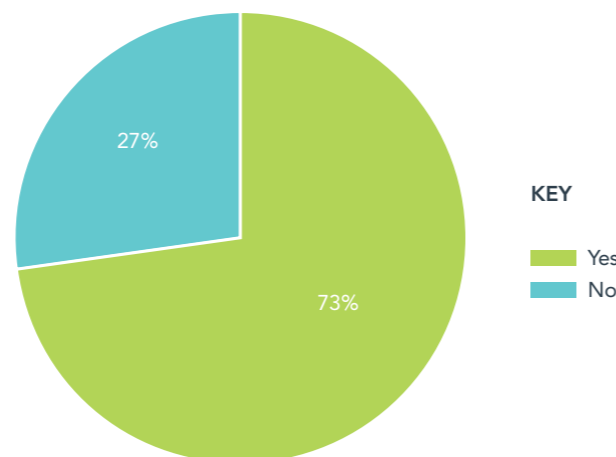


Figure 78a: Not placed. Course(s) offered?

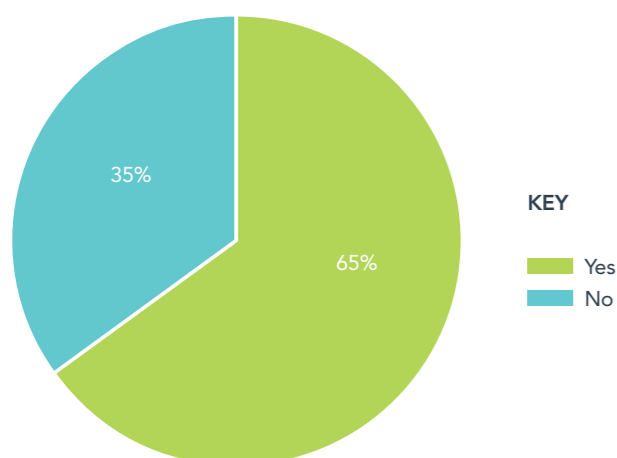


Figure 78b: Not placed. Course(s) offered? Excluding Term 3 registrations

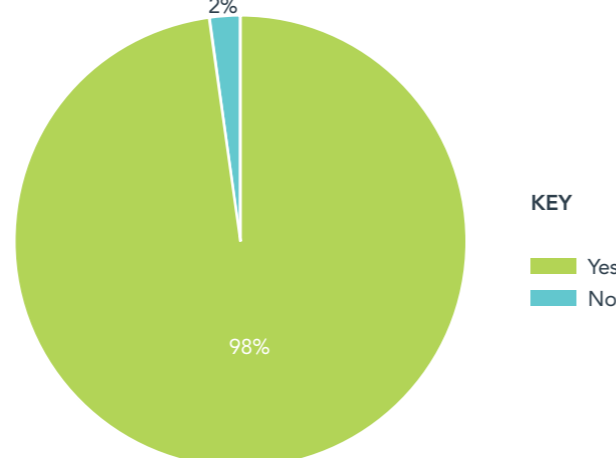
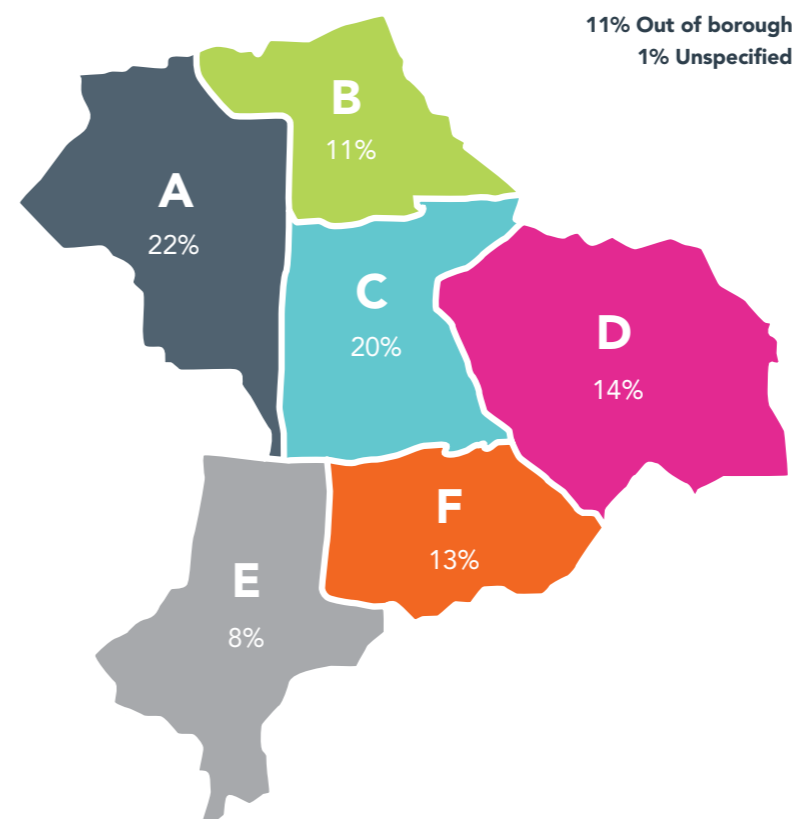


Figure 79: Waiting list by cluster - Excluding Term 3 registrations



“The course helped me a lot to speak better English and our teacher Millie broaden our minds. I feel more confident.”

ESOL student

“I came to the UK exactly 6 years ago. If I have to be honest I didn't want to come here, but for us it was only way to change our lives for better.

