

Childcare and Employability Wales (ASSET UK)

The Parade ESOL Service



The UK Asylum Seekers Development Partnership – ASSET UK is part funded by the European Social Fund under the EQUAL Community Initiative Programme

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Background

Introduction to The Parade ESOL Service

Cardiff Council's Essential Skills Service is headed by the County Community Learning Manager and is made up of:

1. Cardiff Basic Skills Service, based at the Friary.
2. The Parade ESOL (English for Speakers of Other Languages), based at 28 The Parade.
3. DART (Disability Advisory and Resource Team), based at the Friary.

ESOL has been taught at The Parade for over 35 years with Outreach classes introduced in 1980s. Outreach classes began in response to requests from ethnic minority communities in Cardiff.

Cardiff Council's ESOL Service, largely funded through ELWa¹, has grown to cater for in excess of 2000 students from over 100 countries and the number of Outreach venues has risen to over 20.

On three successive occasions ESTYN² inspection results for Programme Area 17 were Grade 1. The latest inspection in March 2003 was conducted under the New Framework and the results for Key Question 1 and 2 were Grades 2 and 1 respectively.

Recent History of Asylum Seekers in Cardiff

With the 2001 dispersal policy discreet ESOL classes were set up for 146 asylum seekers but an eventual ruling made it possible for them to be integrated into long established classes, alongside permanent residents and EU nationals. A Welsh Assembly grant has made it possible for The Parade to establish non-ELWa funded asylum seeker provision in Cardiff.

Academic Year	Number of Asylum Seekers	Total Enrolment	Percentage of Asylum Seekers
2001 – 2002	364	2095	17%
2002 – 2003	460	1962	23%
2003 – 2004	496	2080	24%
2004 – 2005	439	1999	22%

In 2002 The Parade established ESOL classes for asylum seekers at Adams Court (an asylum seeker accommodation centre housing 75 families). Adams Court has now closed but the provision for ESOL classes for asylum seekers has been developed and extended. These include: ESOL Crèche Worker Training, ESOL Keeping Children Safe, ESOL and Computers and POLICESOL³ and ESOL Life in the UK⁴.

¹ Education and Learning Wales.

² ESTYN is the office of Her Majesty's Chief Inspector of Education and Training in Wales.

³ A course examining the role of the police, developed in partnership with South Wales Police.

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By February 2004 The Parade ESOL Service had already begun work developing topics for ESOL Life in the UK and childcare was identified as a subject area that was of particular interest to students.

Note: In 2002 the Home Office removed the right to work and the focus of EQUAL funding changed to become;

“...assisting asylum seekers in this country. EQUAL’s role is to develop innovative means to harness the potential of asylum seekers and enable the rapid transition to employment when positive decisions on status have been made.”⁵

Aims and Objectives

Aim

- To aid the social and vocational integration of asylum seekers

Objectives

- To introduce asylum seekers to UK employment system.
- To give an overview of UK childcare provision.
- To provide ESOL relevant to mainstream childcare courses.
- To empower students.
- To combat isolation felt by asylum seekers.
- To provide students with the knowledge to ease their transition into the UK workforce if they get a positive decision.

Operation

Organisation and Management

The role of the project coordinator began six to seven weeks prior to the first course. Her responsibilities were:

- Course content and structure
- Staffing arrangements
- Suitability of venue
- Student recruitment
- To monitor the course
- To organise guest speakers
- To organise visits

⁴ A course meeting English language needs in every day situations, e.g. health, utilities.

⁵ Nick Brown, EQUAL News, Issue 4, Autumn 2002

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- To work with the ESOL tutor to develop a thematic scheme of work
- To work with local organisations to develop progression routes
- To maintain beneficiary records
- Dissemination

The Parades' Community Education Officer and Community Learning Manager provided line management support for the dedicated project coordinator.

Regular meetings were held with:

- Management – weekly.
- Staff – fortnightly.
- Steering Group (involving Key Partners) – quarterly.

Staffing

The staff were drawn from The Parade's specialist teaching staff, who are all experienced and suitably qualified to teach ESOL. It was decided that variety in the teaching staff would be beneficial to the students, increasing self-confidence and aiding social integration; therefore for each section of the course the students had a different teacher.

