

Annual Report 2021-22

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Lekcje angielskiego Các Lớp Tiếng Anh 英文课
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Fasallada ingiriisiga دُروس الانكليزية Cours d'anglais
کلاسهای زبان انگلیسی Dersên Îngilîzî ইংরেজী ক্লাস
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The ESOL landscape is complex and can be difficult even for professionals to navigate. This is due in part to shifting funding patterns and resulting changes in provision, confusion around eligibility for free courses and barriers for dormant learners, many of whom have lived in the UK for 10+ years and never accessed formal ESOL.

In addition, the wider context of Brexit has continued to introduce new shocks and uncertainties to an already complicated system and global factors such as the evacuation of Kabul and the war in Ukraine have reshaped demand.

In response, the Camden and Islington ESOL Advice Service (EAS) mission is to help every learner who needs access to English to find a course that suits their needs so that they can take the next step in their lives without being held back by language barriers.

In order to achieve this, the service designs its IAG infrastructure to be adaptable to both ongoing learner needs across the spectrum of learner profiles (e.g. long-term dormant learners, newly arrived refugees, transient asylum seekers) and external global changes and challenges.

By partnering with all known ESOL providers and services working with people with ESOL needs, the hope is that greater resilience can be built into the sector so that anyone who needs, provides or funds English language training can access the information they need to make the best evidence-based decisions for themselves and those they work with.

The strategic aim is to build a model that can be replicated across London (and beyond) that streamlines ESOL IAG through establishing:

- a referral network across multiple services (including health, education and employment) enabling learners (and those who work on behalf of them) to find a course that suits their needs from one single point of contact (SPoC)
- a central database mapping supply and demand that provides the overview and evidence base for more accurate decision making and makes the most responsive and effective use of limited ESFA funding
- a bespoke technical infrastructure (website and database) which matches learners to provision across London quickly and easily in real time

This report is a research document produced by the Camden and Islington ESOL Advice Service providing statistics on the demographic profile of ESOL learners in the borough, including information about their needs, interests, aspirations and the barriers that they face to fulfilling their learning goals.

The report also serves as a snapshot of the current demand for ESOL in specific geographic areas of the two boroughs with a view to providing evidence to assist ESOL funders and providers with future planning to meet demand as effectively as possible.

The report is shared with local ESOL providers, local and national organisations that work with migrant communities and national research bodies.

Thank you to Shao-Lan Yuen for her management of the service and inspiration throughout the year; Mark Isherwood for his support, guidance and championing of the service; Steven Bray for his meticulous attention to detail in Marketing and MIS, including compiling and designing this report; Adeebah Shaheeduddin for her positivity, energetic co-ordination of the service and drive to establish streamlined systems as well as for her EAS advisor role; Malgorzata Jakubowska-Chaaban (Islington EAS coordinator) for steadfast commitment to learners, relationship building across the spectrum of providers and community venues and expansion of the service across the borough; EAS community partners who enabled us to reach isolated people in the community and collect and collate their data for use in this report; the EAS network of providers and representatives from local authorities and the GLA, for their time, advice and guidance.

We would also like to thank staff and managers at libraries across Camden and Islington for hosting regular ESOL advice sessions prior to national lockdowns and continuing to help learners access the service during and after; work coaches and managers at Jobcentre Plus (JCP) offices for hosting regular ESOL advice sessions; our ESOL provider partners for helping learners referred to them and reporting to us when vacancies in classes are available; and finally, the organisations and individuals who have supported learners across the borough to access the service.

Camden and Islington ESOL Advice Service

July 2023

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Context	4
The ESOL Advice Service	4
August 2021 - July 2022	6
The Data	7
CAMDEN & ISLINGTON	
Camden Context	8
Islington Context	9
Region of Origin	10
Immigration Status	12
Seeking Protection in the UK	13
Languages	14
Gender	15
Age	16
Schooling	17
Employment Status	18
Income and Benefits Status	20
Referral Routes	21
Distribution and Census Data	22
Length of Time in the UK and Experience of ESOL	24
ESOL Levels and Literacy	27
Reasons for learning English	29
Embedded ESOL	29
Preferences	30
Children and Crèche Needs	31
Outcomes	32
Barriers to learning	33

EMERGING FROM THE PANDEMIC

Resilience and creating new opportunities	34
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CONCLUSION

Conclusion	36
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APPENDICES

Appendix 1: EAS Neutrality Statement	38
Appendix 2: Level Descriptors	38
Appendix 3: Regions	39
Appendix 4a: EAS Local Partnership Network Map	40
Appendix 4b: EAS Local Partnership Network Map Key	41

CONTEXT

ESOL (English for Speakers of Other Languages) courses are vital for over 330,000 Londoners aged 19 or over who are unable to speak English well or at all (Source: Census 2021). They provide a gateway for people who are settled or soon to be settled in the UK to access services, gain employment and participate fully in their communities.

The courses are delivered by organisations in the voluntary, state and private sectors and take place in a variety of settings including colleges, schools, children's centres, community centres, libraries and places of worship. As a result of national lockdown restrictions (between March 2020 and March 2021), some ESOL provision was moved online and some was cancelled.

In addition to the above venues, following the evacuation of Kabul when large numbers of Afghan refugee learners were temporarily accommodated in bridging hotels in Camden and Islington, some bespoke provision was also delivered on-site in these hotels.

Courses usually take one academic year to complete, although some providers do offer more intensive options, across a single term for example. ESOL levels begin at Pre-Entry, and progress through Entry Level 1 (E1), Entry Level 2 (E2), Entry Level 3 (E3), Level 1 (L1) and Level 2 (L2).

The courses may be informal or accredited, depending on the funding available, and are run by qualified or unqualified teachers, in paid or voluntary positions, depending on the kind of organisation hosting them.

Please refer to Appendix 2 for more details on the skills expected to be gained by a learner by the end of each level.

THE ESOL ADVICE SERVICE

The Camden and Islington ESOL Advice Service (EAS) was set up in response to widespread recognition that there is a "lack of infrastructure to support increased planning and collaboration" (Mapping ESOL in London, May 2017) and drew lessons from [Hackney Learning Trust's model](#) with the aim of designing a cross-borough template for a regional model.

The London Borough of Hackney's EAS grew to regularly assist over 1200 learners a year into community ESOL provision and in December 2016, the service was presented to HOLEX, the lead body for Adult Community Education. Following strong interest in the service model, subsequent presentations were made to other local authorities that were keen to develop their own services.

The London Borough of Camden secured funding for an ESOL Advice Service that would cover Camden in the first year (2018-19) and expand into Islington the following year (2019-20) with a key objective being to allow for greater collaboration between ESOL providers and partners to more effectively match demand to supply as well as access to quantitative data on barriers to learning.

From the outset, the bid gained support from Social Services and DWP as the service was seen as a key intervention for making referrals easier for their officers and clients.

In its first three years, the Camden and Islington ESOL Advice Service had a full team of coordinators and advisors delivering advice and assessment in the community across both boroughs. This was reduced owing to limited funding in subsequent years.

The EAS bespoke www.learnenglish.london website (with capacity to collect and store data on thousands of learners and match them to the most suitable class) has enabled the EAS to operate completely online when needed (e.g. during the first national lockdown in March 2020) and continues to be the principle means by which learners are matched to the most suitable course for their level and needs.

The ESOL Advice Service: Adapting swiftly to local and global challenges

The Camden and Islington ESOL Advice Service welcomes all learners who need English but particularly targets those who would not have used other means of accessing the support that they need to find an ESOL class. For the academic year 2021-22, two of the key events impacting ESOL demand were the Kabul evacuation (August 2021) and the war in Ukraine (February 2022).

This led to two new cohorts of learners arriving in the UK with many of the first group assigned to bridging hotels in Camden and Islington and some in the second group staying with families in both boroughs under the government's Homes for Ukraine scheme.

As a result, in addition to reaching out to resident populations of potential ESOL learners via community routes such as local learning centres, housing estates and community halls, the EAS liaised with partner organisations to set up bespoke advice sessions on-site at bridging hotels and ensure that organisations working with Ukrainian families had access to clear referral pathways.

Relationships with partners across and beyond both boroughs enabled the service to continue identifying the hardest to reach learners and offering ESOL IAG by phone and online as well as mapping the ever-changing provision available.

In addition to online assessment/IAG and on-site bespoke advice sessions, particularly in bridging hotels, the service continued its delivery/collection model for assessment and registration to help learners who were unable to access support online

Where it is not possible to refer a learner to suitable provision, the service uses data on their circumstances to identify barriers to learning and works with ESOL providers and other interested partners to overcome them so no learner is left without options for learning.

Initial Assessment and Advice

Learners register with the service by referral from a partner organisation (e.g. JCP) or make direct contact via phone or email. A qualified ESOL advisor assesses their speaking, listening, reading and writing levels against the criteria set out in the National Adult ESOL Core Curriculum.

Information about circumstances such as their immigration and income status, childcare needs and long term goals is also collected via the EAS web-based data system, creating a comprehensive profile that enables the service to identify barriers and match learners to existing provision or broker new bespoke courses in community venues.

Advice and guidance is delivered daily by phone and online during term-time from September to July each academic year.

If a space is available in a suitable class, the learner is referred directly to the class during the advice session and provided with a letter/email/text message containing the course details. If needed, the advisor will help the learner to get to the venue with detailed directions and public transport routes.

If no suitable provision is available, they are placed on a waiting list. When a space becomes available on a course that matches a learner's level and circumstances, they are contacted via phone and referred to the relevant provider.

How do people with ESOL needs find out about the EAS?

A range of marketing strategies are employed to raise awareness of the EAS across the borough. Physical and electronic mail-outs of leaflets and posters to all local children's centres, schools, libraries, hospitals, health centres, places of worship and other community venues, are undertaken. Staff at those locations are encouraged to display the marketing materials prominently and refer interested learners to advice sessions or get in touch if they would like to arrange a free bespoke advice session at their venue.

Each advice venue also displays a large banner about the service, inviting residents to ask staff about the free sessions or contact the service via phone or email.

Where possible, information about the service is submitted for publication on community websites or in local newsletters. Contacts are sought at smaller community venues, especially those on housing estates, to get permission to run drop-in advice sessions.

Severely isolated pockets of residents (e.g. on housing estates) need the service to be brought to their doorstep, especially if they don't work or have children, to help break down the chronic barriers that prevent them from engaging with the services that could help improve their lives.

Over time, as the network of contacts expands and more people visit the service, word-of-mouth advertising becomes the most powerful marketing tool and it is especially common for previous users to tell their friends and family about the service and encourage them to contact the EAS for advice.

Finally, all Council departments are kept up to date about ways for their clients to access the EAS via internal news outlets and by taking advantage of networking opportunities, contributing to a significant rise in enquiries on behalf of clients.

Who does the EAS partner with?

In order to assist all learners who register, the EAS develops and maintains partnerships with all known ESOL providers across Camden and Islington as well as with neighbouring local authorities.

The EAS is a free addition to the existing recruitment processes of providers and can help those providers save on initial assessment costs and time particularly if they accept the service's pre-screened referrals of eligible learners. This can enable them to fill classes to capacity more quickly and easily.

When large numbers of learners with a similar profile are registered at the same time, the EAS arranges block bookings with providers that have capacity for them.

Smaller/community providers often secure funding for courses at short notice and can call on the EAS to assist them to fill spaces in a short amount of time. They also benefit from the marketing reach of the service thereby saving on publicity costs and reaching learners that might not otherwise be reached.

ESOL providers can refer learners back to the EAS if they are unable to progress them to the next level at their own organisation. They can also access EAS data on unmet need in the community and trends in the sector before developing future ESOL curricula with the aim of increasing the number of suitable courses available to learners and positively impacting on recruitment and retention.

Which providers are EAS users referred to?

Learners who register with the EAS are made aware of a greater number of options across (and sometimes beyond) their local authority including accredited provision and embedded offers such as ESOL with Childcare. This is because the EAS follows a neutral and transparent process in order to place learners in classes (see Appendix 1 for the Neutrality Statement which is shared with all providers).

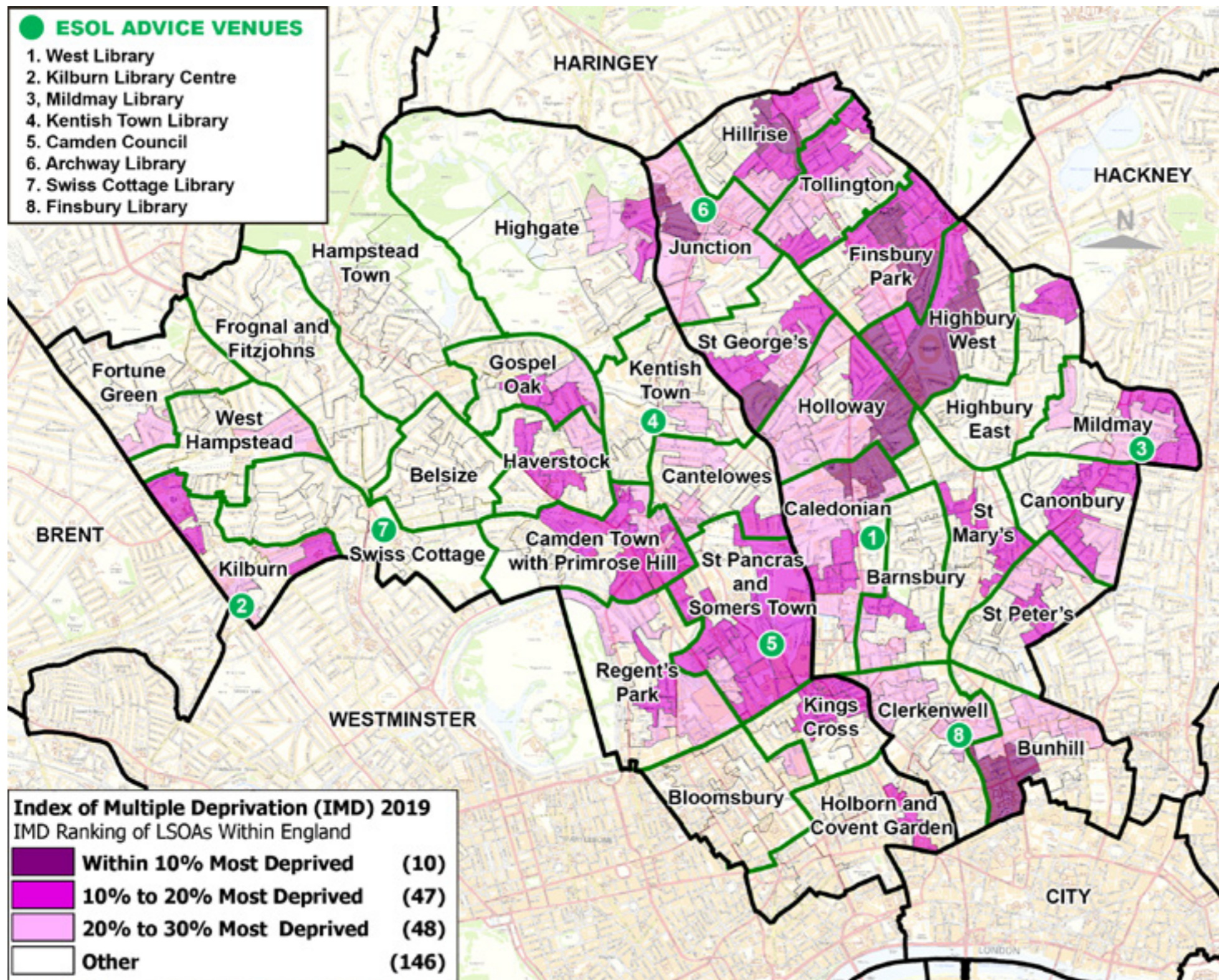
A single point of contact (SPoC) makes accessing ESOL simpler and less daunting particularly for emerging English language speakers and bespoke sessions are set up for learners at a place convenient to their needs if they can't access online advice.

The service keeps a real-time directory of online and on-site ESOL provision maintained via different funding streams meaning learners are not held on waiting lists with one provider when classes they are eligible for exist elsewhere.

Finally, where possible, the service always strives to find free or low-cost provision for learners who need it.

In the 2021-22 academic year, the service forged new relationships and strengthened existing ones across many sectors including health (e.g. care homes), education (e.g. schools) employment (e.g. Jobcentres) and organisations coordinating the response to incoming Afghan and Ukrainian learners.

Regular face-to-face ESOL Advice Sessions before lockdown and Indices of Deprivation



Data source: English Indices of Deprivation 2019, ©MHCLG, 2019

Owing to reduced resources and a shift from in-person sessions (see ESOL Advice venue map left) to online advice in response to national lockdowns (2020-21), the Camden and Islington ESOL Advice Service continued to run assessments online and by telephone throughout the academic year 2021-22.

One of the key sites of ESOL need that emerged in 2021-22 was bridging hotels housing Afghan refugees and EAS ran regular ESOL advice sessions on-site at all of these hotels liaising with the coordinating organisation and other Council services.

For learners who contacted the service via the dedicated website, advisors contacted them by phone to do a speaking and listening assessment and fillable PDF forms were created allowing reading and writing tests to be emailed to learners and returned for assessment.

For very low level learners who have difficulty communicating by phone, the EAS used a range of translation solutions to ensure they were not excluded from accessing IAG.

In addition to the web-based system capturing new learners' interest in ESOL, the EAS continued to offer a delivery/collection model where appropriate to allow learners who were unable to access the service online to do paper copies of the assessment.

See Appendix 4 for a map and index illustrating the expansion of the EAS's community network.

A total of **1192 cases** were dealt with by the Camden and Islington EAS during the 2021-22 academic year.

The table below presents the split of categories that these advice sessions fall into.

CAMDEN & ISLINGTON	
Unique learners	988
Returners	155
Advised but not registered	49
GRAND TOTAL	1192

‘Unique learners’ are the actual number of individual learners advised by the service within the academic year, including cases that originated in the 2020-21 academic year that were deferred.

‘Returners’ are unique learners coming back to the service within the academic year for further advice and placements.

‘Advised but not registered’ are learners that were advised by the service but did not go through the ESOL assessment and registration process. These learners are still counted towards the total number of cases because time was spent on them by the EAS advisors.

Due to limited resources and the high number of learners accessing the service this academic year, it was not always possible for advisors to spend the time needed to rectify any missing data. However, even with incomplete data, they can still support learners and direct them to appropriate ESOL provision in the community. This incomplete data is reflected as ‘Unspecified’ throughout this report. The Service feels that it is a better reflection of the need for ESOL in the community, providing a voice to those most in need of help.

Please note the following when reading this report:

- The data are not based on all ESOL learners in each borough, only the sample seen by the Camden and Islington ESOL Advice Service.
- The number of learners or records that a particular dataset is based on is stated under the title of each chart, where applicable. When no number is stated, the calculations are based on the total number of unique learners as stated in the table above.
- Due to rounding, for ease of presentation, some pie charts may not total exactly 100%.
- Benchmarking statistics have been sourced from a range of studies undertaken in recent years, and any correlation with the service’s data is therefore more speculative as the time since the study increases.
- When word clouds have been used to present data, ‘unspecified’ entries have been removed. The numbers of responses used for word clouds are included above the image. Individual learners may have given more than one response. The relative size of words indicates the frequency that the particular option was selected by the learners.
- Quotes from learners throughout the report have not been edited for grammatical errors unless their intended message was unclear.

When the recent Census was taken in March 2021, it showed that the population of England and Wales had grown by 6.3% when compared to March 2011. Unusually though, the population of a few London boroughs had decreased, including Camden, whose population had reduced by 4.6%.

The Office for National Statistics (ONS) regularly provide updated population estimates based on the most recent Census data and expected growth rates. Camden’s revised population estimate was 218,049 in June 2022. 82% of residents were aged 19 or older and therefore able to access education provision for adults based on their needs and circumstances, including ESOL classes. (Source: MYE2: Population Estimates Mid-2022, ONS)

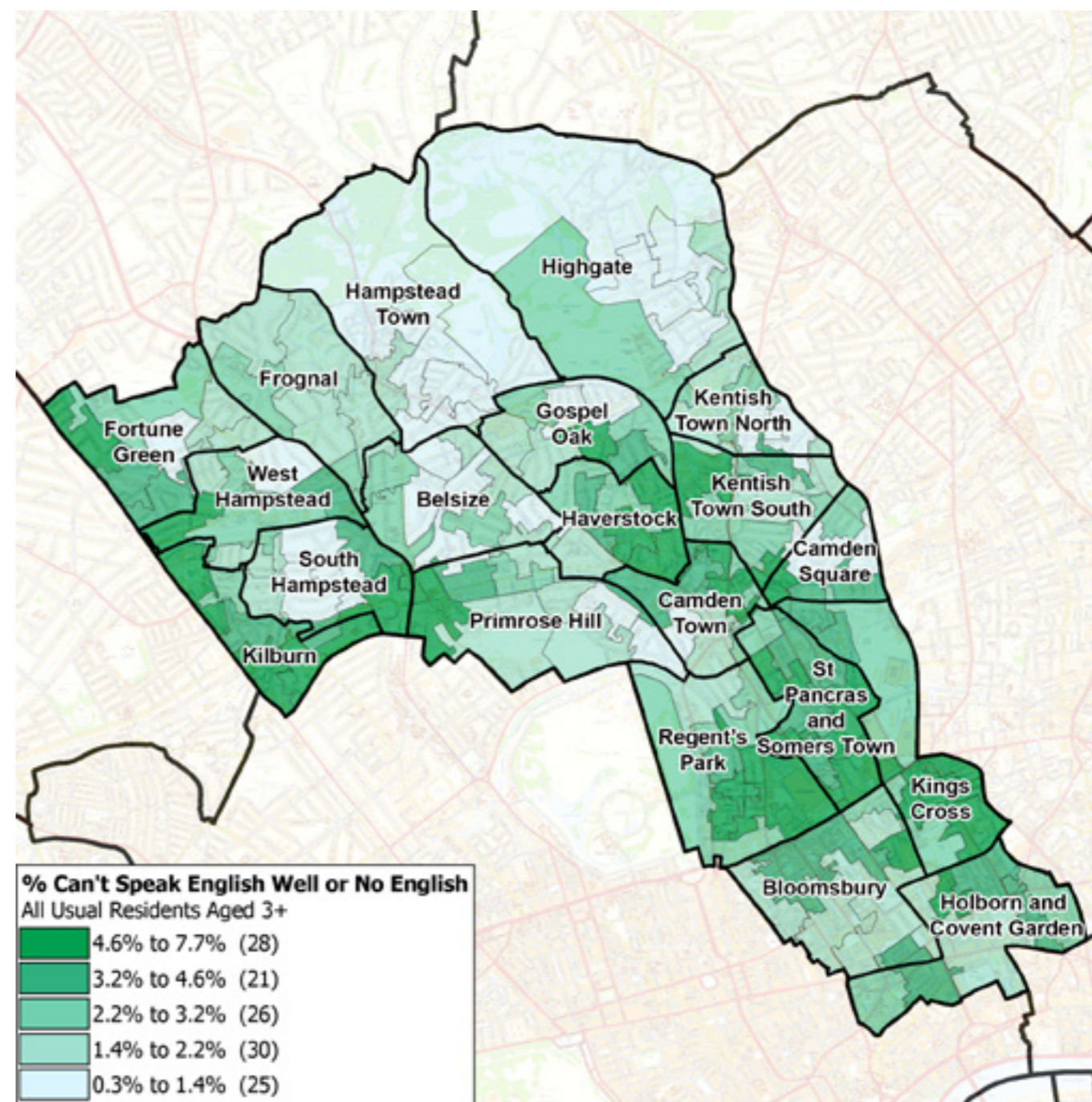
The Census taken in 2021 also provided updated datasets detailing Camden residents’ proficiency in English. The table below shows the data for residents aged 19 and above.

Camden Proficiency in English (Age 19+ in March 2021)

(Source: Census 2021)

Response to Census question	Count	%	Count	%
Main language is English	130,114	76.4%		
Male			62,447	48.0%
Female			67,667	52.0%
Main language is not English: Can speak English very well or well	34,547	20.3%		
Male			15,158	43.9%
Female			19,389	56.1%
Main language is not English: Cannot speak English well	4,937	2.9%		
Male			1,804	36.5%
Female			3,133	63.5%
Main language is not English: Cannot speak English at all	809	0.5%		
Male			237	29.3%
Female			572	70.7%

**Camden Proficiency in English (age 3+ in March 2021)
Concentration of residents stating they cannot speak English well or at all**



Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLv3)

The data presented on the map above reflects the population aged 3 and above. Whilst this is not a true reflection of those in scope for adult ESOL provision, it follows that children who have no proficiency in English likely live with family who have no proficiency in English. Therefore the data is still a useful representation of the number and geographic spread of those most in need of support with their English language skills.

When the recent Census was taken in March 2021, it showed that the population of England and Wales had grown by 6.3% when compared to March 2011. Islington's population increased by 5.1%.

The Office for National Statistics (ONS) regularly provide updated population estimates based on the most recent Census data and expected growth rates. Islington's revised population estimate was 220,373 in June 2022. 83% of residents were aged 19 or older and therefore able to access education provision for adults based on their needs and circumstances, including ESOL classes. (Source: MYE2: Population Estimates Mid-2022, ONS)

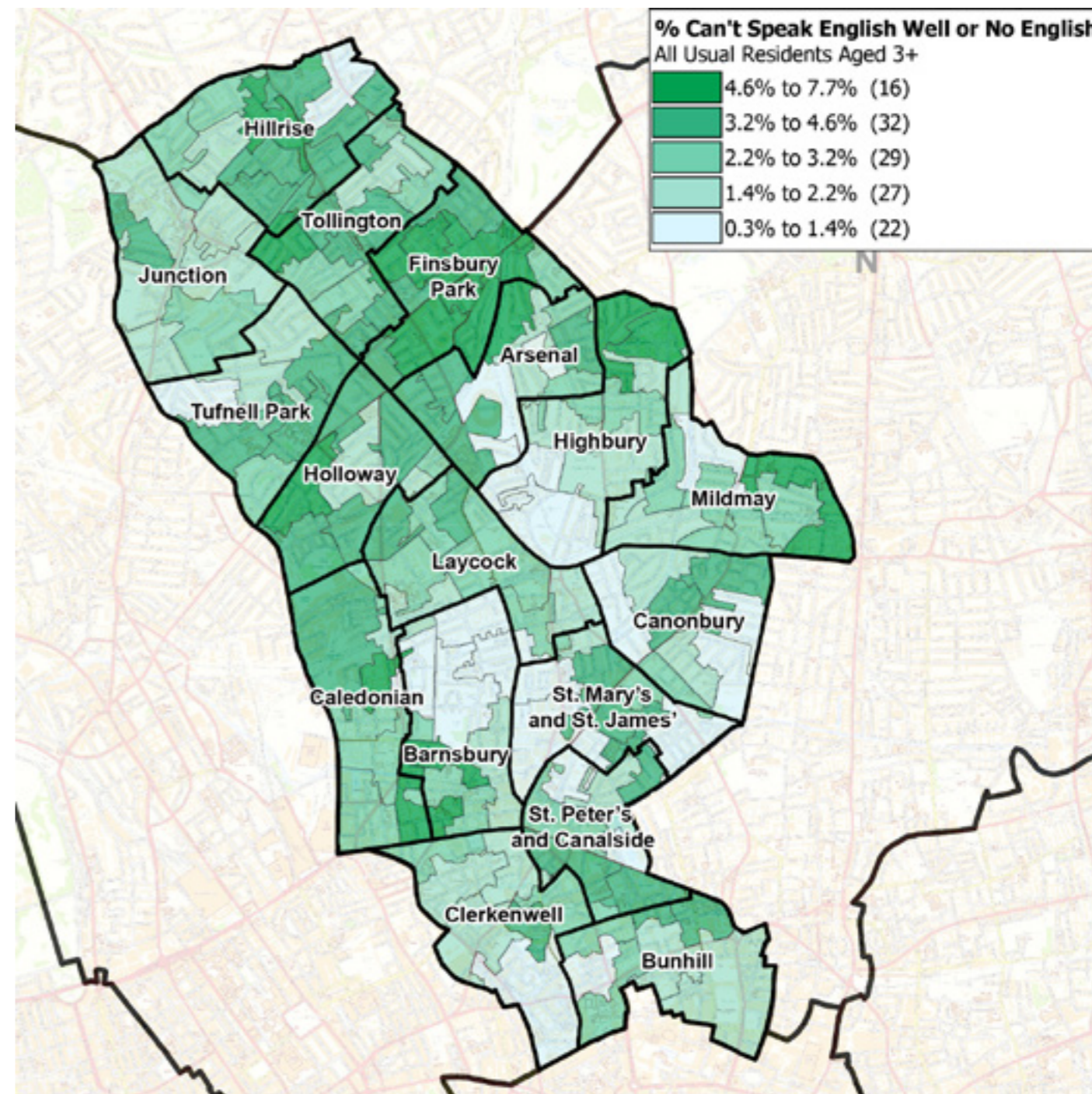
The Census taken in 2021 also provided updated datasets detailing Islington residents' proficiency in English. The table below shows the data for residents aged 19 and above.

Islington Proficiency in English (Age 19+ in March 2021)

(Source: Census 2021)

Response to Census question	Count	%	Count	%
Main language is English	139,955	78.8%		
Male			67,261	48.1%
Female			72,694	51.9%
Main language is not English: Can speak English very well or well	31,797	17.9%		
Male			14,283	44.9%
Female			17,514	55.1%
Main language is not English: Cannot speak English well	5,109	2.9%		
Male			1,793	35.1%
Female			3,316	64.9%
Main language is not English: Cannot speak English at all	793	0.4%		
Male			232	29.3%
Female			561	70.7%

**Islington Proficiency in English (age 3+ in March 2021)
Concentration of residents stating they cannot speak English well or at all**



Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLv3)

The data presented on the map above reflects the population aged 3 and above. Whilst this is not a true reflection of those in scope for adult ESOL provision, it follows that children who have no proficiency in English likely live with family who have no proficiency in English. Therefore the data is still a useful representation of the number and geographic spread of those most in need of support with their English language skills.

