



HERMES AUDIT REPORT



HERMES: AUDIT REPORT

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HERMES AUDIT REPORT.

Aim:

The purpose of this Audit is to identify current ESOL (English for Speakers of Other Languages) provision in Suffolk and develop an understanding of the gaps and needs from all parties – Migrant workers, Education, Statutory, Private and Voluntary Sector providers and Employers.

Ipswich and Suffolk Council for Race Equality (ISCRE) is a charity established to work towards the elimination of racial discrimination; to promote equality of opportunity and good relations between persons of different racial groups.

This report details the results of the audit carried out by ISCRE as part of the Learning Skills Council (LSC) funded HERMES project. The Hermes project is a 3-part project made up of this audit; the development of a flexible conversational/work based pre accredited ESOL programme; and the development of a Citizenship Welcome Pack. West Suffolk College and CSV Media are important project partners.

This audit report is made up of findings based on the existing published and grey literature and of survey data from ESOL providers, migrant workers from at least three European Union (EU) countries and from employers of these migrant workers. The audit focussed on the West of the County where there is a significant demand for ESOL from migrant workers.

The migrant workers surveyed were mainly from Accession eight countries [i.e. Poland, Latvia, Lithuania and Estonia] and from Portugal because initial research identified these as the nationalities of the new and growing migrant worker population of Suffolk. For the purpose of this report, these will be referred to as 'the target' migrant workers / nationals.

Nancy Maduakoh led on the audit and the writing of this report.

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The audit would not have been possible without the help and cooperation of various individuals and organisations.

We would like to thank all the individuals who agreed to be interviewed in the survey, all those who helped us in distributing and retrieving the questionnaires, to all who shared their contacts with us and to everyone who made some sort of contribution to this audit.

We are especially grateful to Thomas Kozumplik of Centaur Language School for all his contributions.

LIST OF ABBREVIATIONS

ESOL: English for Speakers of Other Languages

ISCRE: Ipswich and Suffolk Council for Racial Equality

LSC: Learning Skills Council

EU: European Union

A8: Accession eight/8

SfL: Skills for Life

IAG: Information, Advice and Guidance

WRS: Workers Registration Scheme

LFS: Labour Force Survey

NINo: National Insurance Registration

BME: Black and Minority Ethnic

SCC: Suffolk County Council

SRSF: Suffolk Refugee Support Forum

CAB: Citizen's Advice Bureau

CBI: Confederation of British Industry

TUC: Trades Union Congress

NARIC: National Recognition Information Centre

PSA: Public Service Agreement

SUMMARY

Race and ethnic inequality in Britain is a product of post Second-World-War migration; a process resulting mainly from economic 'pull factors' [i.e. beneficial factors like prosperity, work opportunity and freedom] and the politically generated counter-response of immigration control. *

Immigrants are attracted to the UK in search of better living conditions [e.g. better employment] and their perceived or reported success may encourage other family, friends or neighbours to migrate as well. Another factor affecting migration is the 'Push factor', which refers to adversity, faced in the immigrants' home country e.g. unemployment, poverty or persecution.

Three principal waves of Immigration

Immigration occurs regularly as people flee their home countries in search of better living in their host countries, as relatives relocate to join their families already resident and as people flee in search of asylum in host countries.

In the UK, there are three distinguishable waves of immigration:

- 1940's: The first wave was from people displaced from Europe after the Second World War
- 1950's and 1960's: The second wave was made up of New Commonwealth immigrants from the Caribbean and the Indian subcontinent.
- 2004: The latest wave is made up of immigrants from countries which joined the EU i.e. Accession eight (A8) countries.

The growing numbers of migrant workers in the region has led to an increased demand for existing services and facilities e.g. English lessons because the ability to communicate in English is an important and is sometimes a necessary tool for anyone who intends to live / work in the UK. The fact that a criterion for applying for naturalisation is the successful acquisition of the speaking and listening element of an Entry level Skills for Life (SfL) ESOL qualification adds to the already huge demand for ESOL.

This audit, commissioned by the Learning Skills Council (LSC), is concerned with identifying the different ESOL provisions in Suffolk, analysing their delivery and comparing these with the demands for ESOL by migrant workers from EU member states especially A8 nationals and with the expectations of the employers that use migrant workers. The report is not about funding or future LSC criteria but rather identifying gaps and recommending ways of improving ESOL provision in the region. The report attempts to provide a comprehensive analysis of the ESOL delivery by collating survey data from the different stakeholders; providers, employers and migrant workers.

* Reeves F. (2007) *Race Equality in Local Communities: A guide to promotion*

Key Audit Findings

The main findings of the audit are as follows:

- Although a significant amount of ESOL is being provided in Suffolk [especially through Suffolk County Council], delivery is concentrated in the South of the County [especially in Ipswich]
- The demand for ESOL in all the areas still outweighs the provision in those areas.
- Timetabling is the main issue facing all the stakeholders; providers struggle with drawing up timetables that would suit our migrant workers because they tend to work shift patterns, the migrant workers find they cannot attend all their ESOL classes because of work. When the learners' fall behind, it is difficult to catch up again.
- Employers want their workforce to be able to learn English without it affecting their work.

17 different provisions were identified in Suffolk: a mix of statutory, voluntary and private sector provisions. The audit looked at the number of accredited ESOL teachers / volunteers, number of learners that can be accommodated and those on waiting lists, the levels provided, location/venue and timetables. ¹

- There are not enough qualified teachers / volunteers / teaching facilities to handle the growing demand for ESOL by the newly arriving migrant workers;
- There is not enough low level provision which are the levels mostly required by our newly arriving migrant workers and the available timetables do not favour migrant workers that are already in employment because they sometimes clash with shift times.
- We recommend a flexible approach towards timetabling that would require more consultation with the workers and input from the employers (who might be able to devise more stable shifts).

Results from 145 questionnaires were analysed: Polish (117), Portuguese (20) and Former Soviet Baltic states (8). The audit looked at the educational backgrounds, languages backgrounds, age, work history and patterns of the learners in order to pick up on any trends that might be useful for future programme development. ²

- The majority of surveyed workers are young (20-35), well educated/ highly skilled and able to speak more than one language which other research argues makes them good candidates for learning new languages and thus ESOL.
- We found a relationship between the ability to communicate in English and better jobs by comparing the employment history of migrant workers who lacked English language skills and those who have had ESOL.

¹ Section 2.1.2

² Section 2.2.3

- Migrant workers who have had ESOL are more confident to explore other job options, take up more personal / professional training and take advantage of the facilities/ services available to them.

The results of surveying 4 employers of migrant workers and the results of the survey carried out by the Ipswich and Suffolk Chamber of Commerce for the New and Emerging Communities Forum were analysed. The report: “Suffolk Migrant Workers Survey, Summer 2007”, which had 15 respondents that employ migrant workers was used to give a broader view on the employers views and expectations of ESOL.³

- The results show that employers would like their workforce to be able to communicate in English and thus support ESOL however, they do not want ESOL delivery to interfere with work and so would prefer classes to be held in the evenings or weekends [i.e. in the workers free time].
- The employers generally are not concerned about their workers qualifications and as such are not concerned with helping them find routes into jobs that would better utilise their skills.
- We therefore recommend that the onus for helping over-qualified workers find routes into the jobs that utilise their skills and training should lie with the Information Advice and Guidance (IAG) when they pick up on the qualification and skills of the learners during the initial assessments. This would not only help the learners into more fulfilling jobs but would also help to fill the skills shortages in Suffolk and boost the local economy.

We give some recommendations based on the results of the survey analysis and tentative conclusions.⁴

³ Section 2.4.3

⁴ Section 3

SECTION 1

BACKGROUND

1. INTRODUCTION

1.1 What is ESOL?

ESOL is an acronym for English for Speakers of Other Languages or English as a Second or Other Language. The national standards are specified at three levels: Entry level, Level 1 and Level 2. Entry level is further divided into three sub-levels: Entry 1, Entry 2 and Entry 3.

The main difference between ESOL and adult literacy is that potential ESOL learners could have high level of education and qualifications in their home country and so their approach to learning/ studying would be very different from that of learners who are not literate in their first language. Though their core curriculum is similar e.g. Entry 1 for both ESOL and literacy is speaking and listening; reading and writing, the teaching approach should be different and as such literacy treated completely separately from ESOL.

1.2 Who needs ESOL?

Potential ESOL learners are categorised by the report of the working group on English for speakers of other languages (ESOL) into four broad groups:

- *Settled communities*: This category is made up principally of the Asian sub-continent and Chinese from Hong Kong. Challenges include difficult-to-reach groups and problems with access to provision for new spouses. Some would-be students work long and irregular hours in, for instance, the restaurant trade and therefore cannot attend classes regularly.
- *Refugees*: This category is subdivided further into
 - a) *Asylum seekers*: most of whom are very keen to learn and for whom the chances of effective settlement would be greatly improved by learning English but who are faced by; problems with settlement, difficulties understanding the system, housing problems, lack of money, immigration status as well as general culture shock and trauma from their experiences. In recent years the highest numbers of applications for asylum have been from persons from the former Yugoslavia and Sri Lanka.
 - b) *Settled refugees*: either with exceptional leave to remain (ELR) or full refugee status. English language skills would give them access to education, training or work.
- *Migrant worker*: This category is made up mostly of workers from elsewhere in Europe. Some of these may be here as short term visitors principally to learn English and so pay for English as a Foreign Language (EFL) training, but many migrate in order to work and settle for all or most of their life and thus need access to ESOL.

- *Partners and spouses* of students / migrants from all parts of the world who are settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from following intensive *EFL courses.¹

(*EFL is English teaching intended primarily for foreign students who wish to improve their English for recreational reasons or to improve their academic or career prospects in their home country. It is provided largely by private providers both in this country and abroad and when offered by the FE sector in the UK fees are charged. ESOL is English for those whose first language is not English but who live in the UK and intend to spend some or all of their working life here).

1.3 **Issues affecting learners' needs.**

It is agreed that within these groups the needs of learners will vary considerably depending upon their age, aspirations, educational background, language background and aptitude for learning languages.

- Language background:

Learners may

- Be fluent speakers, readers and writers of a language(s) with a Latin script;
 - Be fluent speakers, readers and writers of a language(s) with a different script;
 - Be fluent speakers of one (or more) other language(s) but not very confident at reading and writing in that /those language(s);
 - Have very few or no reading and writing skills in any language.
- Educational background:
 - This could be anywhere on a continuum from no formal education at all to higher education and professional training.
- Work experience in their country of origin
 - May range from none through a year or two of self-employment in street selling or help in family-run farming to a working lifetime of professional employment in medicine, teaching or the law.
- Aspirations range across and are likely to include a mixture of
 - Learning English to help with everyday life;
 - Aiming to progress through the UK system (e.g. NVQs, GNVQs, GCSEs or A levels), particularly the case for many young people;
 - Aiming for progress in the labour market through vocational training, re-qualification, updating of professional skills or higher education.¹

¹ The report of the working group on English for Speakers of Other Languages (ESOL): *Breaking the Language Barriers*.

2 STATISTICS

Traditionally, immigrants to the UK have tended to go predominantly to London, the Southeast and a relatively small number of large towns and cities. Data from Labour Force Surveys in recent years have suggested that the overall regional distribution might be changing to a broader geographical spread as a result of A8 immigration and an examination of Workers Registration Scheme (WRS) data confirms this.

2.1 National

A8 workers are continuing to go where the work is and contribute to the success of the UK economy by helping to fill the gaps in the labour market, particularly in administration, business and management, hospitality and catering, agriculture, manufacturing and food, fish and meat processing.

2.1.1 The new Accession States.

In 2005, 80,000 citizens from the group of eight central and eastern European countries - Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia- that acceded to the EU on 1 May 2004 (known as the A8) immigrated to the UK for a year or more. This was 54 per cent higher than the 52,000 estimate for 2004. This can be explained by 2005 being the first calendar year following EU accession, and A8 citizens having increased freedom to live and work in the UK. Over 70 per cent of A8 migrants arriving in 2005 were Polish citizens.

In many cases, A8 nationals are supporting the provision of public services in communities across the UK. In 2006, over 2,500 A8 nationals registered as bus, lorry and coach drivers and almost 6,200 as care workers. 700 teachers, researchers and classroom assistants, 200 dental practitioners (including hygienists and dental nurses), and over 1,000 GPs, hospital doctors, nurses and medical specialists were also registered in 2006.

A report suggests that almost 85 per cent of those A8 citizens migrating to the UK came for work reasons, that is, they were 'looking for work' or had a 'definite job' to go to. Overall, nearly half of all citizens migrating to the UK gave work-related reasons.²

2.1.2 Registered Workers.

- 98% of applications for National Insurance numbers made by A8 nationals between May 2004 and December 2006 were for employment purposes.
- 97% of workers applied to the WRS to work full time.
- Workers applied to work for employers based all over the UK, with the proportion applying to London falling from 19% in Q4 2004 to 10% in Q3 2007. As the proportion applying elsewhere has increased, Anglia and the Midlands have now overtaken London, with 15% and 14% respectively of the total registered workers in Q3 2007.²

² A joint online report by the Home Office, Department for Work and Pensions, HM Revenue & Customs and Communities and Local Government: *Accession Monitoring Report May 2004 – September 2007*

***Chart 1:** The Geographical distribution of employers of workers registered on the Worker Registration Scheme (May 2004 - June 2007)

This confirms the high numbers of registered workers in Anglia.



Migration is the most difficult component of population change to estimate accurately. It is also by far the most difficult component to forecast as a range of socio-economic and political circumstances in sending and receiving countries influences migration flows, many of which will be difficult or even impossible to predict. This makes quantifying the numbers of EU accession nationals who have moved to live and work in the UK since 2004 difficult. One recent analysis of the accuracy of UK national population projections³ found that the mean absolute error in assumptions of net migration to the UK has been around 60,000 ten years ahead and 100,000 after twenty years. A separate analysis⁴ suggests that the accuracy of UK migration forecasts has been around the European average.

There are three main sources of statistics on the numbers of foreign nationals who work in the UK:

- Labour Force Survey (LFS)
- National Insurance registrations (NINo)
- Workers Registration Scheme (WRS): The figures are not current: an individual who has registered to work and who leaves employment is not required to de-register, so some of those counted will have left the employment for which they registered and indeed some are likely to have left the UK

* Source: Accession monitoring report

³ Shaw C: *Fifty years of United Kingdom national population projections: how accurate have they been?*

⁴ Keilman N: *UK national population projections in perspective: how successful compared to those in other European countries?*

We draw attention to the inaccuracy i.e. the under-estimation of the migration component of the population data and the difficulty in getting accurate estimates because we want to dissuade service providers from using only these figures when providing services for migrant workers in the region.

The combination of the results from these three sources has led to the conclusion that:

- The greatest concentration of migrants is amongst those aged 25-34, where over 10% of the employed workforce was from outside the UK.
- There is a heavy concentration of migrant workers in hotels & catering, health & social work, and food & drink. There has been a marked increase in the number of workers in construction in the East of England from outside the UK.
- The employment level for the overseas-born population increased by 740,000 from 2002 - 2006, while the employment level for the UK-born population barely changed.
- In 2006, those born in the A8 countries had the highest employment rate (82 per cent of those of working age); this represented a substantial increase from around 60 per cent in 2002 and 2003.
- Migrant workers are under-represented amongst administrative & clerical occupations, skilled trades and machine & transport operatives. Migrants fill around 10% of all jobs in professional occupations in the East of England. ⁵

⁵ Green A et al: *Regional Profiles of the Workforce by Ethnicity and Migrant Workers East England (2005)*

***Table 1:** The estimated Resident population in the Region (2005/06)

(The resident population includes all persons who usually live there (defined as having done so for one year), whatever their nationality. Students are taken to be resident at their term-time address.)

<i>All figures in thousands</i>	Mid-year population in		Change 2005-2006		Components of change 2005-2006	
Area	2005(REVISED)	2006		%	Natural change	Migration and other changes
United Kingdom	60,238.4	60,587.3	349.0	0.6	158.7	190.2
East of England	5,563.0	5,606.6	43.5	0.8	13.7	29.8
Suffolk	696.1	702.0	6.0	0.9	0.7	5.3
Ipswich	120.2	120.4	0.3	0.2	0.6	-0.3
Mid Suffolk	90.7	92.0	1.2	1.3	0.1	1.1
St Edmundsbury	100.8	101.9	1.1	1.1	0.2	0.9
Waveney	116.5	116.8	0.3	0.3	-0.3	0.6

All the figures have been rounded independently so may not necessarily sum.

Table 1 shows that migration accounts for a substantial amount of the components of population change. In Suffolk, there was a population growth of 6,000 in 2006 and 88% of this was due to migration.

* Suffolk County council: *Strategic development division research and monitoring group*

2.2 Suffolk.

The majority of the population of Suffolk is concentrated in Ipswich with 118,400 in 2005.

***Table 2:** A breakdown of the total Population of Suffolk.

Rank Town or parish	Total population in 2005
1 Ipswich	118,400
2 Lowestoft	58,300
3 Bury St Edmunds	36,640
4 Felixstowe	24,000
5 Haverhill	22,720
6 Stowmarket	15,740
7 Newmarket	15,320
8 Sudbury	12,080
9 Kesgrave	11,020
10 Mildenhall	10,120

During 2006/07, 4,980 foreign nationals applied for national insurance numbers in Suffolk and in recent times, the majority of migrant workers coming to Suffolk are from Poland, Portugal and the former Soviet Baltic States – Estonia, Latvia and Lithuania.

****Table 3:** National insurance number registrations of the target Nationals in 2006/07 by Local Authority.

Local Authority	All Nationals	Poland	Rep of Lithuania	Rep of Latvia	Portugal	Rep of Estonia
Babergh	310	130	.	10	.	.
Forest Heath	760	320	30	10	20	.
Ipswich	1,900	630	60	30	110	.
Mid Suffolk	240	90	20	10	.	.
St. Edmundsbury	620	310	20	10	30	.
Suffolk Coastal	780	250	60	20	10	10
Waveney	370	120	.	.	20	.

37% of the nationals that applied in 2006/07 were Polish, 4% were Lithuanian and 4% were Portuguese. However due to the lack of accurate population data; we are unable to discuss the effects of migration on the overall population of Suffolk in quantitative terms.

* Suffolk County council.
<http://www.suffolk.gov.uk>

** Extracted from Table 4

***Table 4:** National Insurance Number Registrations in respect of non-UK Nationals in 2006/07 by Local Authority and Country of Origin

Local Authority	All	Poland	India	Slovak Rep	Pakistan	Australia	Rep of Lithuania	France	South Africa	Germany	China Peoples Rep	Italy
Babergh	310	130	10	10	.	10	.	10	20	10	.	.
Forest Heath	760	320	40	40	30	10	30	10	20	10	.	10
Ipswich	1,900	630	530	50	10	10	60	30	20	10	10	10
Mid Suffolk	240	90	10	10	.	.	20	.	10	.	10	.
St. Edmundsbury	620	310	20	20	.	10	20	20	20	10	.	.
Suffolk Coastal	780	250	90	40	.	20	60	10	60	20	10	10
Waveney	370	120	20	20	20	10	.	10	10	.	.	.