We've decided to stay in England for ever, so I have to improving my English. Here is my second home, and English is my second language, and it is very important for me, be as good as possible. I'm a very shy person, and because of that I don't have a lot of English friend, actually I don't have any. So I couldn't practicing a lot. I just spoke with doctors, when I was doing shopping, at my daughters nursery, etc. Fortunately I found ESOL classes near my place and decided to join in.

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

”
Magdalena Zimowska, ESOL student

Figure 80a: Learners placed by the ESOL Advice Service since records began

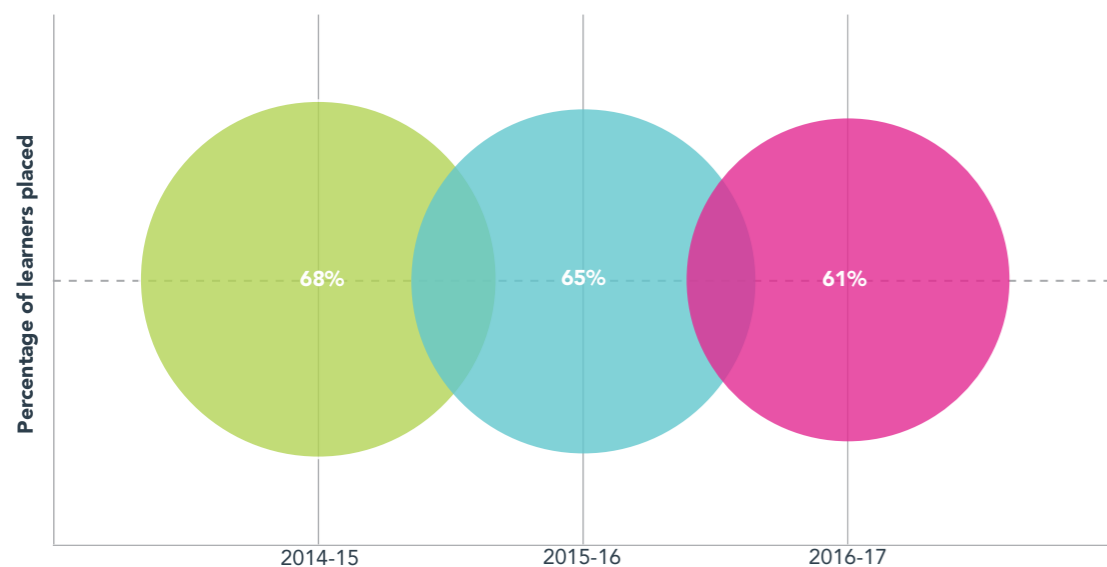
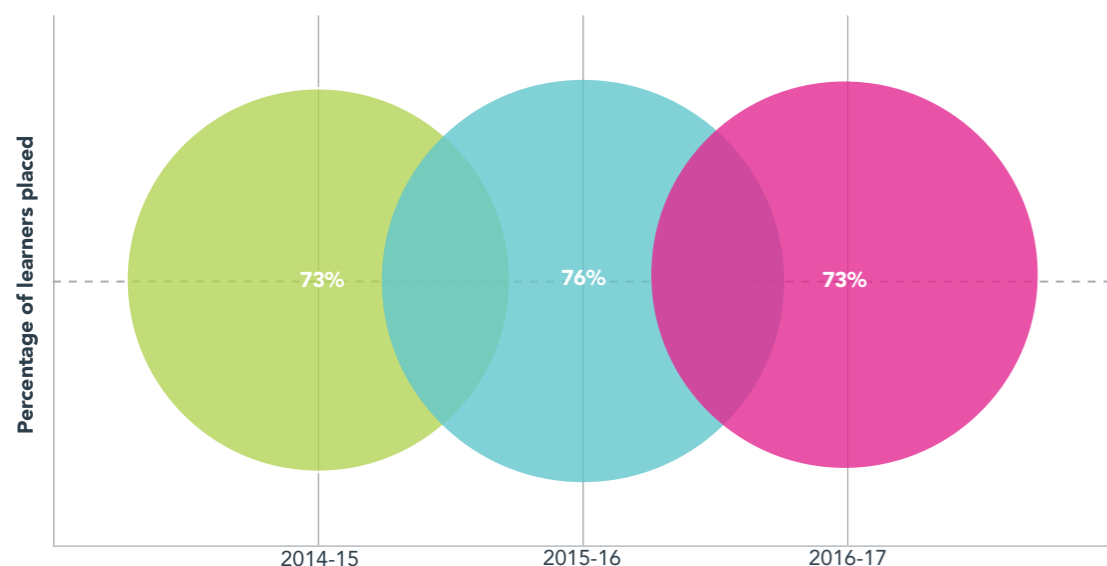


Figure 80b: Learners placed by the ESOL Advice Service since records began - Excluding Term 3 registrations



Learners who had used the ESOL Advice Service to join an ESOL class during academic year 2016-17, were asked to rate their experience. 93% rated the service 'very good' or 'excellent'. The response rate was 30%.

Figure 81: Learner Satisfaction



“ I am really happy that I have had the opportunity to study English. I came here to help my sister, who is a single mum, and at home we only speak French, so it would have been very difficult for me to learn to speak English if I hadn't taken this course. I registered at the library, close to our house. I collected a ticket from reception and was taken to a room and given some reading and writing to do, and then the teacher checked my speaking and listening. She also asked me questions about why I wanted to learn English, about my hobbies, when I was available for classes, and other questions to make sure the course I was given would be free for me, as I did not have much money.

