
ESOL works: embedding best practice for supporting people into work

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Executive Summary

English language skills remain a key pre-employment training need for many refugee and migrant Jobcentre Plus customers in London. A number of recent initiatives have reinforced the government's commitment to removing low levels of English as a barrier to getting a job.

In this context, the London Strategic Migration Partnership (LSMP)¹ brought together Jobcentre Plus (JCP) officers and Skills Funding Agency (SFA) funded English for Speakers of Other Languages (ESOL) providers in November 2012 and June 2013 to participate in two workshops - *ESOL works: building on best practice for supporting people in to work* and *ESOL works: embedding best practice for supporting people into work*.² The workshops are part of the LSMP's work to support partnerships to implement best practice in the delivery of English language learning in London for refugees and migrants preparing for employment.

The aim of this second workshop event was to enable stakeholder groups to:

- reflect upon progress at a local level since the first workshop in November 2012 with regard to effective partnership work to assess and refer customers onto ESOL training
- highlight specific examples of good practice that can be replicated elsewhere
- identify approaches that are effective in improving employability outcomes for JCP customers with ESOL needs, both in terms of getting people into work or gaining skills/experience to move closer to getting a job.

Key findings regarding progress towards effective partnership working include:

- Good progress is being made in many areas of London, with some providers and JCPs citing excellent local partnership working. (See Stanmore/Harrow and Hackney case studies below as examples of this.) However, the overall picture is still patchy, with distinct sub-regional variations resulting in some districts reporting more positive situations than others.
- Where partnership working between JCPs and providers is strong this has a tangible impact on outcomes: increased understanding of each other's processes; higher number of referrals; enhanced relevance of course content; increased attendance; and improved progression for learners.
- Where there is a single point of contact (SPOC) within JCP, this makes a real difference to the extent to which participants rate themselves as accessible and contactable.
- JCPs and providers who communicate frequently and regularly (face to face, telephone and email) cite the impact that this has had upon referrals and an understanding of each other's terminology.

¹ The London Strategic Migration Partnership leads the Mayor of London's refugee and migrant integration work.

² The summary report for the initial event in November 2012 can be accessed at <http://www.london.gov.uk/priorities/equalities/refugees-and-migrants/esol-works-helping-people-into-jobs>, last search 12 July 2013. A majority of ESOL providers were colleges but also included local authority Adult and Community Education Services and voluntary sector organisations.

- Where JCP and the provider ‘know each other’s scripts’, this enables them to speak bilaterally and directly about any learner-specific issues, rather than relying upon the JCP customer having to interpret them.
- Areas where co-location is used tended to report higher levels of effectiveness with regards to undertaking assessment as early and effectively as possible.
- Different JCP/provider targets remain problematic, but providers and JCPs who work closely together are often more effective at negotiating the right outcomes for the JCP customer, rather than focusing on individual organisational objectives. Participants reported widespread confusion about the circumstances in which customers can continue to study. This is clarified in Annex 1.

Participants identified six key actions that JCPs and providers, working in close partnership, can take to improve employability outcomes for JCP customers with ESOL needs:

- Offer courses that respond to local labour market needs.
- Deepen understanding of customer needs.
- Link provision with work-based skills academies.
- Strengthen employability focus in course content.
- Increase promotion of live job opportunities.
- Offer vocational and business enterprise skills ‘taster’ courses to complement ESOL offer.

1 Context

English language skills remain a key pre-employment training need for many refugee and migrant Jobcentre Plus customers in London. A number of recent initiatives have reinforced the government's commitment to removing low levels of English as a barrier to getting a job. These include:

- The Spending Round 2013 directly linked entitlement to benefits for those who can't speak English with learning the language.³
- Skills development for moving into work and progression are priorities for Skills Funding Agency (SFA) funding.
- The Government's new skills strategy *Rigour and Responsiveness in Skills* highlights ESOL courses for jobseekers as potentially needing to be longer, and that this needs to be with the agreement of the JCP advisor.
- The London Enterprise Panel's⁴ *Jobs and Growth Plan for London* which notes the importance of JCP and SFA funded providers working together to support Londoners into employment and to equip them with the skills they need to compete for London's jobs.