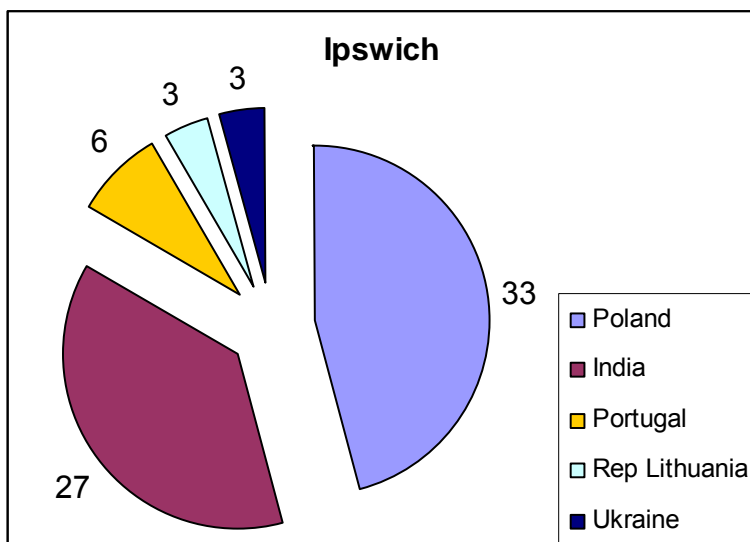
Local Authority	Nigeria	Czech Rep	Rep of Latvia	Portugal	Hungary	Spain	USA	Bangladesh	Rep of Ireland	Philippines	New Zealand
Babergh	.	10	10	.	10	.	10	.	10	20	.
Forest Heath	.	20	10	20	10	.	70	10	10	20	.
Ipswich	10	10	30	110	20	10	20	20	10	30	10
Mid Suffolk	.	10	10	.	10	.	10	.	.	10	.
St. Edmundsbury	.	10	10	30	20	10	30	.	.	10	.
Suffolk Coastal	.	20	20	10	20	.	10	.	.	10	10
Waveney	10	10	.	20	10	10	.	20	.	10	.

Local Authority	Netherlands	Canada	Brazil	Sri Lanka	Sweden	Turkey	Romania	Zimbabwe	Thailand	Malaysia	Greece
Babergh	.	.	.	.	.	.	10	.	10	.	.
Forest Heath	.	.	.	.	10	.	.	.	.	.	.
Ipswich	10	10	10	10	.	20	10	10	10	10	10
Mid Suffolk	.	.	.	.	.	.	.	.	10	.	.
St. Edmundsbury	.	10	.	.	.	10	.	10	10	.	.
Suffolk Coastal	10	10	.	10	.	10	.	.	20	.	.
Waveney	10	10	.	.	.	10	10	.	10	.	.

Local Authority	Bulgaria	Iran	Russian Federation	Iraq	Rep of Estonia	Ukraine	Albania	Finland	Cyprus	Cameroon
Babergh	10
Forest Heath	10	.	.	.	.
Ipswich	10	10	.	20	.	50	10	.	.	.
Mid Suffolk	10	.
St. Edmundsbury
Suffolk Coastal	.	.	10	.	10	.	.	10	.	.
Waveney

* Suffolk County council.
<http://www.suffolk.gov.uk>

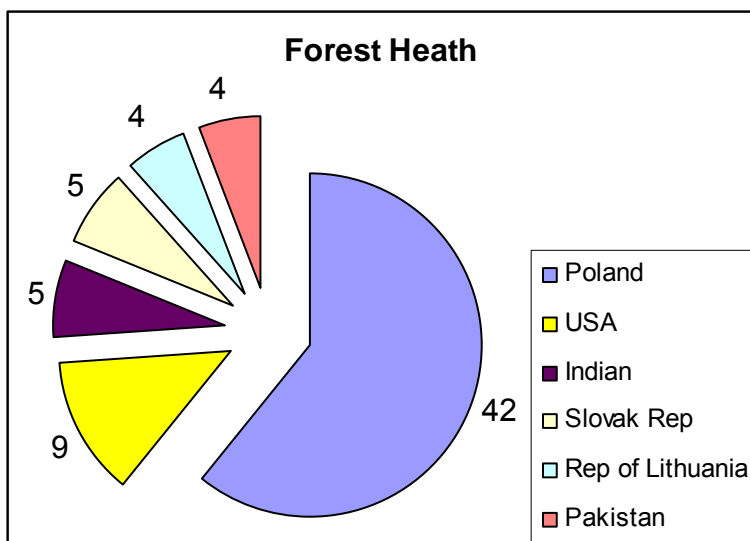
Chart 2:



33% of Ipswich' overall NINO registration in 2006/07 were from Polish migrant workers, making them the most significant registered group followed closely by Indian migrant workers.

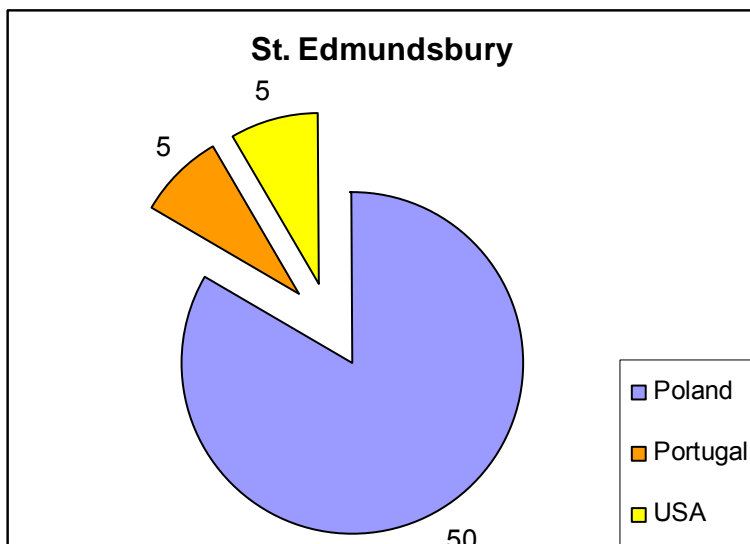
Though the Portuguese workers account for only 6% of the overall numbers, this % is made up of a significant number of workers with 110.

Chart 3:



Most of the NINO registrations in Forest Heath local authority in 2006/07 were from Polish migrant workers, which accounted for almost half the overall number with 42% followed by workers from the USA.

Chart 4:



Most of the NINO registrations in St. Edmundsbury local authority in 2006/07 were from Polish migrant workers, which accounted for half the overall number with 50% followed by workers from the USA and Portugal.

3 THE ROLE OF ENGLISH IN INTEGRATION

In light of the obvious change in the demography of Suffolk, various schemes to help build bridges between new arrivals and settled communities are being introduced and reviewed in a bid to help the new migrants integrate into the UK.

A report found that the lack of good English was the single most important barrier to the integration of migrant workers into the local economic community because poor English puts the migrant worker on the periphery of an English - speaking society.⁶

3.1 “White Other”

The demand for ESOL within Suffolk over the last three years has not only been amongst migrant workers who travel from the European Community but also amongst those people who are living in settled communities within the county some of whom have been unhelpfully recorded as ‘white other’.

This category does not comprise of a single ethnic group but instead is used to classify people not represented by any of the white census categories. “White other” accounted for 2.5% of the 2001 census. 4 of the 5 members of the “white other” group were born overseas; 34% were born in Western Europe, 14% in East Europe and 10% in North America.⁷

The Committee of Inquiry on ESOL, established by the National Institute of Continuing Adult Education (NIACE) said in their report that an increasing (now 6%) proportion (over 13-fold since 2003) of the learners recorded as ‘white other’ are from the A8 and that Polish enrolments have increased 18-fold over that period.⁸

3.2 Programmes

- The Learning Skills Council (LSC) supports colleges and training providers in continuing to respond to the demands of their local communities, delivering the provision they need.
- The LSC expects a greater proportion of government funding for adult learning to focus on employability outcomes, using qualifications to help people enter and progress in sustainable employment to meet the changing needs of the economy.
- Good communication skills are important at home and in the workplace and ESOL provision can benefit from the planned increase of the volume of training in the region through the use of mainstream funding, the European Social Fund and through encouraging employers to contribute more fully to the cost of training.
- *Investing in Communities* is a programme which provides further opportunities to reduce disadvantage and deprivation in the region. The LSC promotes and supports the needs of all learners and assists with the development of projects, which improve learning opportunities particularly for the most disadvantaged communities.

⁶ The Akenham Partnership (2006): Economic and employment issues relevant to Migrant Workers in the Haven Gateway sub-region.

⁷ Commission for Racial Equality: *Diversity and Integration*.

⁸ NIACE (2006): *Report of the NIACE Committee of Inquiry on English for Speakers of Other Languages*.

3.2.1 ESOL

- The increase in demand from A8 migrants for ESOL provision is part of a general picture of excess demand with inadequate supply, meaning that some providers are increasing or introducing entry criteria. This may help to meet the national Public Service Agreement (PSA) targets, but will also clearly limit access by some potential learners with the greatest need.⁸
- The research undertaken for the LSC strongly recommends that increased provision is needed to meet the demand from A8 migrants in particular.⁹ As the demand for ESOL in Suffolk grows we need the infrastructure to ensure that provision is available to bridge the gap to accredited provision to meet that demand e.g. more teachers and learning opportunities
- Additionally, several recent government reviews have emphasised the need to strengthen skills provision to enable progression in the labour market and this will be as important to migrants as it is to the rest of the population, but may again require increased links between ESOL provision, IAG and investment and planning for progression.
- In spite of the challenges facing the provision of ESOL, in terms of future funding and criteria, it is important that the ESOL provision meets the growing need. This report aims to make the need, gaps and issues raised by the different stakeholders known to all the stakeholders and service providers (especially those that deal regularly with one or more of the stakeholders) and give a much greater understanding of migrant workers abilities and needs, in order to help to plan the future for agencies and employers across Suffolk in terms of its growing diversity.

⁹ Learning and Skills Council East of England Regional Commissioning Plan 2007-08.

SECTION 2

THE AUDIT

1. RESEARCH OBJECTIVES AND METHODOLOGY

As outlined in section 2.2 of this report, the National Insurance Application data shows a significant growth in the numbers of migrant workers Suffolk and other data suggest that people from Poland, the former Soviet Baltic states and Portugal form a perceptible part of Suffolk's new and emerging communities. It is for this reason that the HERMES project targeted these groups.

Migrant workers that lack English language skills have found that:

- The language barrier isolates them within their own community
- There is a lack of knowledge of the systems and procedures needed to function effectively within the UK
- Available jobs are primarily low paid, unskilled or semi skilled with little job security or opportunity for training or advancement.

ESOL is critically important as it helps secure and promote social inclusion, build stable and successful communities, and it underpins current policy on citizenship and settlement. The link to citizenship is established in legislation, and it is clearly essential that enough high quality ESOL is available to people who wish to acquire citizenship or qualify for settlement.

1.1 Survey Criteria.

- To qualify as a 'learner', the person has to be a *migrant worker from one of the A8 countries (mainly Poland, Portugal and the former Soviet Baltic States – Estonia, Latvia and Lithuania); be resident / work in Suffolk; and speak little or no English.
- To qualify as a 'graduate' the person has to have completed at least one ESOL stage/ level i.e. Entry 1-3, Level 1 or 2 in Suffolk.
- To qualify as an Employer, the business had to be located in either West Suffolk or Ipswich and have at least one employee from one of the target countries (Poland, Portugal or the former Baltic States).

** Migrant workers are defined in this report as non-UK citizens who have moved to the UK with an intention to remain for a reasonable period of time in order to take up work or with the intention of finding one.*

1.2 Objectives

The main objectives of the audit were:

- To identify ESOL providers for the purposes of understanding the types of provisions.
- Documenting the different ESOL provision within Suffolk as a reference base for all service providers especially those who are there to help migrant workers, asylum seekers and other BME communities.
- To survey at least three different migrant workers groups in need of English lessons as well as those who have had ESOL in Suffolk. The survey was to better understand their needs in order to inform curriculum and delivery of the HERMES pilot programme.
- To identify employers of the migrant workers (from the target groups) in order to understand the challenges they face in the workplace due to a lack or the low levels of English skills amongst their workforce; their understanding of the prior skills/ education of their employees and the implications of this; their commitment in helping to train their workers so that they learn English.
- To make recommendations as to how ESOL provision and delivery could be improved in Suffolk.

1.3 Methodology

The research was carried out using:

- Review of secondary data.

The main issues highlighted by other reports include:

- Language barrier affecting progression at work
- Access to services
- Untapped skills in the midst of skill shortages in Suffolk
- Need for community integration and cohesion

- Stakeholder survey.

The stakeholders identified for this research were ESOL providers, Migrant workers and employers of these migrant workers.

The stakeholders were consulted by using

- Questionnaires
- Telephone survey
- Email/Fax/Post
- Face-to-face interviews

2. THE SURVEY SAMPLE AND RESULTS

This research is based on a sample only rather than a total population and while we were keen to survey as many of the stakeholders as we possibly could, the reality is that the results are based only on the responses of those who engaged with us.

2.1 ESOL PROVIDERS

In order to identify ESOL providers in Suffolk for this research, we started with known Educational and voluntary sector ESOL providers: Suffolk County Council (SCC), CSV Media, West Suffolk College, the Refugee Council and Suffolk Refugee Support Forum (SRSF). The Learning and Skills Council (LSC) was also contacted for help in identifying LSC funded providers in the county.

2.1.1 Challenges in obtaining data.

There were several challenges that had to be overcome in order to get the information from the providers and these include:

- Timing of the audit: The beginning of the audit coincided with the start of the school holidays and this meant it was difficult and sometimes impossible to reach ESOL co-ordinators especially statutory sector providers.
- Re-organisation: Due to the recent changes in funding, some of the providers contacted before September were unsure about the nature of their provision in light of the recent changes in LSC funding and were reluctant to discuss their provision. In a couple of cases, internal re-organisation meant that there was some uncertainty as to who was in charge of ESOL.
- Lack of clear information: Some of the identified providers seemed to struggle with the information we required for the audit about their provision. Furthermore, there was a lack of information from the providers about other providers in the region.

2.1.2 Summary of providers' results

- 17 different provisions were identified [The results are on Table 4]:
 - 11 statutory sector provisions: This includes public service providers like Suffolk County Council, Colleges and the Voluntary sector providers contracted by them to provide ESOL e.g. CSV Media. Statutory sector provisions generally tend to be quite structured and academic in approach and use qualified ESOL tutors
 - 3 voluntary sector provisions: These are provided by voluntary organisations and are generally targeted at a particular group e.g. women, refugees or migrant workers. The delivery, approach and structure are generally more informal and include conversational classes taught by volunteers (few of whom have formal ESOL qualifications).

- 3 private sector provisions: These are generally not government funded so the learners bear the cost. The delivery, approach and structure are generally formal like the statutory provision but the timetables are much more flexible.

Most of the statutory and private sector providers do not use volunteers for various reasons instead, a few of them use qualified teaching assistants.

- Where waiting lists are kept, the numbers on them are significant (between 100 and 500+ in an academic year). This result indicates the huge demand for ESOL and also highlights a growing problem in meeting this demand with the increasing number of migrant workers in the region.
- The locations and the flexibility of delivery vary from one provider to the next and the majority of the provision offered by Statutory and Voluntary sector providers are held on their premises whereas 2 of the 4 private providers adopt a flexible approach to location.
- Classes are routinely timetabled for weekdays however, 3 providers who can provide weekend classes were identified.

2.1.3 Issues.

Providers were asked to comment on challenges faced and were invited to make suggestions / recommendations on improving ESOL. The main issues raised include:

- Timetabling: It is very difficult to draw up a suitable timetable for learners who are themselves unclear of their long-term shift patterns and location as they may work in different places from week to week depending on where agency placements. This is one of the biggest challenges faced by providers.
- Language barrier: Classes are generally made up of people who speak different languages from the tutors. This is complicated even more by the fact that some classes could have speakers of more than 4 languages, which makes it difficult and expensive to use interpreters.
- Mixed abilities of learners: Classes are made up of learners at different academic/ educational level, with different language skills and work experiences and who have different aspirations.
- Long waiting lists: There are not enough classes being delivered to accommodate the growing number of people who require ESOL. This is the result of a combination of various factors including;
 - Limited facilities
 - Limited numbers of qualified tutors, teaching assistants and volunteers
 - Insufficient funding to meet the demand
- Funding: Before the new session began, some providers were uncertain of what the changes in LSC funding would mean for their curriculum and delivery.

2.1.4 **Good Practice.**

It is important to highlight that even though providers face the issues outlined above and perhaps a lot more, they still work hard to in trying to meet the demand for ESOL and the needs of the learners.

- Language barrier: Tutors/ assessors try to communicate with learners during the IAG in order to get as much information as possible about the learners' abilities; in some cases an interpreter is used.
- Mixed abilities of learners: It is very difficult to deliver ESOL to a group of learners with mixed abilities and challenges. Sometimes, tutors have to tailor the delivery to suit the particular group of learners or particular individuals within the group.

TABLE 5: ESOL PROVIDERS AND THEIR DELIVERY.**(2006-07)****FORMAL CLASSES (STATUTORY SECTOR PROVISION)**

	NUMBER OF QUALIFIED TUTORS	NUMBER OF ESOL VOLUNTEERS (TUTORS/ TEACHING ASSISTANTS	NUMBER OF LEARNERS ANNUALLY	NUMBER OF LEARNERS ON WAITING LIST	LEVELS OF PROVISION AVAILABLE (PRE- ENTRY, E1 – E3, LEVEL 1 – 2	NUMBER OF ESOL HOURS CURRENTLY PROVIDED	LOCATION	WHEN THE CLASSES ARE HELD
SUFFOLK COUNTY COUNCIL	25	12 - 15	Approx. 600	None	Pre-entry E1 –E3 Level 1-2		Community venues School premises Workplaces across the county	All year in the workplace; Mostly in term time in the community. Weekdays and a few Saturday s.
WEST SUFFOLK COLLEGE (BURY St. EDMUNDS)	3	1	Approx. 200	100 (2 – 3 months)	E1 – E3 Level 1 - 2. No official provision for pre-entry so students are put in Entry 1	36 – 40 hour long program. 2 hours per lesson	College, Learning centres and at the Workplace,	Weekdays and Evenings.