In addition to the dedicated Project Coordinator the project also funded:

- a dedicated administrative officer
- two ESOL tutors
- ICT tutor
- childcare staff
- a First Aid instructor

The ESOL tutor, in addition to 3 ESOL sessions a week, provided ESOL support for the non-ESOL specialist Language and Play tutor (recruited from our existing childcare staff) and for the Computer teacher (an ex-Parade student). The Keeping Up With The Children course did not require ESOL support as it was taught by an ESOL qualified member of staff.⁶

Recruitment

- **Existing networks**: Information was distributed to existing networks within Cardiff; examples of these networks are the Asylum Seekers Stakeholders Group, which represents all the statutory bodies who work with asylum seekers, and Voluntary Action Cardiff (VAC), which supports voluntary and community groups.
- **Leaflets and Posters**: Distributed and displayed within The Parade ESOL Service and its Outreach centres, as well as through the networks.

⁶ See Appendix A

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- **Existing Students:** Students who had expressed an interest in childcare were contacted directly.
- **Tutors:** All tutors with classes at an appropriate level were informed of the course.
- **Student Recommendation:** The majority of students in Course 2 and 3 enrolled on the course as a result of hearing about the course from a previous student.

Programme Structure

- **Timetable:**
 - Three full days of lessons, aided class cohesion with the added advantage that the students could eat lunch together.
 - The class was split in two for the Language and Play Sessions for two reasons:
 - A smaller group works well for Language and Play
 - It gave the ESOL tutor an opportunity to focus on the needs of a smaller group of students.

Tuesday	English Howardian Adult Education Centre 10-12 Rose	English Howardian Adult Education Centre 1-3 Rose
Wednesday	Computers Parade Open Learning Centre 9.45-11.45 Hadja and Rose	Keeping Up With The Children Number 30 12.30-2.30 Karen
Thursday	English / Language and Play Howardian Adult Education Centre 10-12 Rose / Mandy	English / Language and Play Howardian Adult Education Centre 1-3 Rose / Mandy

- **Venue:** The Howardian Adult Education Centre was used for Courses 1 and 3; course 2 was in the YMCA. Although the YMCA is in the city centre, feedback from the ESOL tutor indicates that the students appeared to respond more favourably to the atmosphere within the Adult Education centre. Howardian provided further opportunity for integration as people from all backgrounds use the centre.
- **Visits:** The students each visited two of four nursery schools and two Community Learning crèches situated around Cardiff. This was a constructive and educational opportunity to meet childcare providers and to see how different centres operate.⁷ The students completed questionnaires about the centre and the staff and shared these with the other members of the class in a follow-up lesson.

⁷ See Appendix B

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- **Speakers**: Throughout the course guest speakers were invited to visit the class, this proved to be of great interest to the students as it introduced them to many of the agencies around Cardiff who work with asylum seekers, refugees and BME⁸ communities as well as those from the wider community. These speakers provided variety in the class and also gave the students confidence as they gained useful contacts in various organisations around Cardiff.

Speakers came from the following organisations:

- Adult Education
 - Careers Wales
 - Coleg Glan Hafren
 - Community Service Volunteers (CSV)
 - Displaced People in Action (DPiA)
 - Job Centre Plus
 - National Childminders Association (NCMA)
 - National Museums and Galleries of Wales, Museum of Welsh Life
 - South Wales Police
 - Supporting Others Through Volunteer Action (SOVA)
 - Voluntary Community Services (VCS)
 - Wales Pre-school Playgroup Association (Wales PPA)
 - Welsh Refugee Council (WRC)
 - Women Connect First
 - Women's Workshop
- **First Aid**: All students completed a Basic Paediatric First Aid qualification led by a qualified First Aid instructor. This was included in the course in order to:
 - Teach the specific medical English required for emergency First Aid.
 - Help the parents care for their own and other babies and children.
 - Provide further experience of learning from a non-ESOL specialist.

The Role of other Key Partners:

- Our partner agencies locally were:
 - Adult and Community Education
 - Careers Wales
 - South Wales Police
 - SOVA
 - Wales Pre-School Playgroup Association
 - Welsh Refugee Council
- **Opportunity to Network**: The partnership allowed discussion and sharing of ideas and issues that arose throughout the programme.
- **Delivery**: The aim was for the partners to make suggestions and help to determine the direction of the course.

