



English – the Key to Integration in London

Project Lead: Learning Unlimited (Karen Dudley)

Project Title: Parents' integration through partnership (PIP) Subject: ESOL

Key Stage: (Parents of Pre-school and primary school children - Objective 3&4)

Grant Awarded: £385,263.55

Introduction The PIP project is on target to meet or exceed all of its targets and has engaged over 190 learners and 24 parent volunteers. The impact for participants and partners has been significant. The main challenge initially was the recruitment of learners who could meet the eligibility and evidence criteria. We reallocated targets and funding between partners and postponed the start of the parent volunteers and CPD project strands. As soon as these criteria were relaxed, the main challenge became the capacity to accommodate all of the learners who wanted to join the programme and their pre-school children. (98)

Key points

1. Feedback from learners clearly illustrates the significant impact of the programme, the progress learners are making in their English, the positive impact on their confidence and well-being and their increased involvement and support with their children's learning:
'More confident than before – I couldn't speak before but now I have more confidence, so I can help my children's homework', 'I learn how to play and enjoy with my son' (PIP learners at Welbourne and South Grove Children's Centres)
2. Most learners have expressed a desire for more than two classes per week AND concern about how they can continue with their English when the PIP project finishes; *'I plead there is funding'* (for the project to continue). PIP parent volunteer
3. PIP learners come from a wide range of non-EU countries across the world, and have had varying degrees of previous education ranging from no previous formal education at all to a few having degrees. For many, their current lives in the UK present wide-ranging challenges such as having up to three part time jobs in order to make ends meet, being single parents with up to 10 children, having children with learning and/or physical disabilities and having accommodation problems. Learners, volunteers and partners all acknowledge the value and impact of the project for these learners in reducing isolation, building confidence, awareness-raising, providing support and advice, and both sign-posting to, and learner take up of, centre based and externally provided services e.g. CAB. *'In my world, it's helped me a lot.... We are less isolated – everything is just one big family... We are a lot now integration'*. (PIP learner/volunteer South Grove Children's Centre)
4. The provision of childcare/crèche has been essential in order to remove a key barrier for participation.
5. The multi-strand elements of the PIP project have been very successful in maximising the impact and creating and/or building important links between partners/volunteers, school and children's centre staff: *'It's been an incredibly successful project ...astonishing outcomes.'* (School chair of governors/Haringey councillor). *'Everything goes together.'* (PIP learner and volunteer)

6. The PIP project in Haringey received a 'Supporting sustainability' award at Haringey Council's 'Outstanding for all' 2014 award ceremony.

Impact on mothers' English The impact on learners' English is being captured in a range of ways - regular learner feedback in classes, end of short course feedback, focus groups and 1:1 interviews, tutor and partner feedback, English Speaking Board (ESB) speaking and listening exams. The impact is also clearly demonstrated in a wide range of activities and events that PIP learners have been involved in such as making films and planning a film premiere, producing recipe books, planning and holding school assemblies, volunteering and supporting each other, lobbying against the closure of children's centres and being invited to make representations at a Haringey cabinet meeting.

Impact on mothers' involvement with the school The positive impact on mother's involvement has been identified in a number of ways:

- Anecdotal feedback from teachers and centre staff indicates significant increases in learner confidence and communication with centre staff/teachers: *'They are more relaxed, less anxious'*. (Family support worker, Sunnyhill School)
- Learner participation in centre events and additional classes, e.g. parents' meetings, sewing at Sunnyhill, school assemblies and class exhibitions have enabled learners to find out more about what their children are doing and get involved (e.g. making costumes).
'We need this kind of lesson in children's centres to continue. When you stay at home, you don't talk to nobody. Coming to ESOL classes, you have chances. We studied curriculum, about how we can help our children and about their levels at school. It's helpful for me and it's helpful for my children'. 'I feel more confident'. (Learners, Welbourne 2)
- A group of learners at Hill Mead school were invited to lead a school assembly on language learning which, again, was a very positive experience for their own and other children.
- Learners and volunteers at South Grove Children's Centre took part in a participatory video project and made their own film about the importance and impact of children's centres

Impact on pupils The positive impact on participants' children has been identified through:

- Children joining their parents/carers on a wide range of local , central London and further afield trips and at Family activity workshops exposes the children to new experiences and places and quality learning /fun time with their parent/carer, e.g. messy play sessions at the local library, trips to the Docklands Museum and the Museum of London, the seaside; *'It's my best day ever'* (child at Mudlark Gallery, Docklands Museum)
- Children benefit through their parents/carers' increased skills, knowledge and confidence on a wide range of topics such as supporting children's learning, using the school website, healthy families, oral health. The topics were covered in the PIP classes and at conversation clubs and with the support and input of guest speakers such as family learning specialists, head teachers and family health workers as well as on trips
- Learner, partner and children's feedback.

Project delivery Sustainability and progression for learners is a priority:

- The parent volunteer training and support will leave a low-cost model for volunteer input and support as well as conversation clubs which partners can use and replicate with little or no budget.
- The free PIP CPD workshops for centre staff have developed skills, knowledge and confidence in relation to communication and support for target families.
- The PIP toolkit will be a valuable resource for partner settings as well as any other providers wishing to set up and run ESOL for migrant parents with a similar aim of supporting children's learning and becoming more actively involved in the setting.
- In relation to sustaining ESOL programmes at PIP settings, the Haringey consortium successfully applied for some funding from Haringey LEA to continue 3 ESOL classes until the

end of the 14/15 academic year. LU is meeting partners to discuss and explore other possible funding and whether partner settings have the budget to commission LU directly to deliver ESOL as from September 2015.

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(1) (2)

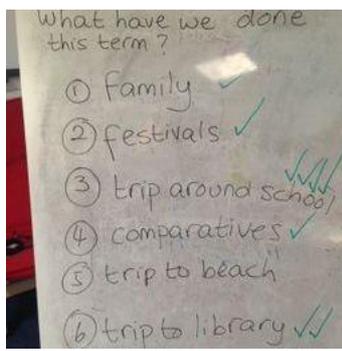
*PIP class trips for learners and their pre-school children to a local park (1)
a local library for a messy play session (2) and the Docklands Museum (3)*



*A member of the school staff team gives a presentation to a PIP group on the importance of play followed
by a play-dough making demonstration*



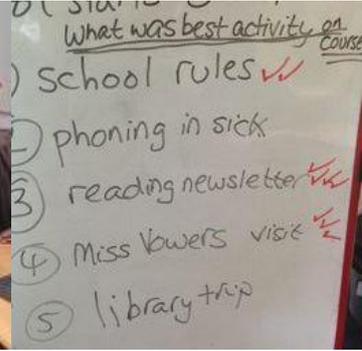
Learners in two PIP ESOL groups receiving their 'Certificates of Achievement'



(1)



(2)



(3)

PIP learners reviewing topics as a whole group (1), giving feedback to the teacher using sentence strips (2) and giving feedback on what they considered to be the best activities (3)



PIP Family Activity workshop summer 2014