I found all of the people very helpful (from the teacher who helped me to find a school near my house to my class teacher at the college). This has had a very positive impact on my life. Being able to understand what people are saying also has had a big impact on my self-esteem. Additionally, I was able to socialise with people my age (21) and make friends. Joining an ESOL class was easy and I enjoy it very much. It helped me get a job at the airport too! ”

Tako Gassama, ESOL student

KEY DIFFERENCES FROM 2015-16

Ethnic Origin

Learners of African origin increased in proportion since last academic year, from third place to first (an increase of 46 learners), swapping places with Turkey (five fewer learners). There were no significant changes in other groups.

EU Nationals

There were significant changes in the profile of EU Nationals; the largest group (26%) of EU Nationals originated from Africa in the year under review, compared to Western Europe which held first place in 2015-16 (27%). This year, they made up 21% of all learners and ranked below Eastern European learners. Of all EU Nationals, there was an increase in the number of learners who originated from Africa only. For learners with other origins, figures fell, including for learners originating from Western Europe (117 learners to 91), Latin America and the Caribbean (84 to 69) and Middle East & North Africa (26 to 19). Figures for other learners did not change significantly. The majority (53%) of European Nationals originated from countries outside of the EEA.

Refugees and Asylum Seekers

Overall, the total number of learners who registered with the service, who were in the UK seeking protection, increased from 30 in 2015-16 to 65. The total number of refugees increased by 12 learners in the year under review; Asylum Seekers by 14; learners on Family Reunion Visas increased from 9 to 15, learners with Humanitarian Protection by 4 (from 0); learners with Discretionary Leave to Remain fell from 2 to 1.

Previous ESOL Qualifications and Time in UK

The number of learners who had previous qualifications in ESOL when they registered with the ESOL Advice Service fell from 32% to 22% in 2016-17. Of the learners with no qualifications in ESOL, 20% in 2016-17 had been in the UK less than a year, compared to 6% in the previous academic year. A smaller proportion of learners (27% compared to 36% in 2015-16) who had no qualifications had been resident in the UK for ten years or more. Of people with no experience of ESOL, the proportion of learners who had been resident in the UK for less than a year rose from 14% to 32%. A smaller proportion (39% compared to 51% in 2015-16) of these learners had been in the UK for between 1 and 5 years.

Placement outcomes

The figure for placement within the academic year fell from 65% to 61%. The number of learners who were offered a course however, increased from 60% to 65%, indicating that although there were options available, they were not suitable for learners. The primary reason, where given, for learners turning down ESOL options, were because the location was unsuitable either due to clashes with the school run, no crèche being offered, needing an evening class, or the class venue being too far.

AREAS OF UNMET NEED

The following section analyses the profiles of learners who registered with the EAS in 2016-17, but had not been placed in a class by the end of the academic year, compared to their placed counterparts.