In this context, the London Strategic Migration Partnership (LSMP)⁵ brought together Jobcentre Plus (JCP) officers and learning providers in June 2013 to participate in a second workshop - *ESOL works: embedding best practice for supporting people into work*. The first *ESOL works* workshop⁶ had identified a number of key issues to strengthen local partnership working between JCP and SFA ESOL providers in identifying, assessing and referring JCP customers with ESOL needs onto appropriate pre-employment training. These joint issues included:

- Improve data sharing to support better information flows, including 'warm handovers'⁷ at the start and finish of training
- Develop 'co-location' models with an SFA ESOL provider attending JCP offices on regular days each week/month to provide advice and assess a customer's ESOL level (and vice-versa with JCP on campus to advise on customer's next steps or wider benefit advice).
- Establish a single point of contact: each local JCP office has a personal point of contact at the relevant SFA provider and vice versa; the nominated JCP/SFA provider contacts hold regular briefing/update meetings.

³ Chancellor's Spending Round 2013 speech at <https://www.gov.uk/government/speeches/spending-round-2013-speech>, last searched 12 July 2013.

⁴ The London Enterprise Panel advises the Mayor of London on action to provide strategic investment to support private sector growth and employment, to promote enterprise and innovation and the acquisition of skills for sustained employment in London and to protect and enhance London's competitiveness.

⁵ The London Strategic Migration Partnership leads the Mayor of London's refugee and migrant integration work.

⁶ The summary report for the initial event in November 2012 can be accessed at <http://www.london.gov.uk/priorities/equalities/refugees-and-migrants/esol-works-helping-people-into-jobs>, last search 12 July 2013

⁷ 'Warm handovers' refer to when a JCP customer's referral to or from an SFA ESOL provider is personalised. For example, a provider contacts JCP towards the end of a customer's training, noting progress and outstanding training needs.

- Assess regionally what a 'good' short pre-employment ESOL training course looks like for Entry level learners
- Develop employability elements at each ESOL level and assess the potential for local market trends to shape this content, including work experience placements.
- Address how best to integrate careers advice and guidance into provision.

The aim of the second workshop, *ESOL works: embedding best practice for supporting people into work* was to enable stakeholder groups to:

- reflect upon progress since the first *ESOL works* workshop in November 2012 at a local level with regard to effective partnership work to assess and refer customers onto ESOL training
- highlight specific examples of good practice that can be replicated elsewhere
- identify approaches that are effective in improving employability outcomes, both in terms of getting people into work or gaining skills/experience to move closer to getting a job.

This document provides a brief aggregate of these discussions and concludes with a 'blueprint' to improve employability outcomes, as generated by participants.

2 Review of progress at the local level since November 2012

ESOL works: embedding best practice for supporting people into work

At the initial *ESOL Works* workshop in November 2012, participants identified a range of key actions⁸ that help to improve partnership working between JCPs and SFA providers at a local level, in particular during the identification, assessment and referral phase of the process.

In this workshop, *ESOL: embedding best practice for supporting people into work*, participants reviewed the progress made since the first workshop. In particular, they reflected on how well they felt JCPs and SFA ESOL providers in their district were doing in relation to the following key action points:

- Implementing light touch mechanisms to support better understanding of each other and using a shared terminology
- Being sufficiently accessible to each other and easily contactable
- Working together to improve information flow
- Undertaking assessment as early, and effectively, as possible
- Implementing procedures to ensure initial attendance
- Promoting any practical support available to facilitate on going attendance

We outline below a brief aggregate of the overall picture and case studies of successful local partnership which have progressed since the first workshop.

Key findings

- Good progress is being made in many areas, with some providers and JCPs citing excellent examples of local partnership working (see case studies below on Harrow JCP and Stanmore College and Hackney JCP with Hackney Community College).
- However, the overall picture is still patchy, with distinct regional variations resulting in some districts reporting more positive situations than others.
- **It is clear that where partnership working between JCPs and providers is strong this has a tangible impact on outcomes.** Participants with excellent working relationships reported:
 - increased level of understanding of each other's terminology and processes
 - higher numbers of referrals
 - enhanced relevance of course content
 - increased attendance
 - improved progression for learners.
- Where there is a single point of contact (SPOC) within JCP, this makes a real difference to the extent to which participants rate themselves as accessible and contactable. Although in one or two instances, the SPOC was not felt to be sufficiently available. The interpretation of single point of contact ranges from a provider having a single point of contact within one particular JCP to having

⁸ The main Issues identified in the first workshop are outlined on pp8-9 above.

a single point of contact across all JCPs in the borough. However, the use of SPOCs still isn't happening everywhere.