	NUMBER OF QUALIFIED TUTORS	NUMBER OF ESOL VOLUNTEERS (TUTORS/ TEACHING ASSISTANTS)	NUMBER OF LEARNERS ANNUALLY	NUMBER OF LEARNERS ON WAITING LIST	LEVELS OF PROVISION AVAILABLE (PRE- ENTRY, E1 – E3, LEVEL 1 – 2	NUMBER OF ESOL HOURS CURRENTLY PROVIDED	LOCATION	WHEN THE CLASSES ARE HELD
SUFFOLK COLLEGE (IPSWICH)	3 (full-time) 2 (part-time)	0	Approx. 220	500 +	Pre- entry E1 – E3 Level 1 - 2	3 terms per year; 10 weeks long term; 30 – 60 hour long program; 3 hours per lesson (E1-Level 2) 2 hours per lesson (pre-entry);	Suffolk College	Sept – Dec (10 wks) Jan – Mar (10 wks) Apr –Jul (10 wks) Mon – Fri 9 – 12 noon 12 – 2pm 6 – 9pm 6:30 – 8:30pm
LOWESTOFT COLLEGE (LOWESTOFT)	2	No volunteers are used. 1 regular support tutor is used and several other support tutors are used from time to time.	Approx. 80 (Max of 12 per class; Last session, up to 15 students were accommodated in Entry 3).	None (It is the start of a new session)	E1 – E3 Level 1 - 2. No official provision for pre-entry so students are put in Entry 1	18 weeks long program ; 3 hours per lesson (day) and 2 hours (evening); 9 hours of ESOL per week (low levels) and 6 hours per week (high level).	College annex	Sept – Feb (18 wks) Feb – Jul (18 wks). Mon – Fri 9am – 3:30pm 6pm – 8pm
OTLEY COLLEGE (IPSWICH)	1	No volunteers are used. 2 support tutors	Approx. 100	0	E1 –E3 Level 1 – 2	10 / 15 weeks; 30 hour long program; 3 hours per lesson (10 week course), 2 hours per lesson (15 week course)	Work place.	All year in the workplace; Weekdays, Saturdays and few Sundays.

	NUMBER OF QUALIFIED TUTORS	NUMBER OF ESOL VOLUNTEERS (TUTORS/ TEACHING ASSISTANTS)	NUMBER OF LEARNERS ANNUALLY	NUMBER OF LEARNERS ON WAITING LIST	LEVELS OF PROVISION AVAILABLE (PRE- ENTRY, E1 – E3, LEVEL 1 – 2	NUMBER OF ESOL HOURS CURRENTLY PROVIDED	LOCATION	WHEN THE CLASSES ARE HELD
CSV MEDIA (IPSWICH) ...including; Get it on for Suffolk A.C.R.E; ESOL & IT at CSV; Women's group at the Refugee Council.	4	0 (Some tutors do not like using volunteers)	Approx. 80 (8 – 10 Students per class)	0	E1 –E3 (So far; 56% have sat for E1 exams, 29% - E2 and 15% E3.)	30 hour long program; 2.5 hours per lesson; 36.6 hours of ESOL per week.	Mainly at CSV media clubhouse. Also can provide "outreach" at work or other centres.	Throughout the year. Mon – Fri 9:30 – 12noon 2pm – 4.30pm 6pm – 8.30pm
YMCA (IPSWICH)	1 (Full-time) 1 (2 days a week)	0	60 -70 (!2 learners per class)	0	ESOL is adapted to suit the learners.	26 weeks program; 30 hours per week (5 days a week); 6 hours per day. (Lone parents and people with disabilities can have their hours adjusted)	YMCA Wolsey house.	Throughout the year. Mon – Fri 9:00 – 4:00pm (includes 1 hour break)
AQUILA (LOWESTOFT)	1	0 (Volunteers are not used because of their lack of qualification)	50 – 75 (Can accommodate up to 8 students per class)	0	E1 – E3 and Level 1	80 hour long program (E1 – E3); 60 hour long program (Level 1); 25 hours per week 1- 1.5 hours per lesson	* Learn direct centre in Lowestoft	Mon – Fri 9:00 – 5:00pm Wed 9:00 – 7:00pm Some Saturday mornings

* Aquila is a learndirect centre.

PRIVATE SECTOR PROVISION.

	NUMBER OF QUALIFIED TUTORS	NUMBER OF ESOL VOLUNTEERS (TUTORS/ TEACHING ASSISTANTS	NUMBER OF LEARNERS ANNUALLY	NUMBER OF LEARNERS ON WAITING LIST	LEVELS OF PROVISION AVAILABLE (PRE- ENTRY, E1 – E3, LEVEL 1 – 2	NUMBER OF ESOL HOURS CURRENTLY PROVIDED	LOCATION	WHEN THE CLASSES ARE HELD
CENTAUR LANGUAGE SCHOOL (BURY St. EDMUNDS)	3	0	1000 (i.e. both Physical and virtual learners). (Up to 15 learners per class)	0	Physical provision; E1- E3, Level 1 – 2. Virtual provision; Lower – intermediate.	The level of the learner would determine their bespoke program; 1.5 hours per class	Varies (Including Bardwell, offices, learners homes, live interaction online)	Throughout the year. The learners choose their hours.
EUROPA SCHOOL OF ENGLISH. (THETFORD & NEWMARKET)	1	0	48 (12 learners per class)	0	E1 –E3 Level 1 -2	8 weeks program; 2 hours per week; 1 hour per class.	Varies. (Is flexible)	Throughout the year. Tuesdays and Fridays. 17:30 – 18:30pm 18:45 – 19:45pm
THE BURY LANGUAGE SCHOOL.	5	0	400	0	E2 – E3; Level 1 -2	The length of the course program varies; 6 – 24 hours per week; 1 hour per class.	College	Throughout the year. Mondays – Fridays. 10 – 4:15pm.

INFORMAL / CONVERSATIONAL CLASSES (VOLUNTARY SECTOR PROVISION).

	TUTORS/ FACILITATORS.	LEARNERS	TYPE OF PROVISION	COURSE DETAILS.	COMMENTS
COFFEE BREAK (PRIORY CENTRE, IPSWICH)	<p>It is a conversational class that compliments ESOL and other English lessons, which the women might have had.</p> <p>There are 3-5 people supervising and assisting the learners during each session.</p>	<p>They can accommodate 15 learners per year i.e. 5 people in a class per term;</p> <p>A mixed group of women from different countries.</p>	<p>Conversational English class for women who speak English as an additional language.</p> <p>The group meets once a week (Mondays); Two hours (10 – 12noon)</p>	<p>The group meets at the Priory Centre</p> <p>There are 3 different terms in the year (Autumn, Winter and Summer terms);</p> <p>Each program is run for 10 weeks;</p>	<ul style="list-style-type: none"> Learners are helped to gain more confidence in speaking English. The women talk and listen in small groups and in one-to-one sessions. A certificate is given on completion of the 10 week course 50p per session.
REFUGEE COUNCIL (IPSWICH)	<p>1 Qualified ESOL tutor who volunteers.</p> <p>6 – 7 Volunteers who run the classes.</p>	<p>Classes start with all the learners in a group where they are briefed by the tutor on the program for the day;</p> <p>The group could have up to 30 learners;</p> <p>The group is then split into 4 – 5 smaller groups based on ability. A volunteer is assigned to each of the smaller groups;</p> <p>There was a waiting list last year but this year there is none. Learners can join the group at anytime.</p>	<p>Conversational English class for women who speak English as an additional language.</p> <p>The group meets once a week (Wednesday); 1 hour (10 – 11am)</p>	<p>The group meets in the waiting room of the Refugee Council, Museum street, Ipswich.</p> <p>There are 3 different terms in the year (Autumn, Winter and Summer terms);</p>	<ul style="list-style-type: none"> It is for women only (primarily refugees) There is a crèche (i.e. there are volunteers who could occupy the children during the classes) The learners determine the structure. It is a free class It is challenging to move people to other groups as they progress because they might prefer to stay in groups where they have friends or with volunteers that they know.

	TUTORS/ FACILITATORS.	LEARNERS	TYPE OF PROVISION	COURSE DETAILS.	COMMENTS
SUFFOLK REFUGEE SUPPORT FORUM (SRSF) (IPSWICH)	1 Volunteer	1 – 2 learners per volunteer.	Conversational English class. Once a week (Wednesday – evening)	The learner determines the program content and length.	<ul style="list-style-type: none"> • More volunteers are needed.
SRSF (IPSWICH)	1 Volunteer	Beginners; Open to women refugees.	Conversational English class. Once a week (Monday) 1 hour (2 - 3pm)	The program is yet to be drawn up.	<ul style="list-style-type: none"> • An ESOL tutor who just graduated from college is interested in started and running this group/
REFUGEE COUNCIL at CSV MEDIA (IPSWICH)	2 Volunteers (The main volunteer tutor is TEFL qualified)	Open to everyone though primarily for refugees. (Refugees would be given preference and if there are vacancies, non-refugees would be accommodated). Max. 10 learners	Conversational English class for all standards from beginners. Once a week (Thursday) 1.5 hours (7:30 – 9pm)	The classes are adjusted to suit the learners. Some written work is done in this class.	<ul style="list-style-type: none"> • The course is free • No waiting list
REFUGEE COUNCIL at YMCA (IPSWICH)	2 Volunteers (Sometimes just one is present per class)	Open to everyone though primarily for refugees. (Refugees would be given preference and if there are vacancies, non-refugees would be accommodated) Max. 10 learners	Conversational English class for all standards from beginners. Once a week (Monday) 1 hour (7:30 – 8:30pm)	The classes run most of the year with breaks at Christmas and Easter.	<ul style="list-style-type: none"> • The course is free • No waiting list

2.1.5 Other Provision

- Learn-direct: is a government-backed gateway to lifelong learning and is said to be the largest e-learning network of its kind in the world. Most of the courses are delivered by distant learning (CD Rom/ Internet), which can be accessed remotely. In Suffolk, 14 different learndirect centres were identified however only one (Aquila computer services Ltd) presently offers ESOL.

Suffolk County Council: has been identified as the largest ESOL provider in the County and they provide ESOL through Skills for Life and Training Matters.

- Skills for Life (SfL): This is a national strategy for improving adult literacy, language (ESOL) and numeracy skills. ¹ Most SfL classes are community classes i.e. held in community centres/ venues with the aim of helping the learners integrate into their communities (e.g. introducing themselves, accessing services, etc).

Some of the venues used by SCC for community-based delivery include ISCRE, SRSF, Colville house, Foley house, Castle Hill community centre, Bangladeshi support centre, Woodbridge youth centre, Shire Hall, Libraries and:

Murrayside Community centre: Offers lower level courses (first step into classes), intermediate, short courses in Citizenship at a range of levels and ESOL/IT

Pemberton House: Offers classes at all levels i.e. pre Entry to Level 2, short courses in Citizenship at a range of levels and ESOL/IT. Classes include evening and Saturday class.

There are also disparities between the provision of general everyday-life ESOL and the more targeted ESOL for work i.e. there is almost twice as much SfL ESOL than there is TM ESOL.

- Training Matters (TM): This is a work-based strategy for improving adult literacy, language (ESOL) and numeracy skills. Most of the classes are held in the workplace with the aim of helping the learners understand their working environment better (e.g. health and safety, promotion/ progression at work, filling in application forms etc).

SCC programmes through Training Matters include:

In the North: 26 programmes delivered to different food industries staff, 9 to staff of Residential & nursing homes and 5 to staff of various sectors (e.g. construction, product hire/suppliers).

In the West: 5 programmes delivered to Hospital staff, 3 to Hotel staff, 2 in Prisons, 2 to equestrian staff and 5 to staff of various other organisations like supermarkets and the social services.

In the South: 12 programmes delivered to staff of Residential & nursing homes, 8 to staff of food industries and 4 to other organisations including a bus company, a hotel and the social services.

¹ LSC: Business definition.

Chart 5: Suffolk County Council ESOL Provision

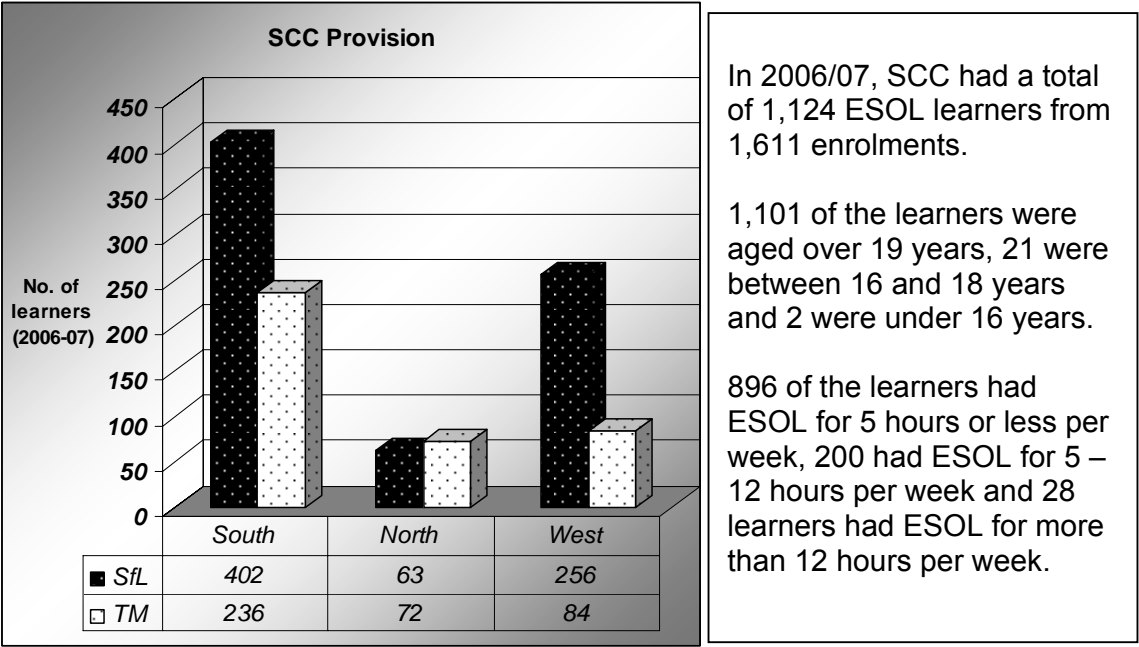
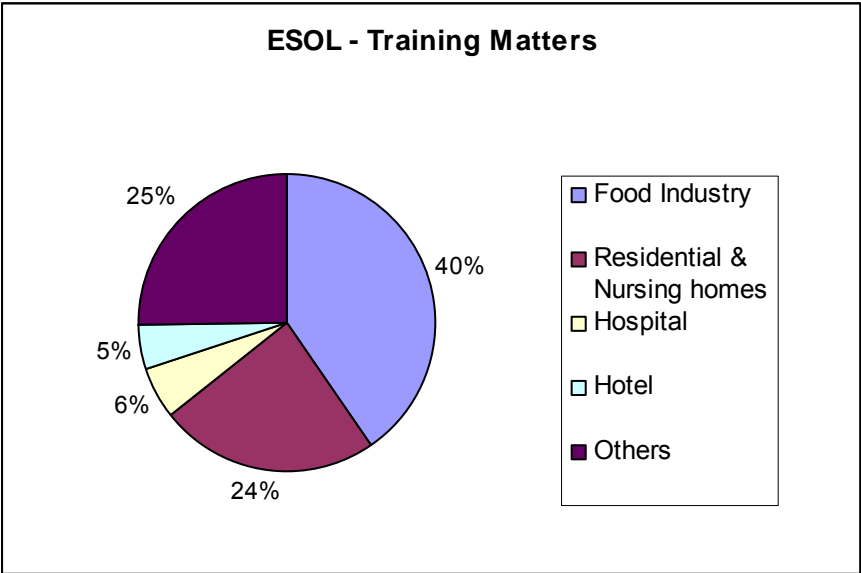


Chart 6:



Food Industry	35
Residential & Nursing homes	21
Hospital	5
Hotel	4
Others	22

13% / 31 learners surveyed prefer to have ESOL classes at work (see appendix 3).

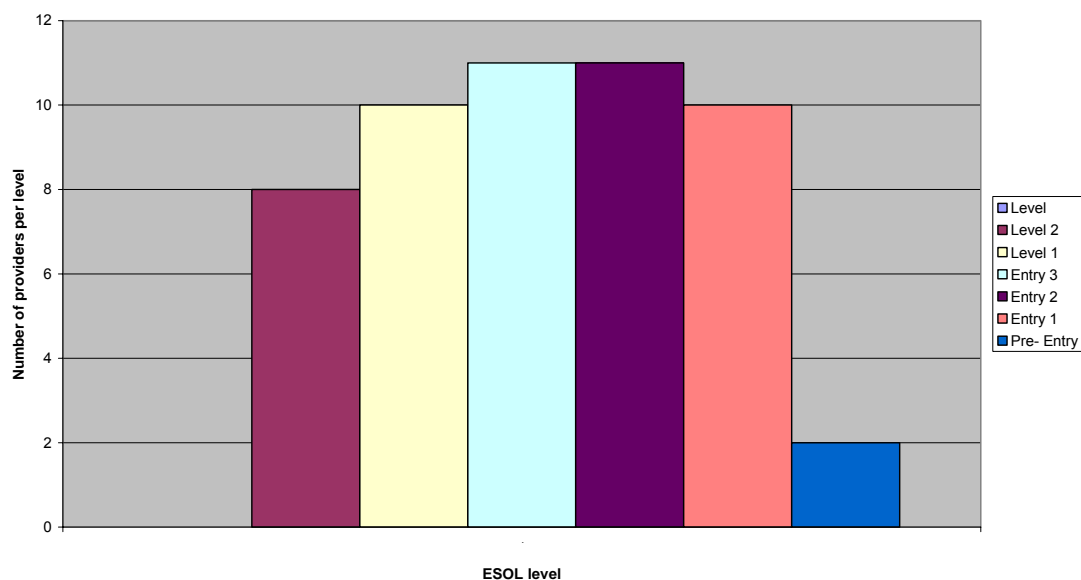
2.1.6 Gaps in Provision

The audit identified the following gaps in provision:

- There is an uneven distribution of ESOL provision in the County with the highest concentration in the South and the lowest area of provision in the West. Table 3 shows that although 60% of the NINo registrations in 2006/07 were in the South [especially Ipswich], a significant amount –33% were in the West [Forest Heath, Mildenhall] and this number is growing.
- Tutors and infrastructure: The number of qualified ESOL tutors and teaching volunteers are disproportionate when compared to the number of learners needing ESOL classes. The high demand for ESOL provision also means that providers do not have the infrastructure to cope.
- Waiting lists: The demand for ESOL from refugees, asylum seekers and from the settled communities are high and set to keep growing with the increased demand from migrant workers. Where waiting lists are kept, they are long and this is indicative that the present provisions do not meet the demands for ESOL in Suffolk.
- Timetabling: Weekday provisions are not particularly adequate for migrant workers because they are likely to be at work at that time of day.
- ESOL Level: The results showed low numbers of pre-entry ESOL delivery in the South and no official pre-entry level in the West and North of the County. Chart 3 below shows the levels of available provision in the County.