REGION OF ORIGIN

The learners who registered with the Camden & Islington EAS in 2021-22 were from all over the world, however, due to the Kabul evacuation and the Ukraine war, the largest groups were from South Asia and Eastern Europe.

Figure 1: Region of origin

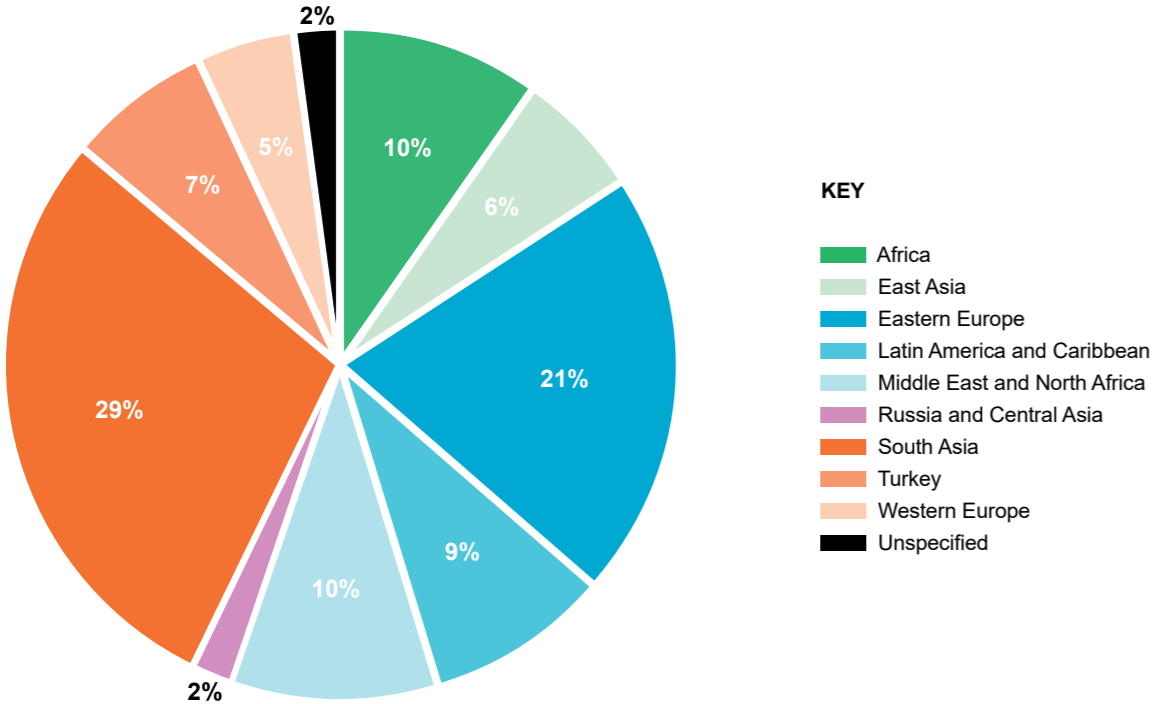


Figure 2: Top five countries of origin

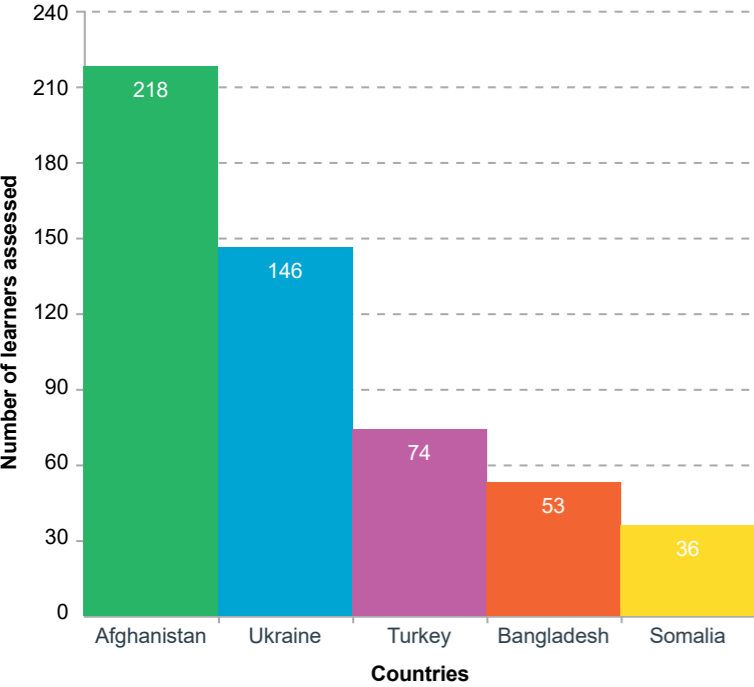
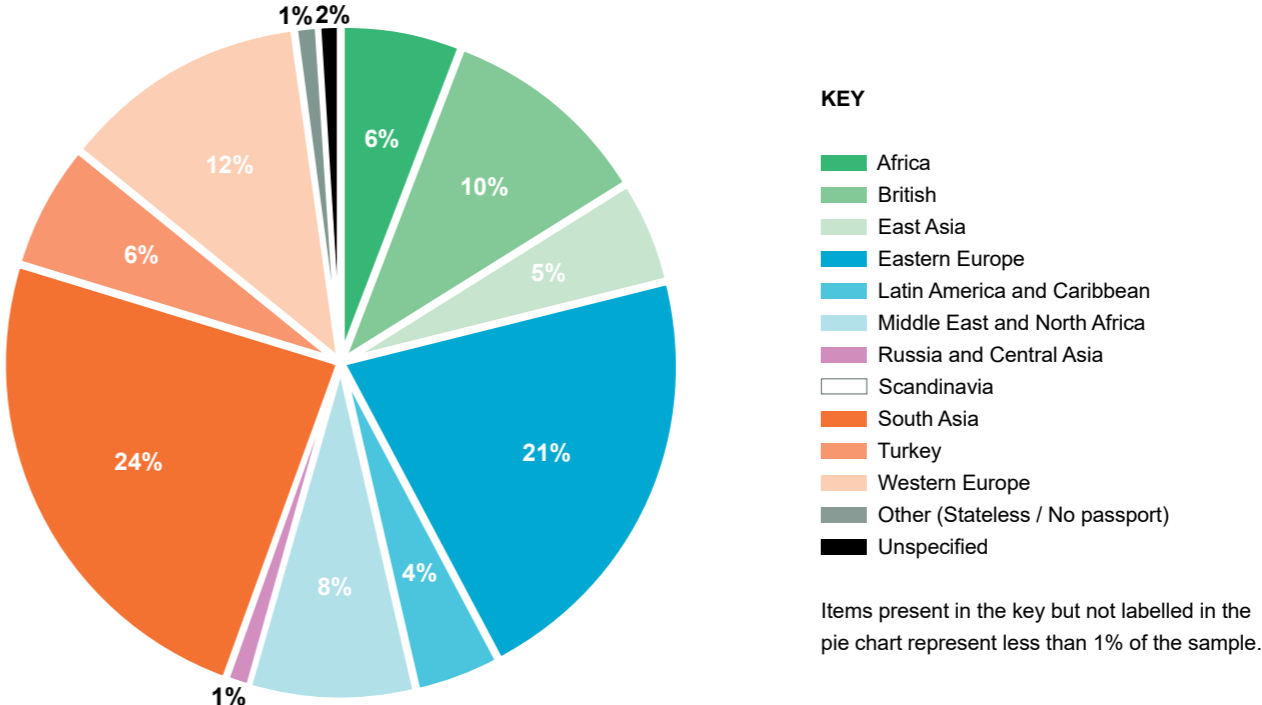
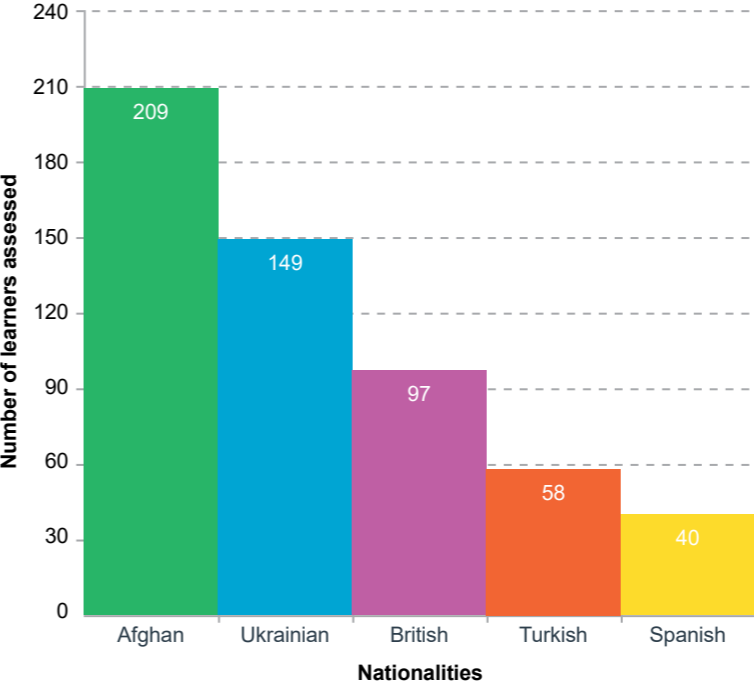


Figure 3: Region of nationality



Twenty-seven learners reported dual nationality.

Figure 4: Top five nationalities



REGION OF ORIGIN

The charts below are based on the immigration status declared by learners.

Figure 5: British Nationals - Regions of origin

Based on 112 records

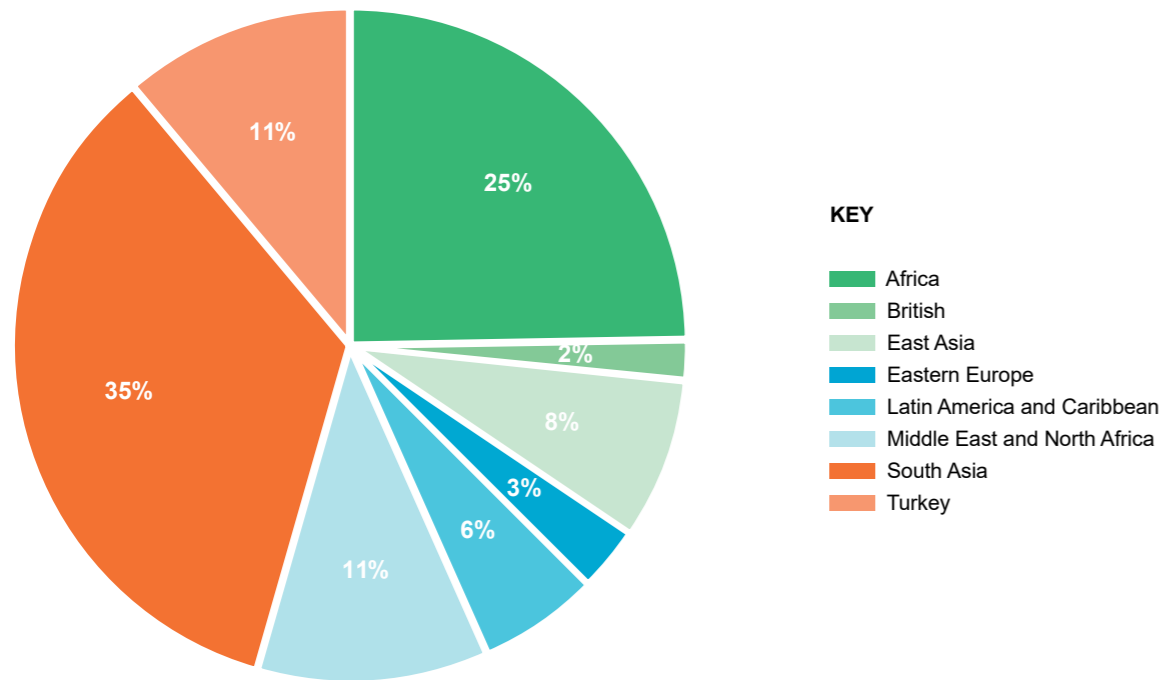
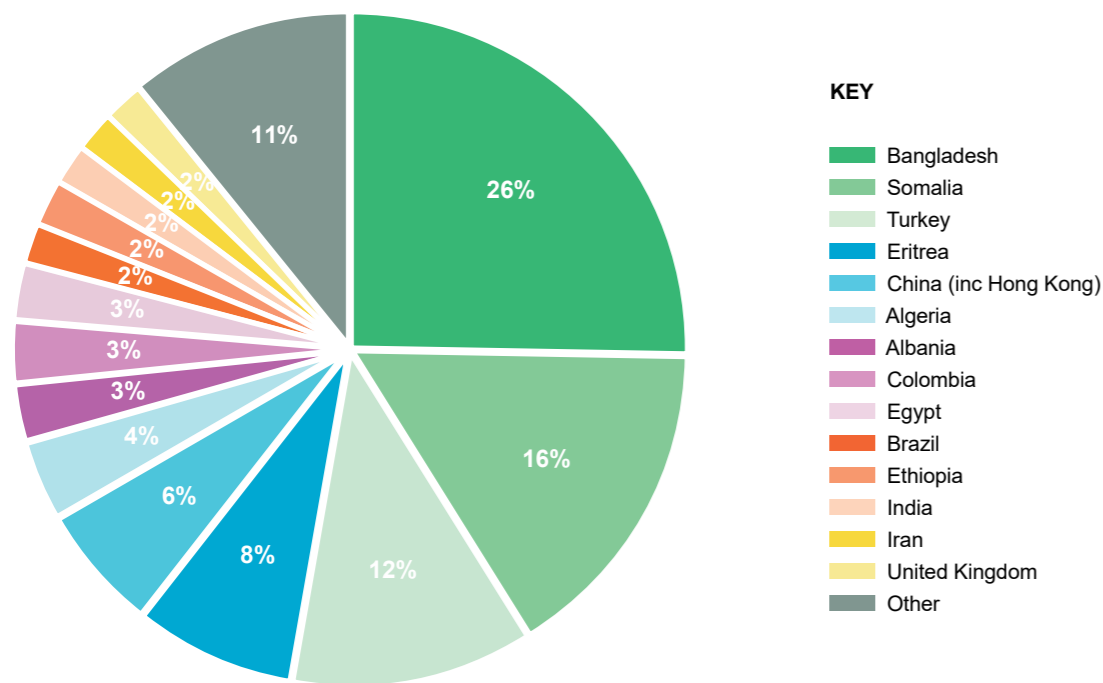


Figure 6: British Nationals - Countries of origin

Based on 112 records



The 'other' category in the chart above comprises of learners from the following countries: Angola, Dominican Republic, Ecuador, Japan, Kuwait, Morocco, Pakistan, the Philippines, Sri Lanka, Syria and Vietnam (all 1%).

Figure 7: EU Nationals - Regions of origin

Based on 128 records

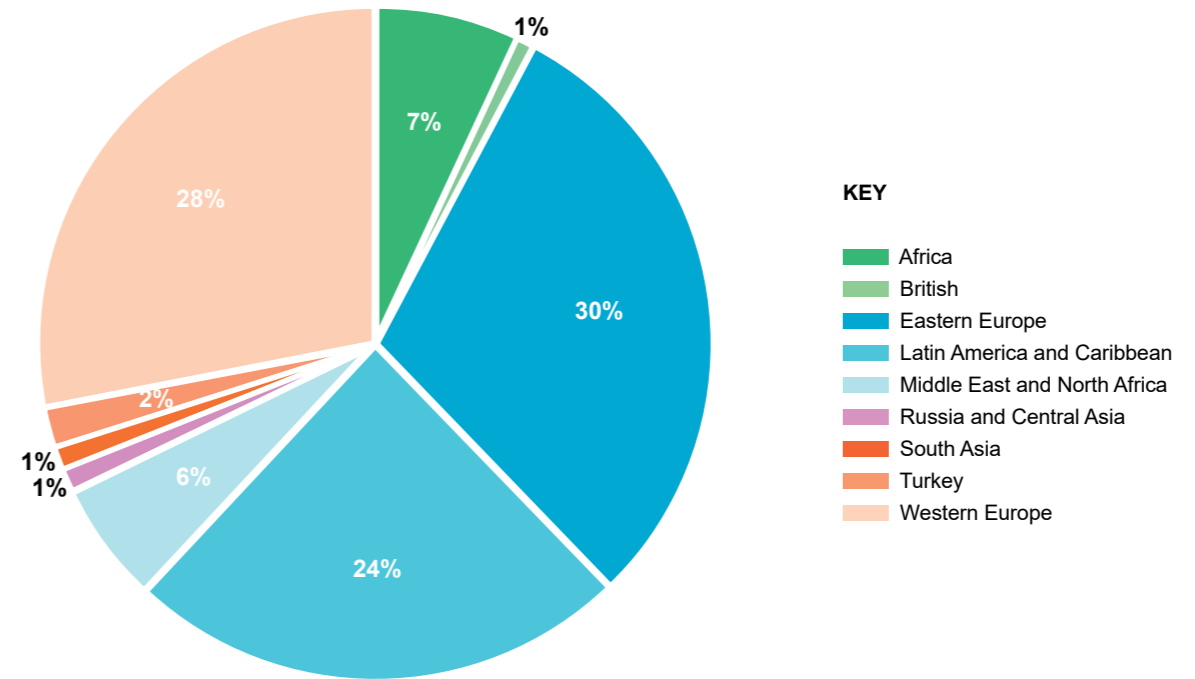
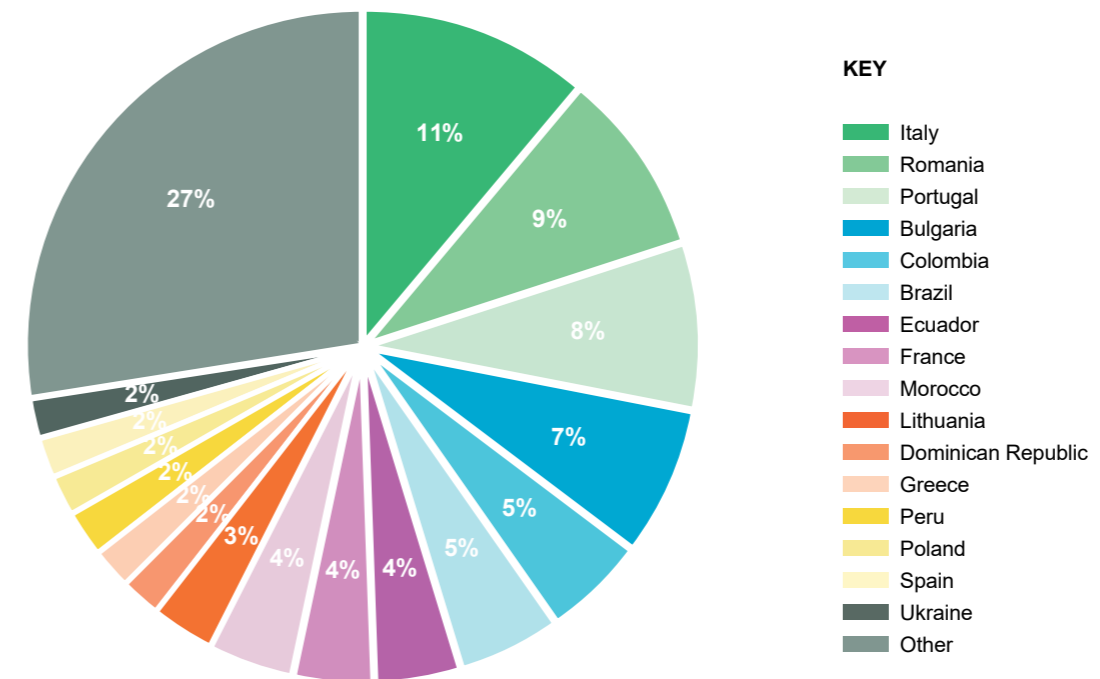


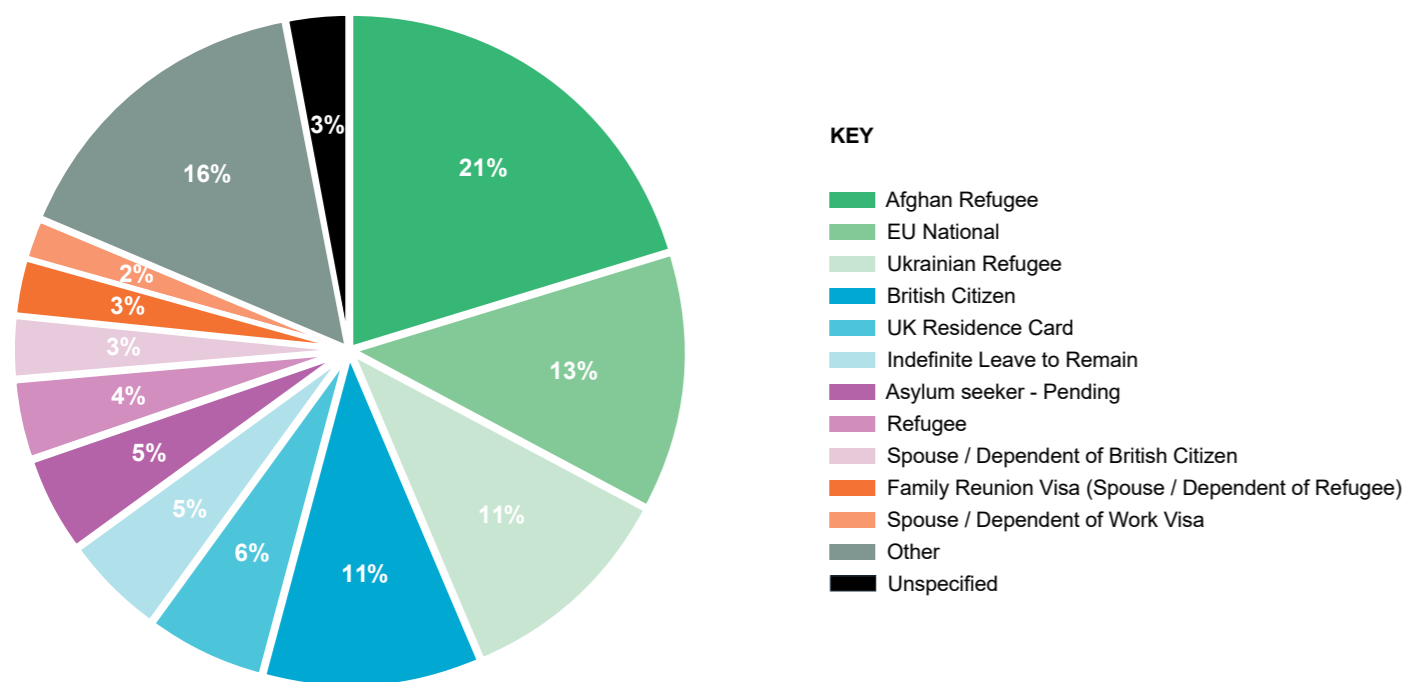
Figure 8: EU Nationals - Countries of origin

Based on 128 records



The 'other' category in the chart above comprises of learners from the following countries: Albania, Bolivia, Democratic Republic of the Congo, Estonia, Guinea Bissau, Latvia, Somalia, Turkey, Venezuela (all 2%), and Argentina, Bangladesh, Cabo Verde, Egypt, Georgia, Hungary, Israel, Mexico, Moldova, Panama, Sao Tome and Principe, Senegal, Slovakia, Switzerland, the United Kingdom and Yemen (all 1%).

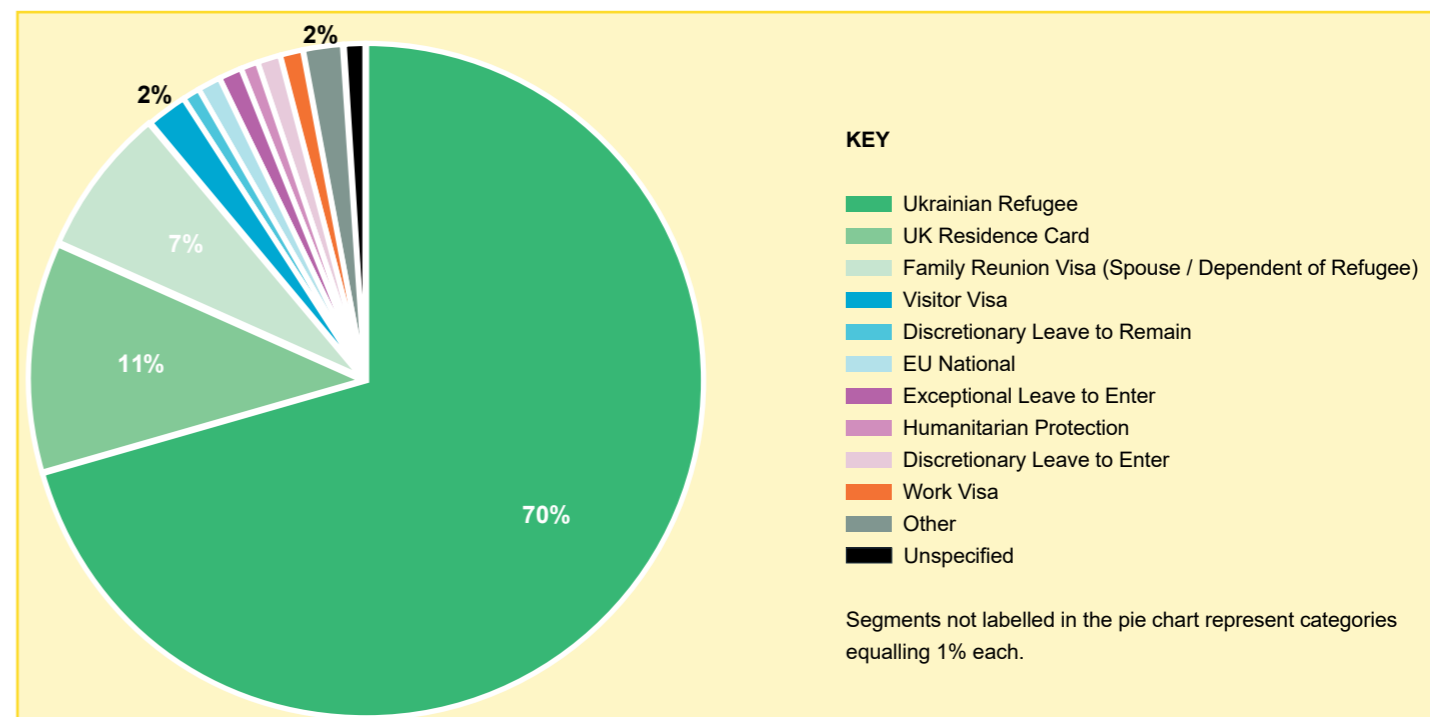
Figure 9: Immigration Status



The 'other' category in the pie chart comprises of learners declaring the following immigration statuses, making up 12% of all responses: Ankara Agreement. Indefinite Leave to Enter, Spouse / Dependent of EU National, Spouse / Dependent of EEA National - EU, Visitor Visa. Asylum seeker. British Overseas Citizen, Domestic Violence Visa. Humanitarian Protection. Discretionary Leave to Remain. Tier 4 Student Visa. Work Visa (all 1%) and Dependent of Turkish worker, EEA National, Asylum seeker - Appealing, Exceptional Leave to Remain, Exceptional Leave to Enter, Working holiday visa, Leave outside the rules, Spouse / Dependent of EEA National - EEA, Spouse / Dependent of ILR, British Overseas National, Spouse / Dependent of DLE, Spouse / Dependent, Spouse / Dependent of SL, Discretionary Leave to Enter (all below 1%).

The 'other' category also includes declarations of the following immigration circumstances which are not part of the standard list used by the EAS but still make up 4% of all responses: Indefinite Leave to Remain (Pending), British Residence Permint (BRP), Dependent Leave to Remain, Dependent of Tier 4, Dependent of Tier 5, Exempt International Organisation Visa (Diplomatic Immunity), Graduate Route Visa, Leave to Remain, "Mother of British child visa", Spouse / Dependent of Skilled Worker, Spouse / Dependent of Student Visa, Spouse visa (BRP), Tier 4 Student visa, Tier 5 Temporary Work visa, Tourist visa, "Travel documents (6 years in UK)", "Visa Tier 5 International Agreement", "Leave to Enter (ILR pending)", "Leave to Enter / Spouse Dependent of Brazilian National", Work visa (pending).

Figure 9b: Immigration Status - UKRAINIANS ONLY



The 'other' category above includes declarations of the following immigration circumstances which are not part of the standard list used by the EAS: British Residence Permit (BRP) and Work Visa (pending).

FOCUS ON UKRAINIANS

Over the period of time that Ukrainians were arriving in the country and discovering the EAS, their immigration status was evolving. Those who had been in the country for a shorter amount of time were more likely to state they were refugees. Sometimes, in the absence of any other information from the learner, this refugee status was assigned by the EAS to ensure that as complete a picture as possible was available for this report.

Many learners from outside the EEA have 'no recourse to public funds' stamped in their passport. They are still eligible to enrol on ESOL classes, however they cannot claim benefits and therefore cannot access free ESOL provision. Learners are not required to present their documentation to the EAS during their advice session so the service holds no data on the frequency of this.

SEEKING PROTECTION IN THE UK

45% of all learners registered with the Camden and Islington EAS during the 2021-22 academic year were seeking protection in the UK, comprising of 450 individuals from 35 different countries. This is a dramatic increase from 14% in the previous academic year. The pie chart below details their immigration statuses.