"In Newham, we have a JCP SPOC for all four Newham JCP sites."

"The lack of a single point of contact – a name to a face – is still the biggest issue for us. Some providers have good relationships with JCPs, but it is important for us all to know who to contact. At the moment, we don't know where people are, we don't even know if they're attending classes."

"We do have a SPOC, but they're not always as available as we need them to be."

- JCPs and providers who **communicate frequently and regularly** (face to face, telephone and email) cite the **impact that this has had upon referrals and an understanding of each other's terminology**. However in some areas, there is still more to be done to embed effective communication mechanisms and to speak each other's terminology.

"There are regular 2 week reports, and staff attend each other's meetings. This has made a real difference to the success of referrals."

"We have a good relationship with our JCP SPOC, and we've developed a shared language (red, pre-entry, etc.), instead of impenetrable acronyms. It's made a real difference."

- Where communication is less established, this complicates the JCP/provider/JCP customer relationship and leads to a lack of clarity, in particular for the customer. In situations **where JCP and the provider 'know each other's scripts', this enables them to speak bilaterally and directly about any learner-specific issues**, rather than relying upon the JCP customer having to interpret them.

"For example, with the issue of childcare, a customer might tell the course tutor that lack of childcare means they can't attend regularly; the tutor might suggest they go back to the JCP for advice; the customer later tells the tutor that the JCP advisor was no help. If JCP and the provider aren't speaking directly, the tutor will have no idea what the advisor actually said."

- The use of 'co-location' models is still patchy, but is proving highly effective where in place. Areas where co-location is used tended to report higher levels of effectiveness with regards to undertaking assessment as early and effectively as possible.

"Providers are also locating themselves at JCP offices to work with customers and undertake targeted assessment."

"JCP officers need to come to colleges more and meet advisors and vice versa. That's still not really happening, not on any regular or formal basis anyway."

- Different JCP/provider targets (e.g. customers into work/learner progression) remain problematic, but providers and JCPs who work closely together are often more effective at negotiating the right outcomes for the JCP customer, rather than focusing on individual organisational targets. However, participants reported widespread confusion about the circumstances in which customers can continue to study. DWP has subsequently clarified the policy for Skills Conditionality which is, in a majority of case, at the JCP advisor's discretion. This policy should be read in full and is included as Annex 1.

"A clash of targets is leading to students leaving courses and damaging on-going attendance."

"We try to find the right outcome for the customer. We'll talk about whether there's any discretion that can be used in a particular situation, or any additional support."

Case Study: Stanmore College and Harrow JCP

In North London, Stanmore College and Harrow JCP have been working together to open up lines up communication, and put systems in place to make this communication a part of everyday working practice. As a result, the college and the JCP now have a shared understanding of what they are working towards, and have improved outcomes for customers with English language needs.

What has been achieved?

The speed and effectiveness of referrals has improved. New claims are referred immediately from JCP if there is an ESOL need identified, and existing customers are progressing well between levels.

There is evidence of tangible progression outcomes. 30% - 40% of customers have come off benefits, and 42% have progressed into vocational courses. However, it has not yet been possible to track how many customers have gone into jobs and more work needs to be done in this area.

What has made this possible?

The key success factor has been regular, and effective, communication: JCP staff visit the college regularly and 'feel part of the team'; Harrow JCP holds Open Days; and college staff attend regular section meetings with advisors at the JCP.

There are named contact people in the JCP and the college who are aligned. There is a Single Point of Contact (SPOC) in place within the JCP and there are named contacts at Stanmore College. These key people are fully aligned in what they are trying to achieve. These people are joined-up in the messages they give to the customer. They are responsive to each other by phone and email, and work together to address opportunities and challenges.

The course offer is designed in partnership. The JCP and the college collaborate effectively to ensure that they have the right courses in place to meet the needs of the customers. Courses have employability content embedded in them, and they make the best use of what JCP can provide. For instance, the learners are supported to learn IT skills in order to use Universal Job Match, and learners receive help to complete job applications for live vacancies from the JCP.

