

English for speakers of other languages (ESOL): Mapping provision for resettled refugees in the East of England

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Purpose

To map the ESOL provision in the East of England in order to recommend the language provision that should be commissioned so that resettled refugees have the opportunity to make a civic, social and economic contribution as soon as possible.

Recommendations

It is recommended that local authorities:

- Provide leadership to enable formal providers to combine various pots of funding and create a sustainable financial model for effective ESOL provision.
- Combine provision from formal and informal providers in order to maximise the impact on learners' levels.
- Create ESOL hubs using informal, community-based providers to ensure that the ESOL provided meets the needs of the resettled refugees.
- Use the resettlement tariff to fund transport for learners in rural areas or towns without established ESOL provision.
- Use ESOL childcare funding combined with the resettlement tariff to provide adequate childcare which reduces the barriers to learning for all learners and women in particular.

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2. Abbreviations

ACL	Adult & Community Learning (Essex)
ATN	Adult Training Network (Letchworth)
CAE	Cambridge Advanced Certificate in English
CEFR	Common European Framework of Reference for Languages
CELTA	Cambridge Certificate in English Language Teaching
CertTESOL	Certificate in Teaching English to Speakers of Other Languages
CPE	Cambridge Proficiency in English
CVS	Council for Voluntary Service
DELTA	Cambridge Diploma in English Language Teaching
DWP	Department for Work and Pensions
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
FCE	First Certificate in English
FGM	Female Genital Mutilation
HAFLS	Hertfordshire Adult and Family Learning
IELTS	International English Language Testing System
JSA	Job Seeker's Allowance
KET	Key English Test
MENA	Middle East and North Africa
NCLS	Norfolk Community Learning Services
Ofqual	Office of Qualifications and Examinations Regulation
PET	Preliminary English Test
OISC	Office of the Immigration Services Commissioner
PGCE	Post-graduate Certificate in Education
SEN	Special educational needs
QTS	Qualified Teacher Status
SFA	Skills Funding Agency
UNHCR	United Nations High Commission for Refugees
VCRS	Vulnerable Children's Resettlement Scheme
VPRS	Vulnerable Person's Resettlement Scheme

3. Executive summary

The Government has committed to resettling 23,000 vulnerable people under two schemes. Recent reports and research have recognised the importance of learning English to enable successful integration into British society yet there has been a 60% decrease in funding for ESOL since 2008/09. However, there is clear evidence for a dual return on the investment in ESOL classes – in financial but also in social terms. The Government has made available £10 million of funding for ESOL for the resettled refugees and set the guideline – as is the case in other European countries - of providing around 12 hours of ESOL per week.

Between December 2016 and March 2017 the regional coordinator mapped the needs of the resettled refugees as well as ESOL provision by formal and informal providers across the region, thus revealing the gaps in provision. This research has resulted in the following recommendations for local authorities:

- Provide leadership to enable formal providers to combine various pots of funding and create a sustainable financial model for effective ESOL provision.
- Combine provision from formal and informal providers in order to maximise the impact on learners' levels.
- Create ESOL hubs using informal, community-based providers to ensure that the ESOL provided meets the needs of the resettled refugees.
- Use the resettlement tariff to fund transport for learners in rural areas or towns without established ESOL provision.
- Use ESOL childcare funding combined with the resettlement tariff to provide adequate childcare which reduces the barriers to learning for all learners and women in particular.

4. Background

4.1 Background to the resettlement schemes

The Government has committed to resettling up to 20,000 Syrian vulnerable people selected by the UNHCR using the following criteria:

- women and girls at risk
- survivors of violence and/or torture
- refugees with legal and/or physical protection needs
- refugees with medical needs or disabilities
- children and adolescents at risk
- persons at risk due to their sexual orientation or gender identity
- refugees with family links in resettlement countries.

In addition, the Government has committed to resettle up to 3,000 children and their families from the Middle East and North Africa (MENA) region under the Vulnerable Children's Resettlement Scheme using the following criteria:

- those with specific medical needs or disabilities;
- survivors of or those at risk of violence, abuse or exploitation including sexual and gender based violence;
- children at risk of harmful traditional practices such as FGM or forced marriage;
- children without legal documentation, children in detention, children at risk of losing their refugee status;
- children at risk of not attending school;
- children associated with armed forces or groups, facing the risk of child labour or who already work;
- child carers.

The key difference to the VPRS is that these children and accompanying adults may have a variety of nationalities.

The vulnerable refugees under the VPRS scheme started to arrive in the UK in November 2015 and continue to arrive on an ongoing basis. At the end of 2016, 5454¹ adults and children have been admitted under the VPRS and by the end of April 2017 383 will be located in the East of England. Currently no refugees under the Vulnerable Children's Resettlement Scheme have been resettled in the East of England, although one family is due to be settled in Cambridge by the end of March 2017 and two others are being reviewed in Essex and Suffolk.

Whilst integrating these families and facilitating their journey towards self-sufficiency is of key importance to their future lives, it is vital to understand that these people have experienced extremely high levels of trauma before their arrival in the United Kingdom. Their needs are therefore complex and cannot be met purely by learning English. However, raising the level of English used by these resettled refugees will facilitate access to a wide range of other services in the UK without the additional costs incurred for interpreters.

¹ <https://www.gov.uk/government/publications/immigration-statistics-october-to-december-2016/asylum> (accessed 15/03/17)

4.2 Importance of learning English to assist integration

The Casey Review² into boosting opportunities and integration in our most isolated and deprived communities, which was commissioned in 2015, plainly demonstrated that creating a just and fair society is a cornerstone for British values. One study has estimated the economic and social costs of being a less integrated nation at £6 billion per year. The report states that the ability to use the English language is a strong enabler for integration and that communities with the lowest abilities to speak English are likely to be excluded from society as a whole, fuelling a negative cycle of poor labour market outcomes, poverty and therefore social exclusion. Casey also states that leadership is required at all levels in order to implement the efforts and strategies for community cohesion in a more robust manner. The integration of refugees resettled under the VPRS and VCRS provides an opportunity for local authorities to demonstrate these very leadership qualities.

Secondly, the All Party Parliamentary Group on Social Integration published its interim report into the integration of migrants in January 2017³ and, as part of a “*more holistic, centrally coordinated national strategy for the integration of migrants*” that is based on economic, civic and social integration, states that “*all immigrants should be expected to have either learned English before coming to the UK or be enrolled in compulsory ESOL classes upon arrival*”⁴. The APPG acknowledges that this would require “*the government to markedly increase ESOL funding as well as explore innovative policy ideas to increase the availability and take-up of English language classes*”⁵.