[Over 75% of the identified providers have ESOL entry 1 as their lowest level provision but this level is too advanced for learners who do not have any English language skills because they come straight from their home countries to the region].

Chart 7: Available Levels of Provision.



“Some learners manage to go through Entry 1 without understanding the rules of the language simply because they are able to copy text and complete the written tasks”. This was one of the concerns raised in a report² others included how few the opportunities were for learners to develop their listening and speaking skills and how teachers failed to take enough account of students’ prior learning.

In conclusion, though there are presently various types of ESOL provision within Suffolk; some of which are aimed at specific groups and others whose criteria is not so strict, there is a need for even more provision in order to counteract the huge demand being placed on existing facilities.

² Ofsted: Skills for life in Colleges: One year on

2.2 LEARNERS

We appreciate the following about migrant workers Nationally and the audit is aimed to give a better understanding of the Suffolk picture:

- Migrant workers make a significant contribution to the local economy by expanding the supply of labour and by filling gaps in the job market. A fact agreed by the Immigration Minister Liam Byrne who is quoted to have said “The latest Worker Registration Scheme figures show that migrant workers from the accession states are benefiting the UK, by filling skills and labour gaps that cannot be met from the UK-born population...”³
- It is estimated that Migrant workers make up 7% of the total UK population, or almost 10% of the working population and that majority of the registered workers coming from the eight former Eastern Block countries which joined the EU in 2004 are from Poland.⁴ However, it is now known that these estimated figures are not reliable as has been highlighted by other reports and by the media recently.
- A report, which recognises the significant benefits migrants bring to the economy but highlights the serious shortcomings in official population figures in England and Wales. Analysis indicates that the number of migrants in many areas has been significantly underestimated. The report also highlights the need for the system for measuring migration to be radically overhauled.⁵
- Factors that act to push migrants away from their country of origin can include ‘a lack of life chances, lower living standards, political and social instability or repression, lack of available opportunities to fruitfully utilise skills in the home country, natural disasters and ecological deterioration’. By contrast, relatively advantageous conditions in host countries pull migrants towards them, such as ‘higher wages, job opportunities, good working conditions and access to research funding, freedom from political instability or oppression’ and employer demand.⁶
- Migrant workers range from the highly educated and skilled, to those who have no formal education but are highly motivated and have good work ethics; from migrants who come as seasonal workers, to those recruited by overseas companies to work in international businesses (e.g. BT); from migrants who came to be with their families and then later decided to work, to those who came solely to work because of better employment opportunities in Suffolk and England as a whole.
- Most migrant workers will start out in basic, routine work because these jobs are readily available (as UK nationals do not wish to undertake them) and thereafter, many migrant workers experience difficulties in progression in the workplace due to limited English skills, and the wealth of skills and talent they possess is therefore largely untapped. Some migrants have an offer of employment before arriving in the UK while others may need to improve their English, work skills or qualification in order to find suitable employment.

³ Home Office: Migration a global challenge

⁴ www.migrantworker.co.uk

⁵ Estimating the Scale and Impacts of Migration at the local level

- Many migrant workers recognise that their jobs are often arduous, relatively poorly paid and do not reflect their skills. However, jobs that pay little in the UK are relatively well paid in comparison with their home countries. Speaking English, living abroad and gaining different kinds of experience are other reasons for working in the UK. There is a degree of willingness on the part of migrants to work long hours. It also seems clear that they may have less leverage to negotiate their hours with employers due to their status and situation.
- Migrants who speak functional English are more likely to find work because they are able to communicate more effectively with employers, use job vacancy facilities e.g. local papers and meet employers' requirements e.g. English language skills to understand health and safety. Dustman and van Soest find that language proficiency increases productivity and hence the market wage. ESOL is also important to enable people to play a full role in civic and cultural life and contribute to their local communities.⁶

2.2.1 Distribution of questionnaires

In order to get information from the target group of learners, questionnaires were drawn up and translated to the 3 language groups (Polish, Portuguese and Russian). Appendix 4 is a copy of the Learners' questionnaires.

The questionnaires were circulated electronically through ISCRE partners especially through those with known contacts in the target communities and also through most of the contacts below. Hard copies of the questionnaires were then distributed through avenues that migrant workers were most likely to use.

The job centre: was identified as one of the places used by migrant workers regularly. It was with this in mind that a total of 20 Polish, 20 Portuguese, 20 Russian and 20 Employer questionnaires were given to the Ipswich and the Bury St Edmund job centres for distribution amongst migrant workers who use the services and to employers of migrant workers. . Unfortunately we did not identify any completed questionnaire from this source.

Employment agencies: Again another service used a lot by migrant workers in search of work. Several employment agencies were contacted in Ipswich, Bury St Edmunds and Stowmarket with mixed responses; a few clearly did not want to engage with us and a couple were happy to display/ distribute the questionnaires with the clear understanding that they would not be responsible for ensuring they were completed. In Ipswich a total of 5 English, 50 Polish, 35 Portuguese, 30 Russian and 10 employers questionnaires were given to 3 agencies; in Bury, 4 English, 10 Polish, 10 Portuguese, 10 Russian questionnaires were given to 2 agencies; 2 English questionnaires were given to an agency in Stowmarket.

1 of the agencies returned a completed employers questionnaire and 1 of the agencies in Ipswich returned 14 Polish, 1 Russian.

⁶ Dustman C and van Soest A. (2003) The language and earnings of immigrants, industrial and labour review

Providers: A total of 5 English, 10 Polish, 10 Portuguese and 5 Russian were given to a provider in Lowestoft; 5 Polish and 6 Portuguese were returned completed.

The library: The Ipswich and Bury libraries were contacted. A total of 3 of each questionnaire were left with the people that deal with enquires from BME communities. Unfortunately we did not identify any completed questionnaire from this source.

Community centres: A Polish community centre was identified in Ipswich where 100 questionnaires were left to be accessed by migrant workers that use the facilities. 54 completed questionnaires were returned directly through the community centre while some were completed and posted back. However, it is difficult to determine the original source of all the questionnaires posted.

Union / Outreach programs: ISCRE was able to get a total of 9 Portuguese, 7 Russian and 24 Polish responses through a Union representative as well as at outreach events that we participated at and an additional 10 Polish ones from Felixstowe.

Specialist shops: Several specialist shops used by the target migrant worker groups on a regular basis were targeted for the distribution of the questionnaires. We explained what we were doing and with the permission of the owner/manager the relevant translated questionnaires were left on display in the hope that they would be filled in by people visiting these shops who were interested in ESOL classes. The shops targeted include a Portuguese café in Ipswich where 25 Portuguese questionnaires were left for distribution; 25 Polish and 25 Russian questionnaires were also left for distribution at an Ipswich food store that sells Eastern European foods; 20 questionnaires were left at a Russian food shop in Brandon and another 25 left at a Portuguese restaurant in Brandon. Migrant workers in need of ESOL picked none of the questionnaires left in the Ipswich shops up and the ones picked up in Brandon were neither returned to the shop nor directly to us.

Citizens' advice bureau (CAB) & Tourist information: Two CAB offices and a tourist information centre in the west of the county (Brandon and Bury St. Edmunds) were contacted. 2-5 copies of each questionnaire were left at each place on demand with the understanding that more would be sent for if required. Again, we did not identify any completed questionnaire from this source.

Employers: Early research had revealed employment sectors with large numbers of migrant workers from Eastern Europe and we decided to target mainly employers in the West. Contact details of possible employers in these sectors were obtained from several search engines and partners in order to identify which employers actually used migrant workers from our target groups. 3 food based and 4 construction based factories were contacted, 3 Farms, 2 Parks, 4 confectionery manufacturers/ wholesalers, 5 supermarkets, 2 parks in Brandon, 3 hospitals, 5 hotels/ B&B's and 23 residential & retirement homes were contacted by telephone. A number of employers/ workplaces were cold-called on the off-chance that they might engage with us. This included 3 hotels, 2 restaurants, 1 park and 2 construction based workplaces in Brandon; 1 bank (that has specialised services aimed at Polish migrants), 2 hotels in Bury St. Edmunds and 2 construction based factories in Stowmarket.

One of the construction-based employers in Brandon said, “Technical English was lacking but that most of the migrant workers employed could understand English on some level”. 10 Russian questionnaires were posted for 10 of their Lithuanian employees who fit our survey criteria.

Two other employers based in Brandon asked for 8 Polish and 8 Portuguese questionnaires (suppliers of confectionery & groceries) and one of each questionnaire (a residential & retirement home) respectively.

However, we did not identify any completed questionnaires from these sources.

2.2.2 Challenges in obtaining data

There were several challenges that had to be overcome in order to get the needed information from the learners. The main challenge was the distribution of the questionnaires i.e. lack of direct contact with the learners that met the criteria for the survey.

Although questionnaires were distributed through avenues used regularly by the target migrant workers, we did not identify many completed questionnaires from these sources.

2.2.3 Summary of the results

- A total of 145 completed questionnaires were collected; 117 Polish; 20 Portuguese and 8 Russian. The responses came from across Suffolk, with majority of the learners living in the South of the County (Ipswich and Felixstowe).
- A total of 92 questionnaires were returned from the South, 41 from the West (Brandon and Bury St. Edmunds) and 12 from the North (Woodbridge and Lowestoft).
- 43% of the surveyed learners would consider working in Ipswich and 38% would consider working anywhere in Suffolk
- 27% have lived in Suffolk for 1–2 years and the same percentage have lived here for more than 2 years.
- The migrant workers chose to live and work in Suffolk for varying reasons however 46% indicated that they were attracted by job opportunities
- 42% of the workers intend to stay in Suffolk for more than 6 months while 58% did not know how long they would be in Suffolk.

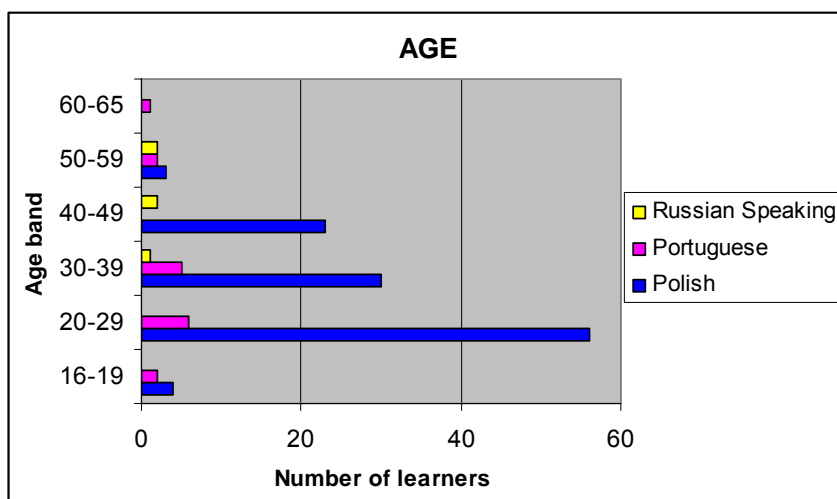
2.2.4 Data analysis

As stated earlier, the needs of learners will vary depending upon their age, aspirations, educational background, language background and aptitude for learning languages.

Age:

Age	Polish	Portuguese	Russian Speaking
16-19	4	2	
20-29	56	6	
30-39	30	5	1
40-49	23		2
50-59	3	2	2
60-65		1	

Chart 8: Age of surveyed learners'



A research⁷ found that age does not seem to have a significant effect on a person's motivation to learn. Members of all age groups within the working population share the feeling that it is necessary to keep skills and 'know-how' up-to-date.

The research found that surveyed people aged between 20 and 29 had more experience of e-learning programmes which is a mechanism likely to dominate the delivery of learning in the future as people seek for more interactive, personalised courses that are focused on their real needs.

It also found the subjects most commonly delivered via e-learning were: 'technical subjects' (27.8%), IT skills (26.4%), and language learning (22.2%).

Our survey shows:

- 50% of the learners are aged between 16 – 29;
- 67% of all those surveyed have basic or good IT skills;
- 27% have less than basic IT skills and are interested in learning (see appendix 3)

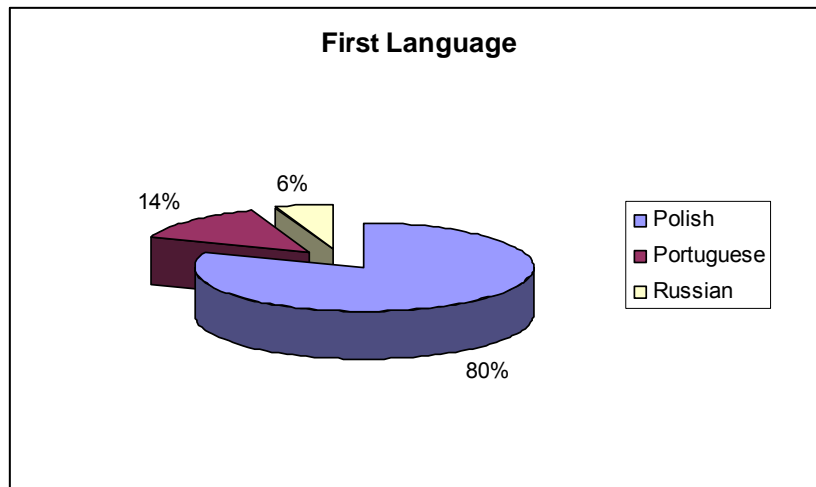
This is why we recommend more e-learning especially as it offers flexibility to learners and has the ability to cater for individual learning styles.

⁷ Research on age and learning

<http://www.elearning.com/A555F3/research/research.nsf/ByKey/DWIN5HTDKJ>

Language Background:

Chart 9: Learners' first Language

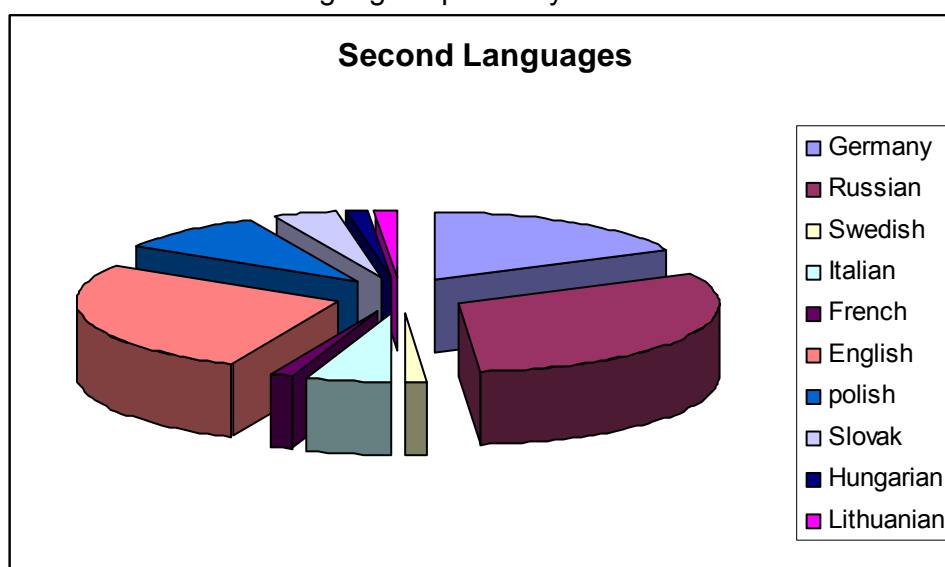


Learners from Portugal and a minority of Brazilian ethnicity completed the Portuguese questionnaires,

Learners from the former Soviet Baltic States [Lithuania and Latvia] completed the Russian questionnaires.

The learners surveyed indicated several additional language skills including some with Latin scripts. It is assumed that learners that are bilingual / multilingual have an aptitude for learning languages so, although the audit was not able to determine if the learners are fluent speakers, readers or writers in these languages, it is still important to highlight the language background of the learners.

Chart 10: Additional languages spoken by Learners'



Germany	13	*English	20
Russian	23	polish	7
Swedish	1	Slovak	3
Italian	4	Hungarian	1
French	1	Lithuanian	1

*Basic spoken English

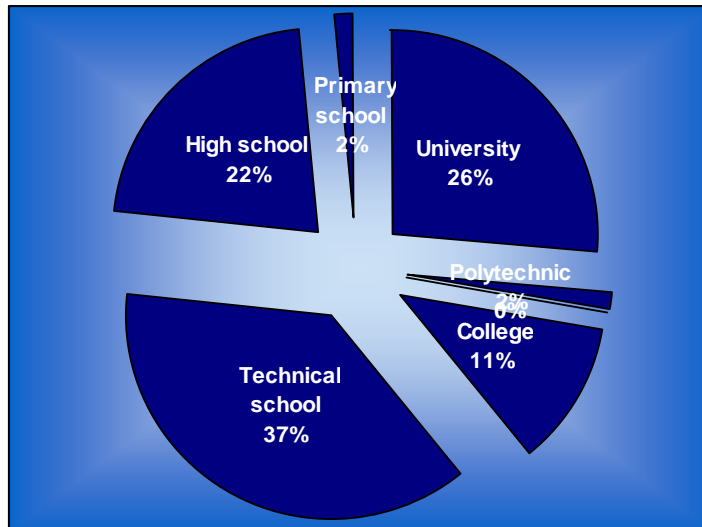
Educational background:

The majority of the learners surveyed are educated to quite high standards; 37% are educated / skilled in specialist areas e.g. electrical engineering from technical schools and 26% to University level. 51% of the learners who have been to University have Masters Degrees while the rest have Bachelor Degrees.

High Schools, Technical Schools, Colleges and Polytechnics are either further education or higher education institutions abroad (depending on the country). However, the individual UK equivalents can only be determined by NARIC (National Recognition Information Centre for the UK) which is a body that can provide essential assistance in integrating skills, qualifications achieved abroad and developing progression routes towards employment and comparability of international qualifications.