For further information, please contact Vicki Taylor (Vice-Principal, Stanmore College) at v.taylor@stanmore.ac.uk or Kam Samra (Harrow JCP) at kam.samra@jobcentrefplus.gsi.gov.uk

Case Study: Hackney Community College and Hackney JCP

In East London, Hackney Community College and Hackney JCP have been working together to develop provision for JCP customers with ESOL needs. This partnership responded to a need identified at the first ESOL Works workshop to develop more short courses, at entry level, with embedded employability for these customers.

What has been achieved?

There are now new, short ESOL courses in place which have been collaboratively developed by the college with JCP: Working together, the JCP and the College have designed courses which meet the needs of the customer and address the need to embed employability. These are all entry level courses of 12 weeks in length – including Entry Level 1 for those with additional literacy needs, Entry Level 1 (non-literacy) and Entry Level 2. These all feature the use of an adapted Individual Learning Plan with work-focussed targets, which also serves as a record of diagnostic testing results with ‘can do’ statements.

A smoother referrals process: The JCP advisors have been very effective at recruiting learners for these courses. These advisors are now more effective at referring customers to the right courses first time, and they receive rapid feedback from the college about customers on courses. Customers do not have to incur a delay while they are waiting for courses to start as there is increased clarity about the start dates of courses.

High attendance rates: They have achieved high attendance rates at initial screenings for these courses. There has also been good attendance on courses (90% attendance on the first course).

Further Programmes have been developed: Working together, additional programmes have been developed for later in 2013. These include adding maths development alongside language and literacy skills.

What has made this possible?

The College and the JCP have worked together to develop a shared understanding. There are regular meetings between JCP and the college, which enable the JCP to develop a much better understanding of ESOL, and the learning process. These meetings have allowed the college and the JCP to exchange their targets and priorities. These lines of communication have now resulted in the development of a common terminology between the college and the JCP.

The Single Point of Contact within the JCP has played a crucial liaison role. Within the JCP, the SPOC has the knowledge and ability to bridge the gap between the JCP advisors, customers and the college. The SPOC works closely with the JCP advisors to ensure that they are asking the right questions in order to get customers to the right places. The SPOC is also present when the college is carrying out the initial assessments of customers, and makes sure that the customers are aware of the JCP offer and their entitlements.

For further information contact: Jo Thorp (Hackney Community College) at jthorp@hackney.ac.uk or Paul Wearmouth (Hackney JCP) at paul.wearmouth@dwp.gsi.gov.uk

3 Improving employability outcomes through ESOL: blueprint for success

Introduction

The shaping of content and structure of ESOL training for JCP customers builds on the improved partnership work at the local level between providers and JCP offices. The aim was to develop agreement around the type of provision that improves the employability of JCP customers with ESOL needs and that supports them into work. The content, length and structure of courses will vary according to the level of ESOL, local labour market needs and the experience and skills for the individual customer.

Key workshop findings

Discussions amongst participants indicated two guiding principles when considering how to improve employability outcomes for JCP customers:

- ***Being realistic about the varying timescales that may be involved in getting a job.***

Individual customer circumstances significantly impact upon employment outcomes: there are those for whom language is the only barrier to employment and others who will have a more complex range of training needs; the range of skills levels and consequent employment opportunities will be varied and this can affect how quickly an individual gains, or progresses towards, employment. The system needs to be flexible enough to acknowledge, respond to and support this diversity.

“We should avoid assuming ESOL learners will be heading for low level jobs.”

“We should be aware that, for some individuals, a job is a longer term target and unlikely to be an immediate outcome for the course.”

- ***Considering the best way of helping the customer into sustainable work.***

There were concerns expressed by providers at the disturbing effect on a customer if they are withdrawn from a course by the JCP adviser before its conclusion. Annex A sets out in more detail when this may happen, and for JCP the priority will always be for the customer to obtain sustainable work as quickly as possible. When this is the case, it is important for JCP and providers to work together closely where this is a possibility and to consider all the implications for the customer.

“Working for the best interests of the customer, rather than each of our organisations...this is what we need to do. It shouldn't just be about hitting targets, it's about improving outcomes for customers.”

Participants worked together to identify initiatives or approaches that already do, or would, effectively support JCP customers into or towards employment. Some of these are already in operation in some areas; others are ideas for taking current initiatives a stage further.

These initiatives and approaches are aggregated below in a 'blueprint for success' in improving employability outcomes and are intended to provide a checklist against which JCPs and providers examine current local provision and practice to identify the next steps they may need to take.