Thirdly, the policy brief on ESOL for formerly resettled refugees issued by the University of Sussex in October 2016 presents findings of research undertaken by the university that identifies gaps in provision and barriers to accessing language classes. It clearly states that

*“These [longitudinal analyses] indicated that better English language skills lead to more contact with British people over time (but not vice versa!). In turn, more contact with British people leads to better well-being over time (but again, not the other way around). That is, people need the necessary language skills before they can make these contacts, thereby highlighting the importance of ESOL classes.”*⁶

Research participants also stated that being able to learn English was a “*crucial part of being able to live independently in this country*”.⁷ Conversations with refugees resettled under the VPRS have confirmed their desire and aspirations to learn English and integrate into British society. Some of these are reflected in the case studies shown in this report.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575975/The_Casey_Review_Executive_Summary.pdf (accessed 01/03/17)

³ <http://www.socialintegrationappg.org.uk/reports> (accessed 07/03/17)

⁴ Ibid Principle 4

⁵ Ibid Principle 4

⁶ <https://www.sussex.ac.uk/webteam/gateway/file.php?name=policy-brief-on-language.pdf&site=252> (accessed 01/03/17)

⁷ Ibid Page 2

Case Study 1: A family resettled to Bedford arrived in December 2015 and found the adjustment to life in the UK difficult, especially since the father was unable to work. His English was extremely limited; he has low literacy in Arabic and possibly even a learning difficulty. Working with BRASS case-workers and tutors and after having more formal lessons, he slowly built up his confidence to be able to start work. Through contact with other Arabic speakers, he was able to start work at Domino's Pizza making dough. This man is now travelling from Bedford to St. Neots to work for around 15-20 hours a week. The family is therefore no longer subject to the benefit cap. "He's a changed man. Working has done wonders for his self-esteem." Ken Irwin, Bedford Borough Council & Nadia Laribi, BRASS. Bedford SRP Team.

Case Study 2: "One young lady arrived in December 2015. Her English level was Pre-entry (<A1) and she has worked very hard to now reach Entry Level 3 (B1). She has been active in community groups and has been receiving additional support for her English. Her ambition is go to university and she has just registered for an IELTS course, even paying part of the fees from her own money. We are delighted that the Home Office funding will enable us to make up the rest of the fees for her. We also have another lady who will join her on the way to starting a university course.

We have 3 men who wanted to take their driving test but found the English requirements difficult. They are travelling to Northern Ireland where they will take the practical test with Arabic language support before returning to Colchester. Essex County Council is now looking at how to support others who want to get their driving licence by teaching them the language they need to pass the test in English." Eddie Campbell, DNA Fresh Beginnings, Colchester

4.3 Significant funding cuts

Despite the importance of learning English in order for refugees to be able to integrate, as stated above, according to the Let Refugees Learn⁸ report issued by Refugee Action in May 2016, ESOL funding under the Adult Skills/Education Budget and managed via the Skills Funding Agency has been consistently cut since 2008/09 from £212m to £95m. The Parliamentary research briefing states that this figure was £90m in 2015/16⁹. This represents a 60% decrease. High-quality, formal provision via further education colleges and other accredited providers has therefore decreased accordingly. The Parliamentary research briefing also states that participation fell from 180,000 in 2009/10 to just over 100,000 in 2015/16. Indeed, further education colleges are incentivised by the funding guidelines to reduce the number of hours of ESOL that they provide.

As a consequence, refugees face such barriers as

- Long waiting lists
- Being assigned to inappropriate classes
- Gender barriers and
- Travelling long distances to find available provision.

The Let Refugees Learn report indicates that there is no ESOL strategy for England and that responsibility is divided up over several government departments including the Department for Work and Pensions. Although Jobs Centres are obliged to "mandate" ESOL lessons where this is a barrier to employment for a job-seeker, in August 2015 the funding

⁸ <http://www.refugee-action.org.uk/wp-content/uploads/2016/11/letrefugeeslearnfullreport.pdf> (accessed 01/03/17) Page 10

⁹ <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7905> (accessed 11/03/17)

for this scheme was cut by £45 million. When combined with the shrinking Adult Education/Skills Budget, this resulted in further cuts to ESOL budgets and lessons to such levels that, according to Refugee Action, “*the current provision is therefore not able to meet the basic needs or aspirations of refugees*”.¹⁰

4.4 Double return on investment

However, the Let Refugees Learn report also provides a solid argument for funding ESOL lessons for refugees based on a double return on this investment. It states that income tax/national insurance revenues would effectively reimburse the costs of providing ESOL classes within eight months of employment at the national average wage and 15 months at the lower wage of £18,000 per year.¹¹ Since the threshold for sponsoring additional family members not covered by the resettlement schemes is £18,600 per year, refugees are highly motivated to achieve this level of income. Although the report did not estimate tax/national insurance income over the working life of an adult refugee nor did it estimate the sums saved in benefits when a refugee is able to work over the long-term, it is clear that the direct financial benefits to the public purse are significant.

But the advantages are not merely financial in nature. There is clear evidence for the desire and aspirations of refugees to participate fully in life in Britain. Even where they are not working (e.g. due to caring obligations or advanced age), the ability to communicate in English significantly improves their social outcomes in terms of integration and lowers the impact of their presence on established communities, e.g. by reducing the need for interpreters when attending health appointments and communicating with schools etc. The social benefits of integration include reducing the impact of social exclusion and poverty, promoting community cohesion and participation as well as improving employment and social mobility.

Case Study 3: “One of our families wants to open a catering business preparing and selling Syrian food. Although the father’s English is at the pre-entry (<A1) level, he is a good communicator and proactive learner. He is very keen to take his driving test. His wife has been approached by the local school and is working towards becoming a teaching assistant whereas the daughter is keen to start work in an office or shop. We are hoping to arrange volunteering opportunities for the family soon.” Tim Leese, King’s Arms Project, Central Bedfordshire

Therefore, addressing the ESOL needs of the resettled refugees will reduce the impact on public funds on a much wider scale than simply receiving income tax/national insurance revenue and at the same time will sustainably improve integration, self-sufficiency and consequently community cohesion. This will ensure that these resettled refugees have greater opportunities as well as reduce poverty and social exclusion both for the current adults and future generations of these families. The combined financial and social return on investing in ESOL for these resettled refugees is therefore of key importance to the remainder of this report. It is undeniable that Casey’s call for leadership is also highly relevant.

¹⁰ Ibid Section 6 Page 26

¹¹ Ibid Section 7.4

4.5 Interim guidance on commissioning

The interim guidance on commissioning ESOL for the additional £10 million of funding for those on either of the two resettlement programmes published in December 2016 states that this funding should be used to promote integration and self-sufficiency. It also states the objective of each refugee receiving 12 hours per week of ESOL. The £10 million funding pot equates to £850 per person over the age of 19 to cover ESOL and transport. There is a clear preference for courses that involve social contact with others outside the Resettlement Schemes. The key principles are flexibility, integration, self-sufficiency and joined-up activities. The guidance also indicates a clear expectation of using accredited, formal provision using Ofqual-registered providers but recognises that this may not be available, appropriate or match the learners' needs. Local authorities are free to determine how best to use the funding but it should be used responsively to identify appropriate delivery arrangements. Up to 25% of the funding can be used for non-participation activities. These may include training, buying equipment as well as funding transport and overcoming barriers posed by disabilities and health problems. There is additional childcare funding available to support ESOL attendance. This funding can and should be combined with other funding pots to enhance the provision of ESOL in each area. These other funding sources include the Adult Education Budget through the Skills Funding Agency (or self-managed by local authorities), Education Funding Agency for 16-19 year olds, community budgets and the Controlling Migration Fund. The commissioning guidance also establishes the role of the regional coordinator to assist local authorities with identifying and establishing appropriate provision for refugees in the various areas.