Figure 10: Immigration statuses of those seeking protection in the UK

Based on 450 records

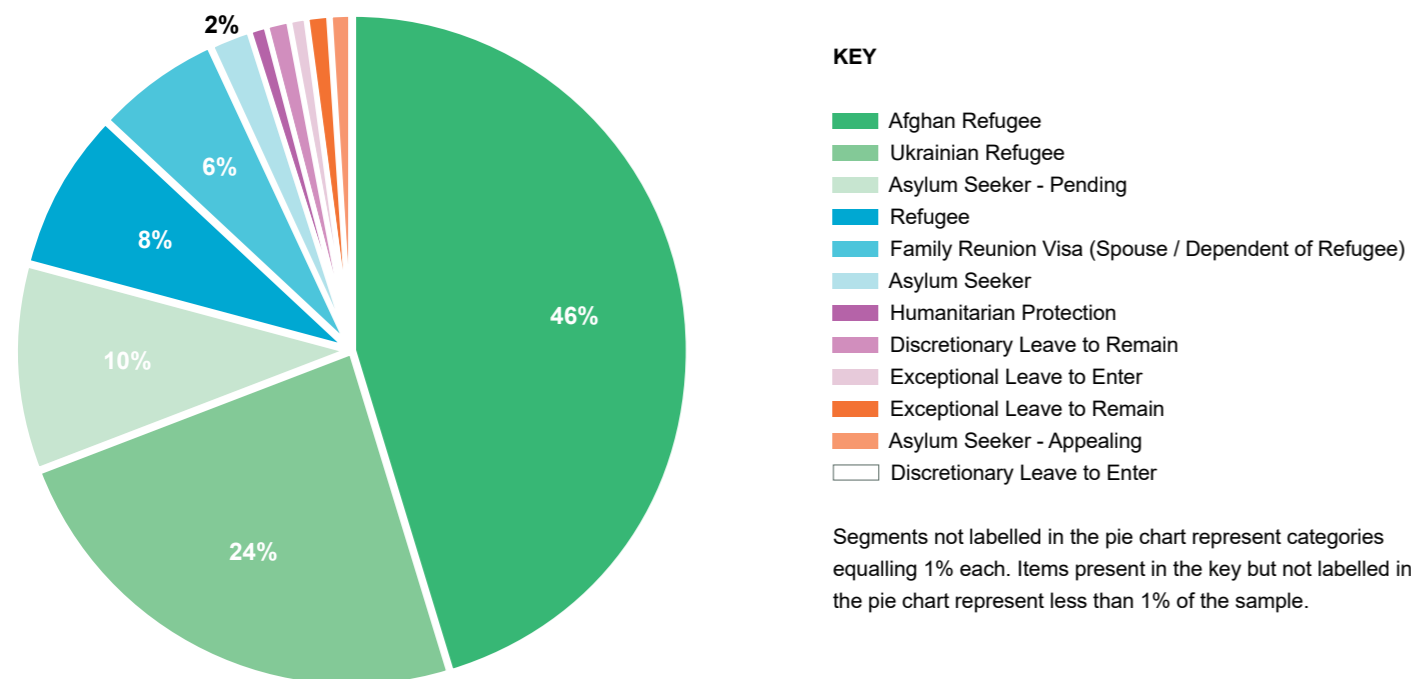


Figure 11: Origin of learners seeking protection in the UK

Country of origin		
Afghanistan	Ethiopia	Republic of the Congo
Albania	Georgia	Russia
Algeria	Iran	Somalia
Azerbaijan	Iraq	Sudan
Belarus	Kazakhstan	Syria
Brazil	Kuwait	Tajikistan
China Inc Hong Kong	Libya	Turkey
Democratic Republic Of The Congo	Mongolia	Ukraine
Ecuador	Morocco	Uzbekistan
Egypt	Pakistan	Vietnam
El Salvador	Peru	Yemen
Eritrea	Philippines	
Total number: 450		

56% of all cases where the learner concerned was identified as seeking protection in the UK resulted in a confirmed placement into ESOL provision. A further 19% received course offers, 6% were signposted out of borough or to other subjects and the remaining 19% were on waiting lists, declined the EAS's course offers or had barriers to learning. The EAS continues to work closely with local organisations to support families seeking protection in the UK.

When I [began work with] the Afghan Refugee Advocacy Programme... there was a lot of chaos initially... Frightened, traumatised, confused families who had just arrived. It was a great relief to have the ESOL Advice Service working with us. It enabled us to put some sort of structure in [and establish the] levels and abilities of the learners. The partnership was very valuable because it relieved a lot of workload from us... and to have a specialist team focusing on assessment and taking care of those needs all helped towards the common goal.

Neena Kumar, Hopscotch Asian Women's Centre

Working Men's College has a long-standing working partnership with the ESOL Advice Service... We set up an ESOL fast track scheme for Ukrainians... and the EAS were referring learners to us... and then we were putting them into classes within a week. [The EAS] helps learners to navigate what would otherwise be possibly a complicated or off-putting process. That can be quite a barrier, especially for people with very limited English language skills. We've been able to take block bookings from the EAS so the learners don't need to come and book themselves onto an assessment. The waiting lists can be quite long and this is a good way of making sure that learners don't get lost in the system.

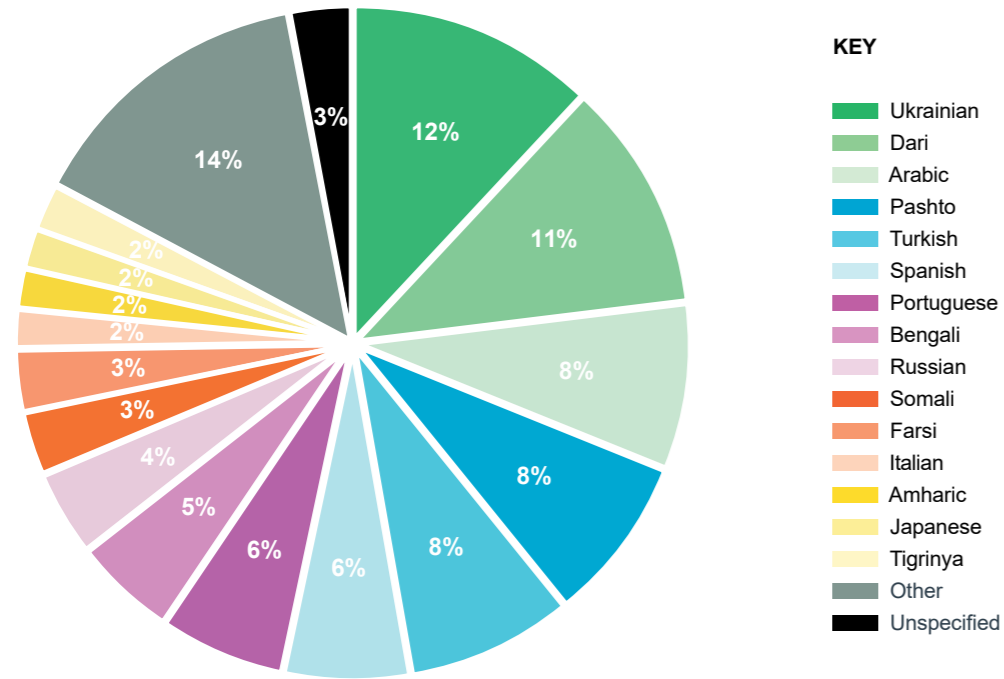
Diana Teesdale, WM College

When we came to UK, I understand that I need English courses, that's why I was interested in ESOL Advice Service. [The EAS] referred me to a grammar class and to Functional Skills English and the teacher is very nice, very professional. All is clear for us, and I think it will be useful for me. I feel that in this situation I am not alone and I can call to ESOL Advice Service and if I have any questions, they help me.

Ukrainian Refugee

The 989 learners who registered with the Camden and Islington EAS in 2021-22 spoke and/or wrote in 51 languages between them. 49 of those were mother tongues (first languages).

Figure 12: First languages (spoken and/or written)



The 'other' category in the chart above comprises of the following languages: French, Albanian (both 2%), Romanian, Mandarin Chinese, Bulgarian, Lithuanian, Polish, Urdu, Cantonese/Yue, Chinese (all 1%), and Greek, Korean, Kurdish, Lingala, Vietnamese, Hindi, Mongolian, Georgian, Hebrew, Tagalog, Belarussian, Burmese, Eritrean, Estonian, German, Gujarati, Hungarian, Indonesian, Kosovan, Latvian, Punjabi, Sinhalese, Tamil and Thai (all below 1%).

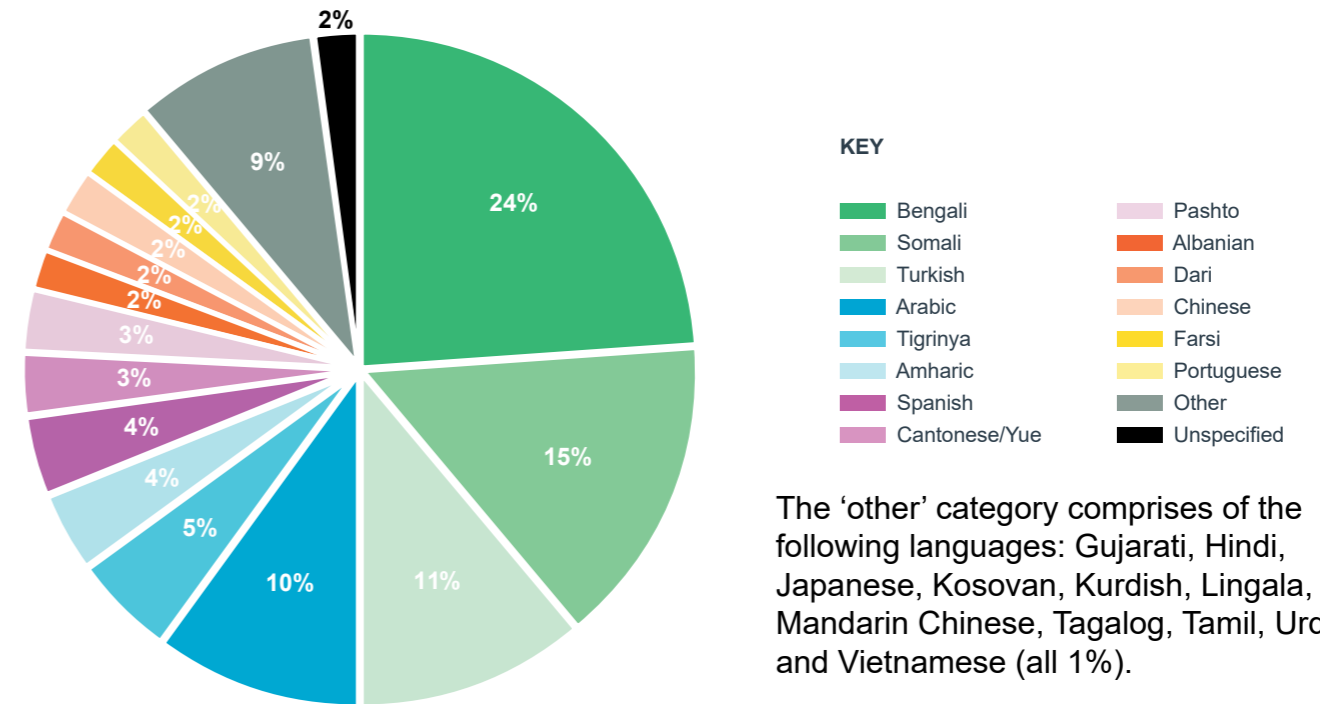
Figure 13: All languages spoken and/or written
Based on 1225 responses



The word cloud above represents all languages spoken or written between all the learners assessed, therefore it takes into account those who are multi-lingual. 235 learners spoke more than one language. Overall, the top five languages were Ukrainian, Pashto, Dari, Russian and Arabic, representing just under half (47%) of the total.

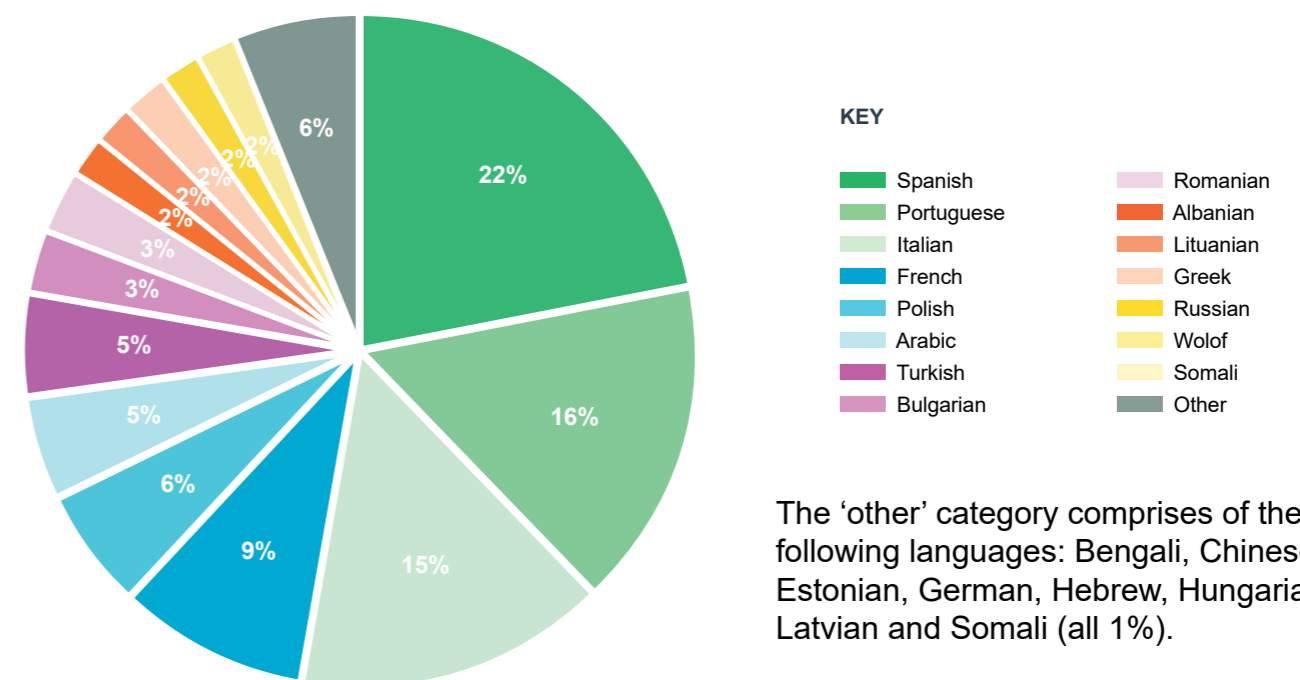
Dari and Pashto are two of the main languages spoken in Afghanistan. Dari is closely related to Farsi so, occasionally, Afghan learners reported Farsi instead. Russian appears in the top 5 languages due to it often being a second language for Ukrainian learners.

Figure 14: British Nationals - First languages (spoken and/or written)
Based on 112 records



The 'other' category comprises of the following languages: Gujarati, Hindi, Japanese, Kosovan, Kurdish, Lingala, Mandarin Chinese, Tagalog, Tamil, Urdu and Vietnamese (all 1%).

Figure 15: EU Nationals - First languages (spoken and/or written)
Based on 128 records



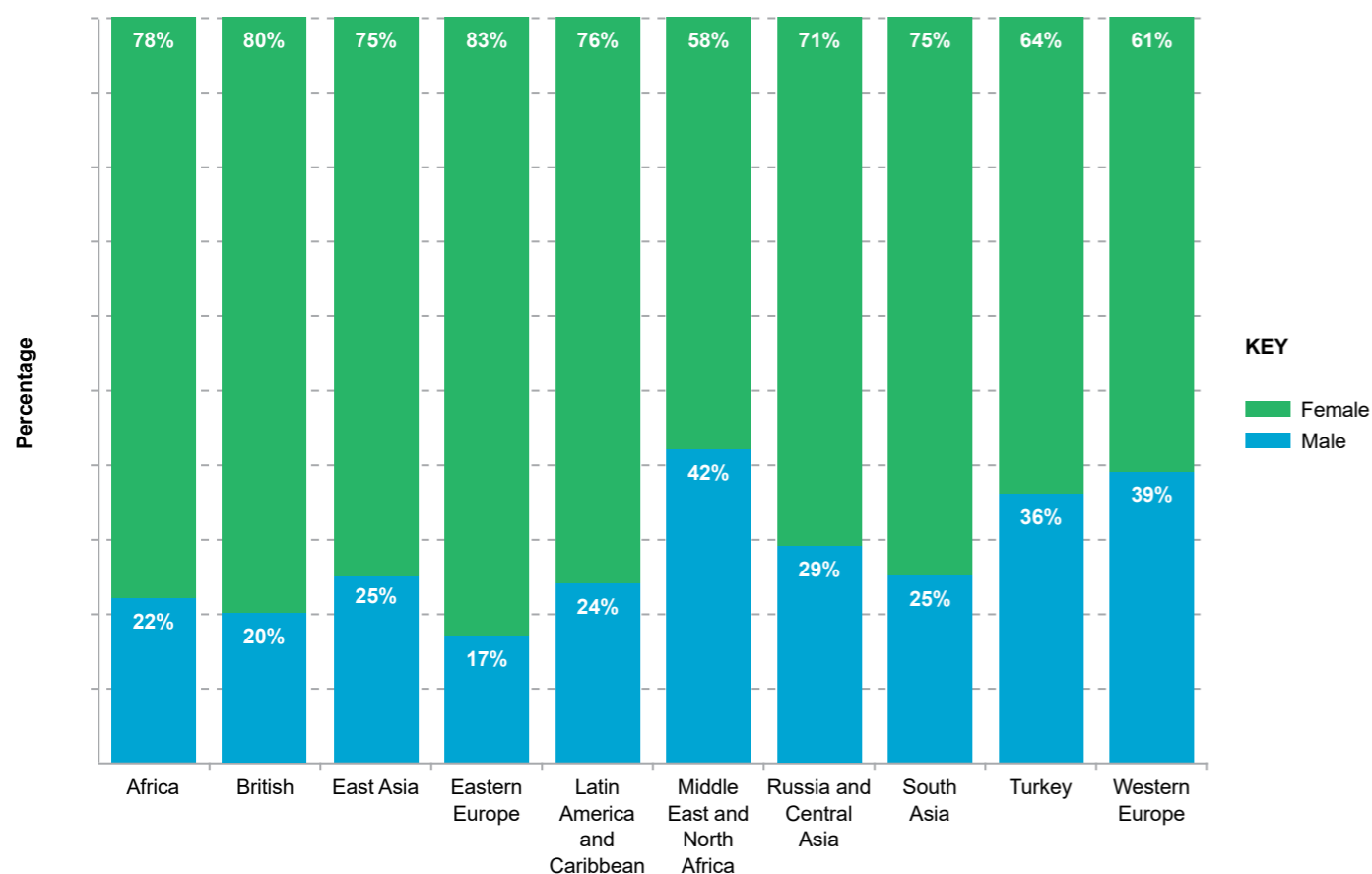
The 'other' category comprises of the following languages: Bengali, Chinese, Estonian, German, Hebrew, Hungarian, Latvian and Somali (all 1%).

Figure 16: Gender

Almost three quarters of learners registered with the Camden and Islington EAS in 2021-22 were female.



Figure 17: Gender split by region



There was a significant rise in the percentage of male learners from the Middle East and North Africa and Turkey. As routes to the UK have become more dangerous for many learners, anecdotally the EAS is aware that male members of the family often travel first via these hazardous crossings in order to establish a safer route for more vulnerable family members to then join them in the UK.

Since the EAS launched, there has always been a skew towards female learners. This raises the question of whether the women registering with the service generally have lower levels of English and therefore need more support, or whether women are more likely to seek support with their education than men. The context is likely to be quite different depending on the region of the world they come from and more research is needed to investigate the nuances of this question.

Figure 18: Region by Gender - Female
Based on 727 records

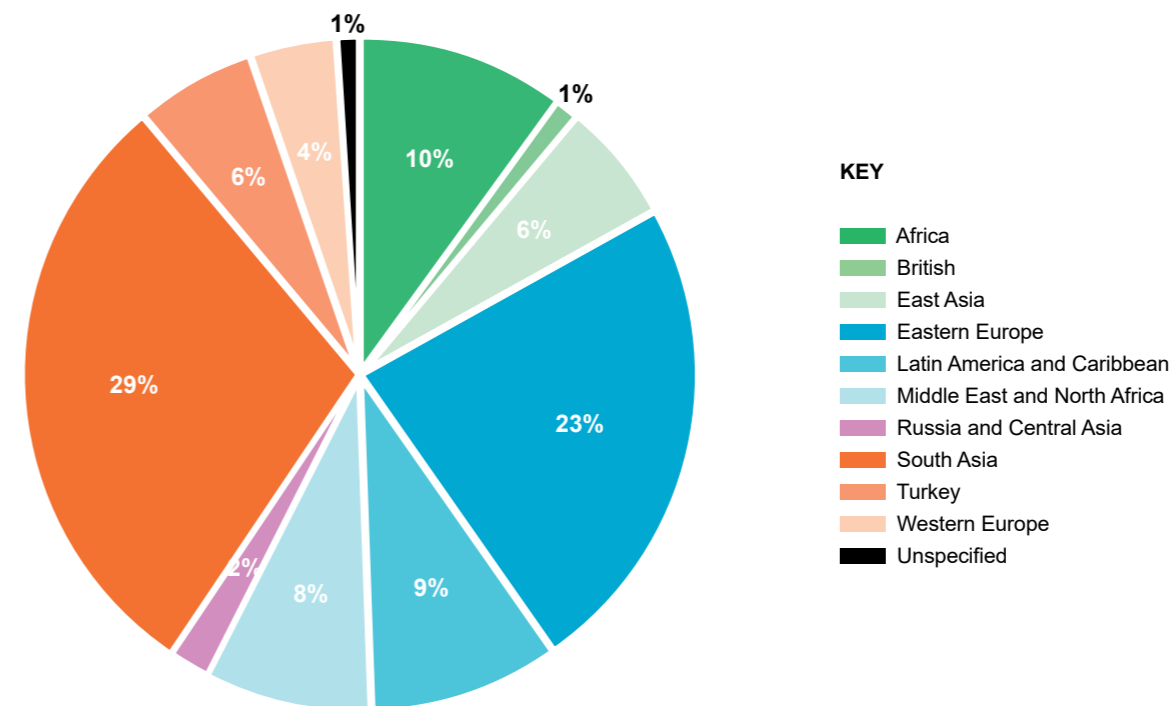
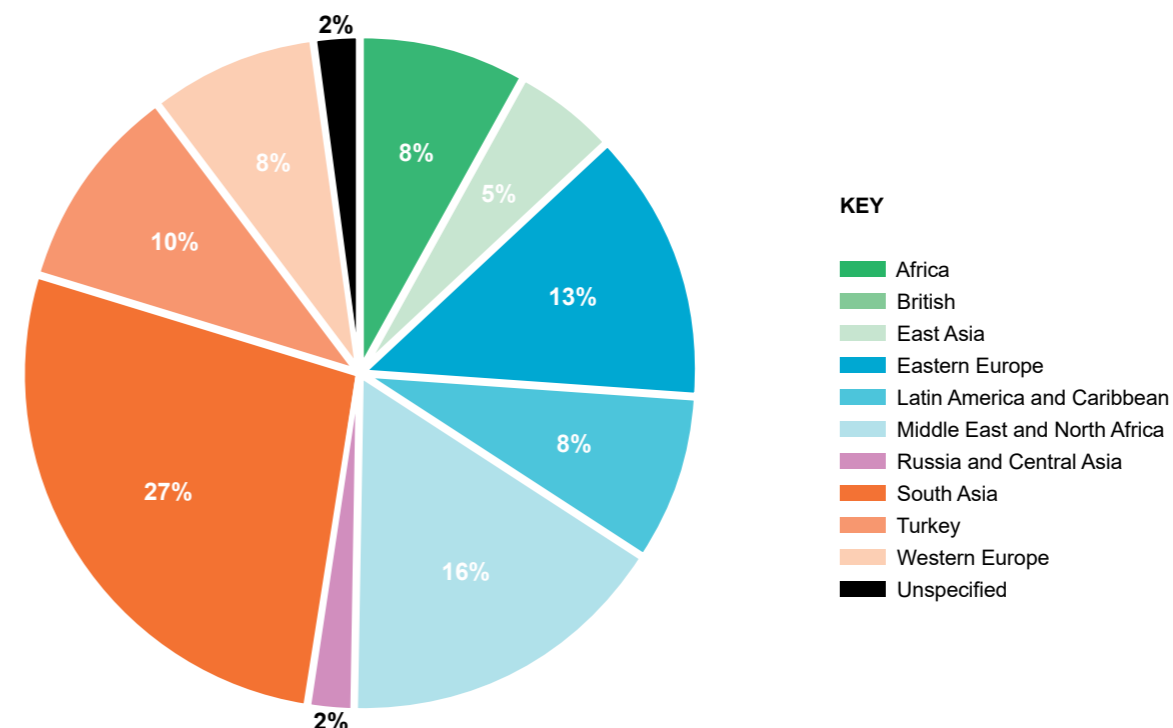


Figure 19: Region by Gender - Male
Based on 262 records

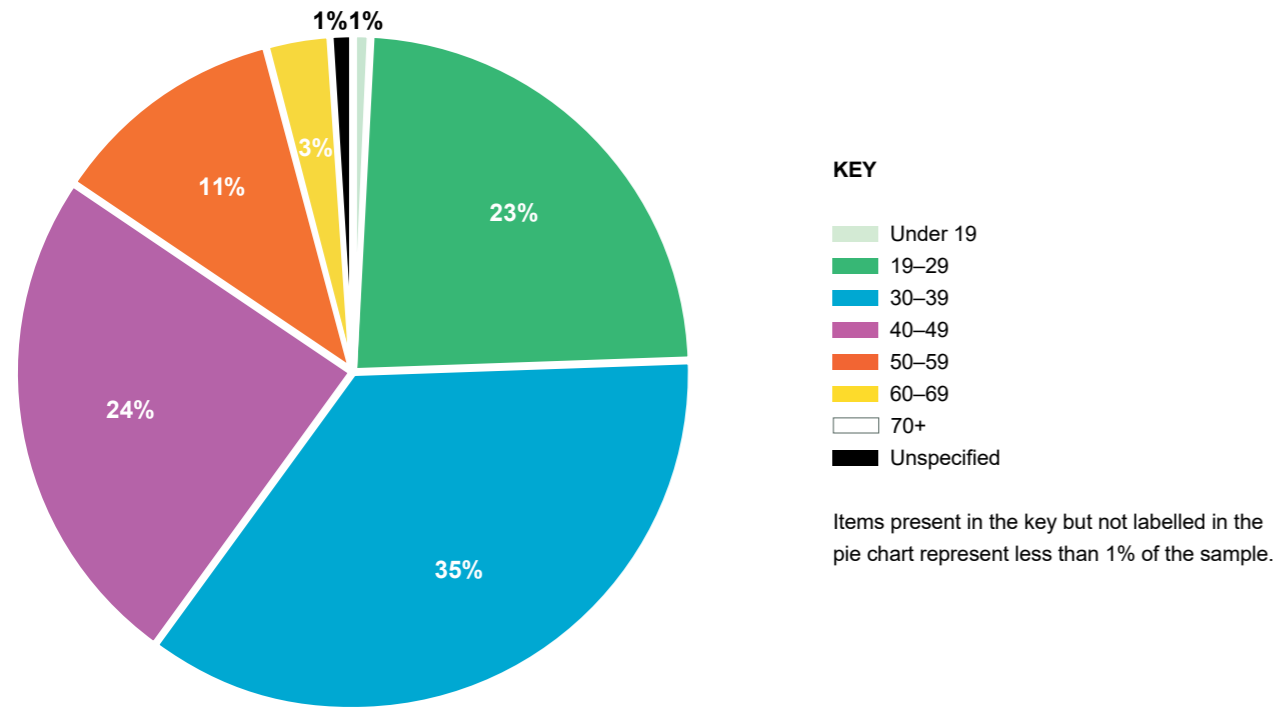


FOCUS ON AFGHANS

28% of Afghan learners were male, bringing the overall gender split for South Asian learners close to the overall average. Without the Afghan learners, the percentage of male learners from South Asia drops to 17%.

The ages of learners registering with the Camden and Islington EAS in 2021-22 spanned from 10 to 85. The majority (59%) were in their 30s and 40s, and 84% were below the age of 50.

Figure 20: Age bands



By the definition set out by the Education and Skills Funding Agency and the Greater London Authority, learners must be aged 19 or over on the 31 August 2021 to be eligible for adult learning funding during the 2021-22 academic year. Fourteen learners were recorded as being under 19 in the EAS records. Some of these went through the full online registration process in error, however, five learners were due to turn 19 within the academic year and were told they would need to wait.