A participant-designed 'blueprint' to improve employability outcomes

Participants identified six key actions that JCPs and providers, working in close partnership, can take to improve employability outcomes for JCP customers with ESOL needs (Fig.1).

Offer courses that address ESOL learning needs but are designed in response to local labour market need

- JCPs and providers to identify any existing mechanisms or forums that can highlight local needs and growth areas. Sector-based work academies⁹ provide an excellent opportunity for integrating ESOL into the pre-employment training, followed by a work placement and guaranteed interview.
- Providers develop ESOL courses targeted at specific sectors and employers.
- Needs a joined up approach as part of a partnership agenda with the local authority.

– *“Let’s say we’ve been recently notified that a new building project is coming up next year, or some major new cleaning contracts etc. We could tailor our course to this, and keep the learners informed of opportunities.”*

Deepen understanding of customer needs

- Providers undertake thorough assessment to identify any additional needs that may be a barrier to employment e.g. literacy.
- Engage with community groups, better to understand any potential culture-specific barriers or issues in relation to employment.
- Needs a joined up approach as part of a partnership agenda with the local authority.
- JCPs and providers to take a pilot group of ESOL learners and track their journey through from JCP, including potential referral onto the Work Programme, and into work.

Merge or link provision with sector-based skills academies

- For learners at the right level, it would be effective to merge or link provision with sector-based skills academies to enable sector-specific language learning.

– *“At Westminster Kingsway, we have a cleaning academy. We could run more of these in the areas of care, hospitality, retail, construction etc.”*

⁹Further details on sector-based work academies are here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/144199/sbwa-employer-guide.pdf

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Strengthen employability focus and content of ESOL courses

- Encourage the learner to set clear longer term employment goals as part of the course.
 - *“Our individual learning plans have employment goals integrated into them.”*
- Embed employability skills into some courses where appropriate e.g. ICT, numeracy, other key transferable skills.
- Use live job opportunities as working case study examples in class.
 - *“This is a great idea as it helps to get them thinking about possibilities; helps them practice the relevant application practices; and helps them get in touch with the general language and terminology of the jobs market.”*
- Provide CV guidance.
- Undertake mock interviews. In some instances, this forms part of the formal qualification syllabus.
 - *“We’ve changed to an awarding body tailored to ESOL. At the higher levels, learners give a presentation. At the lower level, they talk about jobs they’re interested in. The exam includes a roleplay, such as an interview.”*
- Incorporate work experience element into the course, where possible.
 - *“We offer students the chance to spend a day in the admin office, the college restaurant, with security checking passes etc. This works because the work involves fairly simple things and gives the learners the chance to have some interactions, practice their English, and test themselves in a familiar context.”*

Increase the promotion of live job opportunities

- JCP advisors link into classes and have discussions with tutors and customers/learners about current opportunities.
- Use live job opportunities, when teaching higher levels of learner in particular.
- Providers to host job fairs.
- Support learners in applying for specific job opportunities – especially via Universal Jobmatch, which can be difficult to navigate as a non-native speaker.
- Develop better links with the National Careers Service to support and advise learners on next steps.

Offer vocational and business enterprise skills ‘taster’ courses

- Offer short ESOL taster courses (i.e. without a qualification attached) to those with higher level skills to raise awareness of opportunities in a range of careers (e.g. construction, catering, hairdressing) and the relevant skills required to succeed in these.

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- “We’re considering running taster courses. It’s just an idea. Some sort of immersive experience. We have the facilities, so why not?”
- Offer short courses to those with higher level skills to support those with an interest in becoming self-employed or running their own business.
 - “We’re keen to explore more self-employment opportunities. For example, we’re considering running training in childcare for a Somali group in Finsbury Park.”