⁸ Black Minority Ethnic

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- **Guest Speakers:** The partner agencies visited the classes to speak to the students, providing valuable information and assistance.

Monitoring

- **During the Course**

- **Meetings:** Regular meetings were held between staff and management. These meetings were used to discuss the progress of the course and students.
- **Individual Learning Plans (ILPs):** ILPs were implemented in the 3rd course as part of The Parade's pilot ILP scheme. The ILPs were designed to monitor student progression and encourage the students' involvement in their own learning achievement.

- **After the Course**

- **Evaluation Forms:** At the end of the course the students were asked to evaluate the course, they were encouraged to comment on both structure and content.

In this course, I learned about regulation in school in UK. and vocabulary appropriated to school on education, to job and to child environment.

- **Support Group:** On completion of the course students were invited to join a support group. This ran for 1 x two hour session per week. To provide continuity the ESOL tutor led the group. The purpose of this group was to help support the students in their progression, meeting and assisting them with any specific English needs and also further signposting if required. Students said:

"We can ask questions if we need help with things."

"Sometimes if we have problems applying for courses or volunteering, we can get help."

"We have learnt more English."

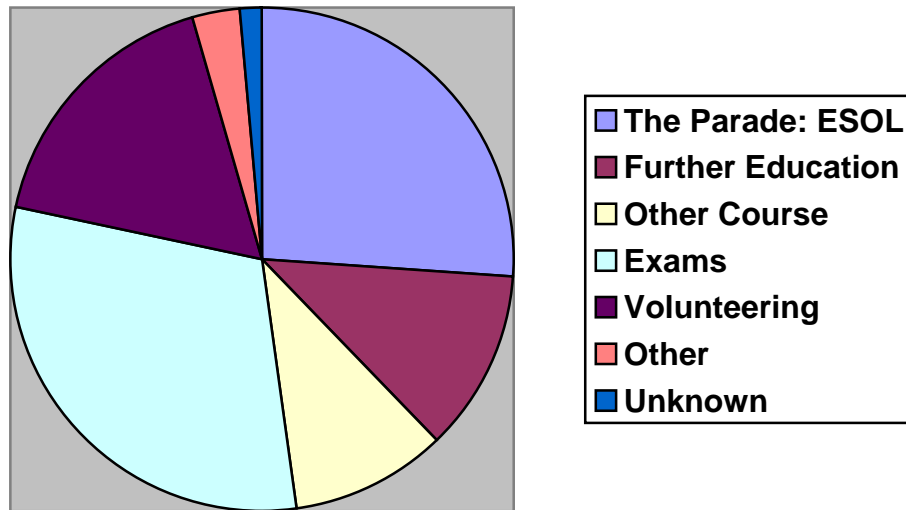
- **Questionnaires:** Sent to students approximately 3 months after completion of the course in order to monitor progression.

Outcomes

- **Progression**: The students progressed in a number of ways; some progressed in more than one direction.

ESOL Parade	18
FE	8
Other Course	7
Exams	21
Volunteering	12
Other	2*
Unknown	1

* Work Shadowing / Interpreter Training Course



- **Volunteering**: Volunteering positions were secured by the students themselves. The voluntary posts are not only in groups connected with asylum seekers and refugees but also in the wider community.
 - Age Concern
 - Cardiff Institute for the Blind
 - East Moors Community Centre
 - PURL – A mentoring project based in local schools
 - Somali Advice Centre
 - Welsh Refugee Council