Figure 21: Gender and age

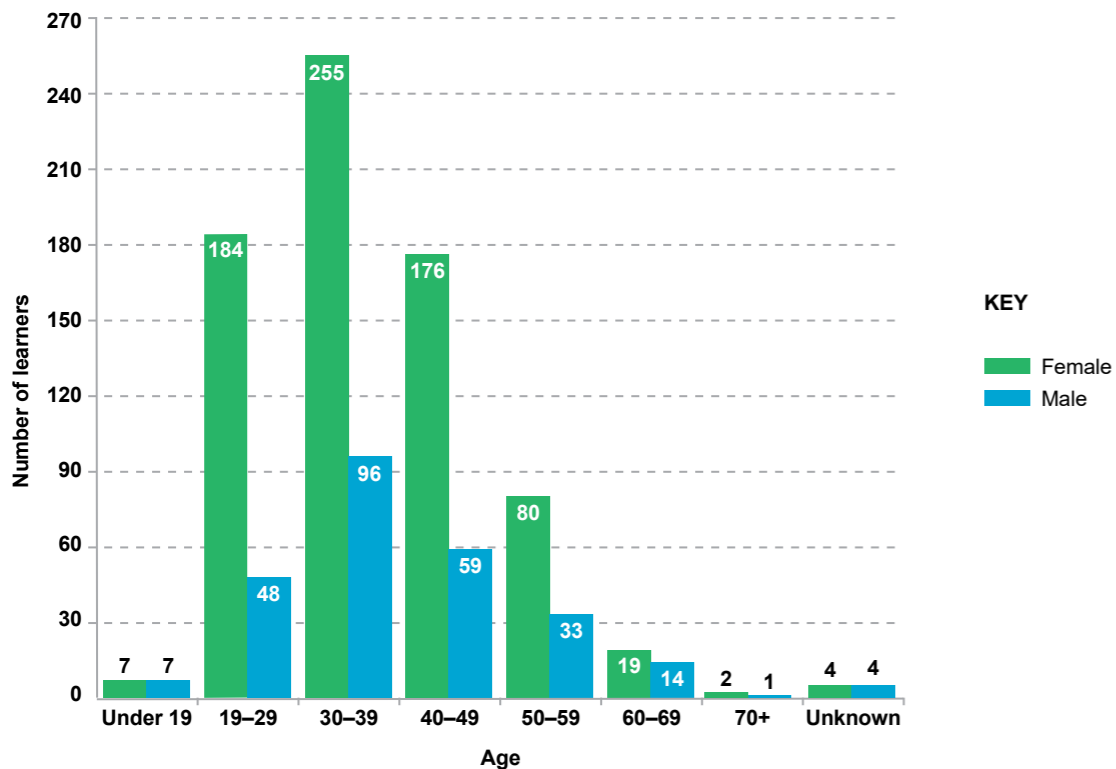
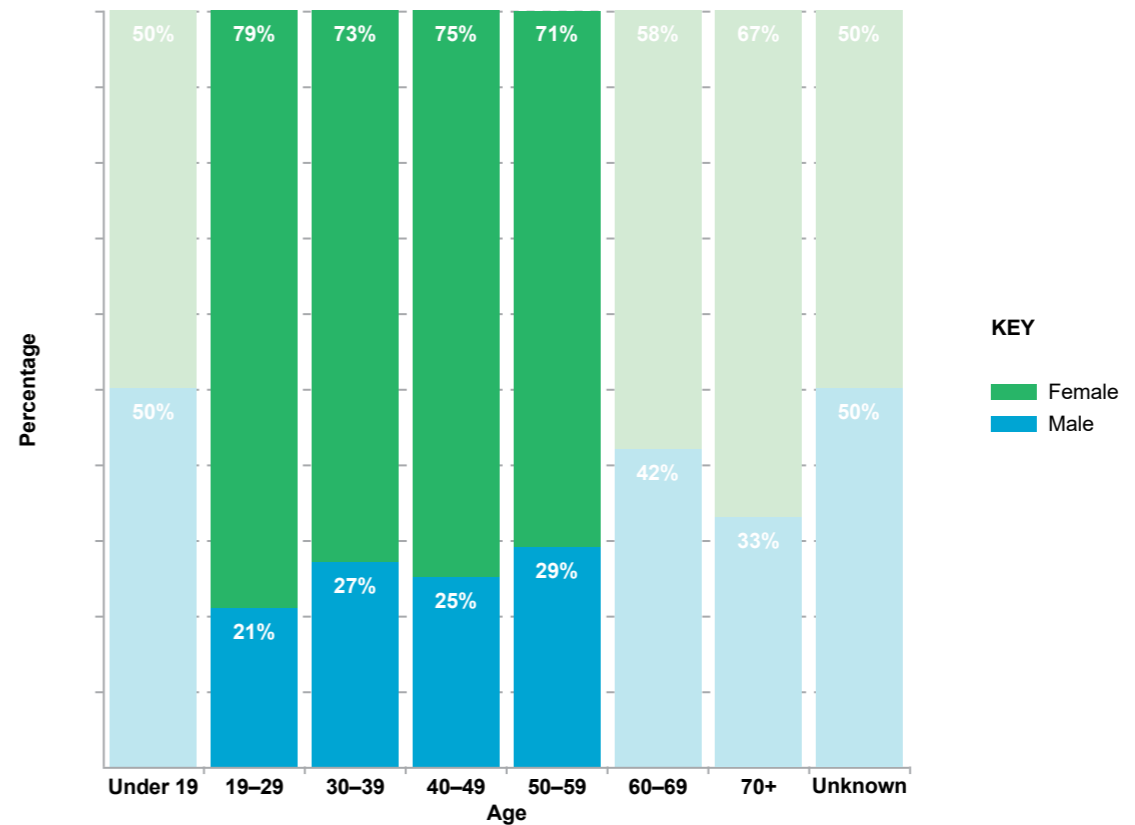


Figure 22: Gender split by age



Overall, there was a steep dip in the number of learners from the 50-59 age band onwards. This is perhaps due to learners in those age ranges being more likely to have underlying health issues and/or less perceived need to improve their English. Women were well represented across all age ranges, with more than average being from the 19-29 age band. Comparisons for under 19s, unknowns, and 60+ are not statistically significant due to the lower numbers of learners in these categories. The majority of men were aged 30-39, and interestingly, the proportion compared to females was greater than the overall average in all age bands except 19-29 and 40-49.

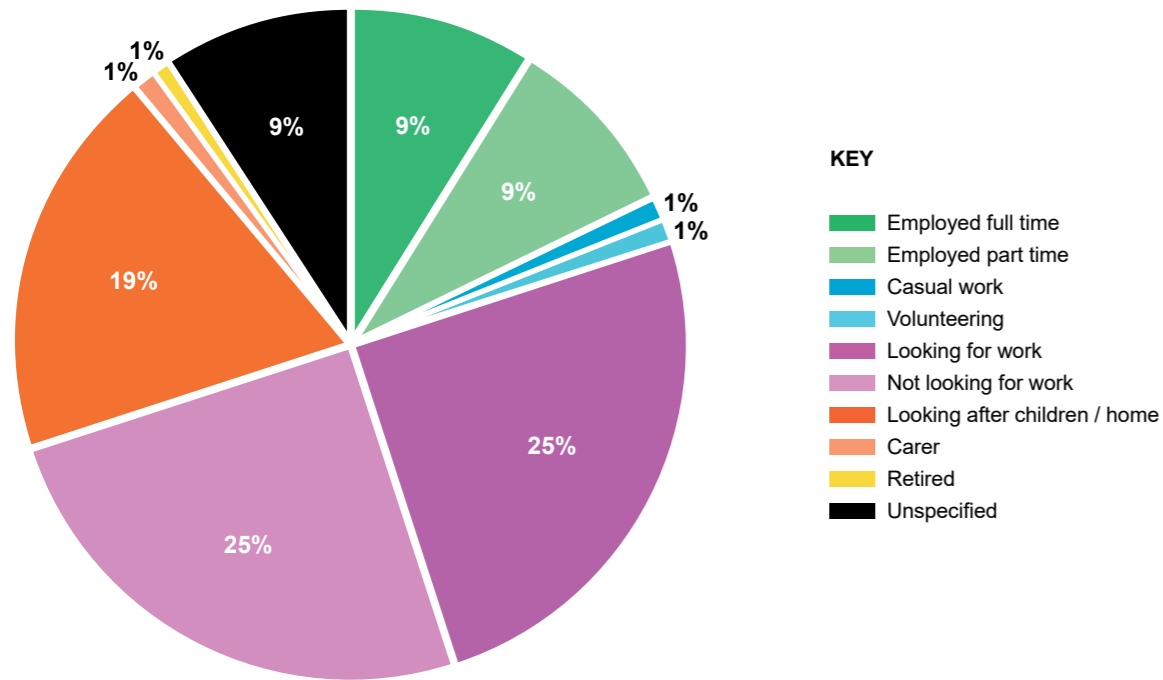
FOCUS ON AFGHANS
 Whilst 30-39 was the most common age band amongst the full cohort of learners, when looking at Afghans only, equal numbers were 19-29 or 30-39 years old. Overall, 69% of Afghan learners were aged under 40, compared to 59% of the full cohort. 33% were under the age of 30, compared to 24% of the full cohort. 42% of female Afghans were aged under 30, compared to 19% of male Afghans.

FOCUS ON UKRAINIANS
 5% of Ukrainian learners were under 19. When EAS advisors are assessing learners, under 19s are usually filtered out before they complete the online registration process and are instead signposted to community partners who are able to support younger people with their ESOL needs. Due to the high number of agencies attempting to support Ukrainians arriving in the UK, there was less control over this process and some under 19s were registered in error.

EMPLOYMENT STATUS

Just under a fifth of learners (19%) assessed by the Camden and Islington EAS in 2021-22 were in paid employment in some capacity. This is significantly lower than the 71.5% employment rate for Camden and the 79.3% employment rate for Islington. (Source: Annual Population Survey, ONS, July 2022). 25% were actively looking for work, however, the majority of learners (46%) reported circumstances that meant they were not currently seeking employment.

Figure 25a: Employment status



If the Afghan and Ukrainian learners are removed from the cohort, the employment rate of EAS learners goes up to 27% which is still 7% lower than the employment rate of EAS learners in the previous academic year. This may indicate that more learners are recognising that proficiency in English is very important for improving their employability and are therefore seeking out ESOL opportunities to improve their language skills before applying for jobs. This will be discussed more when looking at learners' reasons for learning English.

FOCUS ON AFGHANS

No Afghan learners were employed at the time of registration with the EAS, but 15% stated they were actively looking for work. 84% were unable to work, due to perceived immigration restrictions or needing to concentrate on looking after children or dealing with their accommodation situation. In fact, on arrival in the UK, Afghan refugees were eligible to work, however due to the number of different schemes through which they entered the UK, there was likely uncertainty amongst individuals about how the rules applied to their specific context.

FOCUS ON UKRAINIANS

Ukrainian refugees were also eligible to work as soon as they arrived in the UK. 57% of Ukrainians were looking for work at the time of registering with the EAS. Only 9% were currently employed, whereas 22% were unable to work. Only 11 Ukrainian learners provided reasons for why they were not looking for work, so the results are not statistically significant and are therefore not included here.

Figure 25b: Employment status - AFGHANS ONLY

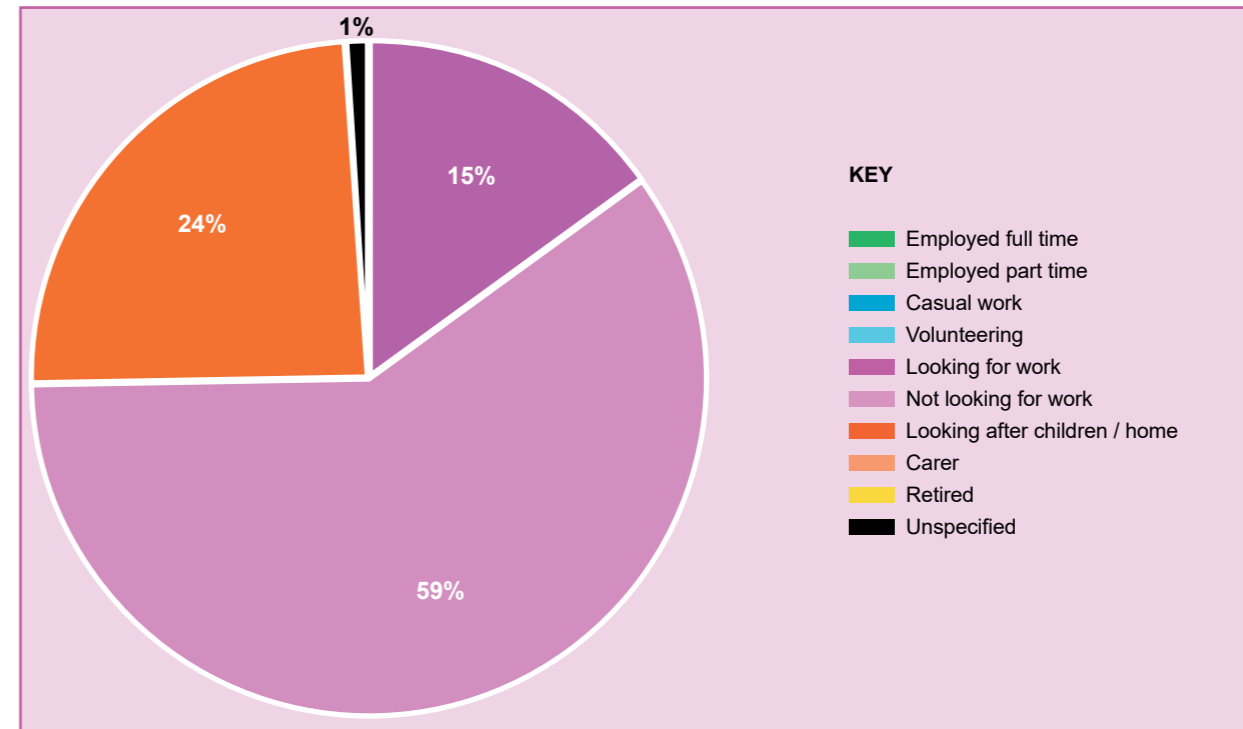
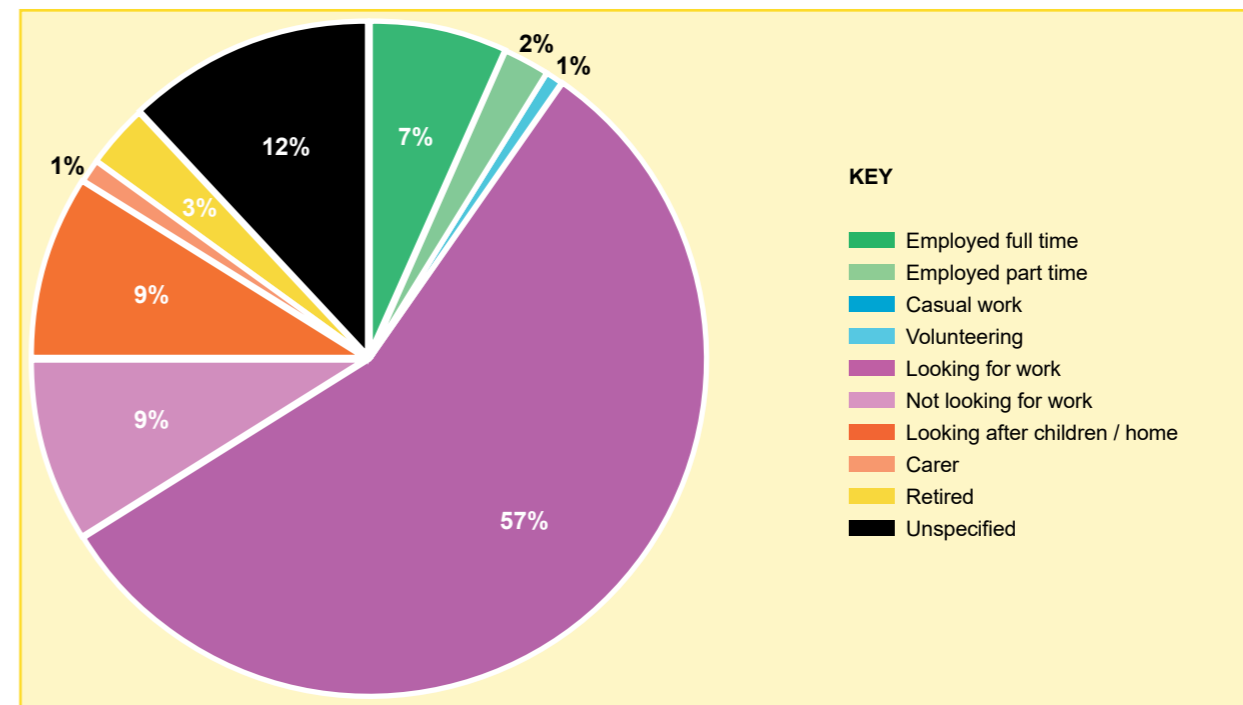


Figure 25c: Employment status - UKRAINIANS ONLY



INCOME AND BENEFITS STATUS

KEY FOR FIGS 29-32

- Yes
- No
- Unspecified

Figure 29: Receiving income-based benefits?

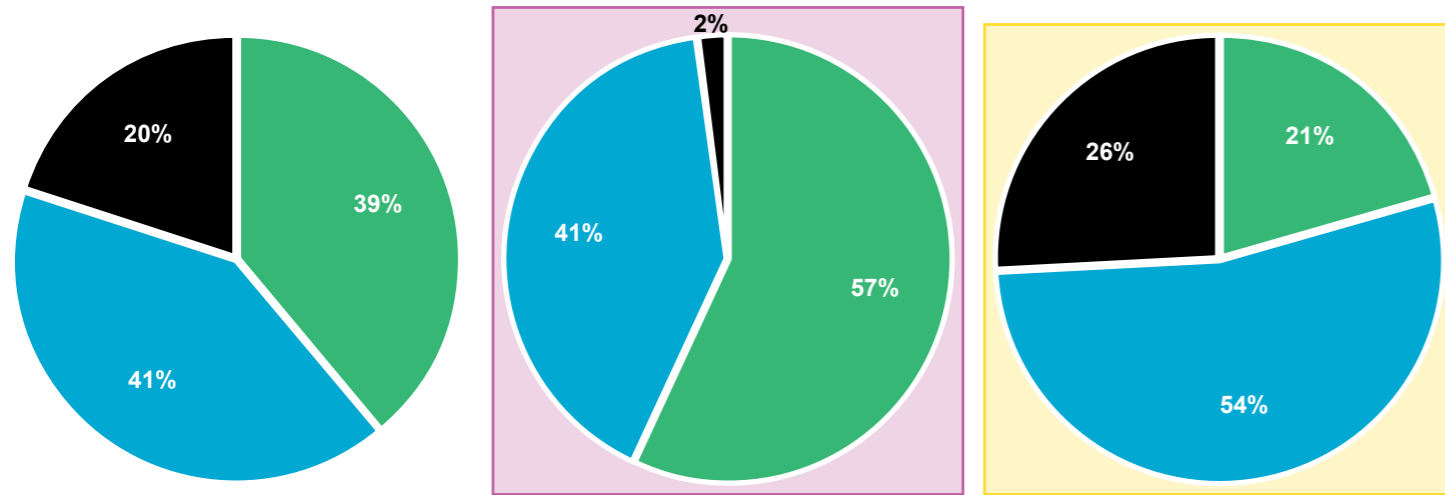


Figure 30: If yes, are you claiming one of the following: Jobseeker's Allowance, Employment Support Allowance or Universal Credit?

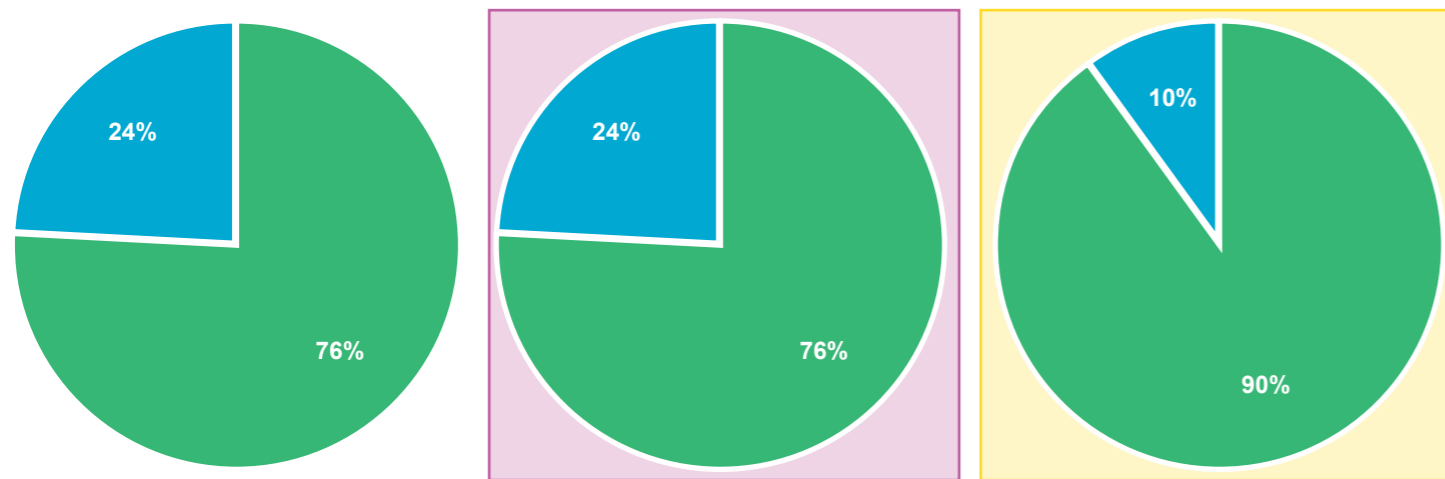


Figure 31: National Insurance Number?

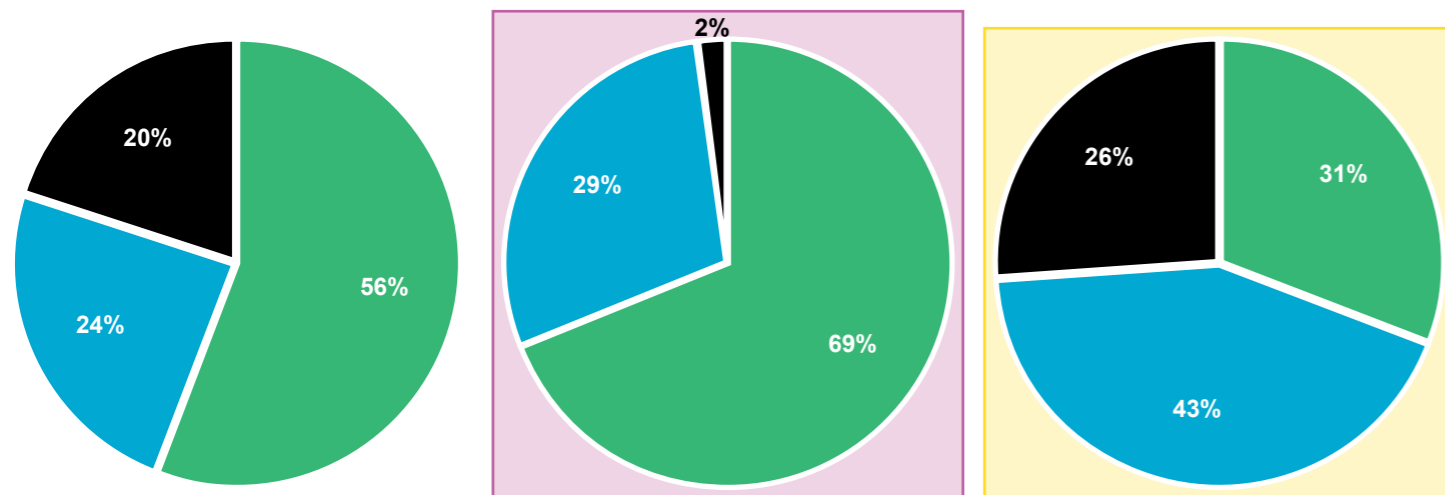
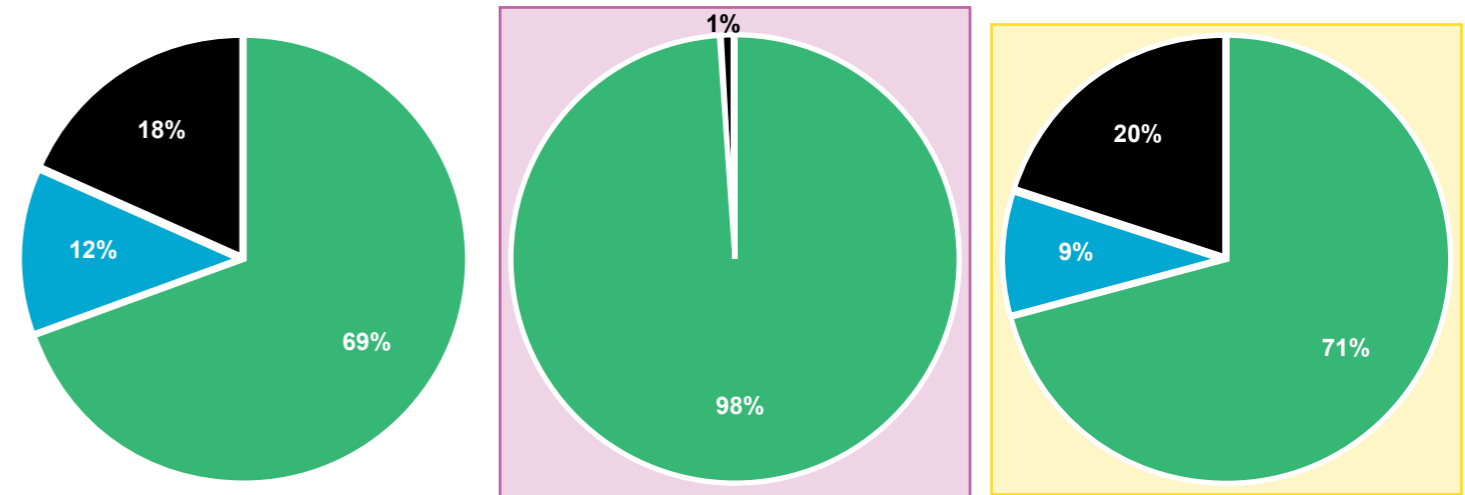


Figure 32: Low income?



A clause in the funding rules provides greater flexibility to place low income learners in free provision. Low income is defined by the Greater London Authority (GLA) as those earning less than the annual London Living Wage, before tax. During the 2021-22 academic year this started off as £21,157 but rose to £21,547 in November 2021. On average, 13% of households in Camden earn under £20,000, but this varies from 5% up to 28% when looking at the rate for individual wards. For comparison, in Islington, an average of 12% of households earn under £20,000. (Source: Paycheck, CACI Ltd, reported in "Camden Business and Employment Bulletin Databook", August 2022).

19.8% of children in Camden and 18.5% in Islington live in low income households. In both cases, this is higher than the London average of 16.8% (Source: Children in Low Income Families 2014-2022, DWP)

FOCUS ON AFGHANS

All Afghan learners who were receiving income-based benefits were placed on Universal Credit. Support with benefits could be targeted because all Afghan learners were housed in bridging hotels. Afghan women who were married with children were unlikely to be looking for work due to family commitments and cultural reasons, although a minority were self-employed and working from home. Younger female Afghans without family commitments were more open to pursuing education and employment opportunities.

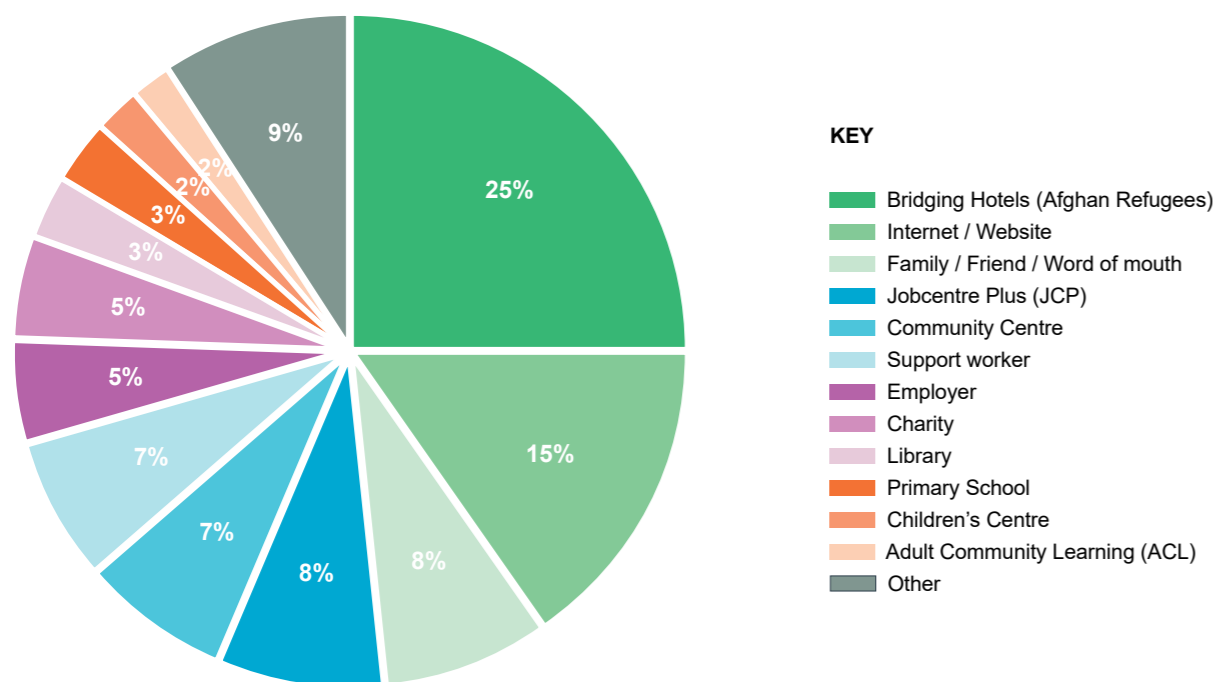
FOCUS ON UKRAINIANS

Ukrainian learners were less likely to declare their benefit status when registering with the EAS. Many arrived in the UK knowing that they were likely to be housed with a sponsor for up to 6 months only, so there was a greater awareness of the need to find employment to allow them to become financially independent as soon as possible.