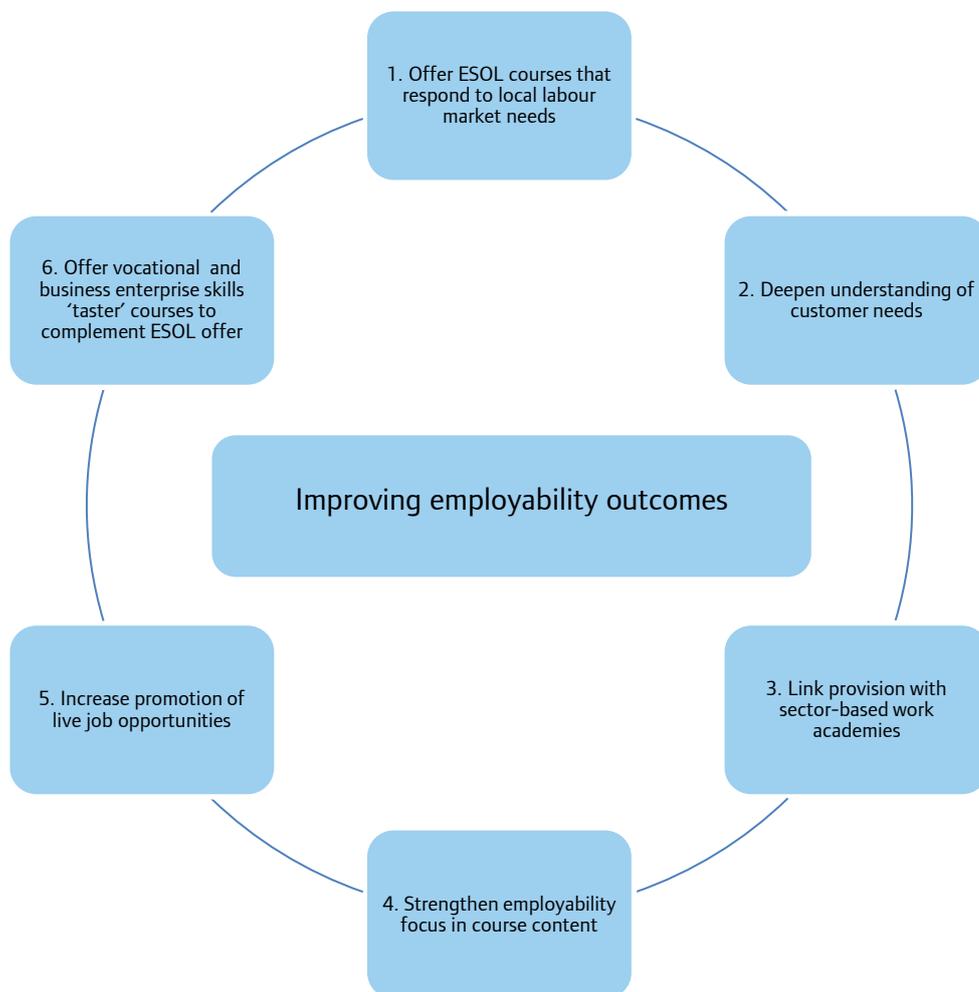


Fig 1: participant-designed blueprint to improve employability outcomes for JCP customers with ESOL needs

Annex 1

Skills Conditionality Summary: Department for Work and Pensions¹⁰

Where a skills need has been identified as a barrier to a customer getting a job, including ESOL, skills conditionality will be used by Job Centre advisors to refer to any SFA funded provision and also, where necessary, to the National Careers Service to assess the customer's requirements (*see the guidance below for more detailed information*). They will also be mandated to specific work experience in North and South London offices (known as 'Day One Support for Young People') until the project finishes in September 2013, where they have no recent employment on their CV (*see the guidance below for more detailed information*). The JCP advisor will need at all stages to decide what training is most appropriate in enabling the customer to get into work as quickly as possible. In some cases this will mean that a customer has to withdraw from what they are currently undertaking, although continuity will always be a factor in determining what is most appropriate.

Note: Where a customer has identified ESOL needs the JCP advisor will seek to address this as early as possible by referring them to appropriate provision also taking account of other needs identified.

Skills Conditionality

- Skills Conditionality is a referral process for Jobseekers Allowance (JSA) and Employment and Support Allowance (ESA) claimants in the Work Related Activity Group (WRAG) who have a skills need which is the main barrier preventing them moving into work.
- These claimants are mandated to skills provision funded by the Skills Funding Agency or the Education Funding Agency.
- Where skills needs are less clear, claimants should be mandated to the National Careers Service for a further skills assessment (Skills Health Check).
- Skills conditionality applies to claimants attending provision on a full or part time basis.
- Attendance and participation is mandatory for all JSA and ESA WRAG claimants referred to the National Careers Service or skills provision. This includes Initial Provider Interviews where used. This should be clearly explained to claimants.
- Where providers or the National Careers Service notify Jobcentre Plus that a claimant has failed to start/participate/complete provision, or has lost their place through misconduct, the case must be referred to DMA,(Decision Making and Appeals) except in very occasional and exceptional circumstances where an advisor may identify good reason.