In a Joint statement, the Government, the CBI and the TUC lay out plans to ensure that the contribution made by workers from overseas is both recognised and enhanced to the full. This include supporting the recognition and accreditation of overseas qualifications wherever they match British standards however, migrants may need to re-qualify if their existing qualifications are not fully recognised. This applies even where they are taking up employment equivalent to that which they undertook in their home country and extra training may be required because of the application of different standards and regulations

Chart 11: Educational background of learners'



	No. of Learners
University	35
Polytechnic	2
College	15
Technical School	50
High School	29
Primary School	2

Aspirations:

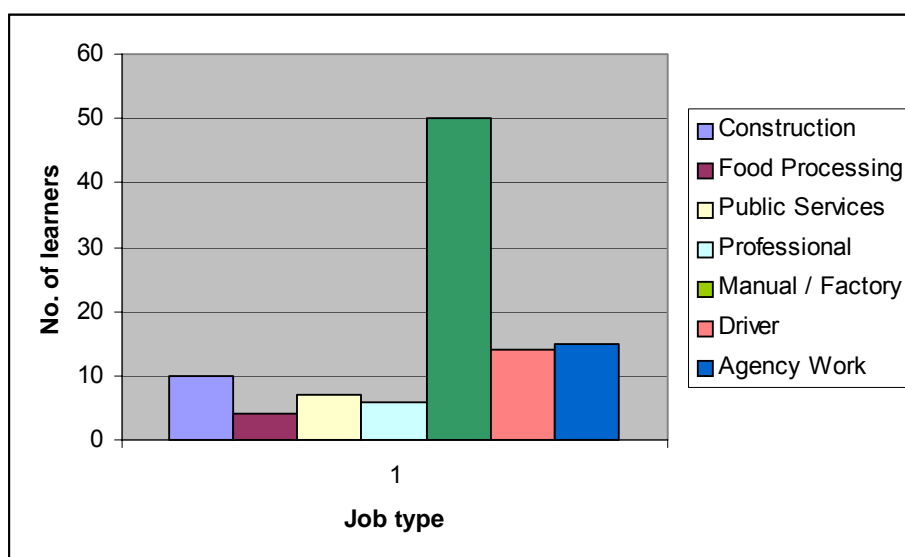
The motivation and aspiration for learning English differs amongst the learners. However qualitative information taken from interviews with learners showed that the factors include:

- **Social inclusion:** Communicating properly is key in the integration and cohesion of communities so the ability to speak English in the UK is important; some learners are quite keen to learn English in order to communicate with settled members of their communities and colleagues at work.
- **Access to services:** The motivation for some learners is to be able to understand their rights and access services within the UK
- **Acquiring citizenship or qualify for settlement:** Some learners are motivated to learn English so as to be able to pass the citizenship criteria and test or to qualify for settlement in the UK. This factor is an increasing motivation for some of the migrant workers.
- **A wish to gain work:** Migrants who come to the UK to look for work are soon faced with the need for English language as an important tool for getting a job. They might need to be able to communicate interest for jobs, communicate at an interview or show that they are able to understand the basic health and safety policy of the organisation that they have applied to because they will be at risk if they cannot read and understand health and safety material. The ability to communicate in English is linked to employability and access to jobs. Migrants with limited or no English are at a disadvantage in securing employment.
- **Progress at work:** Migrant workers who have been able to secure low level jobs indicated interest in progressing to better positions or jobs. When asked in the survey how learning English would improve their working conditions, the majority of learners responded that it would mean that they can apply for promotion. Acquisition of language skills can also help in gaining recognition of prior learning and qualifications gained outside the UK and the confidence gained through acquiring language skills can pave the way for migrant workers to undertake work related or personal development training.

Employment History

- 40 of the Polish learners work as manual/ factory workers (this includes cleaning, packing etc);
 - 14 work as drivers (i.e. delivery or within the workplace e.g. forklift drivers);
 - 14 as agency staff (i.e. as temporary workers for different employers);
 - 9 work in construction (mainly as builders);
 - 7 work in public services (mainly as care assistants);
 - 5 work as professionals (e.g. architects);
 - 2 work in food processing (e.g. restaurants, cafés).
-
- 8 of the Portuguese learners work as manual/ factory workers;
 - 1 in food processing.
-
- 2 of the Russian speaking learners work as manual/ factory workers;
 - 1 as an agency staff;
 - 1 in construction;
 - 1 in food processing;
 - 1 as a professional.

Chart 12: Current Employment of surveyed learners'



Employment Sector	Number of Learners'
Construction	10
Food Processing	4
Public Services	7
Professional	6
Manual / Factory	50
Driver	14
Agency Work	15

Education Vs Employment

- Overall, 74% of the learners are qualified / educated to at least further education levels;
- 25% to higher education i.e. University and Master's degrees.

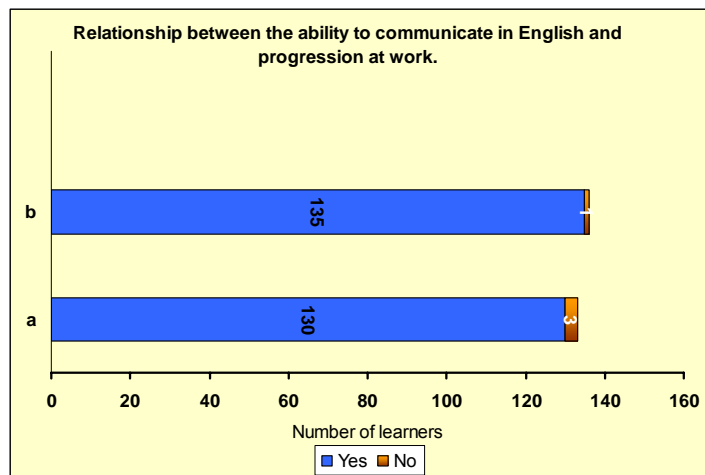
When this data is compared to the employment history, it is clear that many of the workers are over-qualified in their present positions. The data shows that:

- Only 4% are presently working as professionals;
- 6% in public services;
- 10% as skilled workers;
- And a disproportionate 53% as manual / factory workers.

This confirms the information highlighted by some of the secondary data reviewed that suggests the knowledge and skills of a lot of migrant workers are still untapped. While it is importance to encourage members of the community to gain new skills especially in the areas where there are obvious shortages, it is just as important to encourage routes which would help skilled/ qualified migrant workers get into jobs that would utilise their skills and knowledge.

In order to further establish the links between language barrier and employability, the questionnaire asked the learners 'if work conditions and prospects would be influenced by acquiring English skills', the results show that the majority of the workers think that their work conditions would improve if they learnt English and also recognised that the lack of English is a barrier to progression at work.

Chart 13: English vs. progression at work



Questions:

a - Would learning English improve the conditions at work?

b - Would learning English improve the future job prospects?

The learners rated, 'Applying for promotions' and 'Communicating with colleagues' most when asked about the improvements associated with learning English and 'More jobs would be accessible to me' and 'Gain/improve education/qualification' were rated most when asked how learning English would improve future job prospects.

2.2.5 Gaps in Provision

There are many barriers to migrant workers being able to acquire a good grounding in English through attendance at classes, including shift working patterns, long working hours, the costs of courses, caring responsibilities, transport problems and a general sense of isolation. Some of the present ESOL provisions in Suffolk do not take these factors into consideration and hence there are gaps in provision.

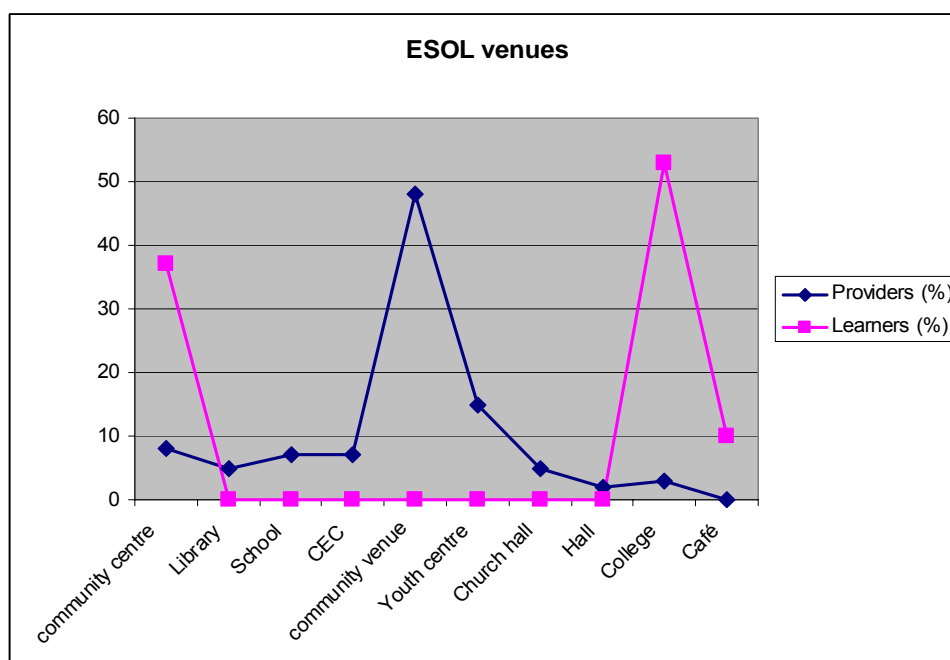
Venue:

Chart 14 shows the venue preference indicated by learners and then compares this to the venues presently used by providers to deliver ESOL.

The results show that:

- 48% of providers deliver ESOL in community venues (i.e. ISCRE, CSV Media clubhouse, YMCA, Pemberton house and Suffolk refugee support forum)
- Whereas 53% of the surveyed learners prefer to learn at *Colleges.

Chart 14: The comparison between available and preferred ESOL venues



	Providers (%)	Learners (%)		Providers (%)	Learners (%)
Community centre	8	37	Youth centre	15	0
Library	5	0	Church hall	5	0
School	7	0	Hall	2	0
CEC	7	0	College	3	53
Community venue	48	0	Café	0	10

*Based on their academic background, it is clear that this particular group of learners are quite academic and hence not be intimidated by the classroom setting. This will not be the case for all ESOL learners.

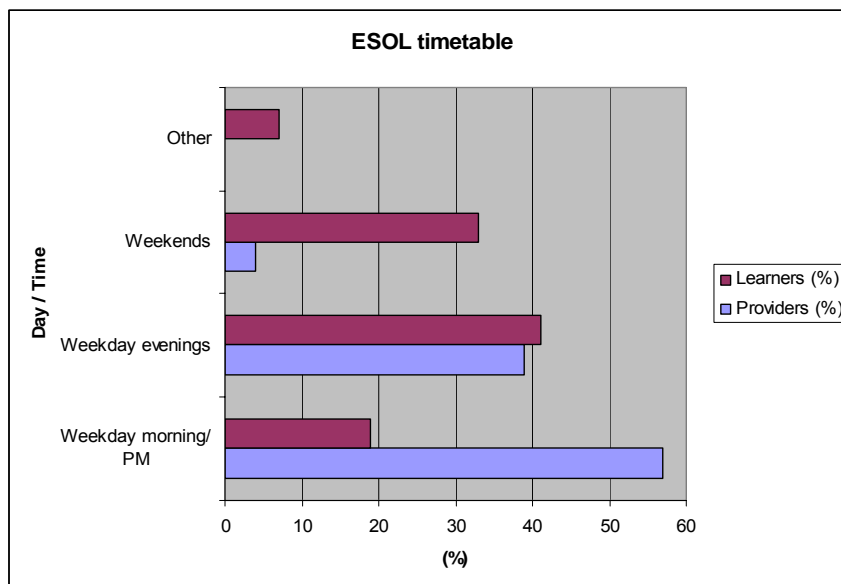
Timetable:

Chart 15 compares the learners' preferred timetable to the delivery times as indicated by the providers. The results show that:

- 41% of the learners would prefer to have lessons in the evenings;
- 33% over the weekend
- Whereas 57% of the delivery is during weekday mornings/afternoon (usually when the learners are at work)
- 39% during weekday evenings.

* Timetabling however is more complex than just providing more lessons in the evenings and weekends because although the migrant workers have indicated these as preferred times, the shift patterns that they work dictate a more flexible approach to timetabling if attendance is to be improved and timetables made more effective.

Chart 15: Available vs. preferred ESOL timetables



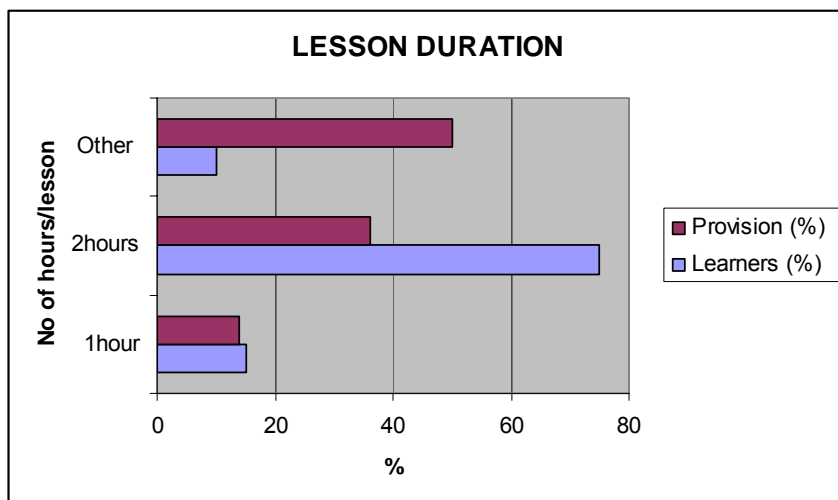
	Providers (%)	Learners (%)
Weekday morning/ PM	57	19
Weekday evenings	39	41
Weekends	4	33
*Other	0	7

*Other refers here to more flexible timetable that changes from time to time to accommodate work shifts.

Chart 16 shows:

- The majority (75%) of the learners would prefer lessons to run for 2 hour blocks;
- Majority (50%) of the available provision is delivered between 1.5 – 6 hour blocks.
- 49% of the learners also indicated preference for having classes twice a week,
- 38% prefer more than 2 classes per week and
- 13% prefer 1 class per week, which is the number of classes majority of the providers currently supply per week.

Chart 16: Available vs. preferred ESOL lesson duration.



Number of hours/lesson	Learners (%)	Provision (%)
1	15	14
2	75	36
Other	10	*50

*Other includes the 1.5, 2.5, 3 and 6 hours of ESOL per lesson provisions

In conclusion, there are many barriers to migrant workers being able to acquire a good grounding in English through attendance at classes, including shift working patterns, long working hours, the costs of courses, caring responsibilities, transport problems and a general sense of isolation and these barriers need to be factored in when providers are drawing up timetables.

2.3 GRADUATES

The term 'graduates' used in this report refers to ESOL learners who have completed at least one stage/ level i.e. Entry levels, level 1 or level 2.

A questionnaire similar to the learners was drawn up to get information from the migrant workers (see appendix 4) who had already taken some ESOL training in order to assess the effectiveness of the present provision, identify the difference in employability and progression opportunities. The questionnaires were mainly distributed through the identified providers because of their obvious contacts with graduates.

2.3.1 Distribution of questionnaires

A total of 14 completed questionnaires were returned; 92% of which came from one of the voluntary sector providers and the rest from ISCRE.

The main challenge faced in obtaining this data was the lack of access to migrant workers who fit the survey criteria because providers could not pass on details of their learners without the learners consent (data protection issues) and so had to wait for the beginning of the new academic session to distribute the questionnaires to their continuing learners.

2.3.2 Summary of the results

- All the graduates surveyed finished their last level of ESOL in July 2007 and had achieved different levels of ESOL;
- 6 of the graduates had Entry 2 as the highest level obtained at the time of the audit; 5 had obtained Entry 3; 2 Level 1 and one of the graduates had obtained the highest level at level 2;
- 12 of the 14 graduates had their ESOL in community venues and the remaining 2 at college;
- 50% of the delivery was during weekday mornings and 50% during weekday evenings.

When asked about the impact of timetabling on their learning experience:

- 7 of the graduates said they had no problem combining the classes with work;
- 5 said that they had found it difficult to combine the two;
- 1 of the graduates said it was difficult to catch up after missing a few classes;
- 1 learner had to stop attending ESOL in favour of work (shifts).

All the graduates said that learning English improved their future job prospects and rated the opportunity to gain/ improve their qualification and the accessibility of jobs as the most significant improvement as a result of learning English.

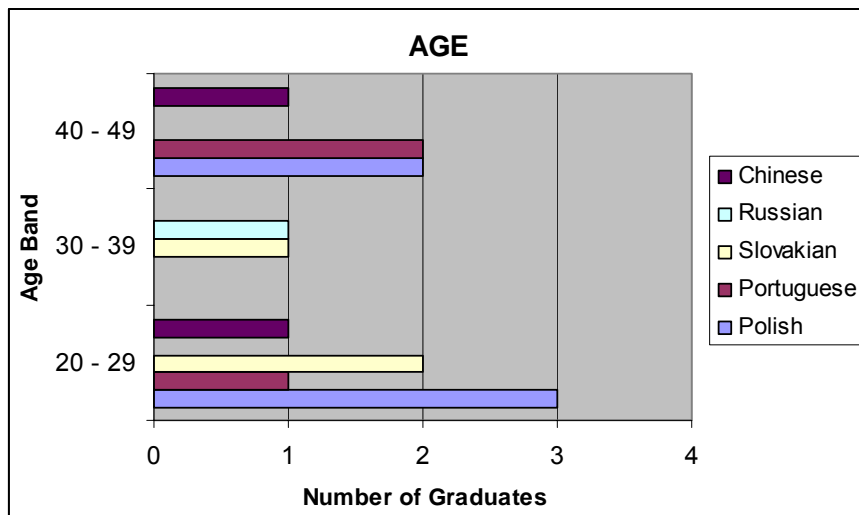
2.3.3 Data Analysis

Age:

Age band	Polish	Portuguese	Slovakian	Russian	Chinese
20 - 29	3	1	2	0	1
30 - 39	0	0	1	1	0
40 - 49	2	2	0	0	1

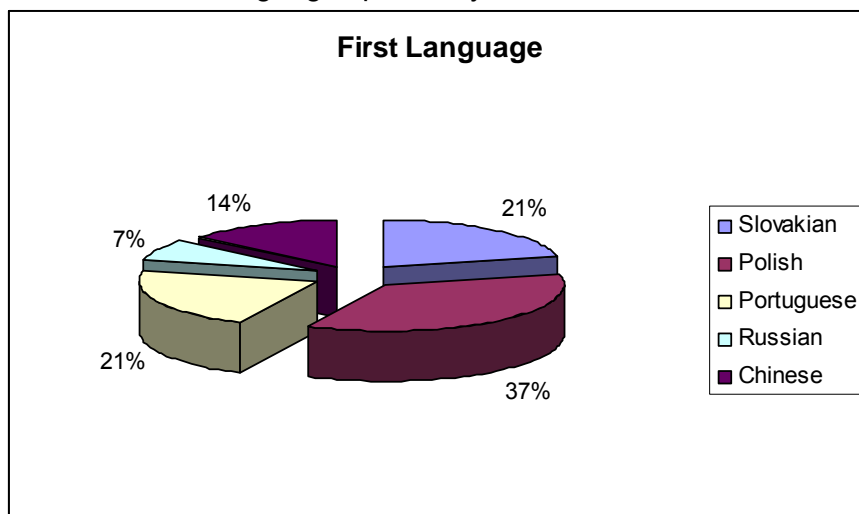
50% of the surveyed graduates are aged between 20 and 29; 36% between 40 and 49 and the rest are aged between 30 and 39.