REFERRAL ROUTES

Figure 33a: Referral Routes

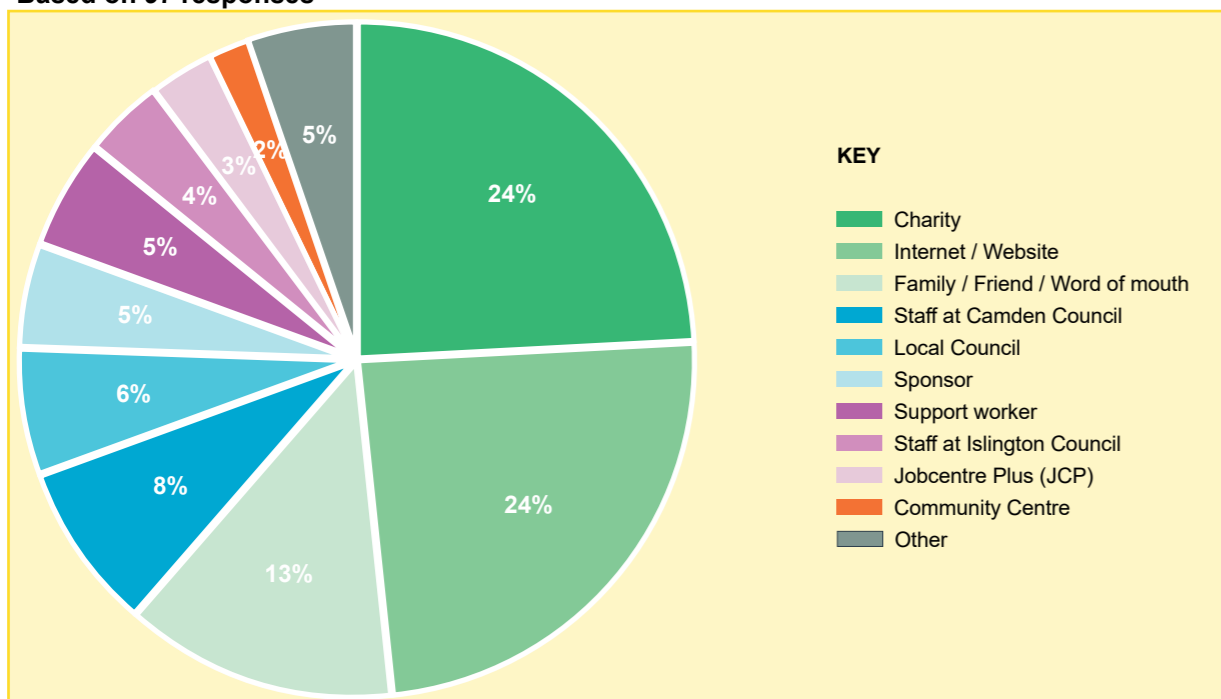
Based on 812 responses



The 'other' category in the chart above contains the following wide range of additional referral routes, accounting for 75 learners: Staff at Camden Council, Employability worker, Local Council, Job Hub, Sponsor, Staff at Islington Council (all 1%), and Leaflet, Camden ACL Booklet, Food Bank Poster, Social Prescribing, Advert, Bus advert, College, Consulate, Council, GP, Home Office, Homeless Charity, Letter, Newsletter, Occupational Therapist, Other job related, Phonecall, and Teacher (all below 1%).

Figure 33b: Referral Routes - UKRAINIANS ONLY

Based on 97 responses



The 'other' category in the chart above contains the following additional referral routes declared by 5 Ukrainian learners: Adult Community Learning (ACL), Consulate, Employability worker, Leaflet and Other job related.

Escaping Taliban Terror: A journey of optimism and resilience from Afghanistan to the UK
By Aysha Kakar, Hopscotch Afghan Advocate, on behalf of Adeena, Afghan Refugee.

This case study describes Adeena and her family's remarkable journey from Afghanistan to UK after the Taliban unexpectedly took control of the nation on 15 August 2021.

Adeena and her family were terrified and had to make the painful choice to leave everything behind. They encountered a chaotic scene at the airport as thousands of people were desperately trying to leave the country. They struggled for three exhausting days without adequate food. Finally, the family managed to secure passage on a flight.

The relocation to an entirely new country had its difficulties for Adeena, but it also represented freedom, optimism, and the opportunity to start over.

After arriving in the UK, interventions by the ESOL Advice Service and Hopscotch Asian Women's Centre helped her a lot to achieve the goals once she could only dream of. Through English classes, she now has good focus on reading, writing and speaking. She is now taking steps to become independent. She has developed the confidence to conduct her everyday business normally as a result of taking English classes and participating in other activities offered.

In addition, she is now accustomed to the British Culture and has learned the social norms. Her social network has expanded and she is more aware of her surroundings, both of which help to lessen her feelings of loneliness. Now, Adeena feels that she is in a tranquil place and has also established a sense of harmony.

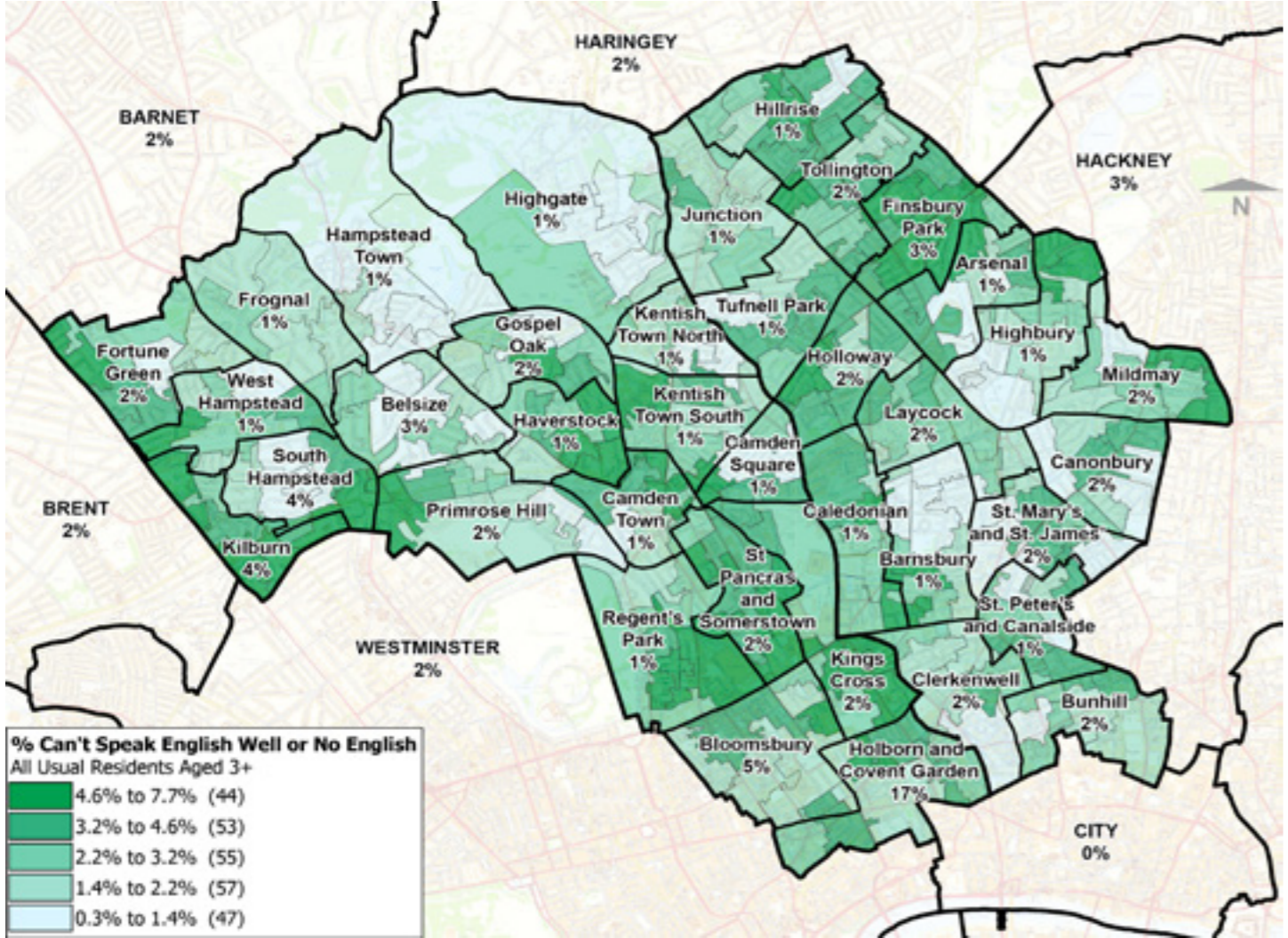
Adeena claims that despite coming from an underdeveloped country, EAS and Hopscotch strengthened her and provided her with the necessary skills to manage her new life on her own. Due to her increased confidence, she can now access the assistance she needs and an improvement can be seen in her well-being and mental health as a result of endless efforts by EAS and Hopscotch. She currently demonstrates a willingness to regularly attend additional classes in order to increase her knowledge, using the resources made available to her.

Despite the difficulties, Adeena is thankful and joyful for the opportunity they now have in the UK. They can continue their education, exercise their individual rights, be treated with respect, and, most significantly, live in peace with their families, giving them the sense of safety that was missing from her homeland.

I am very satisfied with EAS and Hopscotch; both helped me and my fellow women in every way possible to learn English. We are provided with many different English courses inside and outside the accommodation for our conveniences.

Muzgan, Afghan Refugee

Figure 34: Learner locations in Camden and Islington, with concentration of residents stating they cannot speak English well or at all (Census 2021)



Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLv3)

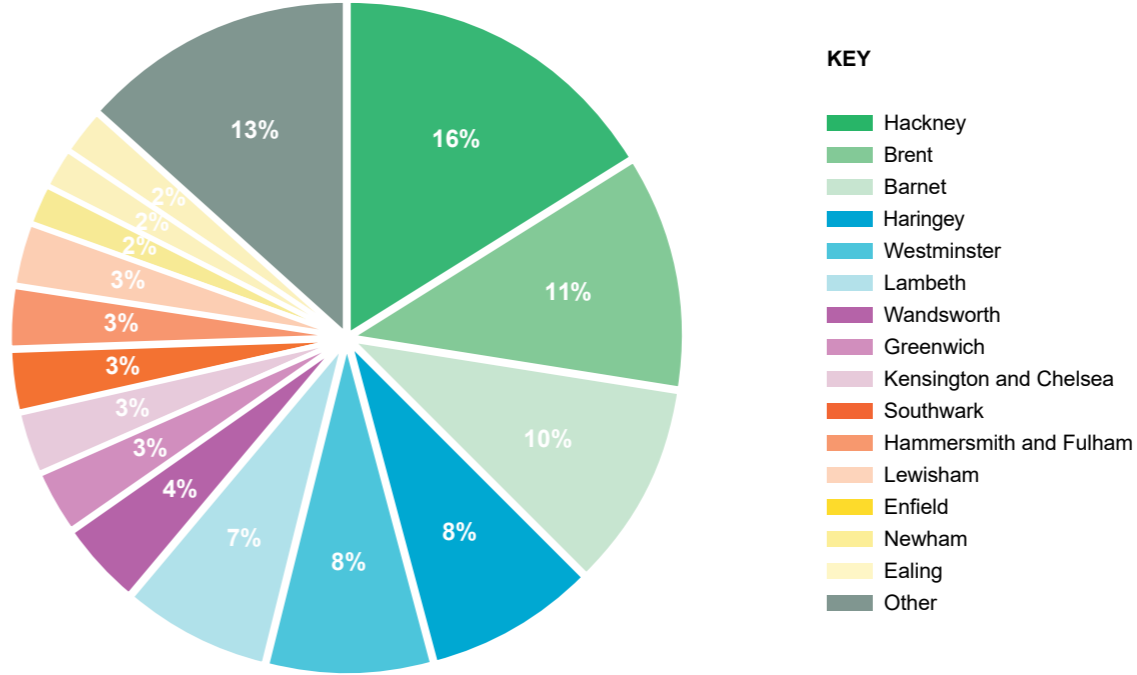
53% of learners assessed by the Camden and Islington EAS in 2021-22 lived in the London Borough of Camden, 26% lived in the London Borough of Islington and 21% resided elsewhere.

The percentage spikes in the southern areas of Camden are due to these wards being the location of the bridging hotels used to accommodate Afghan learners. There are still smaller spikes in the number of residents from wards where the EAS previously held popular face-to-face advice sessions.

The scope of residents coming to the service from other boroughs is widening significantly. Of the 21% of learners that resided elsewhere, just over half (53%) lived in bordering boroughs and 42% lived in other London boroughs. In total, 27 of the 32 London boroughs were covered. The final 5% lived outside of London.

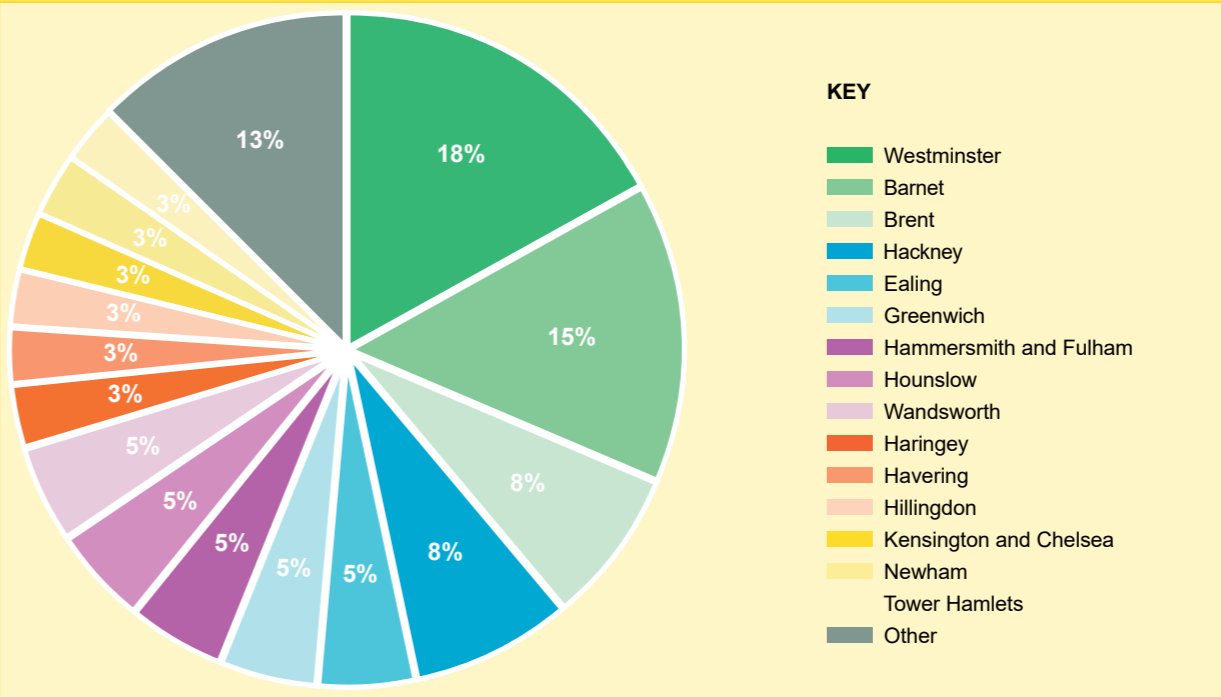
FOCUS ON UKRAINIANS
At the time of registering with the EAS, Ukrainian learners were already housed in boroughs all across London, as well as a few areas outside of London, demonstrating the wide reach of the service. If Ukrainian learners are removed from the data, the number of London boroughs covered reduces to 22.

Figure 35a: Out of borough learner locations
Based on 205 records



The 'other' category comprises of learners who reside in the following London boroughs: Barking and Dagenham, Croydon, Hounslow, Tower Hamlets, Waltham Forest, Harrow, Havering, Hillingdon, Merton, and Richmond upon Thames, as well as those living outside of London in the following areas: Swindon, Essex (Basildon), Essex (Uttlesford), Hertfordshire (East Hertfordshire), Lincolnshire (Boston), Peterborough, Surrey (Epsom & Ewell), Surrey (Reigate & Banstead) and Wokingham.

Figure 35b: Out of borough learner locations - UKRAINIANS ONLY
Based on 205 records



The 'other' category comprises of learners who reside outside of London in the following areas: Essex (Uttlesford), Hertfordshire (East Hertfordshire), Surrey (Epsom & Ewell), Surrey (Reigate & Banstead) and Wokingham.

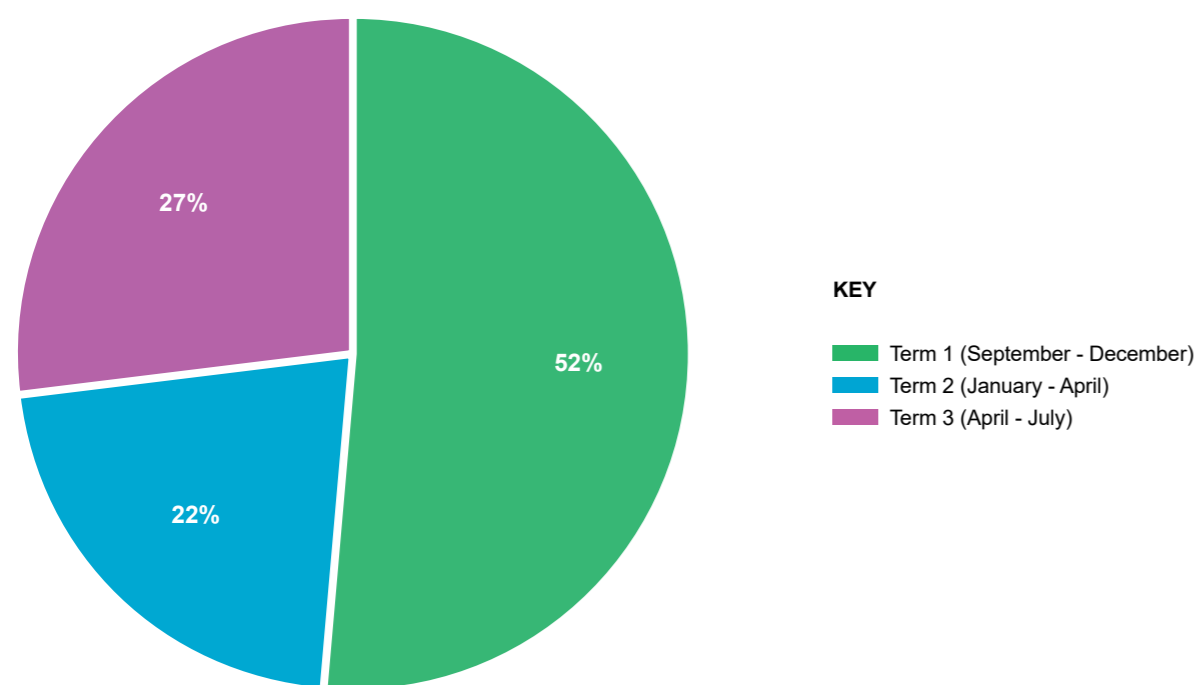
The table below shows data on Proficiency in English from the Census 2021 indicating that over 102,000 residents across 9 local boroughs cannot speak English well or at all. As a percentage of the total population of a borough aged 19+, Brent comes out as the borough with the most need, followed by Haringey and Tower Hamlets.

Possibly owing to the ESOL IAG Single Point of Contact (SPoC) model being available in very few boroughs, EAS continues to attract learners from surrounding boroughs and across London (see Figure 35a)

Figure 36: Cannot speak English well or at all: Local borough detail (Aged 19+, Census 2021)

Borough	Count	% of 19+ population
Camden	5,737	3.4%
Islington	5,900	3.3%
Brent	23,147	8.8%
Haringey	17,539	8.5%
Tower Hamlets	17,919	7.4%
Barnet	14,421	4.9%
Hackney	10,479	5.2%
Westminster	6,932	4.0%
City	133	1.7%

Figure 37: Term of registration



The chart above reflects the term when each learner first registered with the EAS. The majority of learners (52%) were registered during Term 1. This statistic includes learners from the previous academic year whose cases were not yet concluded and therefore rolled over into 2021-22.

LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

Figure 38a: Time in the UK

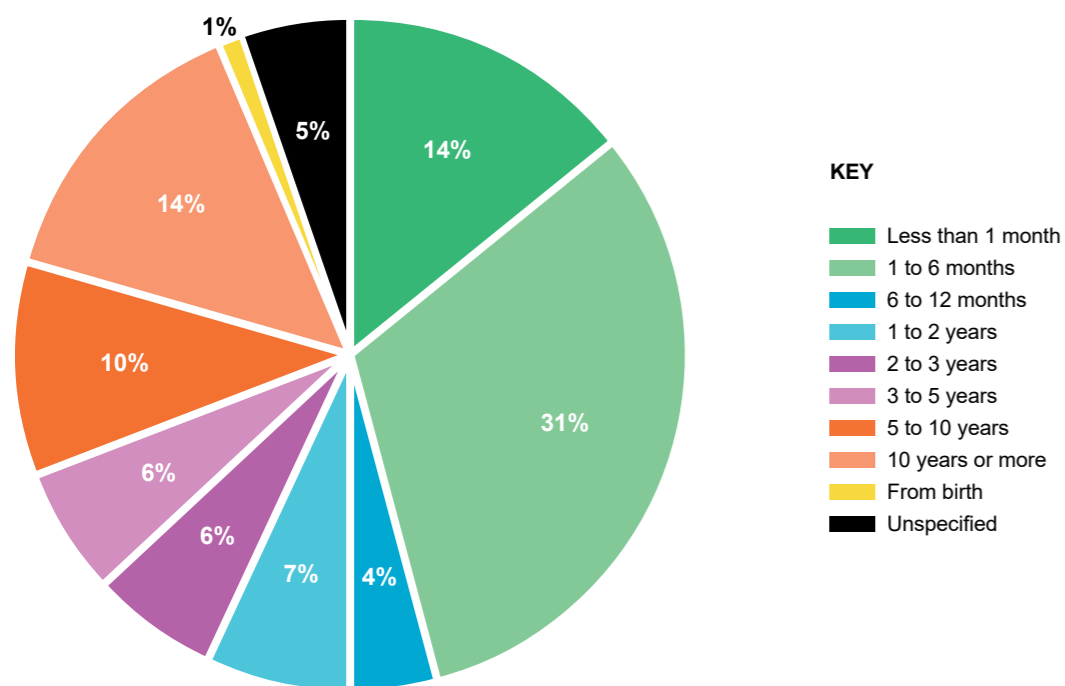
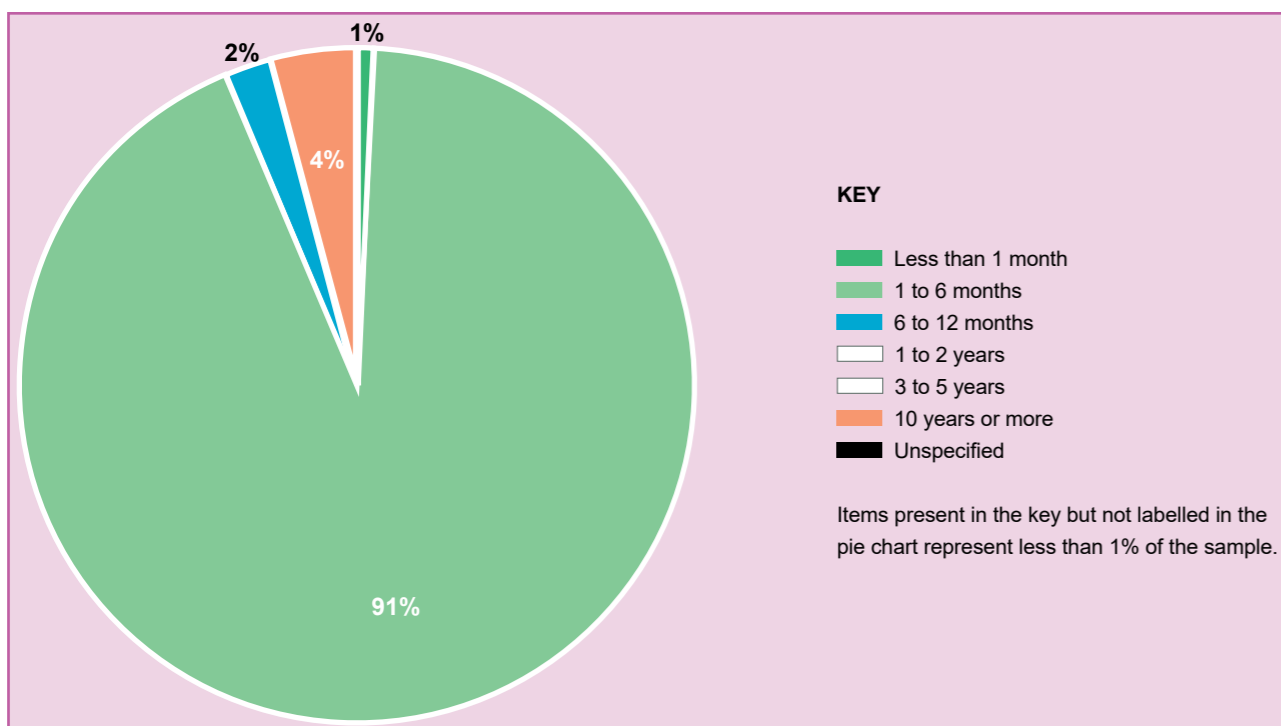


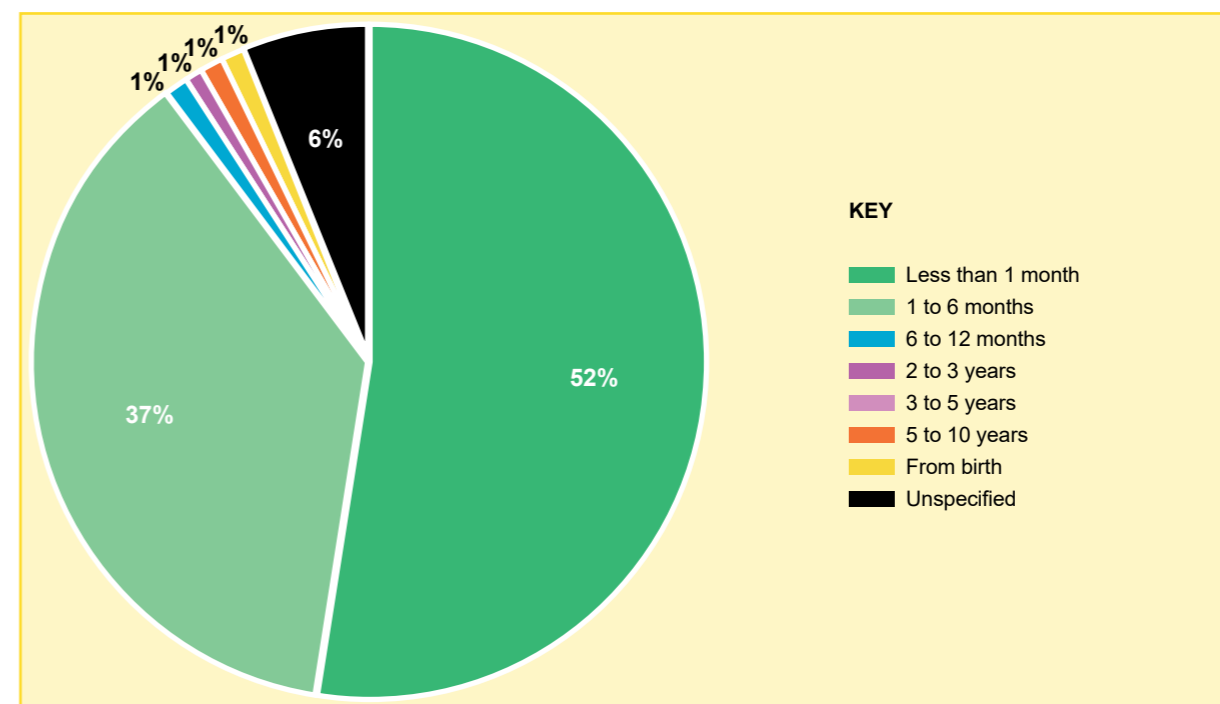
Figure 38b: Time in the UK - AFGHANS ONLY



FOCUS ON AFGHANS

92% of Afghan learners were registered with the EAS and advised within 6 months of their arrival. Possibly owing to the haste with which a response to the Kabul evacuation was organised, EAS was not immediately invited into bridging hotels. As soon as EAS gained access, regular on-site IAG sessions were set up in order to help every adult resident who wished to improve their English enrol on suitable courses.

Figure 38c: Time in the UK - UKRAINIANS ONLY



FOCUS ON UKRAINIANS

6 Ukrainian learners reported being in the UK for longer than expected. It is unknown whether they were already in the UK before the war or if they misunderstood the question. It is possible they are family members of newly arrived Ukrainians and they attended advice sessions with them and ended up also registering themselves.

I am very grateful to you for your help and promptness.

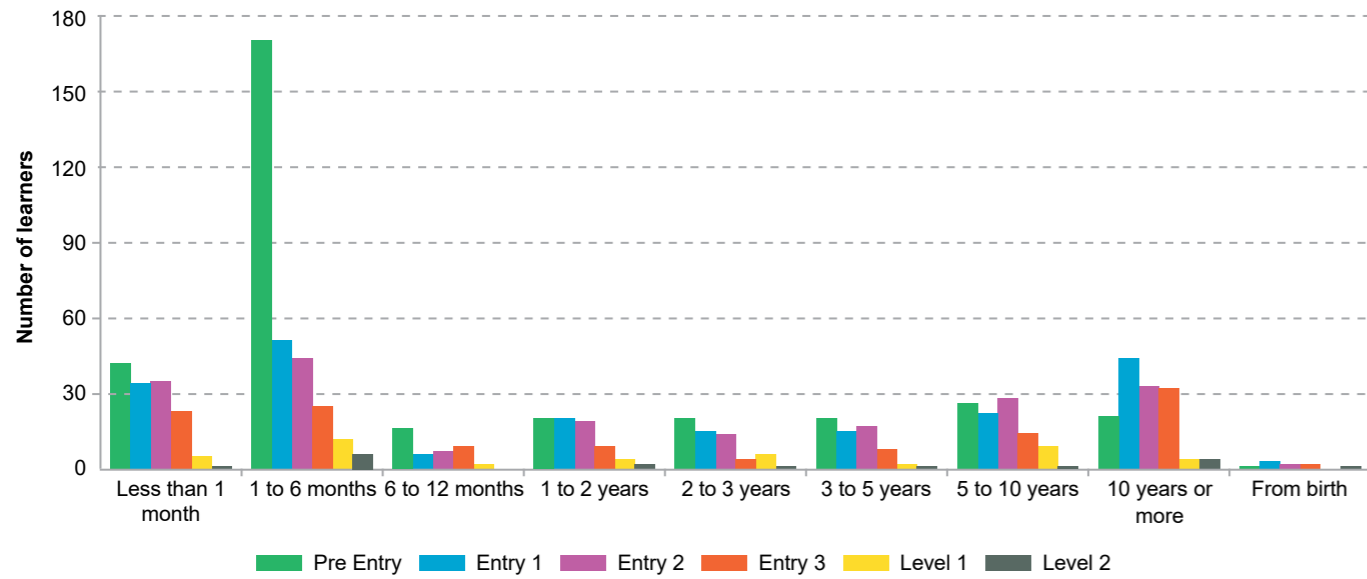
Ukrainian Refugee

English courses provided by EAS and Hopscotch has a huge impact on my life in the UK. I am very please with them, they have made my life easier, I can have a basic communication with my teacher, hotel management and I also take part in children's parents meeting.