Work Programme: Claimant is on a training course

- Where a claimant is on a training course and would reach their Work Programme referral date whilst on this, or shortly after, JCP Advisors should give consideration to deferring the Work Programme Referral so the claimant can complete the course and where appropriate be given time to try to get a job using their new skills.

¹⁰ This summary was provided by the Department for Work and Pensions for this report on 11 July 2013

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- For example, if a customer is attending a 4-week plastering course at their local college, which he started 2 weeks ago, it would be sensible to defer his Work Programme referral for 6-weeks to allow them to complete the course and try to get a job using their new skills.
- However, an advisor can only consider delaying the claimant's mandatory referral for a maximum of 90 days and not beyond this. Therefore, even if a customer is on a longer course, including ESOL, they would be referred to the Work Programme.
- That said, there is nothing stopping the Work programme deciding to permit the customer to continue with any course once they start if it will help them move back to work - this should be raised with the Work Programme provider by the customer.

Day One Support Exemption criteria/knock out factors

Claimants will NOT be referred to Day One support for young people where a conference has determined one or more of the following 'knock out' factors apply:

- Where a claimant has a confirmed full time job offer the advisor will book a follow up interview after the expected start date. If the job falls through, the JSA claim continues and the claimant does not have sufficient work history arrange referral to DOSfYP.
- Where the claimant is already attached to the Work Programme.
- Where a claimant is more than 16 weeks pregnant.
- Where a claimant has MAPPA restrictions refer to suitable Jobcentre provision.
- Where specialist provision is available, and the advisor considers the claimants primary barrier **not** to be a lack of work history, the claimant should be directed to that provision and be mandated where appropriate.
- Where a claimant has a limited access sensitive customer records. The Jobcentre nominated officer/manager should be asked to advise whether or not claimants should be exempted or referred.
- Part time employment/voluntary work or study will not make a claimant exempt. The provider will 'top up' existing work or study with work placement alongside provider led Jobsearch to meet the weekly attendance requirement. DOSfYP 'top up' will be made on a 75% work placement 25% provider led jobsearch basis.

Mandatory Work Activity

Mandatory Work Activity (MWA) is a supportive employment programme designed to help a small number of Jobseeker's Allowance claimants refocus their job search and gain valuable skills and disciplines associated with employment, while also helping them move closer to the labour market.

Jobcentre Plus Advisors only refer claimants to MWA after they have held a case conference with their manager. To ensure a referral isn't unexpected, advisors inform claimants they are being considered for MWA and explain the benefits of the programme and that participation becomes mandatory once a referral has been made.

Claimants must not be considered for referral to MWA if they are currently working (paid or voluntary), undertaking employment related study/training or taking part in/have recently completed

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another employment-related measure (contracted or non-contracted) aimed at helping them move closer to the labour market.

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यदि आप इस दस्तावेज की प्रति अपनी
भाषा में चाहते हैं, तो कृपया निम्नलिखित
नंबर पर फोन करें अथवा नीचे दिये गये
पते पर संपर्क करें

Vietnamese

Nếu bạn muốn có văn bản tài liệu
này bằng ngôn ngữ của mình, hãy
liên hệ theo số điện thoại hoặc địa
chỉ dưới đây.

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি
(কপি) চান, তা হলে नीचेের ফোন নম্বরে
বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος
εγγράφου στη δική σας γλώσσα, παρακαλείστε να
επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυ-
δρομικά στην παρακάτω διεύθυνση.

Urdu

اگر آپ اس دستاویز کی نقل اپنی زبان میں
چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر
پر فون کریں یا دیئے گئے پتے پر رابطہ کریں

Turkish

Bu belgenin kendi dilinizde
hazırlanmış bir nüshasını
edinmek için, lütfen aşağıdaki
telefon numarasını arayınız
veya adrese başvurunuz.

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى
الاتصال برقم الهاتف أو مراسلة العنوان
أدناه

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ
ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ
ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં
જોઈતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર
ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.