This report will now briefly consider how languages are taught in other European countries that are also integrating large numbers of refugees from Syria and other countries.

5. Language provision in other European countries

5.1 General information from across Europe.

According to the Eurostat Asylum Quarterly Report published in December 2016 with the latest figures for the third quarter of 2016, the numbers of first-time asylum seekers in the 28 European Union countries reduced compared with the same quarter in 2015. Overall, there were 358,300 first-time claims in the third quarter of 2016. The figures for Germany, Italy, France, Greece and the UK make up nearly 90% of all first-time applicants. The table shown below indicates the numbers for both the third quarter of 2016 and the 12 months to September 2016.

Country	Third quarter 2016	12 months to Sep. 2016
Germany	237,000	761,680
Italy	34,560	108,645
France	21,710	86,735
UK	9,205	41,030
Sweden	5,030	105,060
Netherlands	5,025	33,035

Table 1: First time asylum applicants¹²

5.2 Germany: The Asylum Quarterly Report indicates that Germany is integrating 66% of the total number of first-time claimants across the European Member States. It has established language and orientation (integration) classes that are provided for 3 hours a day and last between 430 and 960 hours depending on the students' abilities and requirements. Learners therefore complete the courses to B1 (citizenship level in the UK and Germany) on the Common European Framework of Reference for Languages (CEFR¹³) within 9 to 18 months. It should be noted that B1 (Entry Level 3) is below GCSE level but enables a person to accept a low-skilled job and hold conversations at a basic level. More information on the German scheme is provided in the Appendix.

The results of a longitudinal study on the language and integration courses have demonstrated their effectiveness and sustainable results in terms of improving German language proficiency, increasing contact with Germans and better employment outcomes.¹⁴

5.3 France: Language courses are considered a right with free courses offered for up to 400 hours in France.

5.4 Sweden: In Sweden, classes are state-financed, take place over 15 hours per week and cover 525 lessons (therefore 35 weeks); they are always taught by qualified teachers. Since integration is of key importance in Sweden, jobs or internships have priority over language learning.

5.5 Netherlands: Learners reach B1 (citizenship level) in 3 years or 5 years if there are literacy issues. These classes are funded by a state loan. There are no minimum requirements for receiving the loan and students are assigned either to literacy (<A1), basic (A2) or higher level (B1/B2) courses. They are taught by qualified teachers and unqualified volunteers.

¹² http://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_quarterly_report;

¹³ For details refer to http://www.coe.int/t/dg4/linguistic/cadre1_en.asp (accessed 01/03/17)

¹⁴ http://www.bamf.de/SharedDocs/Anlagen/EN/Downloads/Infothek/Forschung/Forschungsberichte/fb11-integrationspanel-kurzfassung.pdf?__blob=publicationFile (accessed 01/03/17 in English)

6. Methodology

6.1 Mapping refugees' needs

After an initial set-up phase, questionnaires were sent to the caseworkers supporting the resettled refugees on 13/12/16 with the request that they were returned by 24/12/16. The questions asked are shown below:

- How many adult learners are you supporting?
- Are any adult learners not currently participating in ESOL classes? Why not?
- Are there any learners aged 16-18 not receiving ESOL classes?
- Have all learners had an educational assessment including ESOL?
- What ESOL levels do learners currently have (using CEFR)? How do you know?
- What barriers to learning have been identified?
- What formal ESOL provision are learners currently receiving?
- What informal provision is currently in place?
- What plans are in place for learners already in the UK from January 2017? Will the provision change/increase?
- What plans are in place for future arrivals?

6.2 Mapping formal provision

On 14/12/16 questionnaires were sent to the formal ESOL providers (further education colleges) across the region again with the request that they be returned before 24/12/16. These questionnaires asked for the following information:

- Course name & details
- Provider and contact details
- ESOL levels offered
- Total capacity of students
- Costs
- Does the class still have space?
- Will the class take place Jan-Mar and Apr-Jun 2017?
- Notes and additional information, e.g. on waiting lists

6.3 Mapping informal provision

Collecting information from informal ESOL providers across the region proved to be more complicated and a variety of methods was used to collect the necessary information. The local authorities and caseworkers were contacted, Peterborough CVS contacts were used and a strategy of locating multipliers was developed, i.e. asking larger scale organisations/committees to provide information on the informal providers and forward the form for completion to them. Information continued to be collected on informal providers throughout January 2017 and by 07/02/17 63 organisations/groups from across the region had completed the form. The information requested was as follows:

- Local authority
- Provider & contact details
- ESOL levels offered
- Course information
- Total capacity

- Funding
- Cost to students
- Does the class still have space?
- Will the class take place Jan-Mar and Apr-Jun 2017?
- Notes and additional information, e.g. on waiting lists

All of these questionnaires were followed up with telephone, email and in-person discussions to fully understand the needs and provision available. Discussions were also held with local authorities and caseworkers in January and February 2017 on how to uplift the ESOL provision in order to meet the needs of the refugees in line with the funding guidelines. Final discussions were then held in March 2017 to discuss the changes already made and plans for the future.

7. Summary of mapping outcomes

7.1 Needs of resettled refugees

All of the forms were returned by the caseworkers by 09/01/17. The information given showed that ESOL provision varies greatly across the region with some refugees receiving no tuition at all and others receiving as many as 15 hours per week. Despite some of the “tariff” allocation to the caseworkers being assigned for ESOL, 16 out of 145 adult resettled refugees were not receiving lessons across a number of local authorities at the time that the questionnaire was completed. The reasons for this included a lack of provision locally and in particular a lack of childcare as well as transport problems. Some refugees were attending formal provision in colleges (Peterborough, Southend). Others (Bedford, Ipswich) were in classes provided by informal providers. Some local authorities had put provision in place that combined formal and informal provision.

In general, the 80 learners that had been assessed had low levels of ESOL knowledge. Anecdotal evidence confirmed that this was also the case for those who had not accessed a formal assessment:

Level	Numbers
<A1	31
A1	39
A2	9
B1 (=citizenship level)	1
B2	0
C1	0
C2	0
Level not assessed but able to attend	61
Not attending (refusing, serious special needs)	4
Total	145 adults

Table 2: ESOL levels

Contrary to the expectations in the funding guidelines, none of the refugees were assessed as having English at B2 or higher.