Chart 17: Age of surveyed Graduates



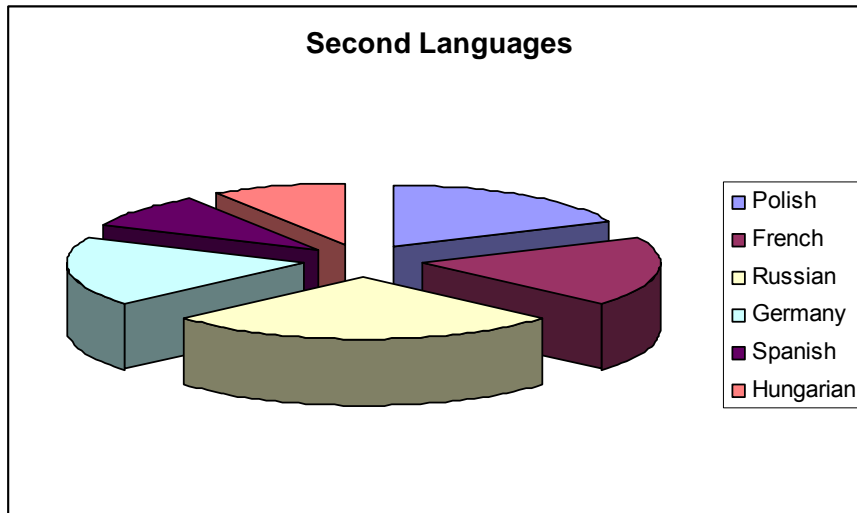
Language Background:

Chart 18: First Language spoken by the Graduates



Polish graduates were in the majority in our survey sample and like the learners, more than half the surveyed graduates were bi/multi-lingual.

Chart 19: The additional languages spoken by the Graduates

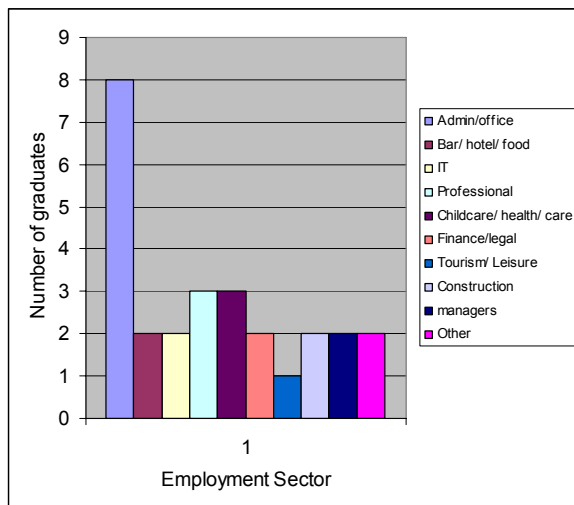


ESOL vs. Employability:

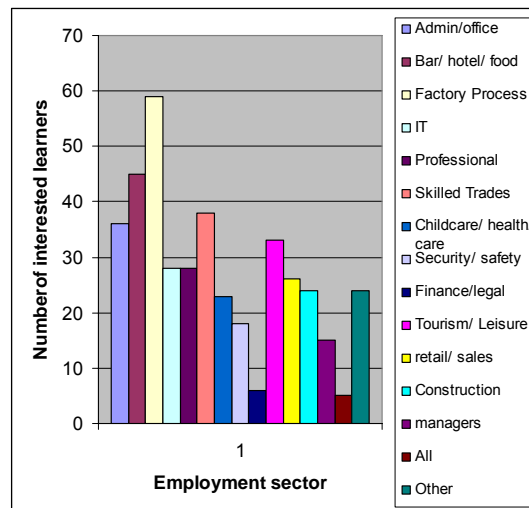
The comparison charts below show the job areas / sectors indicated by the learners and graduates as areas of interest based on present skill levels, English language skills, job opportunities/ availability as well as ease of progression at work.

*Note: they were asked to tick all relevant answers and each may have ticked multiple sectors.

Chart 20: The comparison between Graduate and learner's work preferences / Opportunities



Graduates' response



Learners' response

Unlike the results from the learners when asked the same question, the graduates indicated more interest in professional/skilled jobs and less in unskilled / manual jobs.

Chart 21:

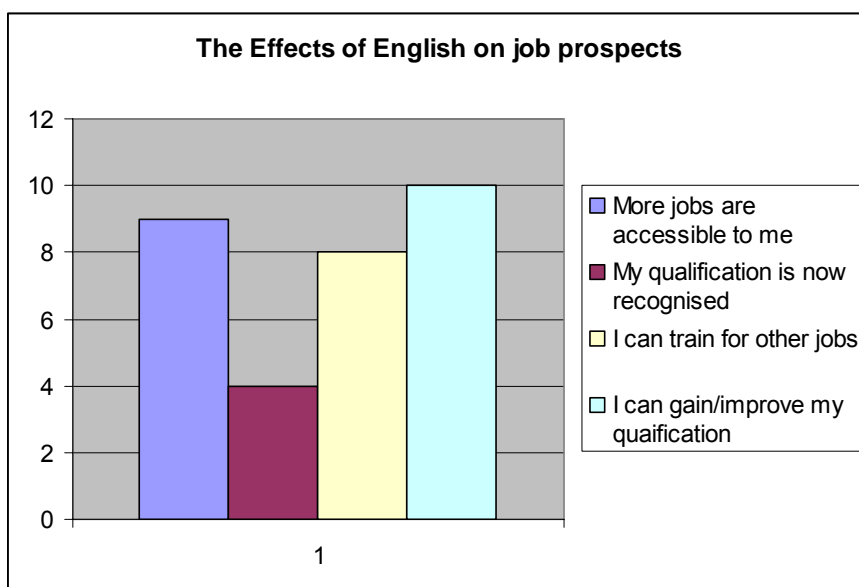


Chart 21 shows that the migrant workers who have had ESOL perceived themselves to be more employable with 64% responding that more jobs are now accessible to them. The results also show that only 29% of the workers surveyed now have their qualifications recognised in the UK. Although ESOL classes are not designed to directly pick up on learner's qualifications and skills, the IAG assessments would be an ideal avenue to pick up on education, work experience and language skills. This can in turn affect the way particular learning groups are set up and how the curriculum is delivered to maximise it's relevance to each learner.

Chart 22:

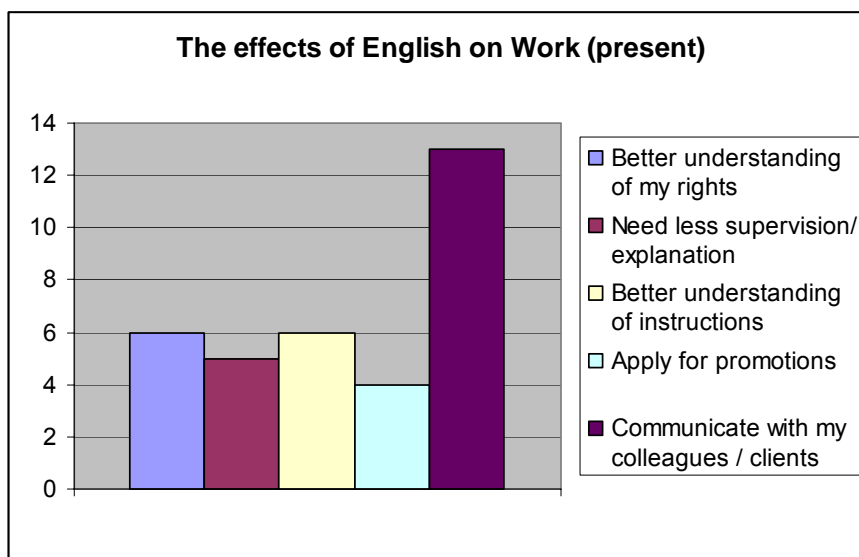


Chart 22 shows the responses when asked how learning English improved conditions at work. 87% rated their ability to communicate as the most marked improvement. The ability to communicate and understand what is being communicated is important because it makes services and facilities accessible and helps community cohesion.

- The graduates were asked how their learning experience could have been improved and they rated “flexible learning times” and “more one-to-one teaching” most.
- 10 of the 14 graduates indicated interest in volunteering for practicing English with other learners and the remaining 4 answered “I don’t know” when asked about volunteering.

In conclusion, learning English gives people the confidence to explore their options and take advantage of available facilities. The opportunity to volunteer for practising English would increase this confidence whilst assisting tutors in helping new learners grasp/exercise their new language skills.

2.4 EMPLOYERS

A questionnaire was drawn up to understand the types of work patterns available to the migrant workers, the employers recognition of the education, skill or prior work experience of their workforce, their understanding of the importance of ESOL and commitments to its delivery amongst their employees.

2.4.1 Distribution of questionnaires

The questionnaires were distributed directly via email and by post to employers who had been contacted for the learners' questionnaires and in one case, the employer was happy to do a telephone interview.

Though a lot of employers were contacted, only 12 were interested in participating in the survey and questionnaires were sent directly to them. They include: 2 food based factories and 1 hotel in Bury St Edmund; 3 construction based factories, 1 park, 1 hotel, 1 restaurant, 1 confectionery manufacturers/ wholesalers, and 1 residential & retirement home in Brandon and 1 construction based factory in Stowmarket. An even smaller number of these questionnaires returned to us complete; 2 from Brandon and 1 from Bury St. Edmunds.

The use of employment agencies to contact employers was another avenue explored; 3 agencies were contacted in Ipswich, 2 in Bury St Edmunds, 1 in Stowmarket and 2 others that operate across various parts of Suffolk. The response from majority of the agencies was that they would be in breach of confidentiality if they passed on information about their clients and when asked to forward the questionnaires to the employers, only 1 of the agencies did.

A total of 4 completed questionnaires were received from employers which is too small a sample to draw any conclusive results consequently, this audit therefore includes information gathered by a survey run by the Ipswich and Suffolk Chamber of Commerce for the New and Emerging communities forum.

2.4.2 Challenges in obtaining data

The general lack of co-operation from employers could be a result of many factors including:

- Suspicion of our motives as the Race Equality Council e.g. one of the employers interviewed kept talking about their policy for racial equality even though it was explained several times that the purpose of the call was to discuss ESOL provision and the English language needs of their workforce.
- Time: a couple of the employers said they were happy to participate in the survey but could not do so within the set time.
One of such employers went further to say that a similar questionnaire had just been filled (i.e. the Suffolk Migrant Workers Survey) and was unwilling to fill another one.
- Exploitation: By not recognising the qualification/skill of the worker, some employers are able to exploit the situation and the workers by paying them at the rate of unqualified/ unskilled workers. Where this is the case, the employer would not be interested in the personal growth / up-skilling its employees.
It is a fact that migrants with limited or no English are at a disadvantage in securing employment and promotion whereas, the confidence gained through

acquiring language skills can pave the way for migrant workers to undertake work related or personal development training.

2.4.3 Summary of results

- 12 questionnaires were sent directly to employers who had been interviewed briefly by telephone to ascertain that they met the survey criteria;
- 4 employers responded from: a construction-based company, an industrial recruitment agency, a manufacturing company and a food processing company.
- The countries of origin of the migrant workforce are mainly Poland and Portugal with all the employers having worker from one or both of these countries; 1 employer also has workers from Lithuania;
- All the employers rated the ability to communicate in English as either important or very important;
- 3 employers agree that language difficulties create problems in the work place and think ESOL courses would be helpful to their employees;
- 3 would be willing to contribute towards the cost of ESOL.

Due to the low numbers of questionnaires received, this part of the audit relies on the qualitative survey: "Suffolk Migrant Workers Survey Summer 2007" which was requested by the New & Emerging Communities Forum and carried out by the Ipswich and Suffolk Chamber of Commerce their online questionnaire system in which 15 of the 68 employers that responded employ migrant workers.

6 of these employers said that language difficulties create problems for their migrant workers in the workplace while this was not a problem for the remaining 9 employers. In addition, 10 of them said that they would not be willing to contribute to the cost of ESOL courses for their employees in the future, while only 3 employers said that they would be willing to contribute.

Table 6 shows some of the results of the audit and the S. M. W. survey (*Suffolk Migrant Workers Survey).

Table 6: Employers results.

	Number of employers	
	Audit result	*S. M. W. Survey
	Number of Migrant Workers employed	
1 - 10	1	13
10 - 50	2	2
Most common Countries of Origin of the migrant workers		
Poland	3	9
Portugal	3	4
Lithuania	1	2
France	0	4
Length in Employment (at time of survey)		
0 -6 months	1	2
6 months – 1yr	1	6
1 – 2 years	1	4
More than 5yrs	0	3
Type of contract		
Full-time	4	13
Part-time	0	1
Casual	0	1
Contract length		
Permanent	3	14
Fixed term	0	1
Temporary	1	2

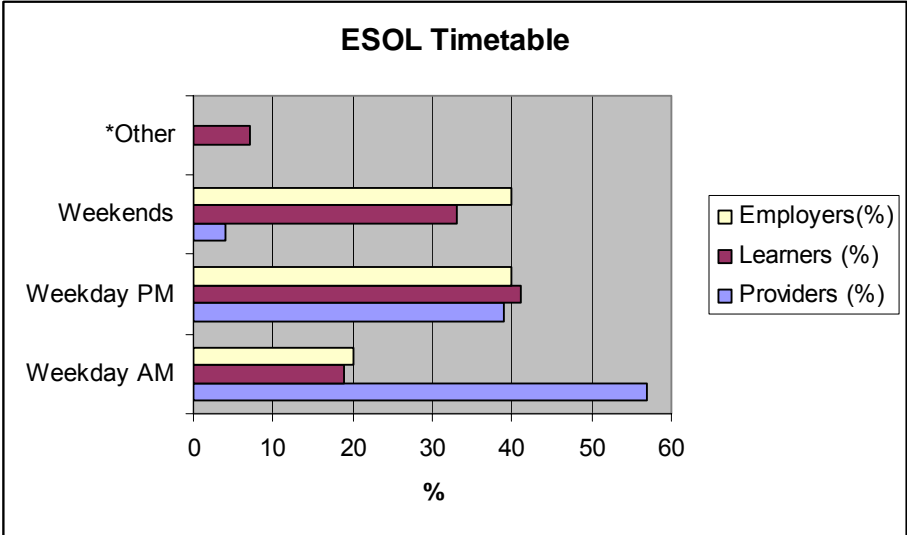
2.4.4 Gaps in Provision

The gap identified here was that of timetabling: learners and employers preferences are evenings and weekends i.e. in the workers own time whereas, majority of the provision is during weekday mornings and afternoon which generally clash with work.

Chart 19 compares the providers, learners' and employers preferred timetables and shows that learners and employers would prefer more weekend and evening provision.

	Providers (%)	Learners (%)	Employers (%)
Weekday AM	57	19	20
Weekday PM	39	41	40
Weekends	4	33	40
*Other	0	7	0

Chart 23:



2.4.5 Qualifications

As has already been established, most of the workers surveyed are qualified to quite high levels however a lot of the jobs done by migrant workers in Suffolk require little and in some cases no qualification at all.

Employers who responded confirm that “Basic skills” (i.e. literacy and numeracy) is the average qualification required for the sorts of jobs available and accessible to majority of their migrant workforce.

3. **RECOMMENDATIONS**

The following recommendations are made based on the results of the survey:

IAG

- We recommend that IAG is able to identify learners' skill background i.e. educational, employment and language so that where possible, learning groups could be set up to accommodate learners with similar abilities and course delivery could be adopted to suit each particular groups.
Translating the assessment forms into the relevant languages for the learners to fill can do this; a method found to very be effective during the IAG recruitment for the delivery element of HERMES.
- Advice should be made available and clear on the routes available for foreign nationals to convert their qualifications and skills into UK recognised ones. This is especially important because HERMES has picked up on a large number of highly skilled workers who are presently working in areas where their skills are not being utilised.

SKILL SHORTAGE/ EMPLOYMENT

- The government and local authorities should actively seek out migrant workers who are qualified or skilled in the areas/sectors with the greatest skill shortages and invest in training them to function in these areas rather than spending money on different initiatives to attract and train people to fill these positions.
- Progression opportunities in the workplace should be looked to and encouraged by providing workers with the opportunity to gain the needed skills for progression. These skills could include language skills (ESOL), computer/technical skills etc
- More links with other vocational and employability courses should be made as this would be very beneficial to the workers and could link in with helping over-qualified workers progress to more challenging jobs

PROVISION

- There is presently a high and growing demand for ESOL and thus a need to increase provision in Suffolk.
- It is not only important to increase the pre-entry provisions across the county but to design a curriculum that would equip learners with the basic tools needed to progress to Entry 1 and help develop their listening and speaking skills or 'survival English'. We recommend that more investment should be made into informal / conversational delivery.
- The number of people undertaking teacher training to be tutors of ESOL for adult learners is very small and this could be as a result of the lack of such training in our colleges. We therefore recommend that the Colleges in Suffolk consider this training so as to provide more people within our communities with a place to gain their qualification locally.
- We recommend that more people especially those from the migrant communities are trained to become ESOL teachers.

DELIVERY

- In order to combat absences caused by shift patterns or logistics, we recommend that the timetables are more learner-centred approach and flexible (e.g. Centaur school's approach where learners determine their bespoke program).
- In order to deal with the difficulty of teaching learners with mixed abilities, we recommend small specialised groups made up of learners with similar abilities (educational, experiential or language).
- We recommend that the learners are given more e-homework. This could be developed into distant learning/ online learning, which would help eliminate the constraints associated with venues, logistics and availability of learners & tutors alike.

VOLUNTEERING

- We recommend that more graduates are encouraged to volunteer and all providers should be open to the idea of using volunteers and actively encouraging their own 'graduates' to volunteer as a classroom assistant.
The learners and tutors would benefit from having additional support, the tutors would also benefit from having a interpreter available to help if necessary and the volunteers would benefit from practicing English i.e. reinforce what they have learnt and ultimately become more confident using English.
- Newly qualified and students undergoing teacher's training in ESOL should also be encouraged to volunteer in their communities
- Some members of particular communities/ groups have indicated interest in volunteering within those communities/ groups and should be encouraged to help with informal / conversational classes.

MONITORING

- More agencies [Statutory, Voluntary and Private] collect data and monitor their service users as this information can be put together to give a more reliable picture of Suffolk's population and demography.
- Monitoring of ESOL provision should be done regularly to ensure that the available provisions are meeting the needs of the group(s) that are being targeted.
- We recommend that all ESOL providers and relevant community organisations should hold a comprehensive and updated list of all the provision and criteria for qualifying for each provision with Suffolk. This could be done through forums like the New and Emerging Communities/ Multi Agency Forum (MAF).
- ESOL should be evaluated and its impact monitored regularly.
- We recommend that information about ESOL provision is available on the 'Welcome to Suffolk' website and that all the providers proactively evaluate and update this information.