Figure 82: Term of registration - Waiting list vs. Placed learners

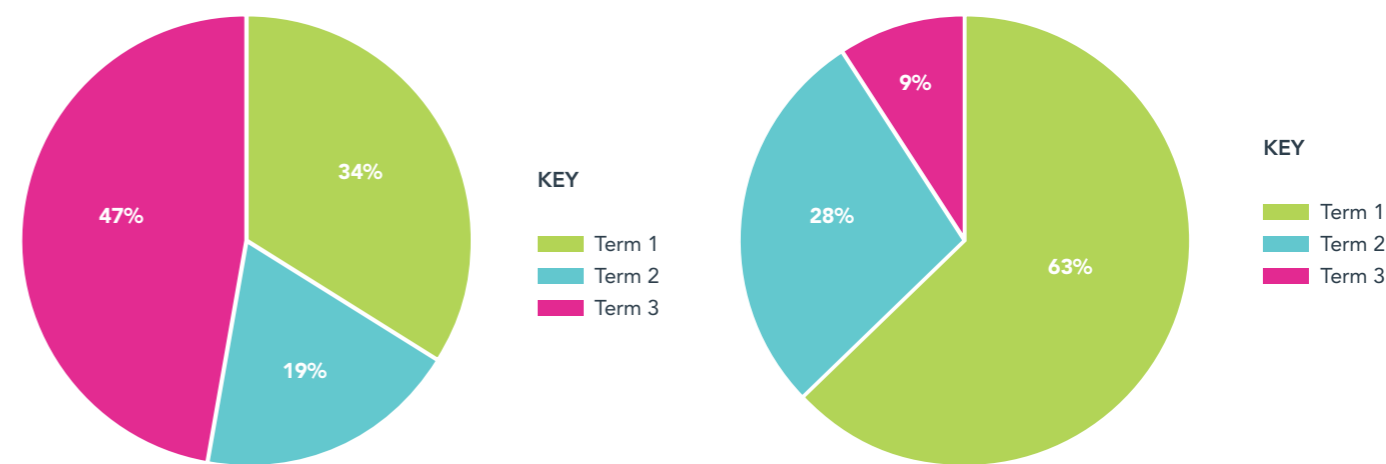


Figure 83: Low income - Waiting list vs. Placed learners

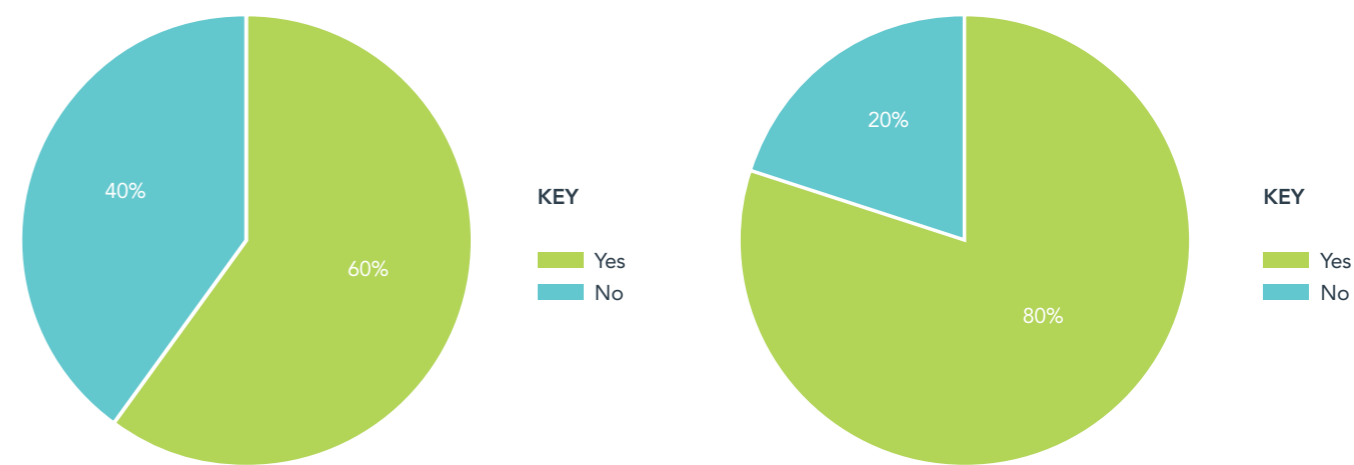


Figure 84: Crèche needs - Waiting list vs. Placed learners

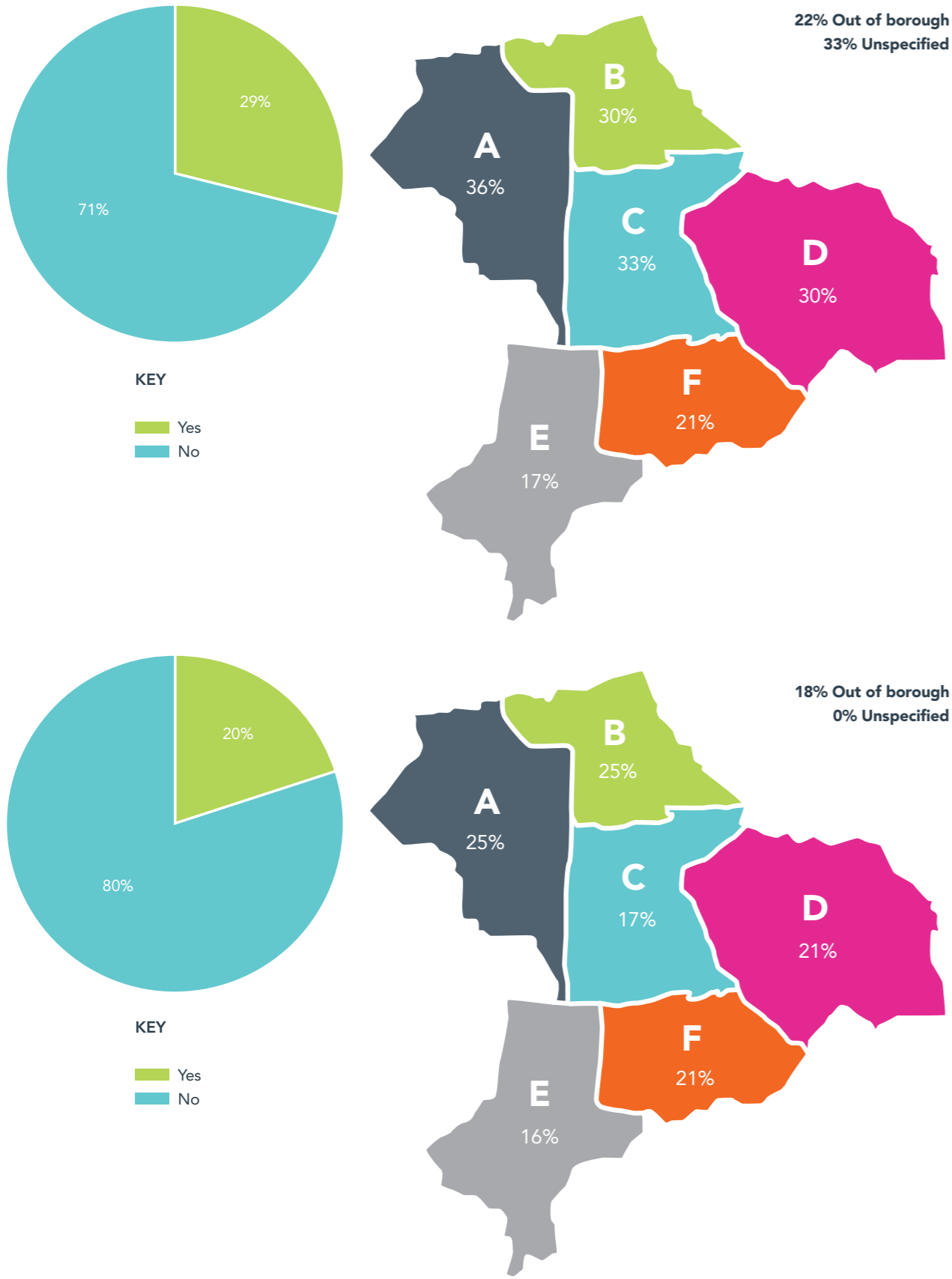
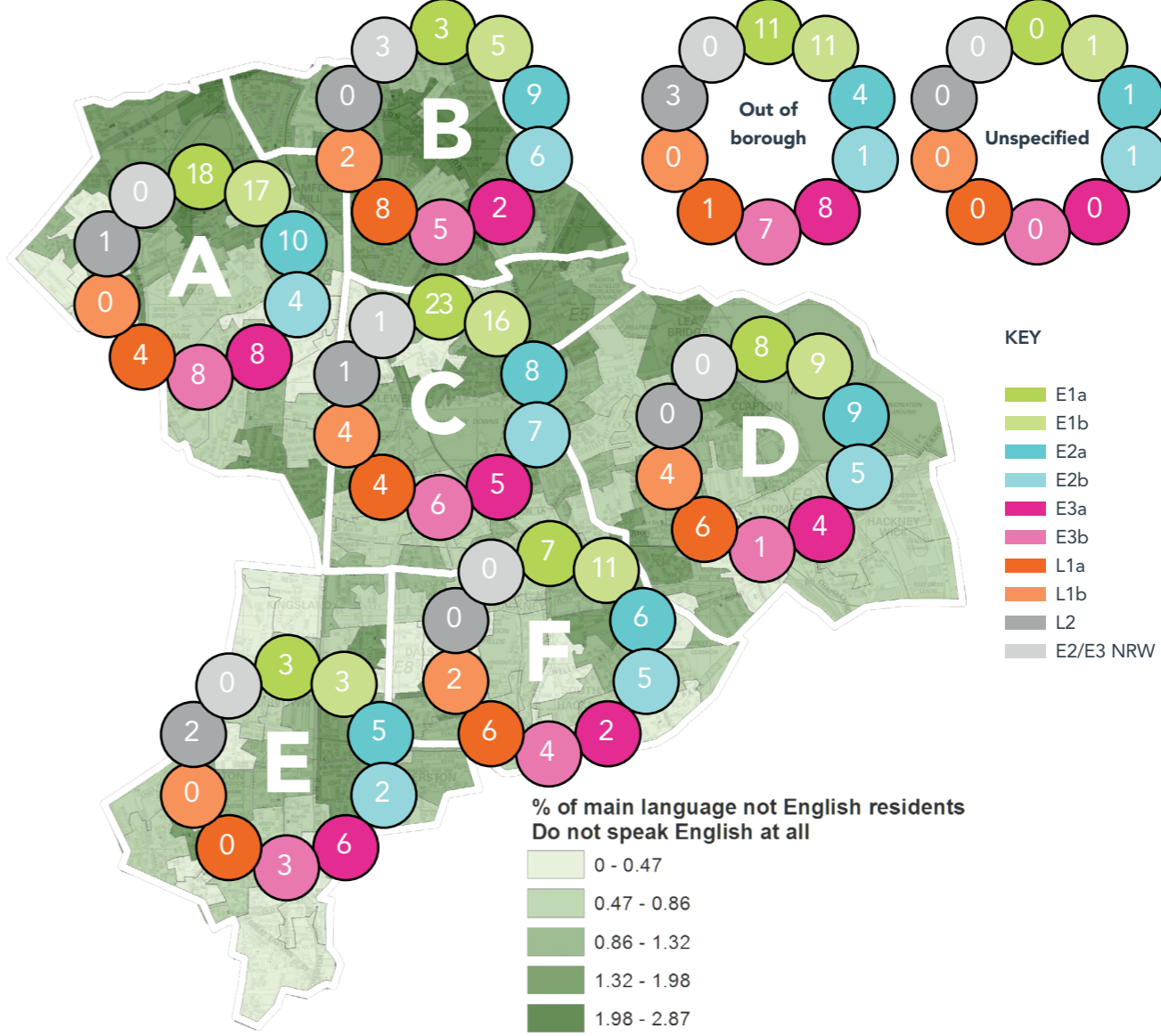