All of the caseworkers stated the following as the key challenges and barriers to learning:

- childcare, including pick up/drop off times for school age children
- transport to and from classes
- low literacy levels, even in Arabic
- low educational levels with some refugees only having completed a few years of education in their home country
- a variety of levels and abilities being taught in one class

Other issues arising included:

- a lack of local provision
- medical and SEN issues, including stress and mental health issues that prevent students from attending regularly or at all
- the difficulty in obtaining reliable information from a) further education colleges, e.g. on availability, start dates, class levels, and from b) the Job Centre, e.g. on funding, transport costs etc.

Caseworkers covering smaller towns (e.g. in Central Bedfordshire, Essex & Hertfordshire) where a low number of refugees are spread out across a wide geographical area have had particular trouble in establishing ESOL provision to meet the needs of their learners whereas more urban areas (e.g. Cambridge, Colchester, Ipswich, Peterborough) have found it easier to provide ESOL classes to the refugees resettled in these areas.

The refugees were accessing the following number of hours of ESOL teaching in December 2016:

Local authority	0-4 hours	5-8 hours	9+ hours
Bedford	1	5	2
Cambridge	1	15	
Central Bedfordshire	7		
Essex	6		24
<ul style="list-style-type: none"> • Colchester • Tendring • Epping Forest • Uttlesford • Harlow 			
Hertfordshire	23	12	6
<ul style="list-style-type: none"> • Dacorum • East Hertfordshire • Hertsmere • North Hertfordshire • St. Albans • Stevenage • Three Rivers • Watford 			
Ipswich/Suffolk		25	
Norwich/Norfolk (first arrivals in Feb)			10 (from March)
Peterborough		11	
Southend on Sea	4		

Table 3: ESOL hours per week for adult refugees

Conversations with caseworkers indicate that all of the resettled refugees are extremely keen to work. Many are frustrated by their low level of English and want to progress quickly. Some are already volunteering or work shadowing. In fact, all 11 adults in Peterborough have volunteer placements in various organisations around the city. In Ipswich such shadowing and volunteering includes a former farmer working with a community garden and another refugee shadowing a police officer.

Refugees across the region have expressed an interest in working as beauticians, hairdressers, drivers, bakers and carers. These mostly reflect their work in Syria. Others had skilled jobs before and are looking to convert their qualifications for the UK. These include skilled construction workers, carpenters and bakers. Those who previously worked in professional jobs or owned small businesses are particularly keen to return to work that matches their background, aspirations and previous lives.

7.2 Formal regulated provision

By 05/02/17 all of the forms had been returned from the formal providers. Most colleges were offering Skills for Life qualifications at all levels. These are generally offered as part-time courses (2-7 hours a week) and very few full-time courses were available across the region. Colleges tended to only offer full-time courses for those aged 16-18, often combined with other subjects, e.g. maths. Providers/colleges were usually open to discussions and willing to help but gave their reason for not offering full-time courses as the lack of funding and/or low local demand for courses.

The colleges/formal providers offered a range of other courses, including Functional Skills, Gateway Qualifications, Cambridge Suite and International English Language Test System (IELTS), again usually in a part-time format. Teachers at the formal providers are qualified to the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) level or its equivalents (e.g. Trinity CertTESOL, Level 5 Diploma); some have advanced qualifications (e.g. DELTA – Diploma in Teaching English to Speakers of Other Languages) and others have school teaching qualifications (PGCE, QTS).

ESOL capacity is generally limited with waiting lists operating in some areas (Bedford, Essex, Peterborough, St. Albans, West Hertfordshire). The starting dates for courses are usually fixed and there is little or no flexibility to set up courses that start at other times. It is clear that formal ESOL provision over the summer months when colleges are generally closed will be close to zero.

Due to past funding guidelines associated with the funding cuts, Skills for Life courses tended to be offered on a part-time basis although there is no obligation to do so. These qualifications can be offered on a full-time basis – thus enabling students to progress quickly through the levels.

Local authority	Skills for Life	Cambridge Suite	Functional Skills	IELTS	Other qualifications
Bedford	X	X			X
Cambridge	X	X		X	
Central Bedfordshire	X		X		
Essex <ul style="list-style-type: none"> • Colchester • Tendring • Epping Forest • Uttlesford • Harlow 	X	X		X	
Hertfordshire <ul style="list-style-type: none"> • Dacorum • East Hertfordshire • Hertsmere • North Hertfordshire • St. Albans • Stevenage • Three Rivers • Watford 	X	X	X	X	X
Ipswich/Suffolk	X				
Norwich/Norfolk	X		X		
Peterborough	X		X	X	X
Southend on Sea	X			X	

Table 4: Types of exams offered

The manner in which the DWP “mandation requirement” is implemented across the region varies significantly between various local authorities. For example, work coaches in Central Bedfordshire and Bedford Borough have referred learners to ESOL provision and this has proved useful since the DWP also covers transport costs to the course. Work coaches also referred refugees to ESOL provision in Cambridge but were unfortunately not able to resolve the childcare issues associated with young children. In other areas, however, there appears to be no provision at all in place or alternatively work coaches are not aware of the obligation or provision and are thus not referring refugees. Caseworkers have also reported that the DWP has relied on the caseworkers/local authorities themselves to provide ESOL classes.

7.3 Informal provision

There is a wide range of informal, non-regulated provision available across the region. This includes provision offered by organisations focusing on education, cooperation with Job Centres, community provision offered by regulated providers and small community/faith groups/charities. The types of provision on offer included classes (with or without childcare) lasting for a few hours a week. These may be accredited and funded or could be paid for by students themselves. Across the region there are also café-style meetings and other conversation activities with volunteers spending time with speakers of other languages to help them with their English.

In Cambridge and Norwich there are a number of private language schools. Most of these were willing to provide information about their classes and were generally very positive when approached about the Resettlement Schemes. One private school in Cambridge offered reduced fees and 2 were even willing to sponsor students.

Although classes organised by or in association with regulated providers/commissioning organisations (such as HAFLS (Hertfordshire), Realise Futures (Ipswich) and ACL (Essex)) and funded community groups/charities tended to be taught by qualified teachers, this was not the case for the more informal providers (such as café-style lessons). In many cases providers are using volunteers to assist attendees and these may be unqualified. This is also a popular activity for retired school teachers.

Provision often takes place at times to suit local people, e.g. women's groups in the morning, evening classes in some cases. Some provision is limited to specific groups of people and is not open to others who do not meet the specified criteria. These include groups for women, refugees or those resident in a particular locality.

More rural areas, such as Central Bedfordshire, Hertfordshire and Essex, have fewer informal providers, especially in smaller towns. This adds to the difficulties that local authorities and caseworkers face when looking for sufficient and appropriate provision. This issue is compounded by the lack of formal provision and/or the need for refugees to get transport to the nearest provision, which is frequently in larger towns or cities that are located some distance away.

