



## English – the Key to Integration in London

**Project Lead: Angela Diamond Project Title: The Key to Integration in London**

**Subject: Family Learning ESOL – school based with a range of trips and activities Grant Awarded: 91K**



**Brooks Farm Animal Handling session**



**William Morris Gallery – Family Learning Day**

### Summary

We were oversubscribed in 3 schools. In two of these schools we put on two courses during the week, running concurrently.

In the third school there were 45 learners who wanted to enrol for the course, with a further 9 applications being submitted before we left the school. Due to space and timetabling constraints we were unable to offer a second course in the third school. After discussions with the partner we decided that when we ran the course again we would run two at the same time to cater for the extremely high demand. The school said this was the biggest response that they had ever received from any advertised course.

### Key points

- Demand exceeds supply
- The use of a passport of events and trips has formed an excellent link between the learner, the lecturer and the coordinator.
- The trips have been very popular with new friendships formed and some of the more confident learners taking on more of a lead role in planning for the group to meet up and travel collectively e.g. we had 2 sports days at Leyton Orient and parents were offered free tickets to watch a football match – feedback from a parent “We all met up and went to the football match. Our husbands stayed at home or had to work. I took some pictures and a video so I could show him.”
- Communication via the telephone continues to be a problem due to 2 things
  1. a lot of learners do not have a phone
  2. where learners do have a phone the caller receives an undisclosed number call which adds to their anxiety when or if they choose to answer a call
- Learners use of ICT was very low (out of 137 learners I received only 7 emails during a 5 month period – it would be useful to implement ICT with this group of learners to give them access to applications to help with consolidating learning, definitions, pronunciation, translation, chat rooms etc to support and be more interactive with the delivery of the course
- Coordinating the timetable of ESOL courses, when space was available in school, availability of the lecturers, availability of the crèche was difficult. Timetabling issues were increased partly due to the session duration of 2.5 hours (as opposed to 2 hours) which meant that if the lecturer was teaching at different schools in the morning and afternoon they only had one hour from the finish time of the morning session to reach the second session and set up and deliver, with little or no break. This also proved an issue for the crèche most of whom do not drive and needed to take public transport for distances up to 4 miles. A 2 hour session would have been much easier to implement in multiple schools.

## **Impact on mothers' English**

Impact is being captured through interviews with the learners and quotes. End of course evaluations and end of course reports also discussions with partners in the school.

### **Quotes from interviews:**

***"For me the best thing was understanding the educational system in the UK because this is different from Pakistan. This helps me to build my confidence in being able to help my child."***

We have made 3 trips to Vestry House Museum where learners have been able to view the changing exhibitions e.g. World War 1 (which linked the current schools National Curriculum topic around war to both a heritage venue and a range of Family Learning activities. One of the other topics was called "everyday Muslim" which explored the journey of how people had arrived in England and settled and found work, include quote from Jabeen a lecturer:

***"I attended on Wednesday the 8th of April with my husband and my two sons. Firstly I took part in the activities that were being run by WFALS and it was nice to see three of my learners had also come with their children ( 5 children between them). They also had great feedback about the day and the museum and said they would be returning to the museum again. "***

### **Quote from a parent:**

***"My children really enjoyed it especially Vestry House Museum where we did craft activities and made lanterns and mehndi cards. We went around the exhibition which was called "Everyday Muslim" I learned new things about the community."***

***"I am happy I am speaking more with my friends and speaking with my sons' teacher."***

***"I come to the class in the afternoons and when I pick up my children they say "Really good mum, your speaking is good now" I have sacrificed me learning English so that my children can speak Urdu when we go back to Pakistan. I am going to progress to the next course. I want to do a childcare course. This time is for me otherwise all the time I'm in the home. "***

## **Impact on mothers' involvement with the school**

Feedback from a parent that now feels confident to join in with their child's nursery session:

***"I am going to go to the nursery reading sessions and help out. I am going to look for work and want to do a teaching assistant course. I am also interested in doing some voluntary work so I can get some more experience and more confidence. We have a different education system in Pakistan to here so I need more knowledge about the teaching. I am now speaking and spelling together with my son, practicing and learning together."***

## **Impact on pupils**

Feedback from school indicates that the children are happy that their parents spoken English is improving

## **Project delivery**

Further details on project e.g. size, scale, details of the problem being addressed and plans for next year, any other partners involved

The project involved 137 learners, 16 courses in 14 schools, and 6 lecturers and 10 crèche staff providing a crèche in all but one of the schools. (13 schools in total) Feedback from the schools has been excellent and all of the schools in which we delivered requested more courses.

We have offered all learners a mainstream follow on course either at the same level or the next higher level to start in the next year.

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Sports day at Leyton Orient Centre - Hockey

Family Learning day based on the river Thames