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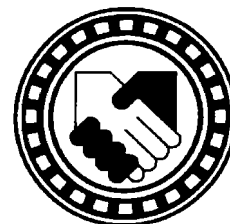
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Appendix 1: PROVIDER'S QUESTIONNAIRE

Ipswich and Suffolk Council for Racial Equality

46A St Matthews Street,
Ipswich, Suffolk
IP1 3EP
Tel: 01473 408111
Fax: 01473 400084
email: office@iscres.org.uk



Dear ESOL providers,

ISCRES has started the audit to identify current ESOL provision and develop an understanding of gaps and needs of all parties – Migrant workers, Education providers, Voluntary Sector providers and Employers.

As a known ESOL provider, we would appreciate the following information from you:

1. How many ESOL tutors do you have?
(a) Are they all qualified ESOL tutors?
2. How many volunteer tutors do you have?
3. How many learners can you accommodate annually?
4. How long is your waiting list?
5. What are the level(s) of provision available (pre-entry, E1 – E3, Level 1-2)
.....
6. How many ESOL hours do you currently provide?
(a) Per lesson
(b) Per week
(c) Per program
7. When are they provided?
(a) Time of year
(b) What days in the week
(c) What time of day/evening
8. Where are classes usually provided? (e.g. College, Café, work places etc)
9. What does your syllabus cover?
.....

We would also like to hear about the challenges that you face as a provider and any suggestions / recommendations that you would like to see implemented.

Thank you,

Nancy Maduakoh
ESOL - Project Officer
Tel: 01473 408142
Nancy@iscres.org.uk

APPENDIX 2: LEARNERS QUESTIONNAIRE.

Ipswich and Suffolk Council for Racial Equality

46A St Matthews Street,

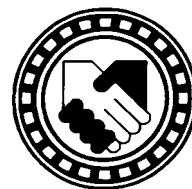
Ipswich, Suffolk

IP1 3EP

Tel: 01473 408111

Fax: 01473 400084

email: office@iscres.org.uk



Please fill in the questionnaire below in order to help us know / understand what you want from your ESOL (English for speakers of other languages) classes.

Completed questionnaires should be returned to the ISCRE office or by email.

Thank you,

1. PERSONAL DETAILS

(a) Name:

(b) Address:

(c) Postcode:

(d) Home Number:

(e) Mobile:

(f) Email:

(g) Nationality:

(h) Ethnicity:

(i) First Language:

(j) Other Languages:

(k) Gender: Male ☐

Female: ☐

(l) DOB _____

(m) Age: 16 – 19 ☐ 20 – 29 ☐ 30 – 39 ☐

40 – 49 ☐ 50 – 59 ☐ 60 – 65 ☐

(n) Marital status:

(o) NI number

2. EDUCATION / TRAINING (Enter your highest qualification first)

(a) Institution (University or equivalent):

(b) Qualification:

(c) Institution (College or equivalent):

(d) Qualification:

3. SKILLS / ACHIEVEMENTS (Tick all relevant)

IT ☐

Language (please specify) _____

Business / Management ☐

Other (please specify) _____

4. EMPLOYMENT HISTORY (In the UK & Abroad; starting from the most recent)

(a) Employer's name and address:

(b) Position:

(c) Date started:

(e) Working hours: ____ hrs per week.

(g) Duties:

(d) Date ended:

(f) Regular / Rota / Shift

(h) Employer's name and address:

(i) Position:

(j) Date started:

(l) Working hours: ____ hrs per week

(n) Duties:

(k) Date ended:

(m) Regular / Rota / Shift

(o) Employer's name and address:

(p) Position:

(q) Date started:

(s) Working hours: ____ hrs per week

(u) Duties:

(r) Date ended:

(t) Regular / Rota / Shift

5. Which sectors would you be particularly interested in working? (Tick all relevant)

Admin/office	<input type="checkbox"/>	Professional	<input type="checkbox"/>	Finance/Legal	<input type="checkbox"/>	Managers	<input type="checkbox"/>
Bar/Hotel/Food	<input type="checkbox"/>	Skilled trade	<input type="checkbox"/>	Tourism/Leisure	<input type="checkbox"/>	Construction	<input type="checkbox"/>
Factory process	<input type="checkbox"/>	Security/Safety	<input type="checkbox"/>	Retail/Sales	<input type="checkbox"/>	Child/Healthcare	<input type="checkbox"/>
IT	<input type="checkbox"/>	Other	<input type="checkbox"/>	All	<input type="checkbox"/>		

(b) Which locations would you consider for work? (Tick all relevant)

Ipswich ☐Suffolk ☐

Other (please specify) _____

(c) How long have you lived in Suffolk?

0 – 3 months ☐3 – 6 months ☐6 – 9 months ☐1 – 2 years ☐More than 2 years ☐

(d) Reason for choosing to live in Suffolk?

Family/Friends ☐Job opportunities ☐Safe county ☐

Other (specify) _____

(e) How long do you intend to stay in Suffolk?

- Less than 6 months ☐
More than 6 months ☐
I don't know ☐

6. ENGLISH FOR SPEAKER OF OTHER LANGUAGES (ESOL)

(a) What is your present level of spoken English?

- Less than basic ☐
Basic ☐
Intermediate ☐
Advanced ☐

(b) What is your present level of written English?

- Less than basic ☐
Basic ☐
Intermediate ☐
Advanced ☐

(c) Which is presently more important to you?

- Ability to speak and understand English ☐
Ability to read and write English ☐
Both ☐

(d) Would learning English improve the conditions at work?

- Yes ☐
No ☐

(e) If yes, how?

- Better understanding of my rights ☐
Need less supervision / explanations ☐
Better understanding of instructions ☐
Apply for promotions ☐
Communicate with my colleagues' ☐
Other (specify) _____

(f) Would learning English improve your future job prospects?

- Yes ☐
No ☐

(g) If yes, how?

- More jobs would be accessible to me ☐
Apply for jobs I'm qualified to do ☐
Train for other jobs ☐
Gain /improve education /qualification ☐
Other (please specify) _____

(h) What would you want your English lessons to cover? (Tick all relevant)

- Everyday life ☐
Conversational skills ☐
Making arrangements / appointments ☐
Shops and services (e.g. NI number, Doctors etc) ☐
Work related/ professional needs ☐
Other (please specify) _____

(i) Would you require addition learning support?

- One-to-one ☐
Small groups ☐
Additional help after classes ☐
Other (please specify) _____

(j) Where would you like to have English lessons? (Tick all relevant)

- At work ☐
College ☐
Café ☐
Community centre ☐
Other (please specify) _____

(k) When would you like to have lessons? (Tick all relevant)

- Weekday mornings / lunch break ☐
Weekday evenings ☐
Weekends ☐
Other (please specify) _____

(l) Where would you look for information about ESOL training? (Tick all relevant)

- Library ☐
Job centre ☐
ISCRE ☐
College ☐
CSV Media ☐
Other (please specify) _____

(m) How often would you like lessons per week?

- Once ☐
Twice ☐
More than twice ☐

(n) How long would you like each lesson to be?

- 1 hr ☐
2 hrs ☐
Other (please specify) _____

(o) What are your present IT/ computer skills?

- Good ☐
Basic / I am learning ☐
Less than basic / I'm interested in learning ☐
Less than basic / I'm not interested ☐

(p) Would you like to do extra lessons on a computer in your own time?

- Yes ☐
No ☐

(q) Where would you practice your English language skills?

- With friends ☐
With family ☐
With my colleagues at work ☐
In the community ☐
Other (please specify) _____

7. ADDITIONAL INFORMATION.

APPENDIX 3: Learners result.**PERSONAL DETAILS**

ADDRESS (REGION).	NUMBER OF LEARNERS
South	92
West	41
North	12

NATIONALITY/ ETHNICITY	NUMBER OF LEARNERS
Polish	117
Portuguese	16
Brazilian	3
Latvian	2
Lithuanian	4
Ukrainian	1

LANGUAGES SKILL	NUMBER OF LEARNERS
German	13
Russian	23
Swedish	1
Italian	4
French	1
Hungarian	1
Slovak	1
Polish	7
Lithuanian	1
*English	20

(* 'Language skills' refers to additional languages spoken by the learners besides their first language. Learners, who indicated English as an additional language, speak just enough English to get by and understand health and safety at work).

AGE	NUMBER OF LEARNERS
16 – 19	6
20 – 29	62
30 – 39	36
40 – 49	25
50 – 59	7
60 – 65	1

GENDER	NUMBER OF LEARNERS
Male	72
Female	69

EDUCATION / TRAINING

INSTITUTION	NUMBER OF LEARNERS
University	35
Polytechnic	2
College	15
Technical school	50
High school	29
Primary school	2

*UNIVERSITY QUALIFICATION	NUMBER OF LEARNERS
MSc/MA	17
BSc/BA	18

EMPLOYMENT & EMPLOYABILITY

Employment Sector	NUMBER OF LEARNERS
Construction	10
Food Processing	4
Public Services	7
Professional	6
Manual / Factory	50
Driver	14
Agency Work	15

SECTOR	NO OF LEARNERS	SECTOR	NO OF LEARNERS
Construction	24	Child/Healthcare	23
Admin/office	36	Retail/Sales	26
Managers	15	Finance/Legal	6
Tourism/Leisure	33	Skilled trades	38
Security/Safety	18	Factory process	59
IT	28	All	5
Professional	28	Other	24
Bar/Hotel/Food	45		

SUFFOLK

- Which locations would you consider for work?

Ipswich	92
Suffolk	81
Other	43

- How long have you lived in Suffolk?

0 – 3 months	21
3 – 6 months	19
6 – 9 months	29
1 – 2 years	41
More than 2 years	41

- Reason for choosing to live in Suffolk?

Family/Friends	62
Job opportunities	90
Safe County	18
Other	26

- How long do you intend to stay in Suffolk?

Less than 6 months	0
More than 6 months	58
I don't know	81

ENGLISH FOR SPEAKER OF OTHER LANGUAGES (ESOL)

- What is your present level of spoken English?

Less than basic	50
Basic	75
Intermediate	36
Advanced	2

- What is your present level of written English?

Less than basic	80
Basic	56
Intermediate	22
Advanced	2

- Which is presently more important to you?

Ability to speak and understand English	60
Ability to read and write English	19
Both	109

- Would learning English improve the conditions at work?

Yes	130
No	3

- If yes, how?

Better understanding of my rights	92
Need less supervision / explanations	69

Better understanding of instructions	89
Apply for promotions	93
Communicate with my colleagues'	93
Other	16

- Would learning English improve your future job prospects?

Yes	135
No	1

- If yes, how?

More jobs would be accessible to me	111
Apply for jobs I'm qualified to do	87
Train for other jobs	86
Gain /improve education /qualification	97
Other	5

- What would you want your English lessons to cover?

Everyday life	122
Conversational skills	130
Making arrangements / appointments	90
Shops and services (e.g. NI number, Doctors etc)	87
Work related/ professional needs	99
Other	9

- Would you require addition learning support?

One-to-one	26
Small groups	107
Additional help after class	15
Other:	10

- Where would you like to have English lessons?

At work	31
College	101
Café	20
Community centre	70
Other	21

- When would you like to have lessons?

Weekday mornings / lunch break	44
Weekday evenings	92
Weekends	74
Other	17

- Where would you look for information about ESOL training?

Library	59
Job centre	29
ISCRE	23
College	69
CSV Media	38
Other	25

- How often would you like lessons per week?

Once	22
Twice	83
More than twice	63

- How long would you like each lesson to be?

1 hr	23
2 hrs	119
Other	16

- What are your present IT/ computer skills?

Good	65
Basic / I am learning	37
Less than basic / I'm interested in learning	41
Less than basic / I'm not interested	10

- Would you like to do extra lessons on a computer in your own time?

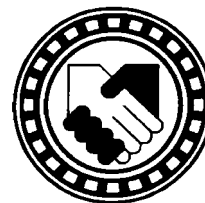
Yes	104
No	23

- Where would you practice your English language skills?

With friends	96
With family	66
With my colleagues at work	99
In the community	94
Other	7

APPENDIX 4: GRADUATE QUESTIONNAIRE

Ipswich and Suffolk Council for Racial Equality
46A St Matthews Street,
Ipswich, Suffolk
IP1 3EP
Tel: 01473 408111
Fax: 01473 400084
email: office@iscres.org.uk



Please fill in the questionnaire below in order to help us know / understand what you want from future ESOL (English for speakers of other languages) classes.

Completed questionnaires should be returned to the ISCRE office or by email.

Thank you,

Nancy Maduakoh
ESOL - Project Officer
Tel: 01473 408142
Nancy@iscres.org.uk

1. PERSONAL DETAILS

(a) Name:

(b) Address:

(c) Postcode:

(d) Home Number:

(e) Mobile:

(f) Email:

(g) Nationality:

(h) Ethnicity:

(i) First Language:

(j) Other Languages:

(k) Gender: Male ☐

Female: ☐

(l) DOB _____

(m) Age: 16 – 19

☐

20 – 29 ☐

30 – 39 ☐

40 – 49 ☐

50 – 59 ☐

60 – 65 ☐

(n) Marital status:

(o) NI number

2. EDUCATION / TRAINING (Enter your highest qualification first)

(a) Institution (University or equivalent):

(b) Qualification:

(c) Institution (College or equivalent):

(d) Qualification:

3. SKILLS / ACHIEVEMENTS (Tick all relevant)

IT ☐

Language (please specify) _____

Business / Management ☐

Other (please specify) _____

4. EMPLOYMENT HISTORY (In the UK & Abroad; starting from the most recent)

(a) Employer's name and address:

(b) Position:

(c) Date started:

(e) Working hours: ____ hrs per week.

(g) Duties:

(d) Date ended:

(f) Regular / Rota / Shift

(h) Employer's name and address:

(i) Position:

(j) Date started:

(l) Working hours: ____ hrs per week

(n) Duties:

(k) Date ended:

(m) Regular / Rota / Shift

(o) Employer's name and address:

(p) Position:

(q) Date started:

(s) Working hours: ____ hrs per week

(u) Dates:

(v) Duties:

(r) Date ended:

(t) Regular / Rota / Shift

5. Which sectors would you be particularly interested in working? (Tick all relevant)

Admin/office	<input type="checkbox"/>	Professional	<input type="checkbox"/>	Finance/Legal	<input type="checkbox"/>	Managers	<input type="checkbox"/>
Bar/Hotel/Food	<input type="checkbox"/>	Skilled trades	<input type="checkbox"/>	Tourism/Leisure	<input type="checkbox"/>	Construction	<input type="checkbox"/>
Factory process	<input type="checkbox"/>	Retail/Sales	<input type="checkbox"/>	Child/HealthCare	<input type="checkbox"/>	IT	<input type="checkbox"/>
Security/Safety	<input type="checkbox"/>	Other	<input type="checkbox"/>	All	<input type="checkbox"/>		

(b) Which locations would you consider for work? (Tick all relevant)

Ipswich ☐Suffolk ☐

Other (please specify) _____

(c) How long have you lived in Suffolk?

0 – 3 months ☐3 – 6 months ☐6 – 9 months ☐1 – 2 years ☐More than 2 years ☐

(d) Reasons for choosing to live in Suffolk?

Family/Friends ☐Job opportunities ☐Safe county ☐

Other (specify) _____

(e) How long do you intend to stay in Suffolk?

Less than 6 months ☐
More than 6 months ☐
I don't know ☐

6. ENGLISH FOR SPEAKER OF OTHER LANGUAGES (ESOL)

(a) What is your present level of spoken English?

Basic ☐
Intermediate ☐
Advanced ☐
I don't know ☐

(b) What is your present level of written English?

Basic ☐
Intermediate ☐
Advanced ☐
I don't know ☐

(c) What is the highest level of ESOL you obtained?

Entry 1 ☐ Level 1 ☐
Entry 2 ☐ Level 2 ☐
Entry 3 ☐

(d) When did you finish your ESOL classes? _____

(e) Where did you have your ESOL classes? (Tick all relevant)

At work ☐
College ☐
Café ☐
Community centre ☐
Other (please specify) _____

(f) When did you have your ESOL classes? (Tick all relevant)

Weekday mornings / lunch break ☐
Weekday evenings ☐
Weekends ☐
Other (please specify) _____

(g) How flexible were your classes and how did this affect your learning experience?

It was easy to combine classes with work ☐
It was difficult to combine classes with work ☐
I could not catch up after missing a few classes ☐
I could not finish the classes because of my shifts ☐
Other (please specify) _____

(h) Has learning English improved the conditions at work?

Yes ☐
No ☐

(i) If yes, how?

- Better understanding of my rights ☐
- Need less supervision / explanations ☐
- Better understanding of instructions ☐
- Apply for promotions ☐
- Communicate with my colleagues' ☐
- Other (specify) _____

(j) Has learning English improved your future job prospects?

- Yes ☐
- No ☐

(k) If yes, how?

- More jobs are accessible to me ☐
- My qualification is now recognised ☐
- I can train for other jobs ☐
- I can gain /improve my qualification ☐
- Other (please specify) _____

(l) What did your ESOL syllabus cover? (Tick all relevant)

- Everyday life ☐
- Conversational skills ☐
- Making arrangements / appointments ☐
- Shops and services (e.g. NI number, Doctors etc) ☐
- Work related/ professional needs ☐
- Other (please specify) _____

(m) What would have improved your learning experience? (Tick all relevant)

- Flexible learning times ☐
- A different location (please specify) _____
- More one – to – one teaching ☐
- More teaching materials to take home ☐
- Other (please specify) _____

(n) Where do you practice your English language skills?

- With friends ☐
- With family ☐
- With my colleagues at work ☐
- In the community ☐
- Other (please specify) _____

(o) Would you volunteer to practice English language with other ESOL learners?

- Yes ☐
- No ☐
- I don't know ☐

7. ADDITIONAL INFORMATION

APPENDIX 5: Graduates' Result

PERSONAL DETAILS

ADDRESS (South).	NUMBER OF GRADUATES
Ipswich	12
Other	2

NATIONALITY/ ETHNICITY	NUMBER OF GRADUATES
Polish	5
Portuguese	3
Slovakian	3
Estonian	1
Chinese	2

LANGUAGES SKILL	NUMBER OF GRADUATES
German	2
Russian	3
Spanish	1
French	2
Hungarian	1
Polish	2
English	14

AGE	NUMBER OF GRADUATES
20 – 29	7
30 – 39	2
40 – 49	5

GENDER	NUMBER OF GRADUATES
Male	6
Female	8

EDUCATION / TRAINING

INSTITUTION	NUMBER OF GRADUATES
University	9
College	3
Technical school	1
High school	1

*UNIVERSITY QUALIFICATION	NUMBER OF LEARNERS
MSc/MA	3
BSc/BA	6

EMPLOYMENT & EMPLOYABILITY

Employment Sector	NUMBER OF GRADUATES
Public Services	4
Professional	3
Manual / Factory	6
Driver	1

SECTOR	NO OF GRADUATES	SECTOR	NO OF GRADUATES
Admin/office	8	IT	2
Managers	2	Finance/Legal	2
Tourism/Leisure	1	Skilled trades	2
Professional	3	Child/Health care	3
Bar/Hotel/Food	2	Other	2

SUFFOLK

- Which locations would you consider for work?