Placing low numbers of refugees (e.g. 1 or 2 families) in small towns away from larger towns and cities decreases their opportunities to access ESOL whilst increasing their transport requirements and costs. This means that a disproportionate amount of the tariff and additional ESOL funding is spent on transport rather than on ESOL teaching, reducing ESOL contact hours, so limiting learner outcomes and therefore integration. However, there is less competition for entry level work in these areas thus making it easier for refugees to find paid work. Recommendations and solutions to this issue are found in Section 10.

Case Study 4: "A family arrived in Hertfordshire in December 2016. Two older sons arrived with English at Entry 3 (B1) level. They have both found work at McDonalds – one son is working there full-time and the other is working part-time whilst attending a full-time college course. The parents are very keen to find work as soon as their English is at an appropriate level." Hannah Picking, Refugee Council, Hertfordshire

Local authority	Private language school	Small community/charity	Large community / charity	Café style	Conversation only	Other incl. work-related & 1to1
Bedford	2		2			1
Cambridge	7	3		1	2	
Central Bedfordshire			1			
Essex <ul style="list-style-type: none"> • Colchester • Tendring • Epping Forest • Uttlesford • Harlow 			4			1
Hertfordshire <ul style="list-style-type: none"> • Dacorum • East Hertfordshire • Hertsmere • North Hertfordshire • St. Albans • Stevenage • Three Rivers • Watford 	1	2	6		2	
Ipswich/Suffolk		1	1	2		
Norwich/Norfolk	5		5	1	2	
Peterborough	1	3	3	1		2
Southend on Sea		1				

Table 5: Types of informal provision available to all ESOL learners

Funding comes from a variety of sources, as shown in the table below. Larger community groups are able to access Skills Funding Agency / European Social Fund funding or may be funded through local authority commissioning organisations. Many of these larger providers are concerned about their future funding sources amid fears that funding may be withdrawn (June 2017 was a common date stated for the expected end of funding). Funding issues place a limit on the number of students who can attend and many providers have waiting lists for the more formal classes and even for the informal provision types. Some providers limit the number of attendees in order to provide good service to those who have a place. Larger providers frequently also provide other services to migrants. These include assistance with Life in the UK tests, immigration advice and help dealing with benefits.

However, most of the small community groups/charities and café/conversation type classes are not externally funded at all. Some may charge a nominal fee but most are funding this type of activity through the community group/faith group/charity.

Local authority	Student fees	Community / charity – no external funding	Community / charity – external funding SFA / ESF, local authority	Minimal / voluntary charge	Free to students (include providers listed in other columns)
Bedford	2	2	2		1
Cambridge	9	1	1		3
Central Bedfordshire			1		1
Essex <ul style="list-style-type: none"> • Colchester • Tendring • Epping Forest • Uttlesford • Harlow 	1	2	1		3
Hertfordshire <ul style="list-style-type: none"> • Dacorum • East Hertfordshire • Hertsmere • North Hertfordshire • St. Albans • Stevenage • Three Rivers • Watford 		2	4		6
Ipswich/Suffolk		2	1		3
Norwich/Norfolk	5	2	5	2	7
Peterborough	2	4	4		5
Southend on Sea		1			1

Table 6: Types of funding

8. Gaps identified in provision and issues arising

8.1 Formal provision

Full-time courses: Due to the 60% cut in ESOL funding since 2008/09, formal, accredited providers (further education colleges) across the region no longer generally have the capacity to provide full-time courses. They are also reluctant to increase capacity based on the new funding alone, in particular because this funding pot does not even come close to making up for past funding cuts. Some local authorities are applying for funds from the Controlling Migration Fund¹⁵ to increase ESOL provision in their areas so it may be possible to increase capacity by combining the Controlling Migration Fund, funding under VPRS/VCRS, community budgets and the adult skills/education budgets (whether directly managed or covered by the SFA).

Smaller FE colleges, e.g. Central Bedfordshire College, were found to have stopped providing ESOL courses altogether, whilst those serving larger, more rural areas, e.g. West Herts College, were likely to having limited capacity and waiting lists for their ESOL courses.

Literacy: Again as a result of the funding cuts, formal providers have reduced their capacity to provide courses for those with low levels of literacy and educational attainment. Therefore, refugees under the VPRS/VCRS have little or no access to courses that meet their needs in terms of improving literacy.

Childcare: The same funding cuts have led further education colleges to close childcare facilities that previously existed.

DWP/job centre “mandated provision”: Although DWP work coaches are obliged to “mandate” ESOL classes where those in receipt of Job Seeker’s Allowance have a recognised need for ESOL, the implementation of this obligation varies across the region. Whereas in other parts of the country, e.g. the major cities in Yorkshire, this system is established and operates well, in much of the Eastern region there is either no provider in place, the work coaches are not aware of the “mandation obligation” or are simply not referring refugees to this provision. This is a further example of the reduction in formal provision as a result of the funding cuts stated above.

8.2 Informal provision

There is a wide range of informal providers available across the region (see Section 7.3). To some extent the private and voluntary sectors have taken on the challenge of providing ESOL to make up for the reduction in provision by the formal sector. However, such provision remains patchy, variable in terms of quality and often poorly organised. There are examples of well-organised, large-scale informal provision across the region, e.g. DNA Fresh Beginnings in Colchester and Adult Training Network (ATN) in Letchworth.

Although Ipswich, for example, has an excellent system of sharing information about local informal providers and a local steering group where the providers meet on a regular basis, in many other areas there is little ESOL-only information sharing in place. Where information sharing does exist, it is usually part of the wider Adult Skills agenda. The lack of shared information results in small groups undertaking good work but this takes place without the knowledge of the local authority, other interested organisations or the formal providers. Small community organisations frequently lack the capacity and resources to expand their

¹⁵ <https://www.gov.uk/government/publications/controlling-migration-fund-prospectus> (accessed 01/03/17)