Figure 85: Waiting list levels and location



The profile of all learners who were still waiting for a class in July 2017 (304 learners), was compared to the profile of learners who had been placed by the EAS (451 learners in total).

Differences did not exceed 5% for any of the features between the groups, except for the following:

Term of registration

Learners who registered after Term 1 of the academic year were less likely to be placed in a class within the academic year than those who registered in term one; of all placed learners, 59% were registered in Term 1, compared to 31% of all waiting list learners. Only 9% of placed learners were made up of people who registered in Term 3, compared to 49% of waiting list learners.

Crèche Needs

Learners with crèche needs were less likely to be placed in a class than those without; those with crèche needs made up 19% and 31% respectively. The EAS prioritises learners with crèche when placing learners at ESOL providers which offer crèche provision. The vast majority of classes with crèche are run by a single provider. Crèches are usually unable to accept children below 6 months of age and prefer learners above a year old. A smaller proportion of learners who registered in 2016-17 were parents (59%) compared to 2015-16 (66%), and 33% of learners had a child under five years of age, compared to 41% in 2015-16. Children under five rates fell for all clusters by between 4 and 16% compared to 2015-16, except for cluster F where learners with children under 5 years old increased by 2%.

No income / contribution-based benefits

Learners who were not in receipt of income/contribution-based benefits or in receipt of a low income (less than £19,000 per year, before tax) made a larger proportion of waiting learners than placed ones; 39% compared to 20% respectively. Free ESOL options were limited for learners who did not qualify as low income. Courses with fees were offered, however, only a small number of learners were able to take up these offers, despite instalment plans and discounts for learners who could prove high out-goings. The cost of courses ranged from £200 to £900 for one academic year, depending on the number of hours. Occasionally, when learners were able and willing to pay for classes, the location of classes, primarily in the far south of the borough, were not suitable and/or there was no crèche provision.