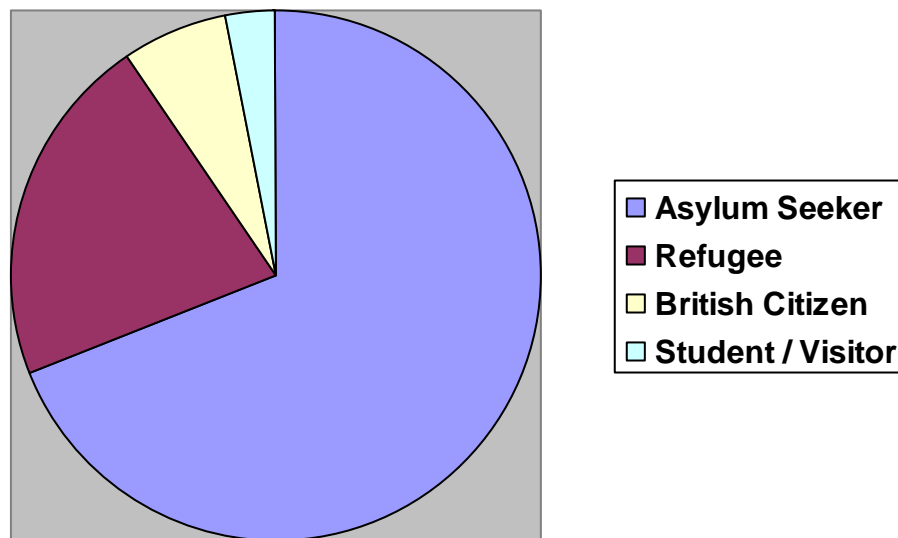
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- Whitchurch Hospital
 - WomenConnectFirst
 - Workers Educational Association (WEA)
- **Number of Participants:** The initial target was eight students per course. The interest in the course exceeded expectation and the courses had 11, 12, 10 students respectively.

Evaluation

- **Status:** The target group for this project were asylum seekers and 69% of the students were in this group. This compares with the 22% of the students at The Parade ESOL service who are asylum seekers.

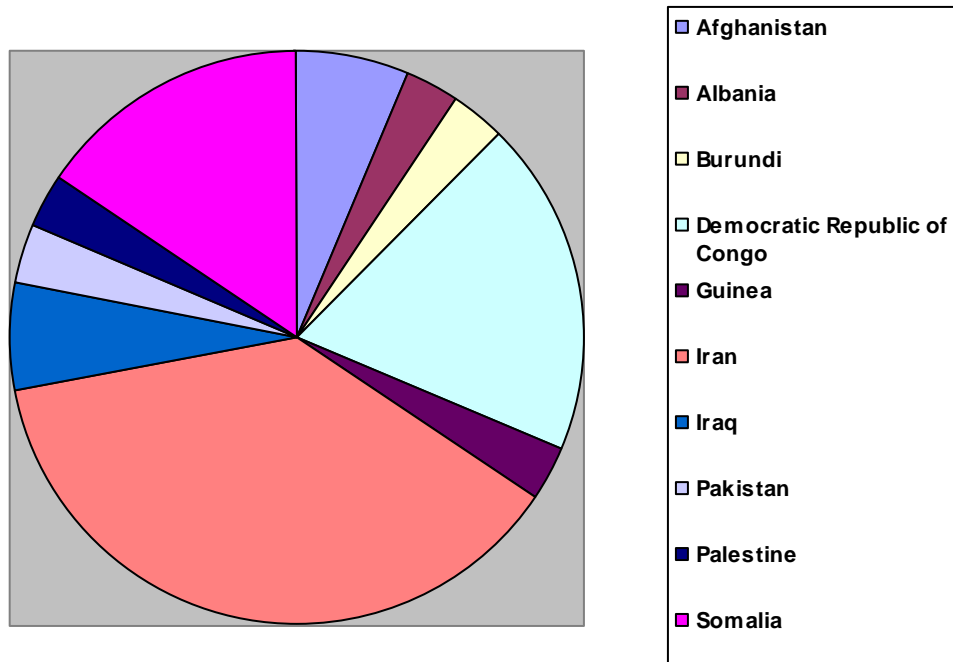
Status	Number
A/S	22
Refugee	7
British Citizen	2
Student / Visitor	1



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- **Nationality:**

Country of Origin	Number
Afghanistan	2
Albania	1
Burundi	1
Democratic Republic of Congo	6
Guinea	1
Iran	12
Iraq	2
Pakistan	1
Palestine	1
Somalia	5



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- **Attendance and Retention:**

Attendance	Number of students	ESOL and Computers	Language and Play	Keeping Up With The Children	Overall
Course 1	11	77%	78%	81%	79%
Course 2	12	80%	81%	77%	79%
Course 3	10	75%	64%	51%	63%

Retention	Number of Students	Retention	Reason(s) for Leaving
Course 1	11	82%	One student moved from Cardiff. One student had childcare difficulties – she attended Course 2
Course 2	12	92%	One student withdrew due to ill health – she attended Course 3
Course 3	10	90%	One student returned to her home country.