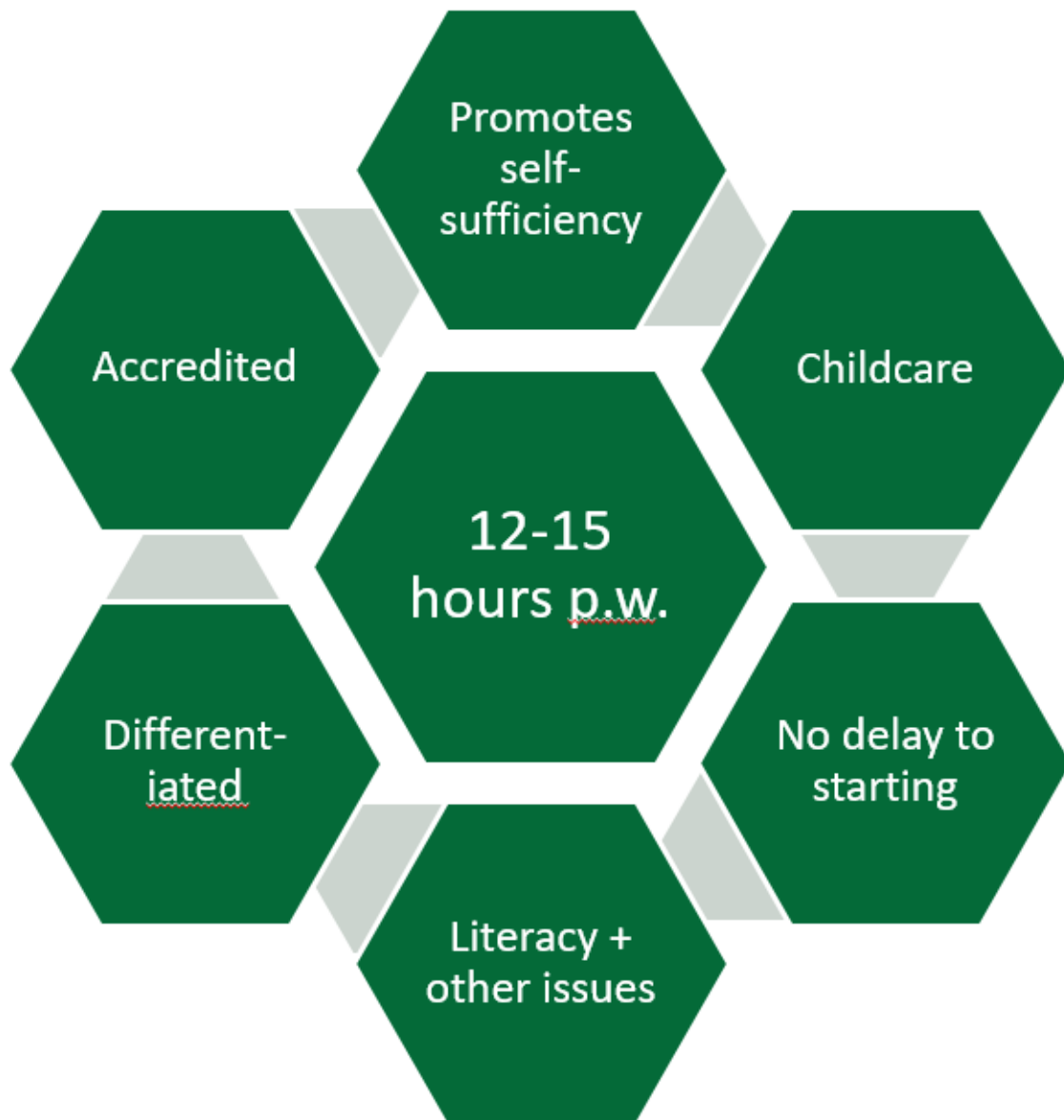
work. They often feel they are doing the best they can using the limited resources they have available to them.

8.3 Transport

Whereas larger cities and towns have a number of adult refugees in a small geographical area, transport distances, times and costs remain a barrier to learning for refugees placed in low numbers in small towns in Central Bedfordshire, Hertfordshire and Essex. Overcoming this barrier to learning is particularly important for them. The first priority in these areas is to ensure a significant level of provision rather than the low levels currently in place. Since some of the learners are elderly, have disabilities or were victims of torture, using public transport to attend class is not always feasible especially when the classes need to be timetabled to cater for school drop-off/collection times. Local authorities are investigating how to cover the costs of taxis/car trips, e.g. through Job Centre funding, using the caseworkers' tariff and some of the £850 per person allocated under this scheme (see key recommendations below) in order to provide meaningful provision in these areas.

9. Key characteristics of ESOL provision for refugees

To bring the ESOL provided across the region into line with other European countries and to match the funding guidelines issued by the Home Office, the ideal course structure for the resettled refugees would have the following characteristics:



10. Recommendations to increase quantity & quality of ESOL provision

Key recommendation:

Councils to provide leadership to enable formal providers to combine various pots of funding and create a sustainable financial model for effective ESOL provision.

10.1 Unless and until it is possible to increase the funding issued to formal, regulated providers of ESOL, the restrictions on the availability of courses, the number of hours offered and the range of courses will continue at current levels. Indeed, if funding is reduced further or colleges set other priorities, the availability could fall even further.

The expectations of formal providers with regard to student attendance and progress are low and – as a result of the Skills Funding Agency guidelines - it has become the norm to expect learners to take classes for a few hours a week over a number of years. This approach hinders integration and does not match learners' expectations and aspirations. A change in mindset is required to ensure refugees – and indeed other migrants – are able to learn English successfully in order to be able to integrate into British society. Leadership that provides information on the true return on investment and benefits to the individual and society as a whole when a refugee becomes fluent in English may assist in improving outcomes and enabling refugees to achieve integration quickly. Local authorities can assist formal providers to increase the number, range and effectiveness of the ESOL provision by establishing strategies to combine various funding pots in order to create a sustainable financial model. Only local authorities can submit an application to the Controlling Migration Fund, even if another partner delivers the service. It is therefore incumbent upon the local authorities to provide this leadership.

Key recommendation:

Since formal providers frequently no longer have the capacity to provide 12-15 hours of ESOL per week, this report recommends combining provision from formal and informal providers in order to maximise the impact on learners' results. Indeed, where this has been done, the outcomes of the learners have already demonstrated a significant improvement.

10.2 In fact, however, the best outcomes in the region (see below in Section 12) have come from not attempting to increase the number of hours provided by formal providers/further education colleges but rather using this provision where it is available and combining it with informal provision provided by local charities/community groups. This enables learners to have access to a wider range of opportunities to learn English, such as 1to1 tutors, conversation-only activities etc., which suit the learning needs of a variety of people.

Key recommendation:

Create ESOL hubs using informal, community-based providers to ensure that that the ESOL provided meets the needs of the resettled refugees.

10.3 In order to establish the variety, flexibility and value for money that is required to meet the needs of the resettled refugees, this report therefore recommends the creation of ESOL hubs. It is recommended that local authorities identify community organisations/charities in each location and support them to become centres of excellence for ESOL in their areas.

This echoes the recommendations for improving ESOL provision found in the Locked out of Learning report by Refugee Action to “*facilitate a national framework of community-based language support*”¹⁶.