The proportion of learners in receipt of income/contribution-based benefits dropped by 3% compared to 2015-16, although of those learners who were receiving income/contribution-based benefits, a larger proportion of learners were receiving Employment Support Allowance or Jobseeker's Allowance in the year under review; 15% in 2015-16 compared to 29% in 2016-17. The proportion of ESOL learners not in receipt of income/contribution-based benefits but with a household income below £19,000 per year before tax, fell by 5%.

Learners who were affected by compounding variables, namely learners with crèche needs, who were not on income/contribution-based benefits or considered "low income", who did not register in Term 1, and who could not travel more than 20 minutes from home due to childcare/school-run duties, were very likely not to be placed within the academic year.

This year, 1175 ESOL learner records were analysed. The majority of ESOL learners were female; 19-49 years old; literate in at least one language, not including English; parents; from Africa, South Asia or Turkey; had British or European Nationality; were unemployed; had secondary education or below; wanted to learn English to help themselves in everyday life, to get a job and to help their child; were assessed at Entry 1 or Entry 2; had no ESOL qualifications at the time of registration, and half of all learners had been resident in the UK between one and five years. The most commonly cited barrier to joining an ESOL class was being newly arrived to the UK, and the most commonly cited reason for interrupting study was pregnancy, followed closely by the centre being too far and moving home.

Just over half (53%) of all European Nationals had originated from a country outside of the EEA. Of those who had an interest in embedded ESOL, most wanted to study ESOL with Childcare and ESOL and Teaching Assistance. Accountancy, teaching, nursing and law were the most cited areas of study for learners who had post-secondary education in their home countries. 9% of learners suffered from a health problem, most often diabetes. Most learners who had employment experience, had worked in cleaning and catering roles, and cleaning was also the most reported current employment role, followed by social care and catering.

Of the learners who continued to be interested in joining an ESOL class within the academic year, by July 2017, 61% had definitely been placed in an ESOL class. Of those not placed 65% were offered a class within the academic year. Excluding learners who had registered in Term 3 of the academic year (between April and June 2017), the placement figure increases to 73% and 98% of learners who had not been placed, had been offered at least one course. The reasons learners were unable to take up the offer(s), where given, have been presented in Figure 76. The three learners who were not offered any options all registered in March, i.e. at the end of Term 2. In addition, two of these learners required crèche, further limiting the options available to them. The majority of learners who registered in Term 3, were interested in joining a class immediately. Unfortunately, most providers close their enrolment windows at different points in Term 2, largely in preparation for examinations.

ESOL options offered included all levels from E1 to L2, with the majority of options at E1, E2 and E3. The majority of classes with limited or without crèche allocation were located in the south of the borough, and there was a good spread of provision with crèche across the borough, primarily due to one provider and its excellent links with children's centres. Embedded options this year included ESOL with Local History, and ESOL with Fashion. ESOL with Childcare was run in the borough by one provider, but was not offered via the EAS, due to no vacancies having been reported during the academic year. A larger number of European Social Funding (ESF) was used for ESOL at Entry 1 this year, as well as DCLG funding for English My Way classes. This accounts for the much smaller waiting lists at Entry 1 at the end of the academic year. The options were particularly valuable for learners who were not in receipt of income/contribution-based benefits, although classes were only one day a week and most learners would have preferred a higher number of hours per week.

By September 2017, all of the waiting list learners had been offered priority enrolment appointments. A total of 82 learners attended. All were placed except 35; 19 needed crèche. The remaining 16 learners were not in receipt of income/contribution-based benefits, although 14 had low household incomes (£19,000 or below). The majority of these learners were assessed at E2A or E3A. All learners without crèche needs had been offered at least one ESOL option at the time of writing.

Of all learners accessing the EAS directly, who could be reached, and excluding learners who wanted to start a class the following academic year, the average waiting time in 2016-17 was 85 days. 9 days longer than in 2015-16. The sample includes 727 learners and assumes those waiting at the end of July 2016, joined a class in September 2017. Days in the summer break have been excluded.

Key factors affecting placement

- Term of registration
- Income / Contribution-based Benefits Status
- Crèche Needs
- Location
- Availability of evening provision

At the end of 2016-17, the service prepared for the impacts of the following:

Education and Skills Funding Agency (ESFA) Rule changes, which allowed learners who had an employment income of less than £500 per month, and any income/contribution-based benefits, to be fully funded. There was no noticeable change in the way ESOL providers interpreted these Rules, and eligibility criteria for EAS placements at these providers remained largely unchanged. In addition, although the UK voted to leave the European Union in June 2016, no changes were announced in the ESFA Rules for 2017-18 which would prevent EU Nationals and their dependents from accessing ESOL courses; no impact has, therefore, been felt as yet.

The Immigration Act 2016, which placed a duty on public authorities to ensure their customer-facing employees are able to communicate effectively, i.e. at CEFR B1 (Entry 3). Transport for London issued notices to private hire taxi drivers, and at the end of the academic year, a handful of drivers approached the service for ESOL classes. At the time, only one ESOL class, specifically for taxi drivers, existed and was located in Tower Hamlets. At the time of writing, two new dedicated classes have been developed in Hackney and are currently recruiting. It is unclear how demand will change on account of the impending license suspension for Uber.