Afghan Refugee

LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

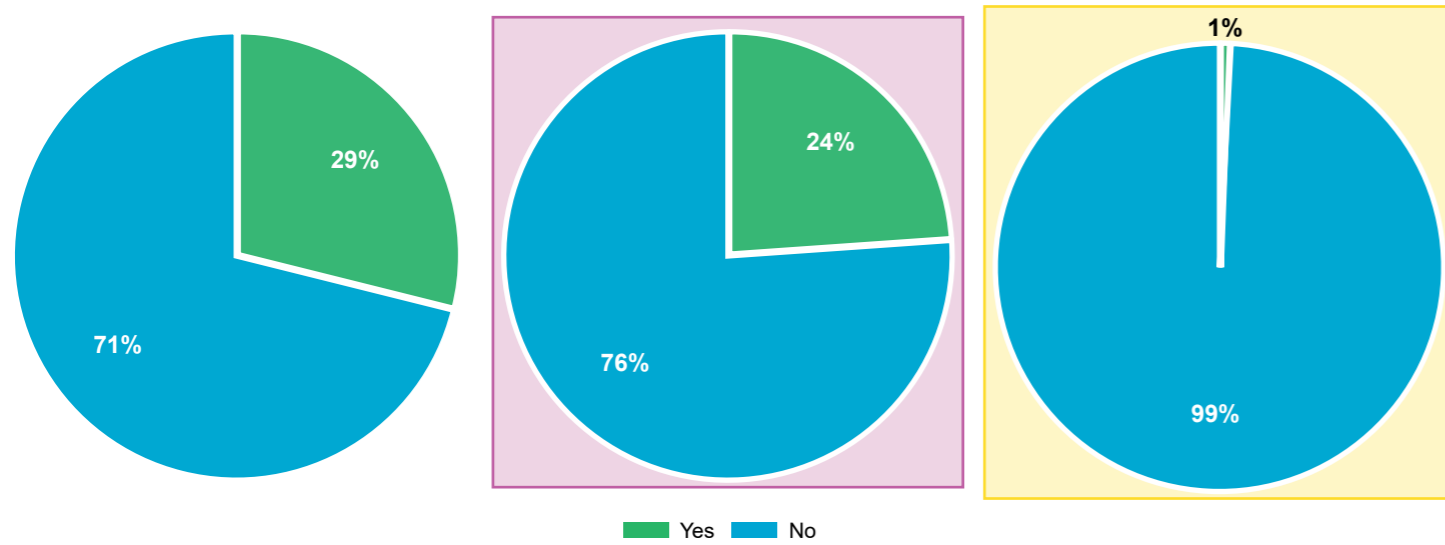
Figure 39: Time in the UK by level of English (Speaking)



The chart above usually highlights the issue of dormant learners - those who have been in the UK for more than 10 years but not recently taken part in ESOL learning. This issue is still apparent in the data, but circumstances around the world in the 2021-22 academic year provide an opportunity to highlight learner vulnerability at the opposite end of the scale. Learners who have recently arrived in the UK, such as the Afghan and Ukrainian refugees, were far more likely to be speaking English at Pre Entry level, meaning their access to information about many aspects of life is severely limited, for example guidance about the benefits system and support to find sustainable education and employment opportunities.

Figure 40: Previous ESOL experience?

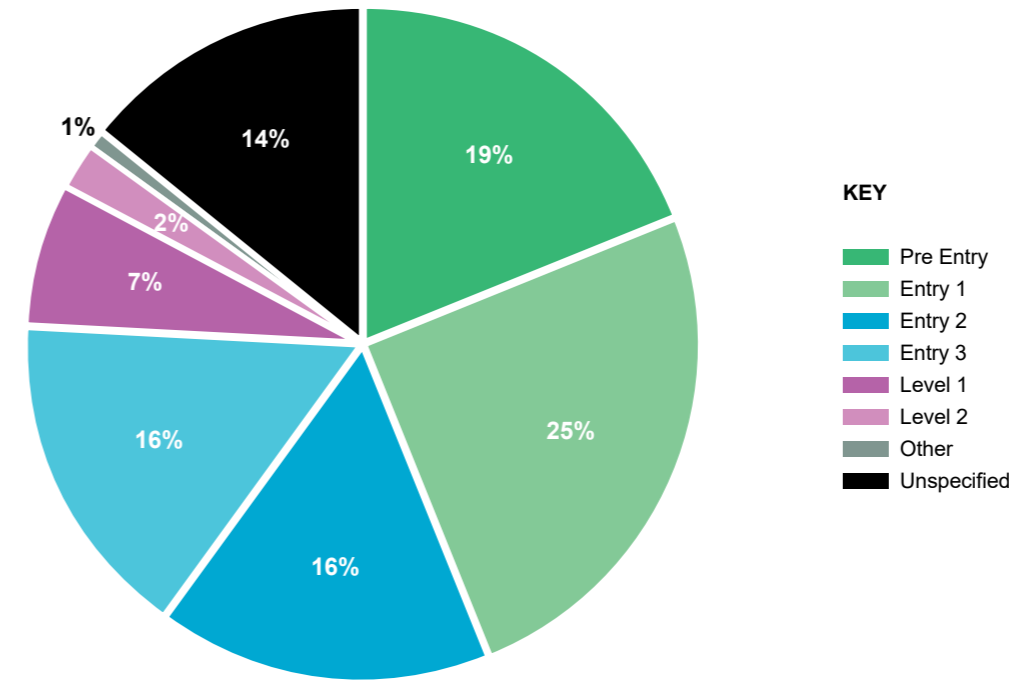
Based on 854 records



Overall, 71% of learners who responded had no prior experience of ESOL learning. 99% of Ukrainian learners who responded had never taken part in ESOL classes before and the EAS was the only service available to them for neutral advice. It is interesting to note that 24% of the Afghan learners who responded did have experience of ESOL, meaning they were likely learning English in their home country before arriving in the UK. This will be looked into further later in this chapter.

Figure 41a: ESOL qualifications already attained

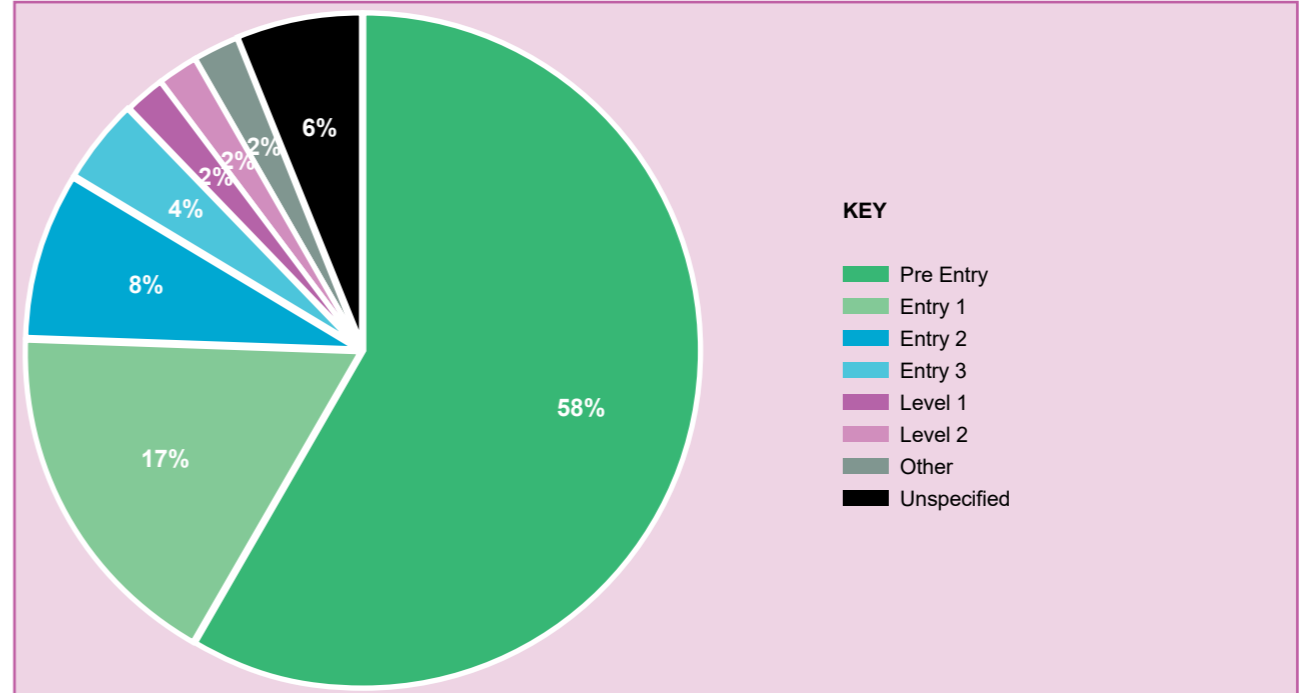
Based on 250 records



The 'other' category in the chart above comprises of learners reporting their proficiency in English using alternative terminology for their level. One learner declared 'CAE' which refers to the 'Cambridge English: C1 Advanced', a qualification that shows their proficiency in English is of the standard expected for a university undergraduate or professional business person. Another learner referred to a failed attempt to pass an E3 qualification.

Figure 41b: ESOL qualifications already attained - AFGHANS ONLY

Based on 48 records



LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

Figure 42: Barriers to progressing
Based on 194 responses



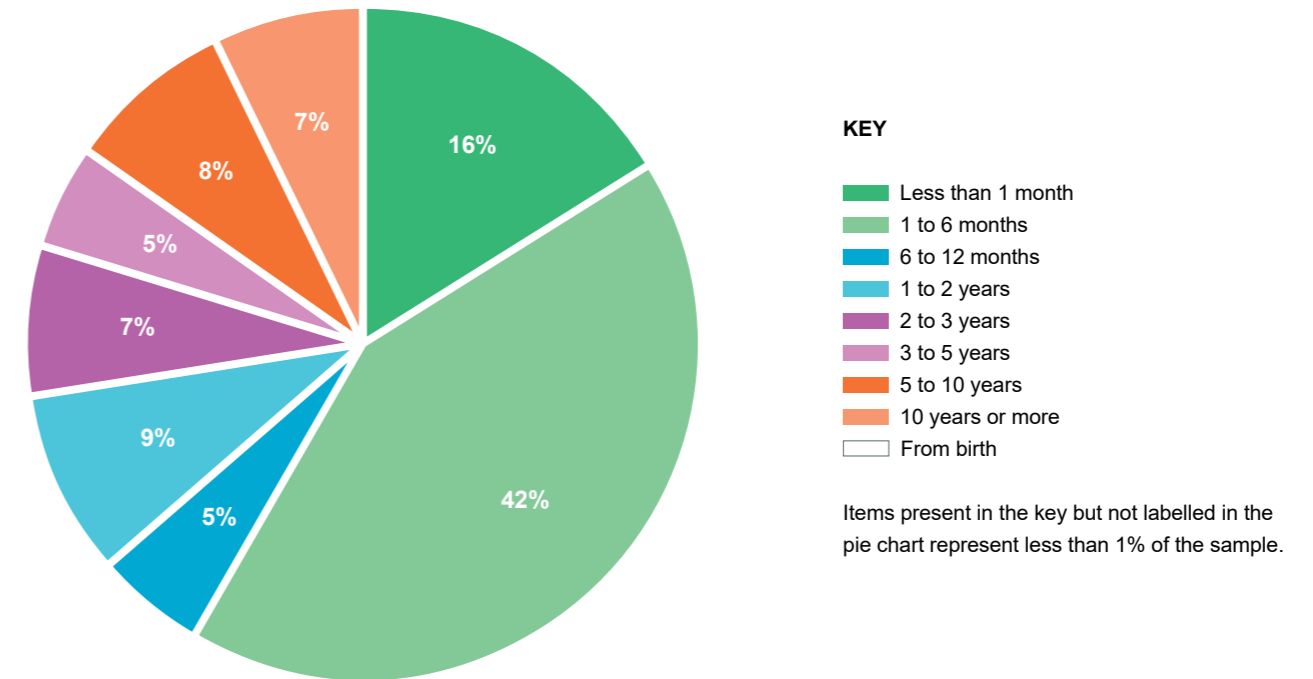
In the above word cloud, the contexts for 'course closed' and 'course ended' differ slightly. 'Course closed' means that the course stopped being offered. 'Course ended' means the class finished and no progression route was taken up by the learner or offered by the course provider.

Only 1% of Ukrainian learners had prior experience of ESOL and they didn't provide any details about their barriers to progression.

FOCUS ON AFGHANS

Whilst responses regarding barriers to progression were only received by 15 Afghan learners, it is worth noting that this is the origin of 70% of the responses that were collated into the 'Left my country' category. The inference is that these learners were already learning English in their home country so actively sought out ESOL provision to continue their studies once they arrived in the UK, but only one learner clearly declared this.

Figure 43: No ESOL experience: Time in the UK
Based on 604 records



Improving Job prospects and economic status

The EAS works closely with employability services to help residents improve their job prospects. EAS is embedded in Camden and Islington JCPs to support job coaches and learners with ESOL needs to find the course that best suits their needs, taking into account barriers to learning that they may have experienced in the past or be experiencing at the time of registration. This can include those who are socially isolated due to responsibilities at home, cultural background and domestic violence. By working with referral partners that specialise in helping people with complex needs, EAS users can access provision designed not only to provide language training but also to improve mental wellbeing, raise aspirations and enable them to contribute positively to their communities.

Another aim is to help JCP clients break dependence on benefits arising from poor language or literacy skills. As noted in previous years, although many find unskilled jobs, they continue to rely on benefits to meet daily living costs. As they become more used to being able to function with this level of English, they become more isolated from the larger community and less likely to pursue any education.

Many learners are embarrassed about their lack of previous education or do not believe they will be able to learn and need a supportive, community learning environment. Large further education colleges can seem intimidating to learners who do not realise there are Adult Education courses suitable for them or do not know how to register for classes. The EAS quickly identifies and removes small barriers which seem insurmountable to JCP customers.

At the other end of the scale, keen learners attending college can be offered supplementary classes to accelerate their learning and become economically active more quickly. ESOL is an essential part of the employability journey for JCP customers with English learning needs contributing to a better integrated and economically vibrant community, yet ESOL provision often remains inaccessible to JCP customers and work coaches without EAS intervention.

Figure 44a: ESOL levels

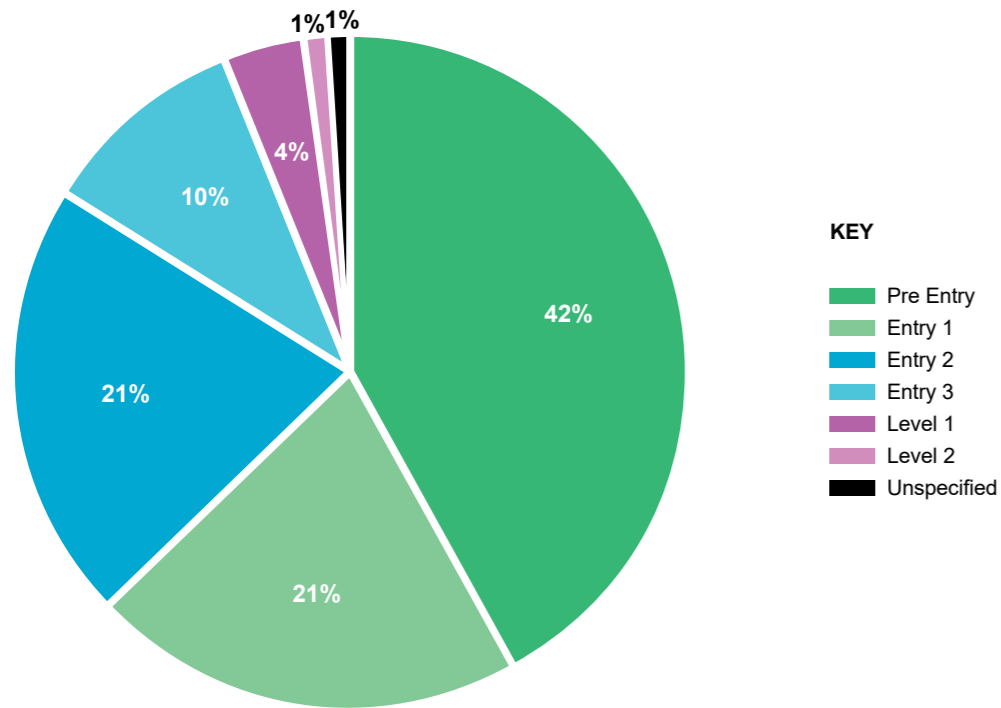
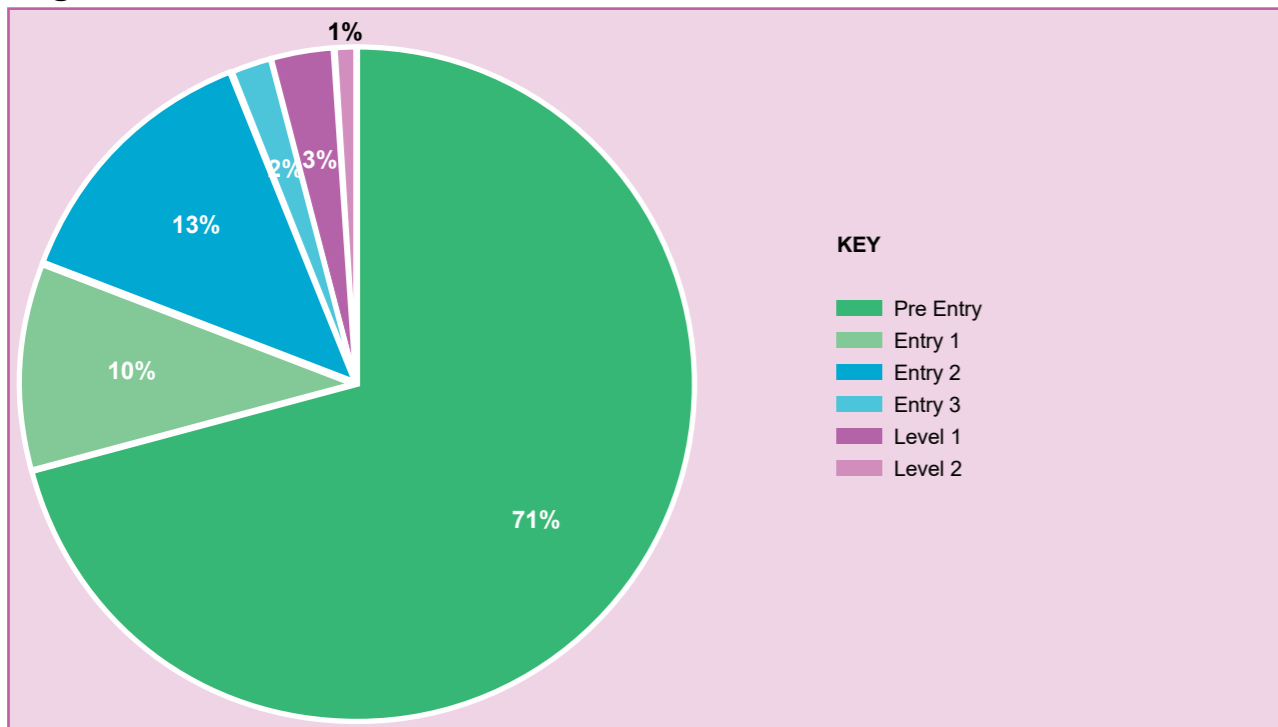


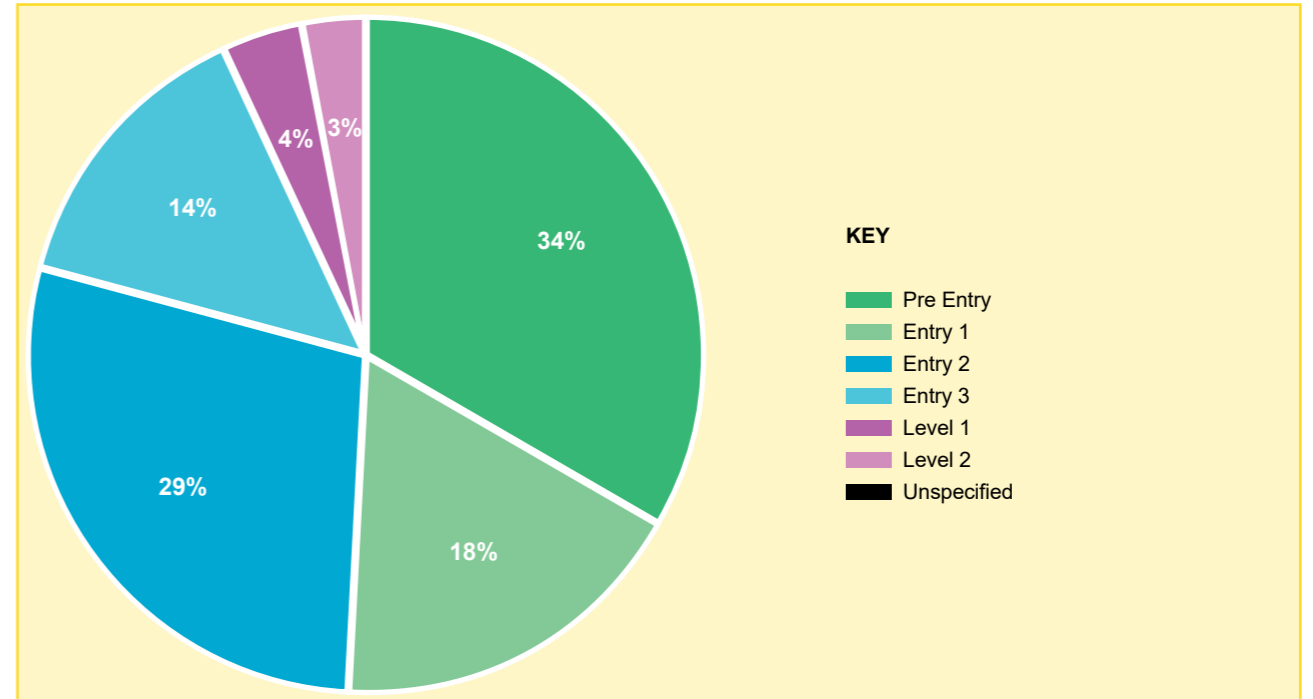
Figure 44b: ESOL levels - AFGHANS ONLY



FOCUS ON AFGHANS

81% of Afghan learners were assessed to be at Pre-Entry or E1 level, and a further 13% were assessed as E2. 35% of Afghan learners declared they were 'not literate in any language'. Low levels of education in learners' first languages can lead to problems acquiring other languages and factors such as a learner's mother tongue being in a different alphabet or script can make the issue even more complex.

Figure 44c: ESOL levels - UKRAINIANS ONLY



FOCUS ON UKRAINIANS

Ukrainian learners demonstrated a more standard profile of levels, with nearly half of them having a level of English assessed as being E2 or above. Whilst the data shows that 99% of them did not have prior experience of ESOL classes, it is likely that they learnt some English whilst at school and absorbed more through European popular culture such as films and music. This allowed them to be better equipped to integrate into society when arriving in the UK, and more able to seek out employment and education opportunities.

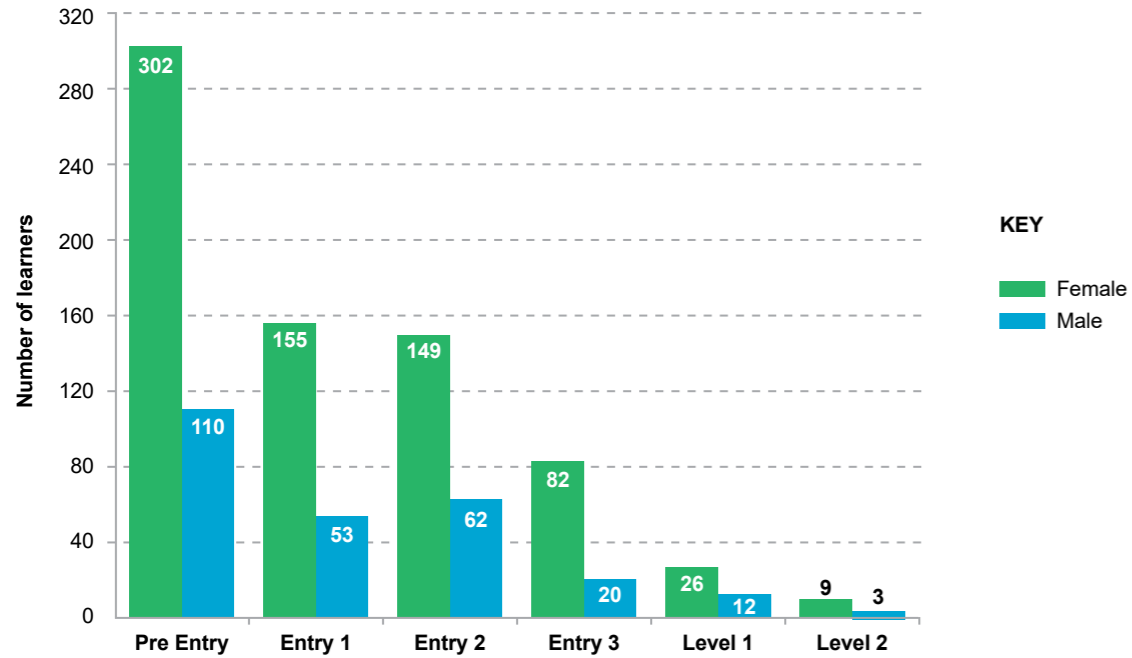
When ESOL learners demonstrate significantly stronger skills in some modes compared to others, they are said to have a 'spiky profile'. For instance, a learner may be assessed as L1 for speaking and listening but Pre Entry for writing and E1 for reading. This could be exacerbated by chronic literacy issues in the learner's background, as seen with some of the Afghan cohort this academic year.

Most second language acquisition occurs through slowly learning vocabulary that is useful for dealing with everyday life for the particular learner. Confident learners who regularly interact with English speakers may improve their level of spoken English more quickly than others, especially if they live and work with them. However, unless the learning process can be complemented in a classroom setting, mistakes can creep in and become fossilised over time, something which is difficult to undo. The sooner learners can access ESOL provision, the sooner they can benefit from structured learning and progress more quickly.

[The classes] had a great effect... Our worries decreased and our conversation in English improved. It improved our knowledge of living in the UK.

Afghan Refugee

Figure 45: Levels by Gender



The vast majority of learners (94%) were assessed to be E3 or below, with 42% being Pre Entry.

73% of those assessed to be Pre Entry were female, however the level with the highest proportion of females learners (80%) was E3. Most men (31%) were assessed as Pre Entry. Generally, the number of learners decreased as the level increased except for a slight bump between E1 and E2 for men. The numbers of women studying at E1 or E2 was very similar.

Figure 46a: Literate in first or other languages?