These community-based hubs would

- Provide ESOL lessons to supplement/complement what is available locally from formal providers/further education colleges, including providing accredited qualifications
- Offer literacy courses to low level learners
- Involve 1to1 or 1to2 tutors, including in learners’ homes to reduce gender-based barriers to learning and also for those with complex medical issues
- Offer café/conversation style classes
- Provide family learning opportunities
- Need to register as or have access to exam centres so that they are able to provide accredited exams
- Be funded by combining adult learning/skills/education budgets, such as the SFA, ESF, community funding, VPRS/VCRS & Controlling Migration Fund
- Open all activities to learners who are not on the Resettlement Schemes (funded again through the Skills Funding Agency/adult education budgets, community budgets and the Controlling Migration Fund) to encourage integration, community cohesion and self-sufficiency as well as to improve the outcomes even for those not on the VPRS/VCRS
- Employ qualified teachers (paid) and unqualified volunteers
- If possible, offer childcare on-site
- Cooperate with others, including the caseworkers, in order to offer
 - work-based/employability/volunteering opportunities
 - cooperation with the DWP/job centre
 - courses to enable refugees to pass their driving test
 - transport options
 - referrals to mental health services
 - OISC accredited advisers
 - benefits experts etc.
 - other childcare options, e.g. accredited / registered childminders

Case Study 5: “Although we contacted our local college about ESOL classes for our refugees, we found that they were not able to provide a flexible programme. For example, we needed to start classes after people had dropped their children at school. We have found working with Community Action Dacorum to be much more beneficial for our learners. We are now looking to expand the number of hours to 12 per week. This will be a mixed programme with a combination of formal classes with other students, some lessons exclusively for the Syrian learners, 2 hours a week specialising in reading, 2 in writing and some 1to1 or 1to2 tuition for each learner. It means that we will be able to meet everyone’s needs and help them progress quickly.” Layna Warden, Dacorum Borough Council

¹⁶ http://www.refugee-action.org.uk/wp-content/uploads/2017/02/Locked_out_of_learning_briefing_paper_February_2017.pdf (accessed 07/03/17). Page 10.

10.4 Building capacity for informal ESOL hubs is not simply about providing funding – although that will be the case for some groups – but rather also providing training and assistance to enable small community groups to increase their capacity and therefore act in a more professional manner so that they can offer all of the services stated above. Such measures would include:

- Providing training to the leaders to establish and maintain well-run groups
- Sharing knowledge gained by established groups who are experienced in dealing with refugees, such as DNA Fresh Beginnings in Colchester, BRASS in Bedford and ATN in Letchworth
- Training volunteers and 1to1 tutors
- Enabling groups to employ qualified teachers
- Supporting café-style, conversation and befriending groups
- Enabling groups to register as/access exam centres
- Enabling groups to be accredited for Skills Funding Agency¹⁷ funding and able to bid for contracts
- Accessing support from local CVS or similar organisations to gain an understanding of best practice.

Such groups are more flexible than formal providers. This is a vital characteristic when dealing with people who have suffered trauma and by definition are vulnerable. The needs of the resettled refugees are complicated and meeting their aspirations demands a variety of approaches that can cater for each individual's requirements and aims. In some cases, medical appointments by necessity have priority over English classes, resulting in difficulties for formal providers where funding depends on a certain level of attendance. Informal providers can provide learning opportunities that suit a wide range of needs.

Key recommendation:

Use the resettlement tariff to cover transport costs and establish provision in small towns.

10.5 Transport costs: The challenges listed in Section 8.3 with regard to transport availability, costs and times as well as the low ESOL provision available in small towns result in the recommendation to ensure money from the tariff is used in order to reduce the barriers to learning in these areas. With regard to future arrivals, it would be ideal if they can be located in towns that already have resettled refugees and/or in neighbouring towns/districts where groups of 10 or more can come together so that the provision is economically justified. There is also the option to share provision with neighbouring councils – Central Bedfordshire and Bedford as well as East Hertfordshire and West Essex are examples where this sharing has generated larger, more viable classes and thus improved provision (see Section 11). Where rural housing is provided by faith communities or there are other types of community

¹⁷ <https://www.gov.uk/guidance/skills-funding-register-for-opportunities-to-tender>

sponsorship, local authorities should request that these communities assist in providing informal ESOL to the families resettled in those areas.

Key recommendation:

Use ESOL childcare funding, combined with the resettlement tariff to provide adequate childcare which reduces the barriers to learning for all learners and women in particular.

10.6 Childcare: Since formal ESOL providers have frequently closed their childcare facilities, finding appropriate childcare has proved to be challenging, especially for children under the age of 3 years. Locating registered childminders has proven to be a more flexible model than using nurseries in some cases. These childminders can – depending on the situation – provide childcare where the classes take place, receive the children at their home or even collect and drop them off at the teaching location. Formal ESOL providers are frequently not open to providing childcare on-site, citing such concerns as insurance, and expect this issue to be resolved by the caseworkers away from the college’s premises. Current solutions in place include:

- Using local nurseries (where necessary, efforts are being made to build their capacity)
- Accessing childcare where available with formal providers and
- Enabling parents to drop off children with childminders before going to the class.

However, in some locations there is still no childcare in place to match the timing of the ESOL classes. In some cases parents are taking turns at attending classes; in other cases mothers with babies or toddlers do not want to leave them in childcare and would prefer to have classes at home. In other locations, local authorities are working on expanding the childcare arrangements before increasing the number of ESOL hours offered. The gender-based barriers to learning have not been fully overcome. Doing so requires a flexible approach that takes into account each family’s situation and aspirations. Caseworkers should be willing to challenge instances where there is no genuine impediment to a woman accessing ESOL provision.

11. Impacts of joint planning on ensuring ESOL access

By the end of March 2017 learners were now accessing the following hours of ESOL lessons:

Local authority	0-4 hours	5-8 hours	9+ hours
Bedford	5		3
Cambridge	13		7
Central Bedfordshire			7
Essex <ul style="list-style-type: none"> • Colchester • Tendring • Epping Forest • Uttlesford • Harlow 		6	34
Hertfordshire <ul style="list-style-type: none"> • Dacorum • East Hertfordshire • Hertsmere • North Hertfordshire • St. Albans • Stevenage • Three Rivers • Watford 	20	21	7
Ipswich/Suffolk	4		25
Norwich/Norfolk			10
Peterborough		11	
Southend on Sea	4		

Table 7: ESOL hours – March 2017

Whereas in December 2016 only 22% of the resettled refugees were accessing 9+ hours of ESOL per week, by the end of March 2017 this had increased to 53%. The percentage accessing 0-4 hours per week had fallen from 30% to 25% in the same period. Once the second Cambridge class is up and running, 59% of students will be on 9+ hours per week and just 19% on 0-4 hours per week.

11.1 The main impacts from joint planning have arisen from combining learners in different local authorities in order to establish viable classes. This has been the case in two areas:

- West Essex and East Hertfordshire (see case study below) and

Case Study 6: “Through our partnership arrangements 3 families are currently resettled in the West Essex districts of Epping Forest, Uttlesford and Harlow. Post-arrival formal ESOL was a challenge to set up due to constraints faced by the ESOL provider around minimum learner numbers that were needed to arrange appropriate classes. Working with the regional coordinator has meant that Essex were able to add 5 learners from East Hertfordshire thus creating a viable class. These learners are now receiving 6 hours a week of ESOL and we are negotiating with informal providers in Harlow and looking at the viability of an additional venue in Stansted - all with the aim of increasing ESOL support in the future to help the current families resettle and integrate.” Christopher White, SVP Resettlement Programme Lead, Essex.