- Attendance and retention on these courses were very good. It appeared that the combination of traditional ESOL thematic English motivated the students, providing them with the skills and knowledge to pursue education, employment or volunteering opportunities within the UK. A twelve week course also seemed to work well; students reacted favourably to the more intensive nature of the course.
- **Increased confidence of students:** There was a marked increase in the confidence of the students. This was apparent by the fact that many of them arranged their own volunteering placements and access to further classes. It was also noticed and mentioned by reception staff at Howardian Adult Education Centre. The students recognised their own increased confidence:

“I am enjoying this course very much. I learn lots of thing such as grammar, conversation with others, how to pronounce the words. Also I learn how to care a child. Although I am a mum there is difference way. Now I have self confidence.”

“I know there are some people that they wants to help asylum seekers. They like that we will improve in this country. I learned more grammer, writing, spelling. I think, I feel more confident about speaking in English. I learned more computers. I made more friends.”

“most useful in course is get information and how you feel to do something yourself”

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- **Teaching Observation**: As part of the Quality Assurance process The Parade ESOL Service Community Learning Manager and Community Education Officer carried out teaching observations to monitor quality of teaching and learning.
- **Thematic ESOL**: Tutors had the opportunity to develop thematic ESOL and to see how topics such as childcare can be combined with traditional ESOL to meet the needs of the students. The aim of thematic ESOL is not to teach the subject but to provide the relevant English and the assumed knowledge that an ESOL student will need in order to pursue mainstream courses; that is the basic knowledge that someone who has grown up in this country could be expected to have.
- **Successful model**: This model was effective in engaging with, retaining and progressing learners. The model has been adopted for use with Hair and Beauty and Preparation for Work.

Impact and Continuation

- **Development**: Through this project The Parade was able to develop a number of resources that are now available to tutors. These can either be taught as a module or delivered flexibly in order to meet specific student needs. These resources are:
 - **ESOL Keeping Up With The Children**: While the mainstream BSA course KUWTC focuses on raising parents' awareness of literacy learning and encouraging them to support their children, ESOL KUWTC aims to:
 - introduce the UK education system.
 - show how literacy is learnt in the UK.
 - explain parent – school relations.
 - encourage parents to support their children's literacy learning.Progression from ESOL KUWTC is envisaged to be a mainstream BSA KUWTC. This model has been adopted by Sheffield College for their EQUAL project for the re-qualification of teachers.

“I have talking about the school day, school rules and regulations, school words, how to help the children”
 - **ESOL Language and Play**: The Language and Play programme is designed to give information to parents/carers of 0-3 year olds and focuses on communication, language, literacy and play. A guide was produced for the BSA giving advice on using this programme with ESOL students as there can be cultural differences in parenting methods.

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“For me is excellent because in my country we don’t speak to the baby. We thought that the baby don’t hear us. Today I know that the baby can understand”

“LAP is good for me because I learn to sit on the floor”

“I am so happy for LAP because I am now able to do many things different than before and they were so wonderful and now I know how to speak with my baby”

- **ESOL Childcare Dictionary**: The dictionary contains specialist childcare vocabulary with space for students to add their own words.
- **Scheme of Work**: A thematic scheme of work was produced for the ESOL section of the course.
- **Support**: Through this project and ESOL Language and Play it has been possible to support crèche workers especially in targeting parents needing help in managing their children’s behaviour. ESOL LAP has been used in an ESOL Outreach centre to work with all parents and children in the group to encourage increased parent –child communication as a means of providing support
- **Individual Learning Plans (ILPs)**: The project enabled ILP’s to be trialled in a small group with a fixed enrolment.
- **Thematic ESOL**: As a result of these courses The Parade ESOL Service has been able to explore the value of Thematic ESOL and is now seeking to roll out this and similar programmes for the entire student body. Funding has been secured to run this course once in 2005-2006 in addition to developing and running ESOL Hair and Beauty, ESOL Preparation for Further Education and ESOL Preparation for Work.
- **Dissemination**: As part of the dissemination process the project was presented at four conferences and in two articles:
 - BSA Family Learning Co-ordinators (Wales) meeting , Newtown , 25th November 2004
 - Early Learning Conference, Cardiff, February 2005
 - ESOL and Citizenship Conference, Cardiff, March 2005
 - ASSET UK Conference, Birmingham, March 2005
 - Basic Skills Cymru Magazine, Autumn 2004
 - ASSET UK Newsletter, Issue 5, March 2005⁹

