

SESPM & Learning and Work Institute ESOL for young people event – Redhill 20th November 2019

Welcome and introductions – Roy Millard

Roy welcomed everyone and introduced the day. Setting the scene to highlight the importance of ESOL for 16-19 year olds, Roy recapped on the cohorts of migrants being supported by local authorities in the South East today. Currently, 17,000 VPRS and 1,600 VCRS have been resettled in the UK, with the South East on target to have resettled 2,000 VPRS by December 2019. Roy mentioned that the VPRS, VCRS and Gateway protection programme will combine to become part of a UK Global Resettlement Scheme (GRS) as of April 2020. The global programme will enable a higher responsiveness to resettle other nationalities as emergencies arise, alongside maintaining support to the current countries of issue for resettled refugees. Roy also touched on plans for widening dispersal in the South East as the UK moves to a more equitable geographic share of people in asylum dispersal.

Overview of the day - Alex Stevenson

Alex introduced the theme for the day, ESOL and progression into employment for young migrants in the UK. Alex mentioned the resources and projects Learning and Work Institute (L&W) have been working on both within and outside of the South East region. All L&W resources mentioned during the day will be shared after the event contained within a set of slides. A key objective of the day is to co-create a summary list of good practice to support ESOL for young people.

ESOL Feedback from the region - Hazel Klenk

Hazel recapped on the resources which L&W have created already on behalf of SESPM (all available on the SESPM website). These include:

1. An ESOL map
2. An ESOL help desk – southeastESOL@learningandwork.org.uk
3. A how to guide to commissioning ESOL provision
4. An employment guide – to assist resettled refugees into employment
5. A pre-entry guide – to assist in providing ESOL to people with pre-entry level English and/or basic literacy skills.

Feedback from the region gathered during the September 2019 sub regional Strategic Migration Group meetings included key challenges such as:

- One to one delivery/Home delivery
- A lack of informal learning opportunities
- Provision with childcare whilst ESOL lessons take place
- ESOL for employability
- 16-19 year old provision and employment pathways.

ESOL for young people: the policy context - Alex Stevenson

Alex provided an overview of national and local ESOL policy context.

The national context – the 2011 census highlighted that of the 6.3 million 16-24 year olds, 66,500 could not speak English well or at all. This is 11.1% of the 567,476 16-24 year old whose main language is not English (ONS, 2011). The UK varies from OECD majority where younger people tend to have the highest literacy skills. In the UK the inverse is true with younger people having lower literacy levels (OECD, 2016). L&W felt work undertaken as part of their “Youth Commission” project has shown clear regional and socio-economic patterns in basic literacy skills, however, the role that young migrants play within this is not currently clear.

Within the South East, 44% of people arriving are under 16, 3 & are aged 16-17. In the South East 83% of 17-18 year olds are in education and training (the UK average is 92%). There is a case for tailored support, as young migrants face simultaneous challenges, within their language learning, education, work and their personal life, especially the 16-18 year old cohort who have less time to adjust to their new environment.

The mainstream skills system, typically offered through Further Education Colleges tends to provide 16-19 year old Study Programmes (more is covered on these within the speaker presentations on the day). In addition, there is a range of innovative informal ESOL language provision taking place.

Study programmes offer 600 hours a year of structured and challenging learning in line with the chosen future vocation of the young person. Study Programmes deliver one main substantial qualification, mandatory English and Maths, work experience and non-qualification activity to develop character, broader soft skills and confidence to support progression. This support is substantial in comparison to the provision given to learners who are 19+ . ESOL offers for 19-23 year olds is typically 8 hours of provision a week.

Challenges do exist, especially for those new arrivals who may not be used to the language or to a structured classroom environment and may have missed large periods of their schooling. If young people need additional years to improve their English, they can miss out on their eligibility to benefit from Study Programme support. Additionally, some of the constraints surrounding the kind of Maths qualifications people are enrolled on, can mean that ESOL levels can be a real barrier to formal qualifications like GCSEs. There is an opportunity with this cohort to tailor Information and Guidance (IAG) better for 16-19 year old migrants.

Employment Policy Context – Sue Monk & Mel Munroe Department of Work and Pensions (DWP)

Mel and Sue gave an overview of the DWP assistance with transition to employment offer from Surrey in the South East.