- Central Bedfordshire and Bedford Borough where discussions are ongoing on combining learners into one class and then commissioning classes to meet their needs.

Case Study 7: “Working with the regional coordinator has greatly helped us to gain a clearer picture of what ESOL training is available locally and to understand the type of challenges we share with other caseworkers in the Eastern Region. The coordinator’s expertise on what good ESOL provision looks like has helped us with approaching providers and asking for solutions. We now have a far wider range of local ESOL training options which are more suited to the different needs and abilities of the refugees we work with.” Tim Leese, King’s Arms Project, Central Bedfordshire.

In addition, initial discussions have been held for county-wide ESOL planning for the refugees in Hertfordshire using a county council commissioning organisation. This will ensure a coordinated response by an experienced commissioning organisation rather than a piecemeal approach being applied by each local authority.

Case Study 8: “The families resettled in Hertfordshire are spread out across the county and this made establishing ESOL difficult due to low numbers in each location. As a result of the regional coordinator’s work, we now intend to use Hertfordshire County Council’s Adult and Family Learning Service (HAFLS) to coordinate and commission formal and informal providers to ensure that all of the learners receive a good level of ESOL classes.

Our learners in East Hertfordshire are now attending classes in Essex. We still have challenges in terms of transport costs and providing ESOL to mothers with young children as well as those with complex medical needs. All of our learners want to learn English and are keen to integrate. 90% of them attended a recent employability and volunteering event.” Hannah Picking, Refugee Council

The availability of the ESOL and childcare funding has changed the situation in Cambridge, where there are 20 adult learners and a number of young children. Previous ESOL solutions were not able to take the childcare issues into account. Cambridge Regional College had a number of other learners who wanted full-time classes but was unable to assemble a viable class because the numbers were too low. Discussions between the college, City Council and regional coordinator have enabled 7 of the adult learners to start a full-time course (20 hours a week) from mid-March. The remaining 13 learners will also start a full-time course once the college has recruited an additional teacher. The childcare issue has proven to be difficult to resolve but a plan is now in place to use the childcare funding to significantly expand nursery provision close to the college. This will enable learners to leave their children in a nursery whilst they attend ESOL classes.

Case Study 9: “We have welcomed families to Cambridge from late 2015 but have consistently found providing ESOL to be a challenge, especially with the childcare issues. Once we understood the funding that was available and how it could be spent, this opened up possibilities for our learners that did not previously exist. We very much value the regional coordinator’s input and advice which has enabled us to set up the classes at the college.” Maryam Mirza, Cambridge City Council.

12. Key learning/good practice

The key learning from around the region relates, firstly, to combining formal, regulated provision with informal provision or, secondly, not using formal provision at all. Good practice from such combination strategies across the region includes:

- Adult Training Network (ATN) in Letchworth, a registered charity and company limited by guarantee financed by HAFLS (local authority commissioning organisation), is using the Skills for Life core curriculum to provide 15 hours of ESOL a week.
- Bedford Borough is currently combining 9 hours of tuition via NOAH Enterprise (a charity based in Luton) with 1to1 tutoring. The first refugee in the region to enter paid employment gained the confidence to start working via this programme. NOAH Enterprise is now also providing classes to refugees in Central Bedfordshire.
- DNA Fresh Beginnings in Colchester, an established and experienced migrant support organisation, is able to provide 6 hours of ESOL per week via Adult Community Learning (ACL) (local authority commissioning organisation in Essex) & Colchester Institute plus 6 hours at their own lessons. They are supporting the first refugee who has registered on an IELTS course with the aim of studying at university in future.
- The Norwich Workers Educational Association (WEA) has been commissioned by Norfolk County Council to provide 16 hours of ESOL per week to their recent arrivals. They are using the Good Things Foundation's 'English My Way'¹⁸ course, a blended learning programme funded by the Department for Communities and Local Government's English language competition¹⁹, which was designed especially for those with low literacy in their first language.

¹⁸ <http://www.englishmyway.co.uk/>

¹⁹ <https://www.gov.uk/government/news/thousands-to-benefit-from-exciting-new-ways-of-learning-english>

13. Future role of the regional coordinator

In addition to providing ongoing advice, coordination and support to the local authorities and caseworkers, the regional ESOL coordinator will continue to address the following issues:

- 1) Establish pilot projects for ESOL hubs to meet the needs of the resettled refugees. This will focus on increasing the capacity of informal providers as stated in Section 10.3. Local authorities are invited to be considered as pilot areas for these ESOL hubs.
- 2) Analyse, select, provide training on and distribute best-practice courses for improving literacy.
- 3) Understand and improve the implementation of the DWP “mandation” scheme so that recipients of Job Seeker’s Allowance are able to access ESOL classes across the region.
- 4) Investigate English teaching materials available via smartphones/tablets and computers to complement other ESOL provision.

These four activities will ensure that the refugees resettled in the East of England receive 12-15 hours of ESOL per week that is appropriate to their needs, meets their aspirations and enables them to integrate into British society as quickly and effectively as possible.

14. Appendix

14.1 Details of provision in Germany

Germany has a well-established system in place for language teaching and integration. Average learners, i.e. those with good literacy skills and a high school education in their own countries, complete 600 language teaching hours to reach B1 level – citizenship level in both Germany and the UK. This is divided into 2 modules each of 300 teaching hours. The modules are further sub-divided into 3 modules of 100 hours each. There is a national framework in place and tests at the end of each module and module with a final exam at B1 level. Language courses are followed by 100 hours of a so-called “orientation course” covering Germany history, culture and law. A binding national curriculum is provided. Learners are expected to attend full-time, i.e. 3 hours a day. It takes 40 weeks to complete the language course plus 6 weeks for the orientation course. There is recognition that the standard course does not suit all learners so there is also an intensive course for fast learners (400 hours of language teaching plus 30 hours for the orientation course). On the other hand, there are separate courses for special groups, including 960 hours (64 weeks), i.e. an additional 300 hours (20 weeks), to teach literacy where needed or provide additional information necessary for women, parents and young people not in education. A national curriculum is provided for all of these classes.²⁰

To reach B1 (citizenship level):

- Standard: 600 teaching hours + 100 hours orientation*.
- Quick learners: 400 teaching hours + 30 hours orientation
- Special groups (literacy, caring): 900 teaching hours + 60 hours orientation.



*“Orientation” = integration lessons

²⁰ <http://www.bamf.de/DE/Infothek/TraegerIntegrationskurse/Paedagogisches/InhaltAblauf/inhalttablauf-node.html> (accessed 01/03/17 in German)