Ipswich	12
Suffolk	6
Other	4

- How long have you lived in Suffolk?

1 – 2 years	7
More than 2 years	7

- Reason for choosing to live in Suffolk?

Family/Friends	7
Job opportunities	7

- How long do you intend to stay in Suffolk?

Less than 6 months	0
More than 6 months	4
I don't know	10

ENGLISH FOR SPEAKER OF OTHER LANGUAGES (ESOL)

- What is your present level of spoken English?

Basic	4
Intermediate	10

- What is your present level of written English?

Basic	3
Intermediate	10

- What is the highest level of ESOL you obtained?

Entry 2	6
Entry 3	5
Level 1	2
Level 2	1

- When did you finish your ESOL classes?

June 2007	14
-----------	----

- Where did you have your ESOL classes? (Tick all relevant)

College	3
Community centre	12

- When did you have your ESOL classes? (Tick all relevant)

Weekday mornings / lunch break	7
Weekday evenings	7

- How flexible were your classes and how did this affect your learning experience?

It was easy to combine classes with work	8
It was difficult to combine classes with work	5
I could not catch up after missing a few classes	1
I could not finish the classes because of my shifts	1

- Has learning English improved the conditions at work?

Yes	12
No	1

- If yes, how?

Better understanding of my rights	6
Need less supervision / explanations	5
Better understanding of instructions	6
Apply for promotions	4
Communicate with my colleagues'	12
Other	1

- Has learning English improved your future job prospects?

Yes	14
No	0

- If yes, how?

More jobs would be accessible to me	9
Apply for jobs I'm qualified to do	4
Train for other jobs	8
Gain /improve education /qualification	10

- What did your English lessons to cover?

Everyday life	14
Conversational skills	10
Making arrangements / appointments	6
Shops and services (e.g. NI number, Doctors etc)	5
Work related/ professional needs	2

- What would have improved your learning experience? (Tick all relevant)

Flexible learning times	7
A different location	4
More one – to – one teaching	7
More teaching materials to take home	4
Other (<i>Recorded lessons</i>)	2

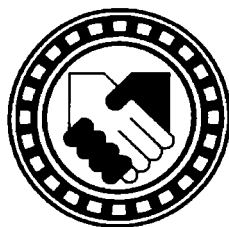
- Where do you practice your English language skills?

With friends	8
With family	3
With my colleagues at work	12
In the community	10
Other	2

- Would you volunteer to practice English language with other ESOL learners?

Yes	10
I don't know	3

APPENDIX 6: EMPLOYER'S QUESTIONNAIRE



IPSWICH & SUFFOLK
46A St Matthew's Street
Ipswich IP1 3EP
Telephone (01473) 408111 Fax (01473) 400084
<http://www.iscre.org.uk> <mailto:office@iscre.org.uk>
COUNCIL FOR RACIAL EQUALITY

Dear Employer,

We are a Registered Charity and Company Limited established to work towards the elimination of racial discrimination; and to promote equality of opportunity and good relations between persons of different racial groups.

Presently, we are carrying out an audit in order to identify current English for Speakers of Other Languages (ESOL) provision and develop an understanding of gaps and needs from all parties – Migrant workers, Education providers, Voluntary Sector providers and from you, the Employers.

The following questionnaire is designed to give us an understanding from your point of view. We would appreciate it if you filled it in and returned it to the person carrying out the survey, on a later date to our office or by email. If you would prefer to fill this questionnaire electronically, please let me know and I would send you a copy by email.

Thank you,

Nancy Maduakoh
ESOL - Project Officer
Tel: 01473 408142
Nancy@iscre.org.uk

Company name:

Address:

Postcode:

Telephone Number:

Fax:

Email:

1. Do you monitor the ethnicity of your employees?

Yes ☐

No ☐

2. If yes, how many of your employees are migrant workers? (**Defined here as people who have come from another country seeking employment**)

0 ☐

1-10 ☐

10-50 ☐

50-100 ☐

100+ ☐

3. How long have the majority of the migrant workers, that you currently employ, been employed by your business?

0-6 months ☐

6 months – 1 year ☐

1-2 years ☐

2-5 years ☐

More than 5 years ☐

4. What type of business are you?

Agriculture or food processing ☐

Manufacturing or construction ☐

Cleaning or hospitality ☐

Health or social care ☐

Other (please specify) _____

5. What type of contracts are the majority of your migrant workers on?

Full time ☐

Part time ☐

Casual ☐

6. Are these contracts mostly?

Permanent ☐

Fixed term ☐

Temporary ☐

Seasonal work (please specify what periods of the year) _____

7. Which two are the most common countries of origin of your migrant workers?

Poland ☐

Portugal ☐

Lithuania ☐

India ☐

Other (please specify) _____

8. Which two are the most common languages spoken by your migrant workers?

Polish ☐

Portuguese ☐

Russian ☐

English ☐

Other (please specify) _____

9. What is your assessment of the level of spoken English amongst your migrant workers?

Less than basic ☐

Basic ☐

Intermediate ☐

Advanced ☐

Other (please specify) _____

10. What is your assessment of their level of written English?

Less than basic ☐

Basic ☐

Intermediate ☐

Advanced ☐

Other (please specify) _____

11. Do you think English for Speakers of Other Languages (ESOL) courses would be helpful to the migrant workers that you employ?

Yes ☐

No ☐

a. If so, do workers who need it, have access to the courses?

Yes ☐

No ☐

Don't know ☐

b. Has ESOL been delivered on your work premises?

Yes ☐

No ☐

c. If yes, when? _____

12. How are the employees selected for ESOL classes?

By application / showing interest ☐

Job description ☐

Availability ☐

Other (please specify) _____

13. Would you be willing to contribute to the cost of ESOL courses for your employees in the future?

Yes ☐

No ☐

14. What would you want the ESOL lessons to cover as an employer?

Everyday life ☐
Conversational skills ☐
Making arrangements / appointments ☐
Shops and services (e.g. NI number, Doctors etc) ☐
Work related/ professional needs
Other (please specify) _____

15. What time would best suit your workers? (Tick all relevant)

Weekdays / lunch break ☐
Weekday evenings ☐
Weekends ☐
Other (please specify) _____

16. How important to your business is an employees' ability to communicate in English?

Not important ☐
Important ☐
Very important ☐
Other (please specify) _____

17. Do language difficulties create any problems in the work place (e.g. conveying health & safety information)?

Yes ☐
No ☐

18. Do you offer any translated information or use interpreters?

No ☐
Yes ☐ if yes, please specify what you offer:

19. How do you decide whether a non-English speaking applicant has the required skills/ attributes for a job? (tick all that apply)

Motivation (enthusiastic& willing to work/learn) ☐
Flexibility (willing to work at short notice/longer hours) ☐
Interpersonal and team work skills (working with others & courtesy) ☐
Self-presentation (appearance; behaviour; confidence & body language) ☐
Job specific experience (relevant work history and experience) ☐
Other (please specify) _____

20. How did you recruit your migrant workers? (tick all that apply)

Recruitment agencies in UK ☐
Recruitment agencies abroad ☐
Jobcentre Plus ☐
Own recruitment drive abroad ☐
Other (please state) _____

21. Do you require applicants to have any of the following? (Refer to list of qualifications attached)

Higher education qualifications ☐
National certificates/ diplomas ☐
Vocational qualifications ☐
A levels / GCSEs ☐
Basic skills ☐
Other (please specify) _____

22. Do you recognise training / qualifications from other countries?

Yes ☐
No ☐

If so, which ones do you recognize? _____

23. Do you require applicants to have any of the following licenses?

Driving license/	<input type="checkbox"/>
Fork-lift truck driving license	<input type="checkbox"/>
Security industry license	<input type="checkbox"/>
Health and safety certificate	<input type="checkbox"/>
Basic food hygiene certificate	<input type="checkbox"/>
Other (specify) _____	

ADDITIONAL INFORMATION

LIST OF QUALIFICATIONS

The following are included as formal qualifications

Higher Education qualifications

- A degree acquired in the UK (such as a foundation degree, a BSc, a BA, MA or a PhD)
- Graduate membership of a professional qualification or a PGCE (Post Graduate Certificate of Education)
- Diploma in Higher Education
- Other Higher Education qualifications below degree level

National Certificates or Diplomas

- HNC / HND (Higher National Certificate/Higher National Diploma)
- ONC / OND (Ordinary National Certificate/Ordinary National Diploma)

Vocational qualifications

- BTEC
- City and Guilds
- NVQ: National (or Scottish) Vocational Qualification
- GNVQ (General National Vocational Qualifications)

A levels or AS-levels/vocational AS-levels

GCSEs (General Certificate of Secondary Education)

Access to HE (Higher Education)

Key Skills

Basic Skills (literacy and numeracy) including ESOL (English for Speakers of Other Languages)

Modern Apprenticeships

The following are NOT included as formal qualifications

Driving license
Fork-lift truck license
Health and safety certificate
Basic food hygiene certificate

APPENDIX 7: GRAMMAR HURDLES: PORTUGUESE



GRAMMAR HURDLES

By Thomas Kozumplik *

Portuguese

Questions

Do not forget auxiliary verbs. NOT 'When John came?'

Be careful with auxiliaries. NOT 'Who did ask Susan?' 'Did you saw him?'

Study short answers. The correct answer to 'Do you love him?' is 'Yes, I do.' NOT 'Yes, I love.'

Do not invert word order in indirect questions. NOT 'She asked where is the pool.'

Study question tags

Negatives

Use auxiliaries. NOT 'John not read the article' or 'I no understand'

Do not use double negatives.

As far as and **until** are not the same.

As and **like** are not the same. NOT 'He looks as his father.'

Because and **why** are not the same. NOT 'She didn't call why she was sick.'

Verbs

Study the use of gerunds.

Study infinitives of purpose. 'I went to the library to study.' NOT 'I went to the library for study.'

The present perfect not present simple or continuous is used for events starting in the past up to now. NOT 'It is a long time since we speak'

Ever and already are usually used with the present perfect.

Modal verbs

English uses the bare infinitive after modals. NOT 'She should to talk to him'

Note the difference between 'He rides horses' and 'He can ride.'

Adjectives In English adjectives normally precede the noun

Articles

Do not use articles with most proper nouns. NOT 'The Thomas told me.'

Do not use articles when talking about nouns in general. 'The dogs are wonderful pets.'

Do not use articles with the adverbs **next** and **last** unless you use the noun **time**. NOT 'I saw her the last week'

Do not use articles with meals unless the meal is special and you are going to use an adjective to describe it. NOT 'She met him for the breakfast'

Nouns

You need to use the impersonal subject **it** in English. NOT 'In England is wet most of the time.'

Most English verbs are not reflexive, therefore you do not need to state the pronoun.

NOT 'Explain her' or 'Repeat me.'

Do not confuse possessive pronouns 'his', 'her' and 'your.'

Each and every are not the same e.g. 'every day' 'all day'

Use **another** not **other** when the noun is singular and countable

Study **there is/ there are** NOT 'Have many pubs in London'

Prepositions

for/at/to are not the same. 'I bought it for my friend' NOT 'I bought it to my friend.' 'She was looking at him' is different from 'She was looking for him.'
Do not use **of** with verbs 'He likes of the music there.'
mistakes - in the beach; in a rainy day; in Easter

**Source: 'Learner English' Edited by Michael Swan and Bernard Smith*

APPENDIX 8: GRAMMAR ADVICE FOR POLISH SPEAKERS



1. Nouns

Polish does not have a/an/the- study their uses

learn uncountable nouns- some nouns, like advice and information are countable in Polish but not in English

Relative pronouns- in Polish when speaking you can just say 'what' but in writing you must use 'which, who, where, that'. In English you must say 'The book which I read' 'The person who is standing' NOT 'The book what I read' 'The person what/which is standing'

2. Tenses

Use the present continuous not simple present for things happening right now.

For repeated actions, habits, routines, use the simple present not the present continuous

Study the use of future time clauses. In English you do not use will in the clause with the adverb 'After I talk to her, I will tell him' NOT 'After I will talk to her, I will tell him'

Use 'used to' or 'would' not the past continuous when talking about actions that happened a lot in the past. 'We used to play football when we were at school' NOT 'We were playing football when we were at school.'

Use the present perfect not the present continuous when talking about a time beginning in the past and continuing up to now. 'I have lived here for 2 months' NOT 'I am living here 2 months'

3. Modal verbs

are followed by the bare infinitive not the full infinitive e.g. 'I can play the piano' NOT 'I can to play the piano'

'do not have to' = not necessary. It is the opposite of 'have to'

Must not = forbidden. It is the negative of 'have to'

4. Conditionals study the if/when clauses of conditionals do not use will/would in them. 'If it rains, I will stay home' NOT 'If it will rain, I will stay home' ALSO 'If it rained I would stay home' NOT 'If it would rain, I would stay home'

5. Word order is important in English.

a. Subject- verb = statement

b. verb-subject = question

c. careful with placement of indirect and direct objects

6. Question forms

a. Do not forget auxiliary verbs. NOT 'When John came?'

b. Be careful with auxiliaries. NOT 'Who did ask Susan?' 'Did you saw him?'

7. Negatives

- a. Use auxiliaries. *NOT* 'John not read the article' or 'I no understand'
- b. Do not use double nor triple negatives. *NOT* 'I don't know nothing'

8. Use **be + verb** instead of **have + noun**: 'I am hungry', 'I am scared' 'I am thirsty'
NOT 'I have hunger' 'I have fear', 'I have thirst'

9. Prepositions-

- a. When you use 'na' in Polish to give the reason why you do something, use 'for' not 'on' in English e.g. 'Let's go for a beer' or 'We went for a walk'
- b. Do not use 'na' when talking about certain locations e.g. I was at a party/at a concert *NOT* 'I was on a party'
- c. Do not use prepositions when talking about home 'I am going home' *NOT* 'I am going to home'
calling people by phone 'I will call her' *NOT* 'I will call to her'

APPENDIX 9: ADVICE FOR RUSSIAN SPEAKERS



Grammar

First conditional – students tend to use will + infinitive in the if/when clause instead of a present tense.

‘When I will see him I will tell him’

Articles – Russian (and other Slavonic languages) has no articles and students have trouble deciding whether to use ‘a’ or ‘the’ or whether an article is needed at all. Many uncountable nouns in English (e.g. information, advice) are countable in Russian and vice versa.

Perfect and progressive forms do not exist as such in Russian. Common errors include:

‘I live in London for three years.’

‘I have seen him yesterday.’

‘Can you hear him? He comes up the stairs now.’

The verb ‘to be’ is not used in the present tense except in certain structures. Therefore it is often omitted.

‘He doctor’

‘I going to pub’

‘There is’ and ‘there are’ also cause confusion.

Possessives – Russian speakers tend to use the ‘of the’ structure which sounds unnatural when referring to people:

‘She is the sister of my husband.’

Indirect Question forms Having struggled to learn the question word order, students are reluctant to abandon it when questions are reported or indirect.

‘We didn’t know where were we.’

Word order is less rigid in Russian. Complex systems of adjective and noun declension do the work in the sentence. Students need to remind themselves of the SUBJECT VERB OBJECT rule.

Explain me what means this word
What does mean 'parsley'?

Reported speech doesn't need to go back a tense as in English.

'He said that he is coming to the yesterday's party'

Because Russian does not use auxiliary verbs to build tenses, students often struggle with short answers and reply questions: 'Thomas speaks Czech' 'Does he?' 'Can Thomas speak Czech?' 'Yes, he can' – a Russian speaker might simply say 'Yes' in both situations.

Modal verbs can also be problematic as they do not seem logical to the Russian speaker, who understandably expects 'mustn't' and 'don't have to' to mean the opposite of 'must' and 'have to'. Common errors:

'You mustn't to have a visa.' Meaning 'You don't need a visa.'

'You haven't to smoke in here.' Meaning 'You mustn't smoke in here.'

Russian nouns have gender, and thus gender-specific pronouns.

'Where is book?' 'She is on table'

'Where my umbrella?' 'He is here'

Miscellaneous, common errors:

Numbers: 10 millions, a ten years old boy (instead of 10 million, a ten-year-old boy)

Everybody – followed by plural verb in Russian, singular in English

Police – singular in Russian, plural in English

Relative pronouns: 'which' can be used to refer to people in Russian

Say/tell: He said me... (instead of 'he told me')

I very like Pink Floyd (instead of 'I like Pink Floyd very much.')

So/such

-ed/-ing adjectives: 'I am very interesting in English' (This may be true, but the speaker probably means he is interested in the language.)

Phrasal verbs (especially when particle follows object: 'I'll look up it.' (instead of 'I'll look it up'))

Punctuation

Subordinate clauses are always marked by commas in Russian. Students tend to overuse commas, especially using them inappropriately with defining relative clauses.

'That' is always preceded by a comma in Russian.

'I think, that you are right.'

'That is the man, whose dog bit the postman.'

Overused words and phrases

Yes of course! (Where English speakers would simply say 'Yes.')

It seems to me/to my mind/well/you know/I see

Vocabulary – confusing words

behemoth	<i>doesn't mean</i>	hippopotamus
actually	<i>doesn't mean</i>	topical
sympathetic	<i>doesn't mean</i>	good looking
biscuit	<i>doesn't mean</i>	sponge cake
manifestation	<i>doesn't mean</i>	demonstration
salute	<i>doesn't mean</i>	firework display
perspective	<i>doesn't mean</i>	prospect
decade	<i>doesn't mean</i>	ten days
meeting	<i>doesn't mean</i>	rally
characteristic	<i>doesn't mean</i>	reference
to pretend	<i>doesn't mean</i>	to lay claim to
operative	<i>doesn't mean</i>	effective, timely
extravagant	<i>doesn't mean</i>	eccentric
economic	<i>doesn't mean</i>	economical
classic	<i>doesn't mean</i>	classical

Pronunciation

The following sounds may cause trouble for Russian speakers as there is no direct equivalent in the native tongue.

Cat (often pronounced 'ket')
path ('pass')
water (vater)
Harbour (r may be too strongly sounded)
that ('zat')
hello (like Scottish loch)
awful
jam ('zhem')
early (pronounced to rhyme with 'really')
sing ('sink')

Russian has no diphthongs, and does not differentiate between long and short vowels causing confusion between pairs such as:

bit beat
bear beer

Secondary stress tends to be lost in long words e.g. administration

Russian is more or less pronounced as it is spelt and students may try to pronounce English phonetically, silent letters: combl, castle may be enunciated.



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