**Halima’s Journey**

Halima moved to the UK 8 years ago to join her new husband. At the beginning of her journey towards getting a job she has three children aged 7, 4 and 18 months. She has a little spoken English, but has relied on her husband to deal with things that need more English skills. In her daily life, Halima doesn’t need to use English very much. Her children are bilingual and also help with translating for her.

Her husband works for a food wholesale and distribution company. He’s a bit concerned about Halima doing things outside of the home, but doesn’t want her to be bored or unhappy. He’s not that keen on her getting a job, but realises that she will probably want to when the children are older. He also knows that they could do with the extra money. It takes Halima about 6 years to move into a part time job.

The journey sketched out below touches on only some of the complexities involved for many people. It hints at the ‘stop-start’ pattern that for many is the route to learning, skills and employment. It is meant to illustrate some of the challenges for people – in their personal and family lives, and in accessing the kind of provision and other support that is needed to help them reach their goals.

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<th>Access and contextualised first steps learning</th>
<th>Entry 1 &amp; 2 ESOL contextualised with retail</th>
<th>Entry 3 with employability &amp; job</th>
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<td><strong>2 years</strong></td>
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**Halima starts ESOL classes at the local mosque (LSC Family Learning).** Her husband doesn't mind her going and she can take the baby. After 6 months learning English as well as more about UK schools, jobs etc, her teacher suggests a college class.

**Halima hears from a friend about Community Language – a community organisation that has an ESOL course with a crèche (LDA ESF).** Her friend goes with her to join. She has forgotten some of her English, but begins to pick things up again.

**A year later, the toddler is now at the school nursery.** The people at Community Language have kept in touch and Halima goes back. She has to 'relearn' some things, but after a year she achieves 'Entry 1' ESOL in reading & writing, and 'Entry 2' in speaking and listening. The course also includes some customer care skills, learning about the UK retail sector and visits from local employers.

**With the support of the Community Language volunteer, Halima's starts on a course at the local college (LSC FE).** After 6 months, her English is continuing to improve, but she’s frustrated because the course doesn’t help her to learn about the job she wants to do.

**After about 6 months, Halima talks to the volunteer at Community Language again, who goes back to the college with her.** The college uses its new Individual Employability Plan to help map out what Halima needs to reach her goal. This results in a combined ESOL and retail course in the college as a first step. (LSC/LDA ESOL Transition Fund) After 2 years, Halima gets Entry 3 ESOL, customer care and employability qualifications.

**Halima’s oldest child is now about to go to secondary school.** He is anxious and Halima misses quite a lot of her course. She gets depressed because she wants to work but she can’t find the right course, her husband isn’t keen and she worries about the children.

**Through the Local Employment Partnership, Halima moves into a two week pre-employment training course at Jobs4You (LSC Train to Gain and JCP support).** She has an interview with a local employer and gets a part time job (to fit in with the children), with ESOL and retail training (LSC Train to Gain).