The majority of customers 16-19 wouldn't be claiming Universal Credit (UC) but there are some who are entitled, such as those estranged from parents or leaving care, it is available to anyone 18 or over. Someone using the job centre (JC) will be allocated a work coach, who will try to assist the person to UC or employment so there is one person as contact. Claimant commitments will be considered in conjunction to ESOL training, which forms part of their commitment. The Complex Needs Programme is a national plan to support people with more complex needs such as refugees, domestic violence or modern slavery. Under each of these streams there are local ambassadors within that JC. The ambassador's role is to identify local support and signposting to other forms of potential support and

training, and brief the whole team within the JC rather than to be the Single Point Of Contact (SPOC) themselves. DWP work with local employers specifically around refugees and ESOL. DWP are also trying to run courses. In Woking there is a group of young refugees they are supporting with additional help and training through interpreters. JCs are becoming more community hubs which are more open plan with café tables where DWP partners are invited into the centres such as employers being invited to conduct interviews on site. This means that claimants can be signposted immediately on site to speak to a local authority or potential employer, or national career service for example. There is also support for people wishing to go into self-employment.

In discussion it was mentioned that there is variety amongst JCs in terms of the provision provided, most notably when it comes to the provision of Big Word telephone interpreting services. It was recommended that under such circumstances the escalation services be used.

Guided discussion – All

Groups fed back on the main challenges they face in providing ESOL provision to 16- 19 year olds.

- A table from Brighton and Hove fed back on the situation locally. Only one local college offers ESOL, study programmes are not meeting the need for those with pre-entry ESOL, they have been looking at different provisions within the city for those who are missing the full 600 hour provision.
- Queries arose as to what comes after the Study Programmes, what provision is offered afterwards especially for those with little academic background?
- One authority reported their experience of the better attainment for young people enrolled in a year group below their actual age, but getting schools to agree to this is very challenging. Additionally, getting schools to understand the entitlement of refugees and young migrants has been challenging, or the initial assessment being undertaken not accurately capturing the full abilities of that individual, such as when their speaking is more advanced than written English.
- A lack of formal learning environment has been a challenge or additional pulls such as young people needing to accompany their parents into GP practices to undertake translation or assist with childcare provision.
- Difficulties in terms of accessing formal provision if arriving mid- year is challenging.
- There was mention of Study Programmes not meeting the learning appetite for some learners who are keen to progress faster than the course that they are on.
- FE colleges do not always have the resources to personalise education provision in the case of meeting the diverse needs of students. There are challenges in terms of how to make up groups to provide for learners of different ESOL levels.
- There were success stories in terms of one young refugee who arrived as an absolute beginning in ESOL terms is now undertaking a Level 3 interpreter course, due to a combination of informal support of support outside of the classroom such as Prince's Trust.

Pathways to Independence – Kia Kelly-Hollin & Humeira Yaqub

Kia and Humeira gave an overview of Pathways to Independence and the work they undertake supporting young people such as UASC or young refugees. Pathways to Independence (Pti) is primarily a housing provider, and a national open college network provider (NOCN), in addition over the last year Pti have worked alongside SESPM to work on Outcome Star project Pathways provide lifestyle courses with targeted language and life skills according to their context. They work primarily in

Croydon and Brighton. Feedback from the trainees have highlighted that context counts, for example young people have asked for training on Stop and Search and what lawyers do.

Research undertaken by Humeria found positive feedback in how young people on the NTS are being supported in their triple track planning, so that no matter the asylum outcome, the young person feels prepared. Ptl go out into the community to teach English, going around town, according to real life scenarios of where English is needed. Good practice learning involves avoiding triggers, feedback from young refugees has highlighted that some regular teaching subjects can trigger young people

Humeira introduced the Outcome Start Project, funded by Controlling Migration Fund (CMF), submitted by Brighton & Hove City Council alongside SESPM's principal social worker and Ptl. Trainings have been rolled out across the South East as to how to use the Outcome Star tool, which has been developed in collaboration with young people themselves. The Outcome areas include the Immigration process, Where you live, Education activities and Work, Physical Health, People and support networks, Money, Understanding life in the UK, How you feel. The tool assists young people to have ownership of their support plan which has a more beneficial effect on how the young person feels about their progress. The tool guides the conversation regarding triple track planning, and helps to provide a clear focus, and in particular empowerment in planning, as one young refugee said

"Before we came here we had plans, since we came here we have no plans"

Feedback from a young person and how important planning is for mental health. The project will come to an end next year, but there are still opportunities remaining for training. Ptl in particular feel that they have particular strength in Life in the UK element of the Outcome Star.