In 2015, the Government pledged to resettle 20,000 Syrian Asylum Seekers within the subsequent five years and incorporated ESOL into the package of support and funding. The total number of Syrian Asylum Seekers registered in 2016-17 was 7, from none in 2015-16. 71% of all Refugees and Asylum Seekers were placed in a class within the academic year. The service continues to work with organisations supporting the families placed in Hackney.

The National Association of Teaching English and Community Languages to Adults (NATECLA) published the [ESOL Strategy for England](#) in 2016. It calls for funding for free ESOL, and monitoring of ESOL at a local and national level, including “local hubs for mapping and signposting learners”. The outcome of the campaign and the government’s plan to devolve the Adult Education Budget (AEB), if they do overlap, remain to be seen.

In 2016-17, the Hackney ESOL Advice Service was presented to HOLEX, the lead body for Adult Community Education. Interest in the model was strong and subsequent presentations were made at three London Boroughs and one outside, which were keen to replicate the model within and outside of London. Two of these boroughs have now secured either local or national funding for their own ESOL Advice Services and the Hackney EAS continues to support their development. In addition, the service was presented to the Department for Communities and Local Government (DCLG); the London Councils/GLA event on *Supporting Syrian Refugee Resettlement with ESOL* and included as a case study in the report [Mapping ESOL Provision in Greater London](#) by the Learning and Work Institute. Finally, thanks to Manchester Adult Learning Service, it was possible for the EAS to join them in their visit to the Basic Education Guidance in Nottinghamshire service (BEGIN). The visit led to some valuable insights and the sharing of good practice.

In the approaching year, 2017-18, a total of seven regular ESOL advice sessions will be run in Hackney, with one new venue for evening advice in Hackney Central. Sessions will be staffed by regular contributions from four ESOL providers in Hackney. In addition, new funding secured through the Hackney Council’s Employment Service, will allow for the recruitment of a part-time EAS advisor for one academic year. As a result, two weekly evening advice sessions at the centre and south of the borough have been scheduled.

Comments and suggestions on this report and the EAS are most welcome.

Khadijah Amani
November 2017

ESOL		CONFIDENTIAL		HACKNEY ESOL ADVICE SERVICE: Initial Assessment Form 2016-17		
PERSONAL INFORMATION & ELIGIBILITY						
Forename		Surname		Male <input type="checkbox"/>	Female <input type="checkbox"/>	
				Transgender <input type="checkbox"/>		
Address			Date of birth			
Landline			Mobile			
Email						
Country of origin (Ethnicity)			Nationality (Passport)			
Countries of residence/work			Time in EEA (not UK)			
Time in UK			Immigration Status			
Personal Income (Tick ALL that apply)	Working Tax Credit	<input type="checkbox"/>	Income Support	<input type="checkbox"/>	Child Benefit	<input type="checkbox"/>
	Job Seeker's Allowance	<input type="checkbox"/>	NASS	<input type="checkbox"/>	Disability Living Allowance	<input type="checkbox"/>
	Emp. Support Allowance	<input type="checkbox"/>	Pension Credit	<input type="checkbox"/>	Universal Credit	<input type="checkbox"/>
	Council Tax	<input type="checkbox"/>	Carer's Allowance	<input type="checkbox"/>	Employment Income = <£500 per month, pre-tax	<input type="checkbox"/>
	Housing benefit	<input type="checkbox"/>	Child Tax Credit	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>
Household income	<£1,600 per month, pre-tax? Yes <input type="checkbox"/> No <input type="checkbox"/>		NI No.	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Languages	Languages (please tick box if literate in stated language)					
	First	<input type="checkbox"/>	(one language only)		Not literate in any language <input type="checkbox"/>	
	Other(s)	<input type="checkbox"/>			<input type="checkbox"/>	
Schooling	No schooling	<input type="checkbox"/>	Sec. school not completed	<input type="checkbox"/>	Degree 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 completed	<input type="checkbox"/>
	Post-secondary Course Title:					
Previous ESOL	No <input type="checkbox"/>	Reason for not joining:				
	Yes <input type="checkbox"/>	Year	Venue	Level	Modes passed R / W / S&L / Full	Reason for stopping
Other waiting list	No <input type="checkbox"/>	Yes <input type="checkbox"/> Where?				
Current employment	No <input type="checkbox"/>	Retired <input type="checkbox"/>	Housework <input type="checkbox"/>	Carer <input type="checkbox"/>	Volunteering <input type="checkbox"/>	Looking for work <input type="checkbox"/>
		Not looking <input type="checkbox"/>	Why not looking?:			
	Yes <input type="checkbox"/>	Casual work <input type="checkbox"/>	Part time <input type="checkbox"/>	Full time <input type="checkbox"/>	Job title:	
Previous employment	Non-UK					
	UK					
Referred from						