⁹ <http://www.asset-uk.org.uk/public/issue5.pdf>

Lessons

- **Recruitment**: The methods used for recruitment worked well but some of the more isolated asylum seekers may well have been missed due to over-reliance on word of mouth advertising. The Parade ESOL Service has now developed closer partnerships with the Council's reception centre and also with Clearsprings (a private accommodation service for asylum seekers) with the aim of reaching more asylum seekers in Cardiff.
- **Police Disclosures**: The Criminal Records Bureau can run a Police Disclosure for anyone, regardless of their status or length of time in the country. The main difficulty encountered on this project was the question of how meaningful these checks are if someone has only been in the UK a short while. Many organisations request Police Disclosures that cover at least three years. This can make it difficult for asylum seekers to volunteer as they cannot meet the criteria laid down by the organisation.
- **Failed Asylum Seekers**: One of the biggest challenges encountered on the course involved failed asylum seekers. It is difficult to see the benefits for the individual if they receive a negative decision as the course is set very much within a UK context and therefore may not have much relevance on return to the home country. This model of study may be better suited for those who have received Indefinite Leave to Remain. If the course is run with asylum seekers it is important to stress to all students that the course is set within a UK context and that it will not have a bearing on any Home Office decisions.
- **Thematic ESOL**: This model has shown that thematic ESOL is interesting and stimulating for students, this is reflected in the attendance and retention figures. Students were attracted to the course initially through the thematic ESOL:

"I wanted English that would be useful for me.

I wanted to do this course *"to help me find work in this country"*

I wanted *"to know more about how things work here"*

- **Visits and Speakers**: The project highlighted the benefits of speakers and visits. Through meeting a large number of individuals who represented organisations in and around Cardiff the students gained the confidence to integrate more fully into Cardiff life through volunteering or further study. The speakers provided variety in the classroom.
- **Volunteering**: One of the important achievements of this course was to raise the awareness of volunteering. This occurred on more than one level. Initially the students were not aware that they were able to volunteer, nor did some of them understand the benefits. The course raised the awareness of volunteering, the benefits of volunteering and also how to get more information about

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volunteering opportunities. The students who are now volunteering organised it themselves either through people who came in as guest speakers or by speaking directly to charities and organisations. Students who decided to volunteer gave the following reasons:

“We cannot work and so volunteering is something we can do. It is useful.

We want to do something.”

“We can learn about working here.”

“We can practise our English.”

- **Discreet Provision:** In order to meet the integration aims of the programme it is vital that future funding encourages and reflects this aim. Although discreet funding has allowed the development of study models it would be more beneficial if the classes were open to everyone regardless of status.

Appendix A

Staff

Management and Administration

Community Learning Manager	Sue Trenberth
Community Education Officer	Susan Morris
Project Co-ordinator	Victoria White
Administrative Officer	Elaine Powell

Tutors

ESOL	Rose Gwyn
ICT	Hadja Omar
Keeping Up With The Children	Susan Morris
	Rosamond Evans
	Karen Gilgar
Language and Play	Elaine
	Diane Soloman
	Amanda Davies
First Aid	RT Training

Resource Development

ESOL Thematic Scheme of Work	Rose Gwyn
	Victoria White
Keeping Up With The Children	Susan Morris
	Rosamond Evans
ESOL Language and Play: How to.....	Susan Morris
Childcare Dictionary	Victoria White

Appendix B

Visits

Kings Monkton Nursery
Moorland Nursery School
Tredegarville Nursery School
Severn Road Centre Crèche
Severn Road Nursery School
The Parade ESOL Service Crèche