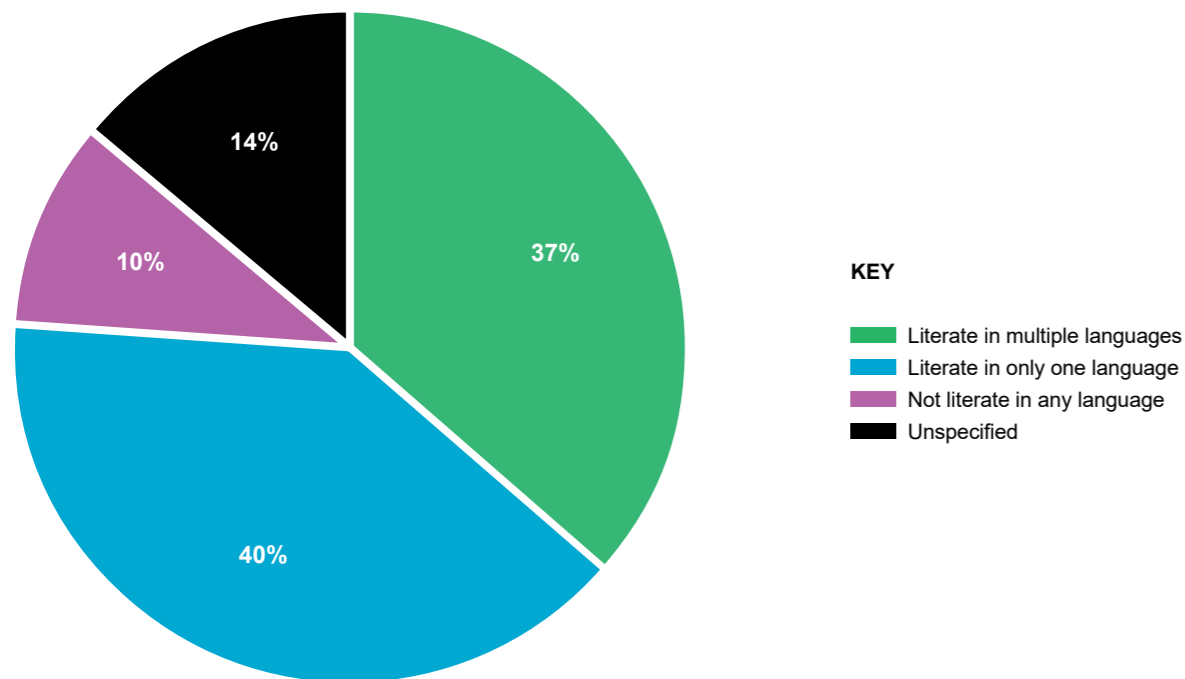


Figure 46b: Literate in first or other languages? - AFGHANS ONLY

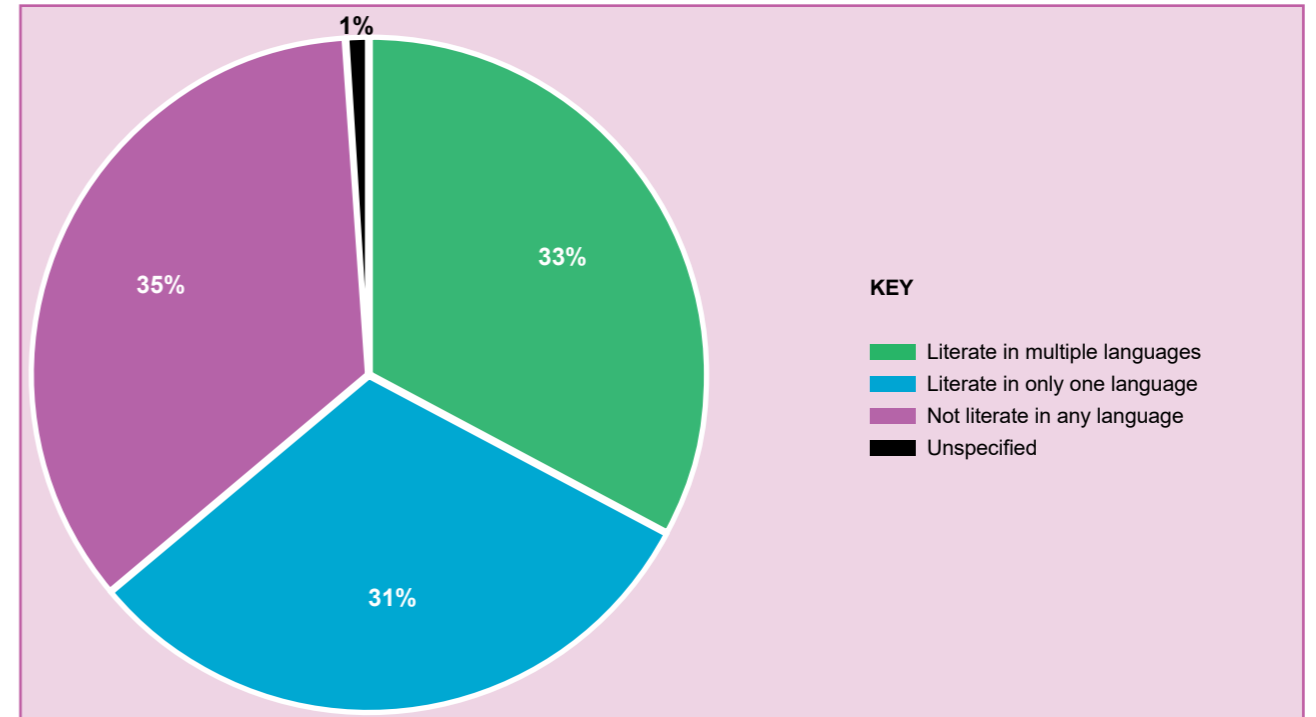
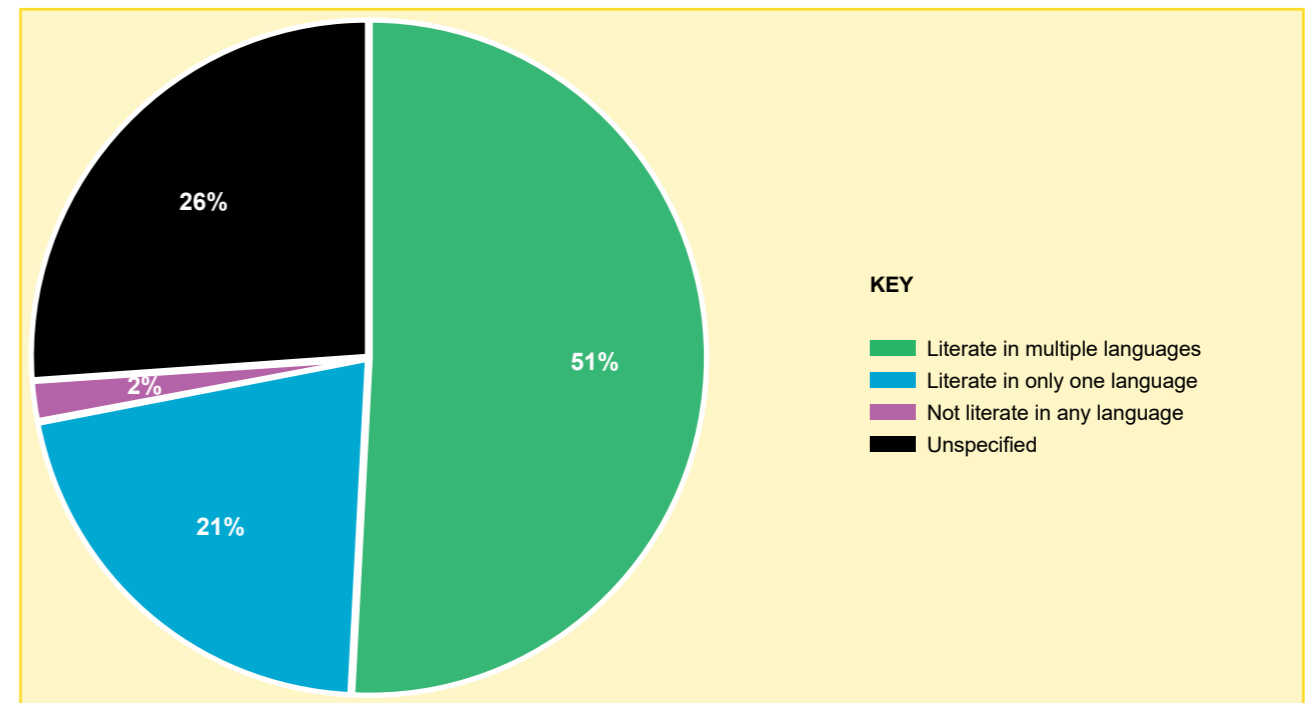


Figure 46c: Literate in first or other languages? - UKRAINIANS ONLY

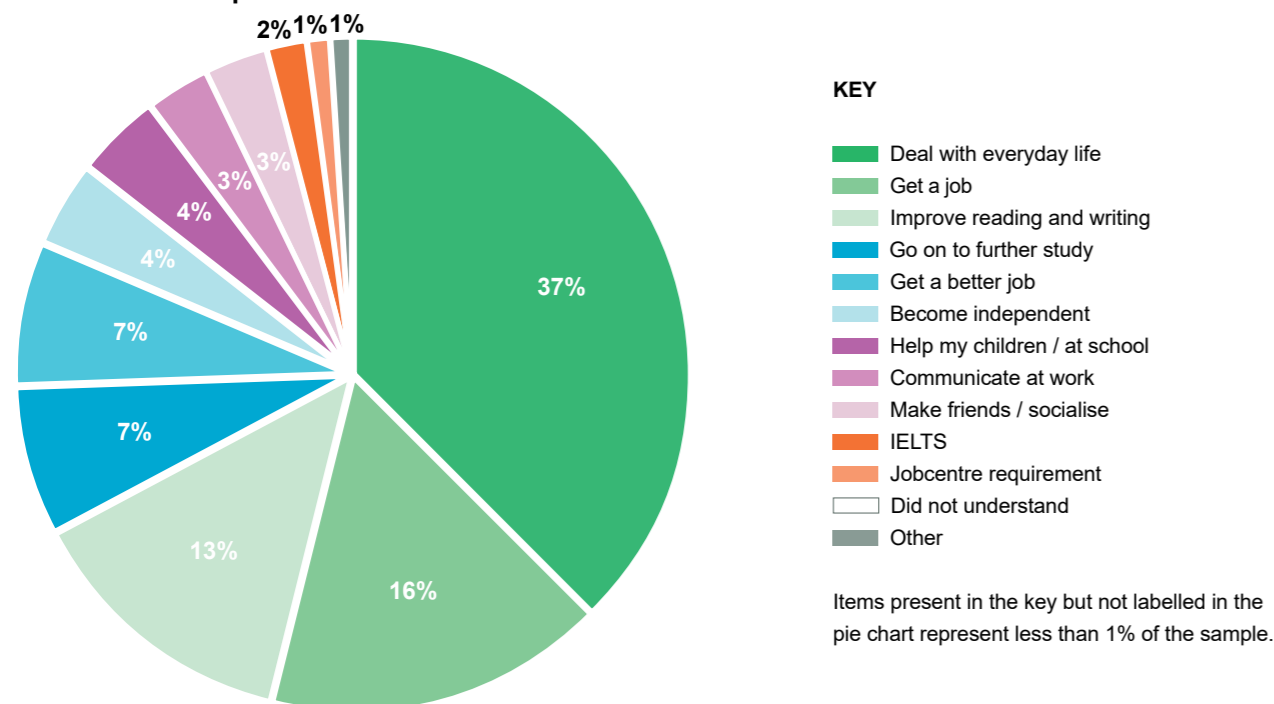


REASONS FOR LEARNING ENGLISH

The EAS initial assessment system asks learners to select the main reasons they want to learn English from a prescribed list of options. The pie chart below reflects these responses.

Figure 47: Main reasons for learning English

Based on 705 responses



Reasons for learning English that didn't fit into the prescribed responses included learners who wanted to stay in the UK, express themselves easily, integrate into society, volunteer in the community, improve their speech and pronunciation and pass the 'Life in the UK' exam.

Over a quarter (28%) of responses related to categories linked with learners' employability.

FOCUS ON AFGHANS

84% of the responses from Afghan learners were in the 'Deal with everyday life' category. It would be interesting to see how their reasons for learning English have changed over the time since their arrival. If these learners return to the EAS for further support in the future, this can be explored further, however it is already known that many of these learners have left the hotels as they have been placed in accommodation across the UK and it is unclear whether the service will be able to support them any further.

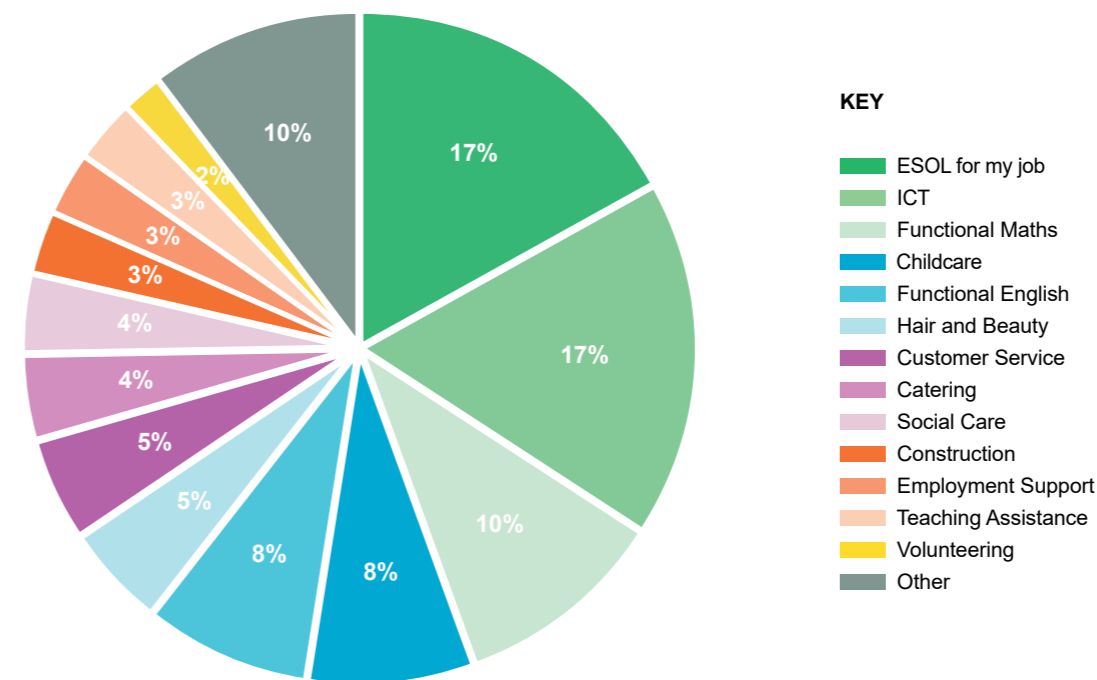
FOCUS ON UKRAINIANS

47% of Ukrainian responses were for categories related to their employability. Many arrived in the UK knowing they would need to improve their English quickly to allow them to find sustainable employment as accommodation was only guaranteed for 6 months. It was also unclear how long Government support schemes would be running for so there was a need to become independent in the UK as quickly as possible.

EMBEDDED ESOL

Figure 48: Embedded ESOL

Based on 259 responses



The 'other' category in the chart above contains responses from learners who wanted to register their interest in learning ESOL in the context of specific subjects or professions including accountancy, business management, CAD Draughtsman, software development, coding, art and design, fashion, medicine, communications, finance, insurance, health and safety, working in museums, law, nursing, psychology, history, politics and security.

I am grateful to both Hopscotch and ESOL Advice Service for their support. If they were not there it would be difficult to find a college. I don't have any idea what could I do.

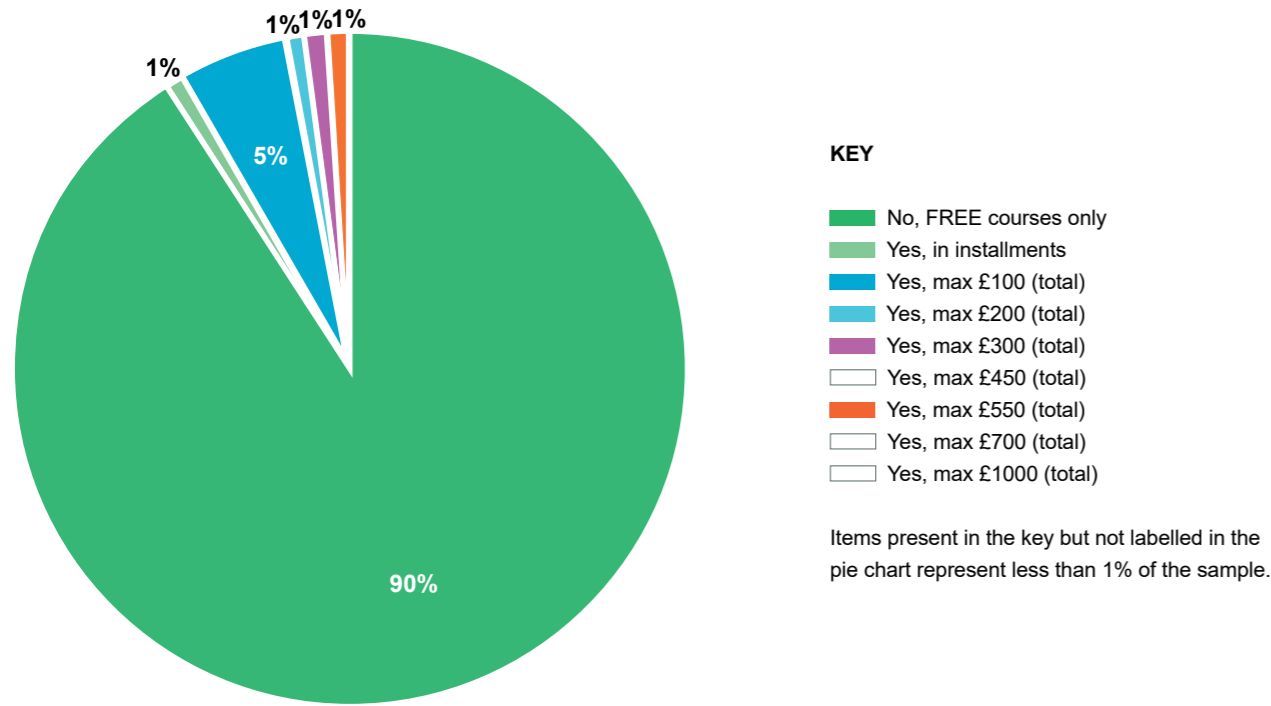
Both Hopscotch and ESOL Advice Service have a great impact on my life and other Afghan women. We came from Afghanistan in very bad condition. Everyone was feeling depressed and lonely. We wouldn't come out of our rooms. ESOL Advice Service and Hopscotch push us all a lot to engage in the classes they had arranged for us.

Now all women engaging in all sessions, we look the very positive effect, because the ladies, they come from Afghanistan. They didn't go to school before but now they can solve their problem when they go to the hospital, attend parent's meeting in the school and when we go for shopping. It's easy for them now.

by Ariana Hamidi, Afghan Refugee

PREFERENCES

Figure 49: Can the learner afford to pay?



90% of all learners who registered with the Camden and Islington EAS in 2021-22 were looking for free ESOL provision. The highest maximum amount declared affordable was £1000. The course costs in Camden range from £100 to £1000, depending on the level and eligibility of the learner, leaving many learners isolated from the provision they need. By contrast, the vast majority of learners in Islington have access to free provision.

Figure 50: Travel preferences

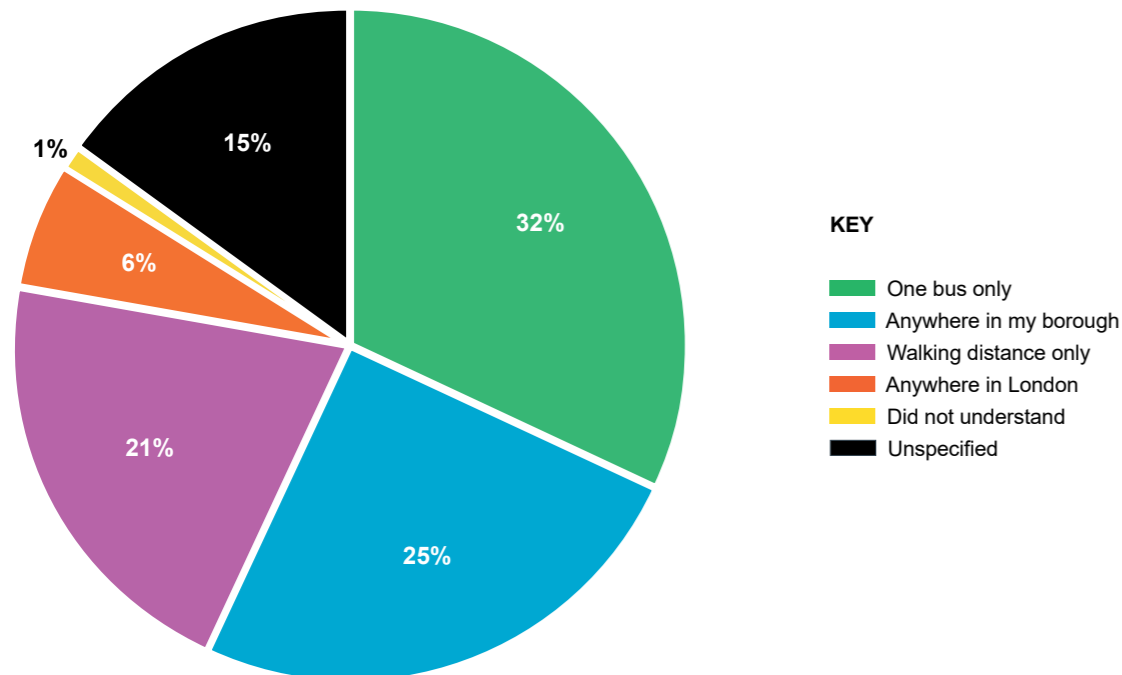
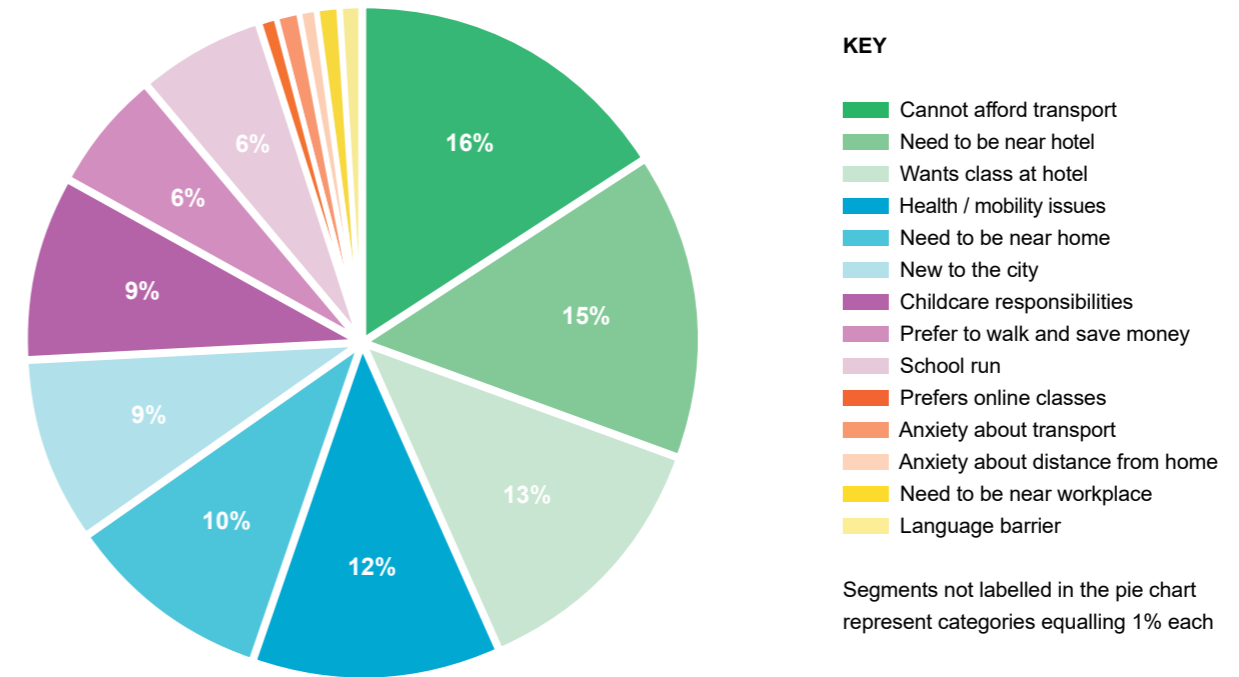


Figure 51: Walking distance only - Why?
Based on 163 responses



FOCUS ON AFGHANS

100% of Afghan learners stated they needed access to free ESOL provision and most preferred this to be available at the bridging hotels. Only 30% of respondents were happy to attend existing community classes.

FOCUS ON UKRAINIANS

92% of Ukrainian learners requested free ESOL provision. Of the few who could afford to pay for classes, the maximum total cost they could afford for a course was £300.

...Everything went well with the new ESOL class... The teacher was very friendly and welcoming and [our learner] seemed relaxed and cheerful about it. It is great for her that the class is in an area she knows and that it is nearby. I think there's a good chance she will stick to it and start learning some English. It's early days but the arrangement looks promising. We do appreciate your accommodating, active and sensitive approach. I had been worried that [she] would give up trying to learn English but now feel much more optimistic for her. Thanks again for your support.

Sponsor of Ukrainian Refugee

CHILDREN AND CRÈCHE NEEDS

KEY FOR FIGS 52-56

- Yes
- No
- Unspecified

Figure 52: Parent?

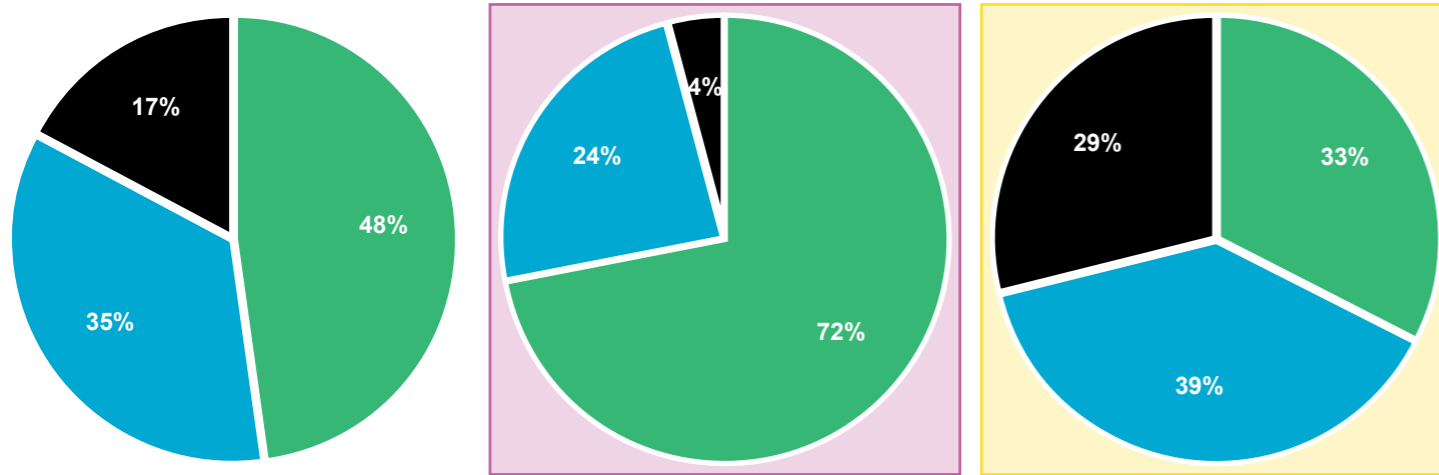


Figure 55: At least one child aged 11-18 years?

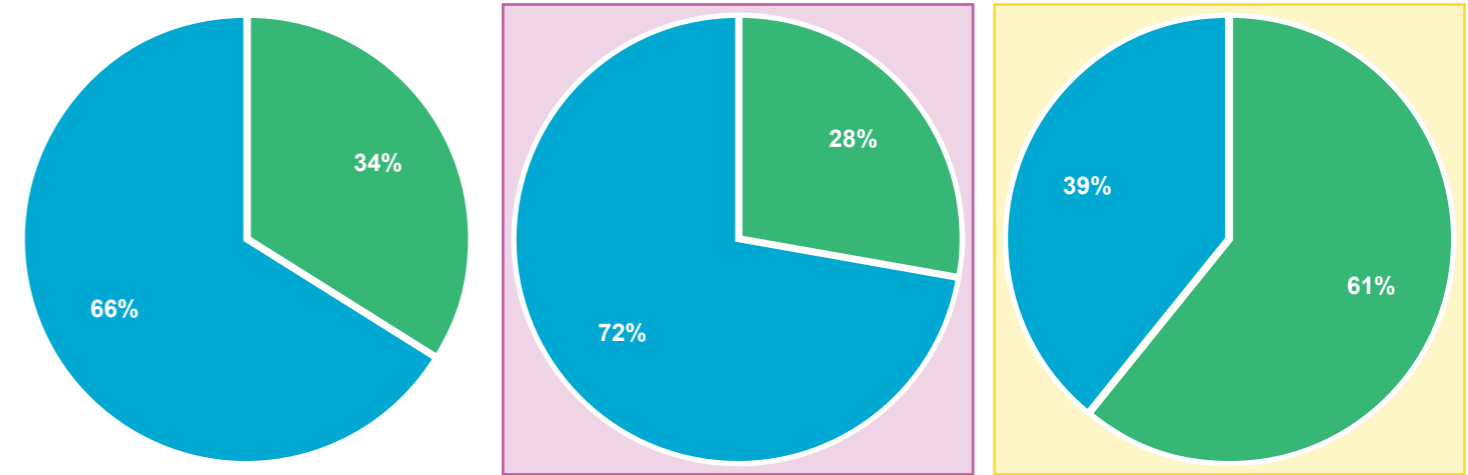


Figure 53: At least one child under 5?

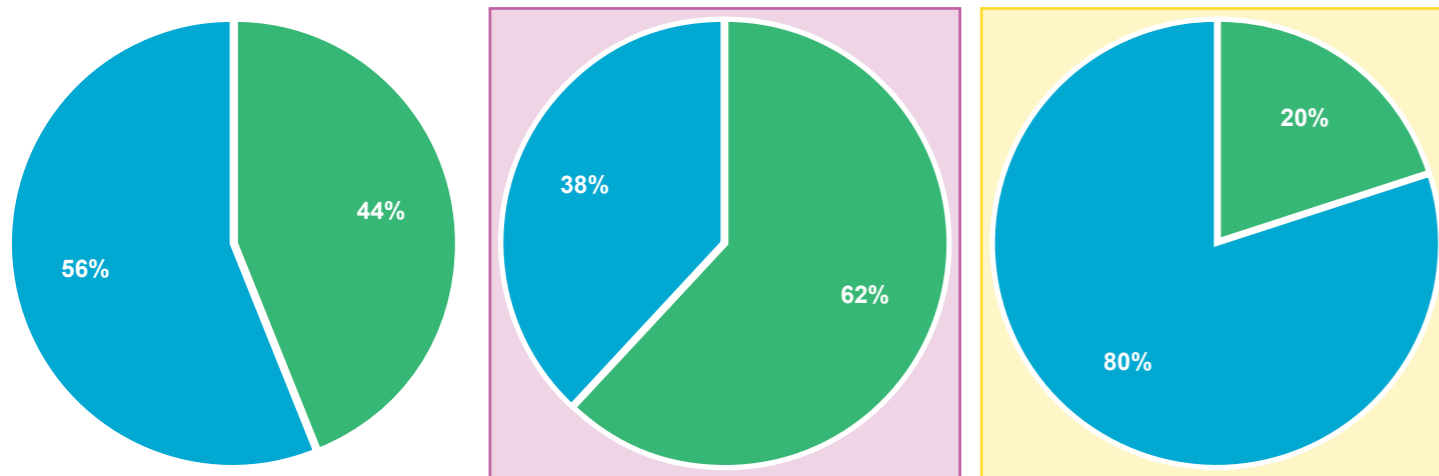


Figure 56: Crèche needs?