Philips Ltd and the TENT initiative – Hayley Johnson

Hayley gave an overview of Philips Ltd and the TENT initiative they are involved in. As a company Philips used to specialise in electronics but are increasingly focusing on health technology. In 2014 Philips created a foundation to conduct charitable activities. At a Dutch Business summit on Refugees, Ronald de Jong, the chair of the foundation, committed to provide a variety of hospital and medical equipment for more than 70,000 people and Primary Care in a the Al-Hol refugee camp in Syria.

The TENT Partnership for Refugees strives to provide workplaces for 100 refugees over a 5 year period (2019-2024). Since April 2019 Philips' headquarters in the Netherlands have hired 19 refugees and are exploring working with Accenture to provide upskilling and training to refugees. Philips work with a charity called Breaking Barriers to support refugees in the London area in terms of extra ESOL provision, Philips offices are in Guilford, Chichester and Basingstoke, and are looking to like to work with refugees based locally who will not face the same barriers attending the work place. The main barrier Philips are experiencing is in English language skills and is keen to work with charities who are able to provide that training and also training in terms of interview skills and industrial skills.

Philips are keen to hear from organisations working with young migrants, in particular on the following:

- How can you help?
- Provide an interface to refugees, eligible to work @ Philips
- Your expertise, contacts and knowledge
- Have you seen this done before?
- Can you see it working with Philips?
- What should we consider?

Please contact Hayley.Johnson@Philips.com if you have any questions or would like to get in touch.

In discussion

- L&W distributed details of new materials which have been created and asked for feedback from the room as to their potential uses and usefulness.
- Ptl – feedback was extremely positive, and was praised for the person focused, adaptable nature of their work which is seen as key when working with this cohort rather than a one size fits all.

Brighton Table Tennis Club

A video of the work of Brighton Ping Pong “Penglish” –(Practice English through playing Ping Pong) was shown. The group also play football. The group is attended by English as well as young migrants who all improve their Ping Pong and practice English together.

Afternoon Session

East Surrey College – Katherine Doyle

Katherine introduced East Surrey College (ESC) and the ESOL provision they offer. 24 of the 60 full time ESOL students the college assists are Looked After Children (LAC). The college has a designated LAC teacher. The college offers a certificate in ESOL and also skills in English and Maths. All level 1 students covered a business qualifications which includes Employability skills as well as transferable skills. ESOL students were offered assistance from the college’s career advisor in order to identify long term goals and bear these in mind throughout their time at college. Students also engage in enrichment activities such as cooking or Thai boxing, in addition to this several trips have been organised throughout the year to various cultural and learning events. The students undertook some fundraising activities for the YMCA learning various organisational and employability skills along the way such as risk assessment and equality and diversity. The college have created a guide for LAC children along their learning journey. Most Entry level 1 students progress to level 2 and 3. An additional support which has been created has been student ESOL volunteers.

John Ruskin College – Darren Brine

Darren gave a background to John Ruskin College which are affiliated with ESC. John Ruskin provides ESOL to 174 16-19 year old where 90% are UASC or LAC with the remaining 10 % being refugees. Due to the large group size targeted provision has been given to pre-entry students. Last year, 25 of 72 young migrant learners enrolled on to Level 1 Vocational Studies Programme, and 60% progressed from ESOL Entry level 3 to Level 1. Students also receive Maths support, group sessions and 1-1 individual support. The college works in partnership with a local reading club, cricket, volleyball and football clubs and work in conjunction with a number of local agencies. In terms of enrichment activities there are also a variety of activities run by the college such as singing classes and sports. Employability skills are woven into all ESOL and vocational training opportunities.

Milton Keynes College – Carole Wilson-Frizzell

Carole gave an overview of Milton Keynes College (MKC) and their ESOL provision. MKC has a cap for UASC of 90 per year. 74 students are on a study programme out of 400 + ESOL students present. The college only runs Pre- entry and Level 1 ESOL as there was not the demand for level 2. The form of Maths provided depending upon whether functional skills or GCSE is the most suitable course. The

College now uses Stepping Stones as progress towards GCSE. Entry level 2 and above students study vocational sessions, so that young people are geared towards employment sooner. The college gives 1-1 tutorials also around pastoral care and learning. Work experience for ESOL learners has traditionally been challenging and only available for Level 1. Now Entry level 2 and above get 30 hours work experience a year in an area related to their vocational choice, work experience for pre-entry is still difficult. The aim is for all levels to get the same work experience. Due to the rapid change of learning provision in recent years (introduction of T'levels, work experience, change in Study Programme frameworks) it is difficult to analyse the impact that the different forms of provision are having.