HACKNEY ESOL ADVICE SERVICE: Initial Assessment Form 2016-17						
LEARNER'S NEEDS						
Reasons for learning English <i>(First given reason = 1. Tick other reasons.)</i>	Didn't understand question	<input type="checkbox"/>	Become independent	<input type="checkbox"/>	Get a job	<input type="checkbox"/>
	Help my children/at school	<input type="checkbox"/>	Go on to further study	<input type="checkbox"/>	Get a better job	<input type="checkbox"/>
	Understand my child	<input type="checkbox"/>	Improve reading & writing	<input type="checkbox"/>	Communicate at work	<input type="checkbox"/>
	Deal with everyday life	<input type="checkbox"/>	Be active in community life	<input type="checkbox"/>	Jobcentre requirement	<input type="checkbox"/>
	Other:					
Long term goals						
Embedded learning	Childcare	<input type="checkbox"/>	ICT	<input type="checkbox"/>	Customer Service	<input type="checkbox"/>
	Teaching assistance	<input type="checkbox"/>	Numbers	<input type="checkbox"/>	IELTS	<input type="checkbox"/>
	Catering	<input type="checkbox"/>	Social Care	<input type="checkbox"/>	Other	
Hobbies						
Children	No children <input type="checkbox"/>	0 - 4 years <input type="checkbox"/>	5 - 10 years <input type="checkbox"/>	11 - 18 years <input type="checkbox"/>		
Child's school / nursery / playgroup					Children abroad <input type="checkbox"/>	
L AVAILABLE	Morn.	Aftern.	Evening	Weekend	Class preferences (IF STATED)	No Friday (religious reasons) <input type="checkbox"/>
						Single sex class <input type="checkbox"/>
Notes					Frequency per week	1 session <input type="checkbox"/> More <input type="checkbox"/>
Creche DoB	A	B	Creche Notes			
LDD / health / mental needs						
Ability to travel	Walking distance only <input type="checkbox"/>		Why?			
	One bus only <input type="checkbox"/>		Anywhere in Hackney <input type="checkbox"/>	Anywhere in London <input type="checkbox"/>		
<p>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.</p>						
Level	Speaking	Listening	Reading	Writing	Notes	
Learner type (Tick ONE only)	ESOL <input type="checkbox"/>	Literacy <input type="checkbox"/>	IAG <input type="checkbox"/>	Signposting		
Waiting list	Level		Notes:			
	January entry (Term 2) <input type="checkbox"/>		April entry (Term 3) <input type="checkbox"/>	September 2017 <input type="checkbox"/>		
Course placement	Centre / organisation			Tutor		
	Level			Date placed		
<p>Please ensure this form is fully completed or the learner <u>will not</u> be added to the waiting list.</p>						
Advisor's name	Date		Assessment venue			

READING & WRITING: 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>Write to communicate information to an intended audience.</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>Write to communicate information with some awareness of the intended audience</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>Write to communicate information and opinions with some adaptation of the intended audience.</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
Adyghe	Turkey
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East & North Africa
Angola	Africa
Argentina	Latin America & Caribbean
Austria	Eastern Europe
Azerbaijan	Russia & Central Asia
Bangladesh	South Asia
Belarus	Eastern Europe
Belgium	Western Europe
Bolivia	Latin America & Caribbean
Bosnia-Herzegovina	Eastern Europe
Brazil	Latin America & Caribbean
British Virgin Islands	Latin America & Caribbean
Bulgaria	Eastern Europe
Cameroon	Africa
Cape Verde	Africa
Chad	Africa
Chile	Latin America & Caribbean
China (including Hong Kong)	East Asia
Colombia	Latin America & Caribbean
Comoros	Africa
Cote d'Ivoire	Africa
Croatia	Eastern Europe

COUNTRIES	REGION
Cuba	Latin America & Caribbean
Cyprus	Turkey
Czech Republic	Eastern Europe
Democratic Republic of Congo	Africa
Denmark	Western Europe
Dominican Republic	Latin America & Caribbean
Ecuador	Latin America & Caribbean
Egypt	Middle East & North Africa
Equatorial Guinea	Africa
Eritrea	Africa
Estonia	Eastern Europe
Ethiopia	Africa
France	Western Europe
Gabon	Africa
Gambia	Africa
Georgia	Russia & 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 & North Africa

COUNTRIES	REGION
Iraq	Middle East & North Africa
Israel	Middle East & North Africa
Italy	Western Europe
Japan	East Asia
Jordan	Middle East & North Africa
Kazakhstan	Russia & Central Asia
Kenya	Africa
Kosovo	Eastern Europe
Kuwait	Middle East & North Africa
Laos	East Asia
Latvia	Eastern Europe
Lebanon	Middle East & North Africa
Liberia	Africa
Libya	Middle East & 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

COUNTRIES	REGION
Morocco	Middle East & North Africa
Mozambique	Africa
Myanmar (Burma)	East Asia
Nepal	South Asia
Nicaragua	Latin America & Caribbean
Nigeria	Africa
Norway	Nordic Countries
Pakistan	South Asia
Palestine	Middle East & North Africa
Panama	Latin America & Caribbean
Paraguay	Latin America & Caribbean
Peru	Latin America & Caribbean
Philippines	East Asia
Poland	Eastern Europe
Polish Roma	Eastern Europe
Portugal	Western Europe
Puerto Rico	Latin America & Caribbean
Republic of Ireland	Irish
Republic of the Congo	Africa
Romania	Eastern Europe
Russia	Russia & Central Asia
Rwanda	Africa
San Marino	Western Europe
Sao Tome and Principe	Africa

APPENDIX 3: REGIONS

COUNTRIES	REGION
Saudi Arabia	Middle East & North Africa
Senegal	Africa
Sierra Leone	Africa
Slovakia	Eastern Europe
Slovenia	Eastern Europe
Somalia	Africa
South Korea	East Asia
Spain	Western Europe
Sri Lanka	South Asia
Sudan	Africa
Switzerland	Western Europe
Syria	Middle East & North Africa
Taiwan	East Asia
Thailand	East Asia
Togo	Africa
Tunisia	Middle East & North Africa
Turkey	Turkey
Uganda	Africa
Ukraine	Eastern Europe
United Arab Emirates	Middle East & North Africa
United Kingdom	British
Unspecified	Unspecified
Uruguay	Latin America & Caribbean
Uzbekistan	Russia & Central Asia
Venezuela	Latin America & Caribbean
Vietnam	East Asia
Yemen	Middle East & North Africa