In discussion

- The colleges were asked why they offer ESOL rather Functional Skills English, it was explained that Functional Skills English is aimed at native speakers. It was also commented that various colleges Functional English is obligatory.
- DfE's English Language Strategy for England is due to be released after the election, however, it is not likely that there will be any direction on whether ESOL or Functional English is the best to be provided. Reformed functional skills courses have worked hard to minimise the language impact on maths questions.
- The question of bursaries was raised, as costs such as travel to college can be barriers. Likewise, the end to Educational Maintenance Allowance EMA is a barrier.

Co-Creation Workshop – How to provide 16-19 ESOL Provision – Feedback from table discussion

Assessment – ensure the process is thorough to ensure placement in appropriate provision

+ Good initial information on possible provision and funding

+EMA service assessing 16 + year olds in same way that would 14-15 EMA cohort.

ESOL Provision – ensure provision is bespoke, online and interactive platforms, offer classroom and non-classroom based learning opportunities

+ Greater learner voice -

Non-formal Provision – run a summer school, intergenerational provision

NON-ESOL Support – signpost to youth clubs, developing ICT skills

Provision over holidays

Access to nutritious food

Extra-curricular activities

Transport provision, mini bus etc

Staff training or webinars to understand client group

Sharing knowledge with the wider community and sectors

Use of mentors – people who have themselves been through the process

Creating a sense of belonging

Ensuring funding for youth clubs and extra curricula activities

Focusing resources on specific activities or resources – such as areas like rural Wales

Practical options like Barrista courses

Young people want to connect with older people in classes – intergenerational provision

Full family learning or intergenerational provision to be put on SE ESOL map.

Importance of fun/humour etc

Providing clubs for young people and mother and toddler groups

Developing partnerships – go to the colleges with the young person to have conversations on what is required for them to access a specific course etc, and then how can that learner be assisted. Concept provide the relevant bridge training the FE college then takes them on afterwards.

What happens post 19? – Could policy be changed so that if you arrive age 18, you could study till 21 rather than just getting one year's provision.

Losing English in the summer months whilst not at college.

More multi-agency working, so not relying on schools and colleges to do this for us. A possibility for pre-arrival information. More detailed assessment, working more with colleges to be able to tailor to the individual.

Flexibility within the education system.

Developing Partnership – work with FE colleges, schools, youth organisations, JCP etc.

IAG – ensure one to one support available, work with specialise career adviser.

Higher education pathways advice

Vocational Pathways- e.g local authority providing apprenticeship placements, embedding ESOL in vocational training

Volunteering opportunities – engage with local employers or other organisations that support to young people, e/g Prince's trust

A full and final list of the co-creation workshop will be uploaded once finalised by L&W.

Closing remarks from Alex Stevenson

In terms of ESOL updates, the sector is waiting on the English Strategy for England from DfE. Lots of research going on in the sector at the moment. In particular. ESOL for early integration needs of resettled refugees – L&W and Learning Unlimited are creating more resources in this area. There are opportunities to test out early resources, if any authority/organisation wishes to get involved or test out these resources please contact Alex Stevenson - Alex.Stevenson@learningandwork.org.uk .Last year pre-entry ESOL resources were created - they are on the Excellence Gateway, more resources like listening and phonics resources will be added soon. MCHLG are creating resources for conversation clubs also. L&W Adult literacy and numeracy annual event will take place in December, on ESOL there will be pre-entry ESOL mentioned at that event.

Closing remarks – Roy Millard

In his closing remarks Roy Millard said he was reminded of the Importance of consistency around the kind of provision to migrants, such as for example within their experiences at JC. In order to work to that objective he suggested any comments regarding JCs where practice was not standard as laid out by Mel and Sue be sent to them or to via the escalation channels.

It had been great to be reminded of the need to have fun in learning, how this is relevant to learning especially this cohort, although of course it should always be remembered that young migrants are diverse and there is no one size fits all. Hearing of all the great work taking place within the Colleges which had presented had been motivating, as had the targeted, holistic approaches typified by the use of the Outcome Star model by Ptl.

The contribution from a Philips, as a voice from the Private sector had been greatly appreciated, – great to hear that refugees are being recognised as being a helpful addition to the workplace, recognised for the talents they have, and not seen as charity.

In terms of food for thought for the future, Roy wondered whether there might be means to foster greater inclusion of the migrant voice within SESPM ESOL events.

There will be another conference on ESOL February 2020 which all are welcome to attend.