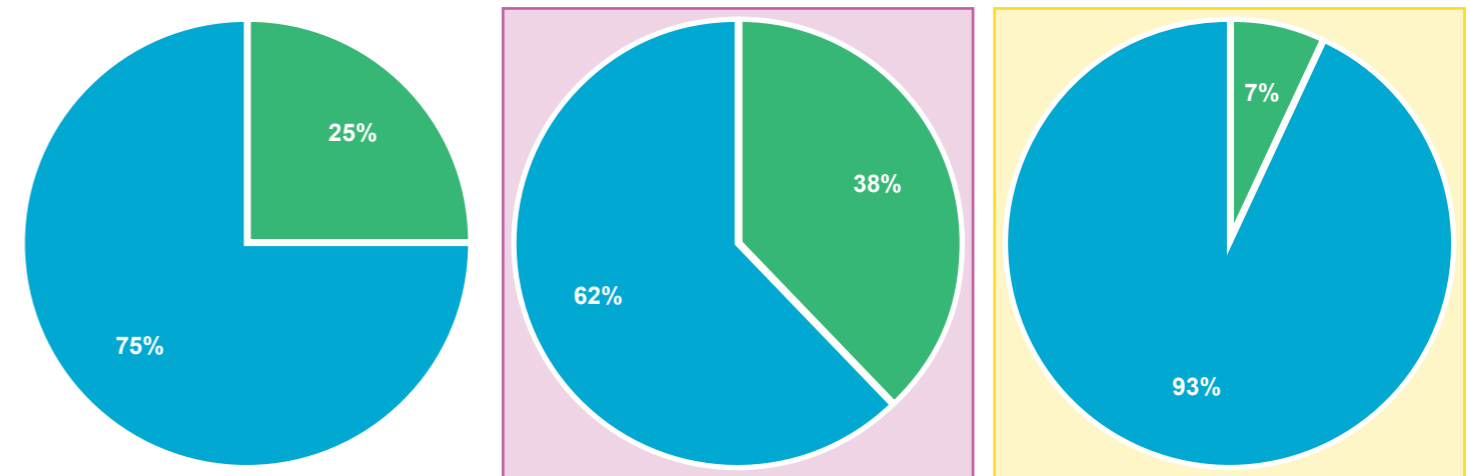
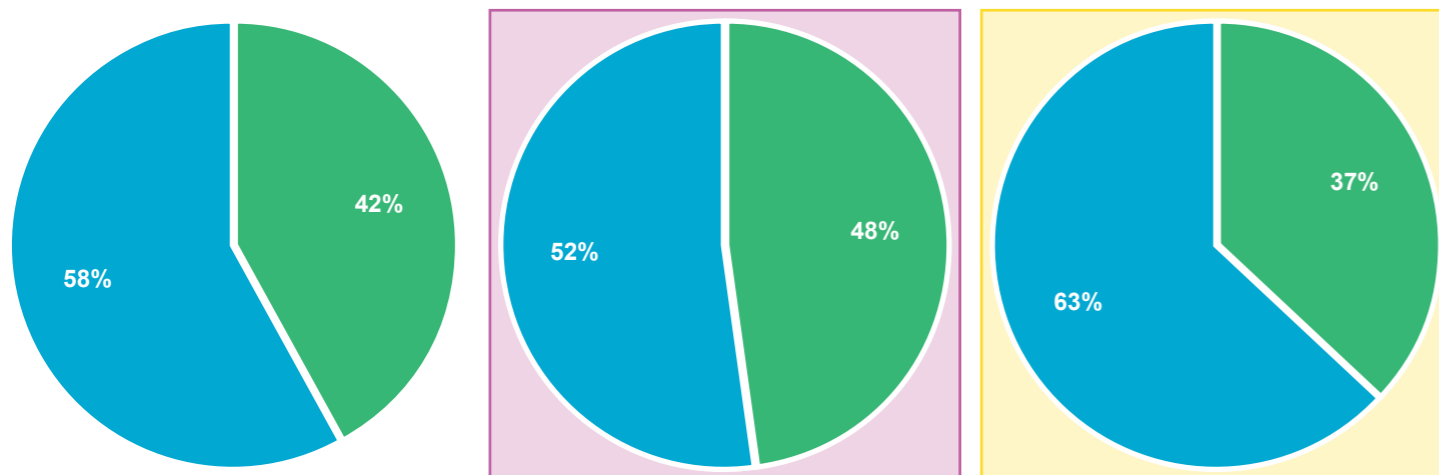


Figure 54: At least one child aged 5-10 years?



FOCUS ON AFGHANS

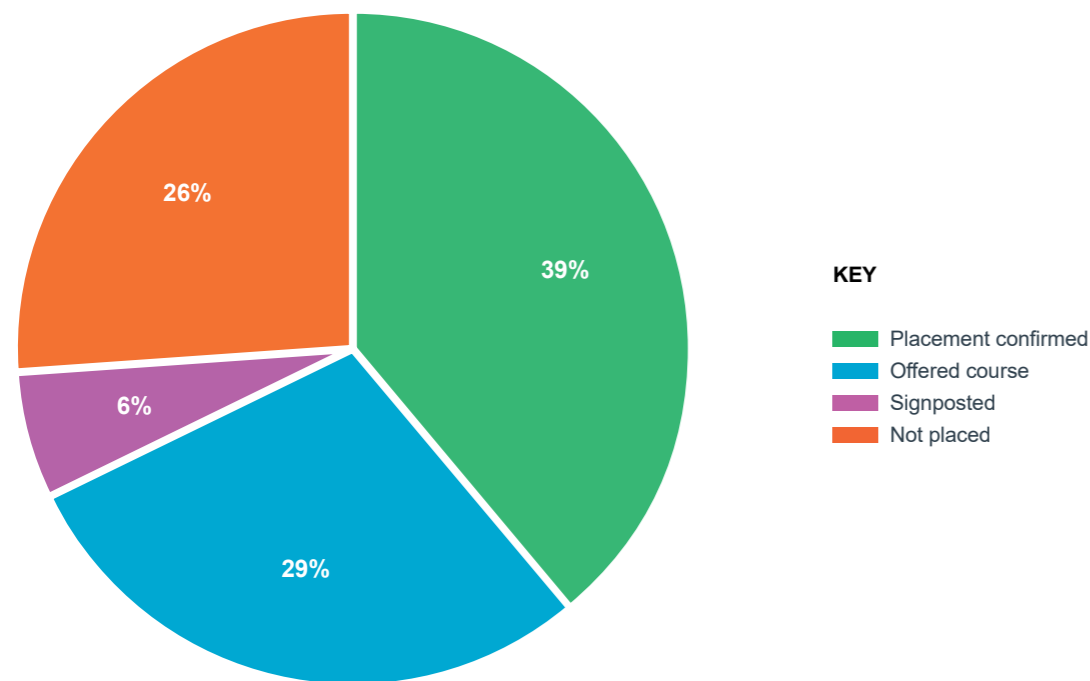
Afghan learners who had arrived in the UK and registered with the EAS were significantly more likely to have children. Those children tended to be younger in age than the other cohorts, with 62% being under the age of 5. 38% of Afghan learners requested crèche space for their children to enable them to attend ESOL provision and bespoke provision was set up in response at the bridging hotels. As a result of the close relationship with the Family Learning team, who were also running provision for Afghan learners, the EAS is anecdotally aware that some school age children were able to enrol at local schools but many remained on waiting lists.

FOCUS ON UKRAINIANS

Ukrainian learners were more likely to have older children with 61% being between the ages of 11 and 18. Only 7% of Ukrainian learners requested crèche provision to be available to allow them to attend ESOL provision. The EAS does not hold data on the integration of Ukrainian children into schools in the UK, because the variety of different government support schemes made it more difficult for the EAS to gather more holistic information from Ukrainian families.

Figure 63: Placed in a class within academic year?

Based on 1143 advice records



Overall, 39% of cases resulted in a confirmed placement into ESOL provision in Camden or Islington within the 2021-22 academic year and a further 29% of cases were recorded as 'offered course' by the end of that academic year. It is very important to note that significant proportion of the learners who were offered courses will have attended that provision, however, due to limited resources, it was not possible to follow up on these cases to confirm if their status could be updated to 'Placement confirmed'.

6% of cases were signposted to other learning opportunities, usually ESOL provision in other London boroughs, but a small number were also referred to Functional Skills provision or higher level English language options such as IELTS. It is not known if these learners attended the provision they were signposted to.

The remaining 26% were not able to be placed within the academic year. 49% of them either couldn't be contacted or stopped responding to the EAS's repeated attempts to communicate with them. A further 45% had various barriers to learning and 6% declined all offers that were presented to them. Deeper analysis about these groups of learners will be provided later in this report.

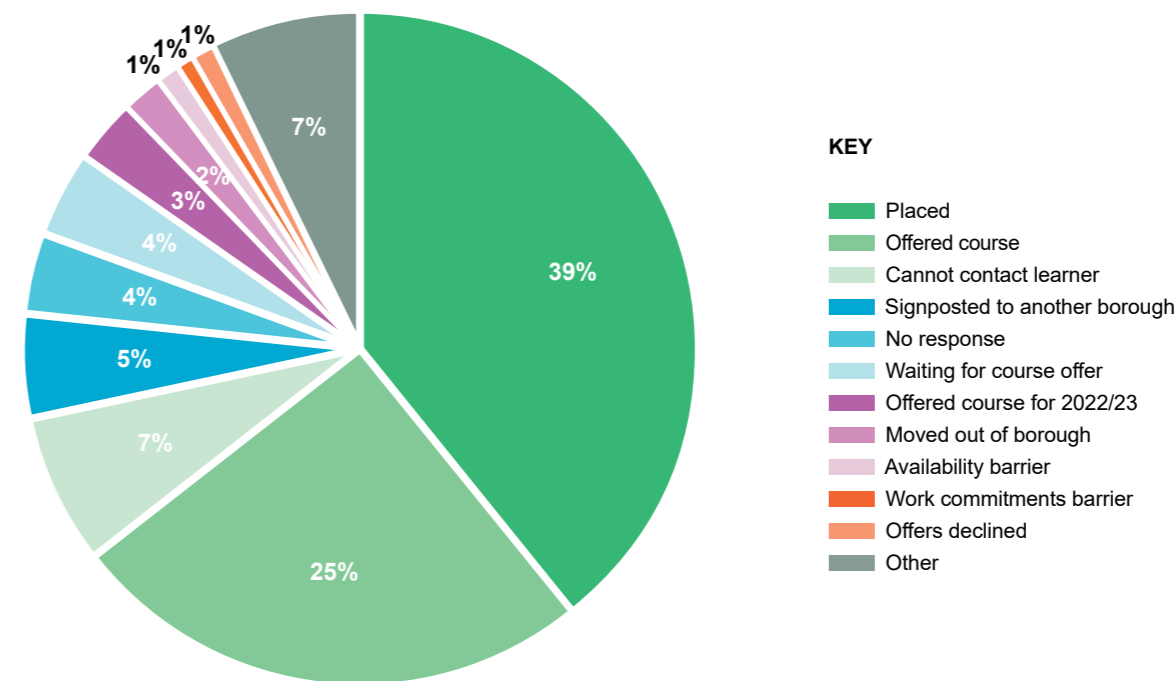
FOCUS ON AFGHANS

87% of all Afghan cases were recorded as confirmed placements. A further 1% were offered courses. 4% were signposted to ESOL provision outside of Camden and Islington or, in a small number of cases, to higher level English language provision. 4% were rehoused away from Camden and Islington, 2% could not be contacted and the remaining 2% had barriers to learning which will be discussed later in this report.

Due to the majority of the Afghan cohort being housed at the bridging hotels for a long period of time, and the EAS's partnership with Hopscotch, the opportunity to embark on more detailed tracking of their progression was taken advantage of. Clearly, this is reflected in the quality of data about the Afghan cohort presented here, when compared to the overall data. Further information about the ongoing tracking of Afghan learners will be provided in the 2022-23 annual report.

Figure 64: Status of all advice records (July 2022)

Based on 1143 advice records



The 'other' category in the chart above comprises of learners with the following statuses: Eligibility barrier, Family commitments barrier, Health barrier, Distance barrier, Signposted (Underage) (all 1%) and Crèche barrier, Study commitments barrier, Waiting for course to start in 2022/23, Referred but not contacted by provider, Signposted to Functional Skills, Underage, Signposted to another subject, No spaces at learner's level, Tech barrier, Signposted to IELTS, Course cancelled due to lockdown, Learner not in the UK yet and Financial barrier (all below 1%).

The chart above includes multiple categories pertaining to learners being offered courses. In all cases this means that an advisor formally offered a learner a place on a course and the learner was sent a letter or text detailing the offer. 'Offered course for 2022/23' relates to courses due to run in the following academic year. 'Waiting for course offer' means the learner registered towards the end of the academic year and their case has been deferred to the following year.

Overall, 7% of cases resulted in a 'cannot contact learner' status. This means that the learner did not leave valid contact details when registering, or a previous contact method held for them was no longer valid. 4% of cases were recorded as 'No response'. This means that the learner didn't respond to communication attempts from the EAS and their case couldn't be taken any further at that time.

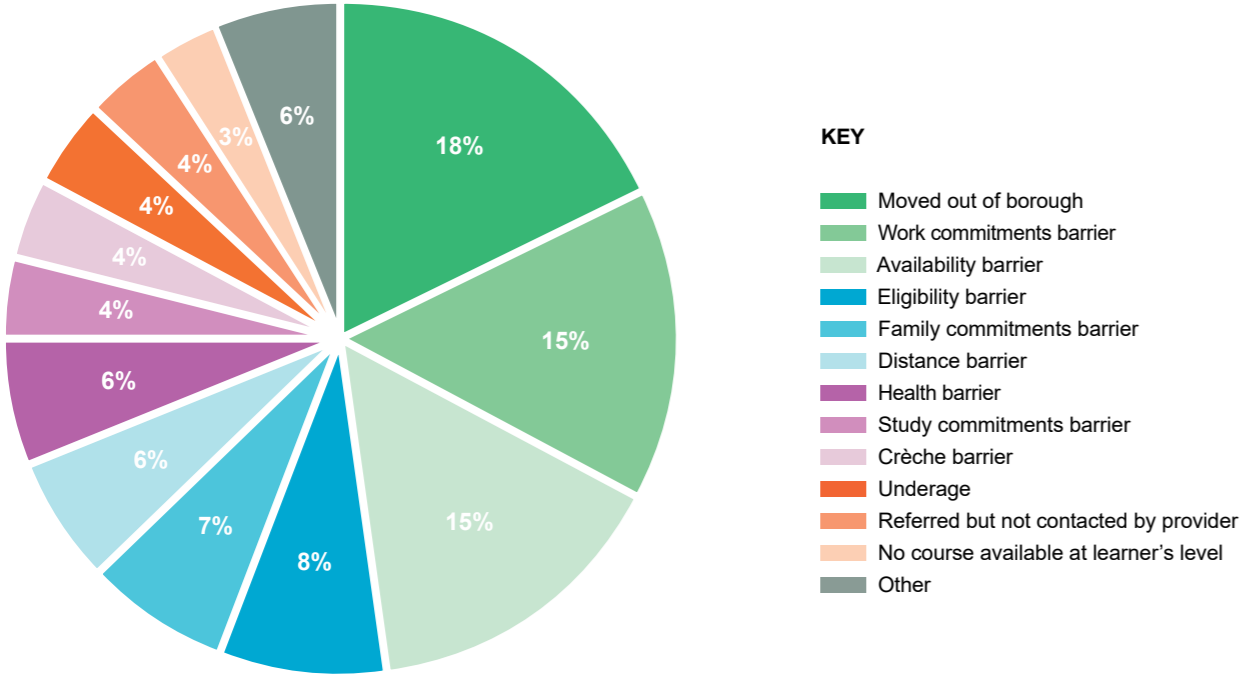
FOCUS ON UKRAINIANS

23% of Ukrainian cases were confirmed as placed and a further 37% were offered courses. 14% were signposted to ESOL provision out of borough, or to other subjects. 10% were waiting for a course offer, 6% could not be contacted, 5% were not responding to contact from the EAS, and the remaining 5% had barriers to learning.

Whilst the response to the influx of Ukrainian learners looking for ESOL support was swift, from an EAS perspective, the statistics, when compared to the Afghan cohort, demonstrate the advantages of being able to deal with a cohort in more a contained environment with established support networks readily available. This will be discussed more in the 'Conclusion' chapter.

BARRIERS TO LEARNING

Figure 65: Barriers to engaging in learning
Based on 113 responses



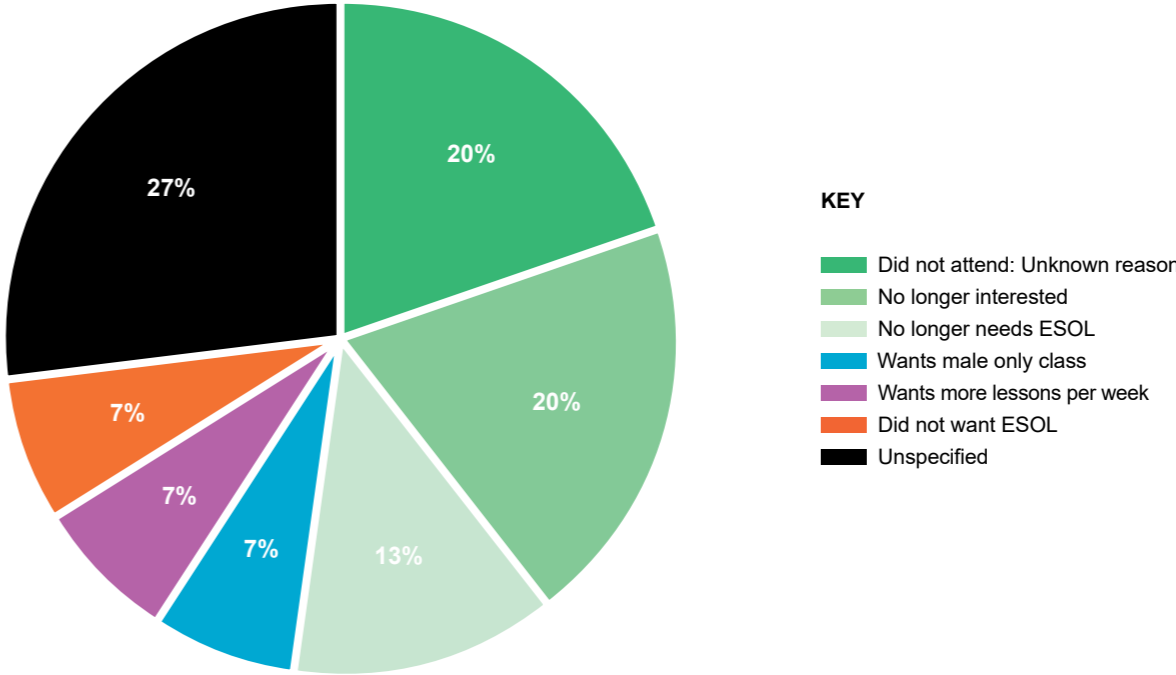
The 'other' category in the chart above comprises of learners with the following statuses: Tech barrier (2%), No spaces at learner's level (2%), Learner not in the UK yet (1%), Course cancelled due to lockdown (1%) and Financial barrier (1%).

'Moved out of borough' is a distinct category from 'Signposted to another borough' due to the lack of control over the situation on the part of the EAS advisor. Half of this cohort simply told the EAS that they were moving away from the area, but gave no further details. In those cases, the learners were advised to contact the local authority in the area they were moving to, but as this referral wasn't official and relied on the learner themselves pursuing it, it was felt that recording them as signposted was not an accurate reflection of their outcome, and them falling outside the direct jurisdiction of the EAS was a valid barrier to their progression into the correct provision for them.

FOCUS ON AFGHANS
13 Afghan learners had barriers to engaging in ESOL provision. 77% of Afghan were recorded as 'moved out of borough'. This is the other half of the learners discussed in the paragraph above. In these cases, it was not accurate to record the learners as being 'signposted to another borough' as the reason they had left was due to the Government rehousing them outside of Camden and Islington. Neither the EAS or Hopscotch holds information about where they were rehoused and neither were able to contact them to follow up with them further.

Another two Afghans were unable to take part in ESOL provision due to health issues and the one remaining learner had young children so was unable to attend classes due to their being no crèche provision available

Figure 66: Reasons for declining course offers
Based on 15 responses



Due to the small number of cases that resulted in learners declining course offers, it is not possible to infer any statistical significance regarding the reasons presented. The chart above is for illustrative purposes only and provided to simply show the range of reasons given for declining a course offer. Over half of the responses pertained to the learners no longer wanting to pursue ESOL learning opportunities.

FOCUS ON AFGHANS
Three Afghan learners declined course offers from the EAS. One was placed, but didn't attend the class. Another wanted a class for male learners only. The final learner commented that they never wanted to take part in ESOL provision, implying that they misunderstood why they were registering with the EAS, or that someone else registered them on their behalf without first discussing what that meant with them.

FOCUS ON UKRAINIANS
No Ukrainian learners declined course offers from the EAS, but a small number (7) did have barriers to learning, including three who were under 19 years old. As discussed earlier in this report, it was common for underage learners to be registered with the EAS due the high number of agencies attempting to support Ukrainians when they arrived in the UK, resulting in less control over the process by the EAS, leading to a small number of people being registered in error. Another three learners were referred to provision but not contacted with enrolment details by the learning provider. One remaining Ukrainian learner had registered from overseas and was not yet in the UK, meaning the EAS was unable to support them at that time. This learner was advised to contact the EAS again once they arrived in the UK.

The pie charts below show the distribution of advice sessions and number of returners across the three terms in the academic year.

The majority of cases dealt with across the academic year originated in Term 1. This is largely due to the 166 cases that were deferred from the final term of the previous academic year when enrolment onto continuing courses was already closed, but it also reflects the common pattern of people eager to start learning following the Summer break when most education providers are traditionally closed. Learners who returned to the service throughout the year had a preference for the earlier terms, demonstrating knowledge that they were more likely to have more learning opportunities available to them prior to Term 3, but also showing their continued trust in the EAS to support them in finding the provision most appropriate for their circumstances.

Figure 67: Number of cases per term

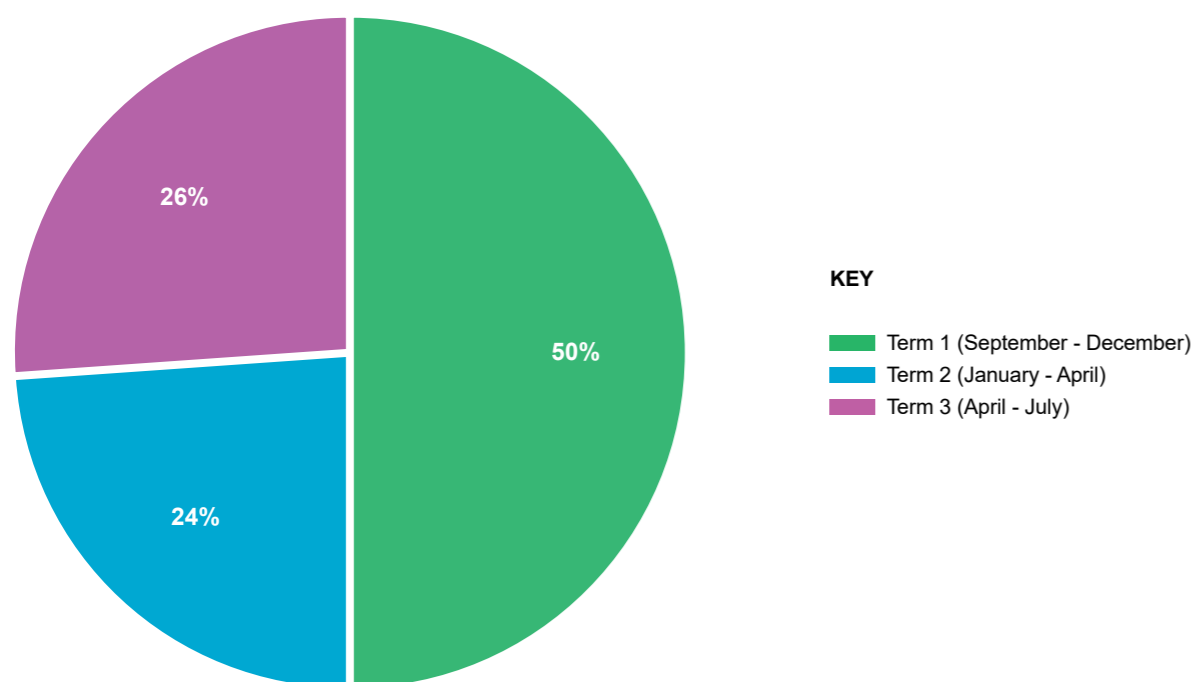


Figure 68: Returning learners: Term of re-registration

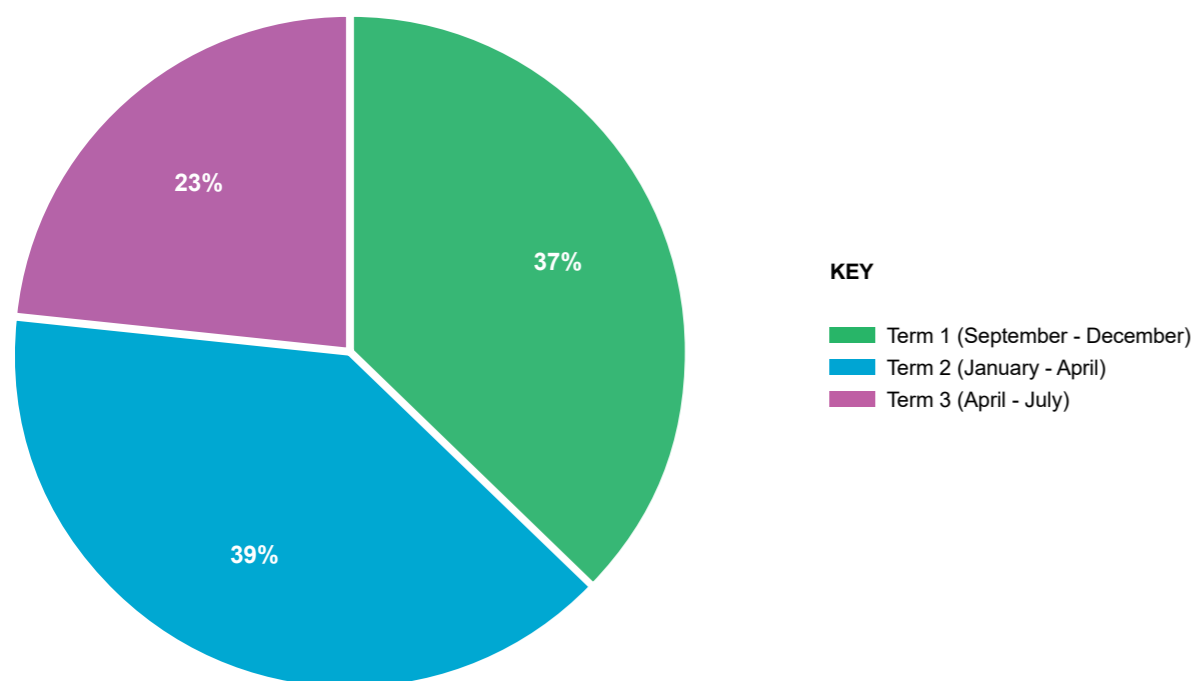
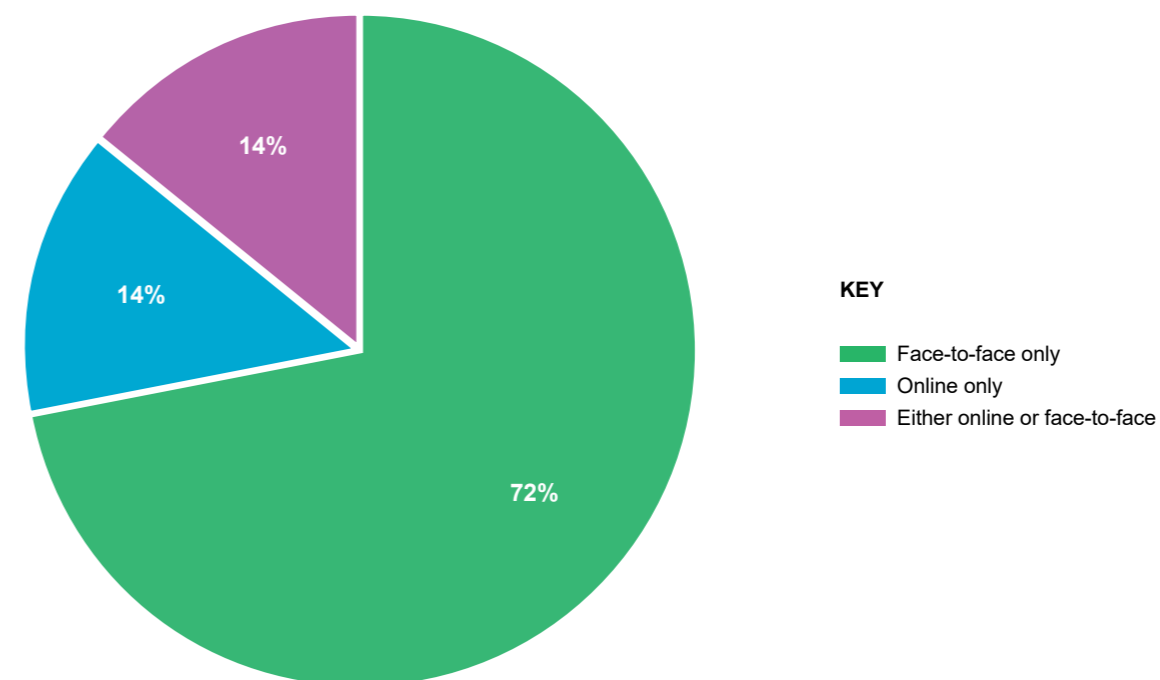


Figure 69: Preference for face-to-face or online provision
Based on 798 responses



In the previous academic year, the data above showed a clear preference towards online learning. As more people were vaccinated against Covid-19 and restrictions were lifted, it was important to encourage learners, especially those at a lower level, to get back into the classroom for face-to-face learning. The chart above demonstrates that this transition was largely successful. Some providers were willing to retain some flexibility for learners who benefit from a more adaptable approach to their learning, for example if they needed to accommodate family commitments, or reduce their travel expenses to allow them to continue their studies. Online or blended learning options supported that.

FOCUS ON AFGHANS

68% of Afghan cases were dealt with by the EAS in Term 1, soon after their arrival in the country. A further 29% registered during Term 2, and 3% in Term 3. Due to the nature of the trauma suffered by the Afghan arrivals, many were not ready to engage with the EAS until some time had passed, and they were more settled and confident to accept support, therefore it was very important that the EAS was able to have a close association with the bridging hotels across the whole academic year allowing learners to approach the service for support with their English language skills at their own pace. 99% of Afghan placements were into face-to-face ESOL provision.

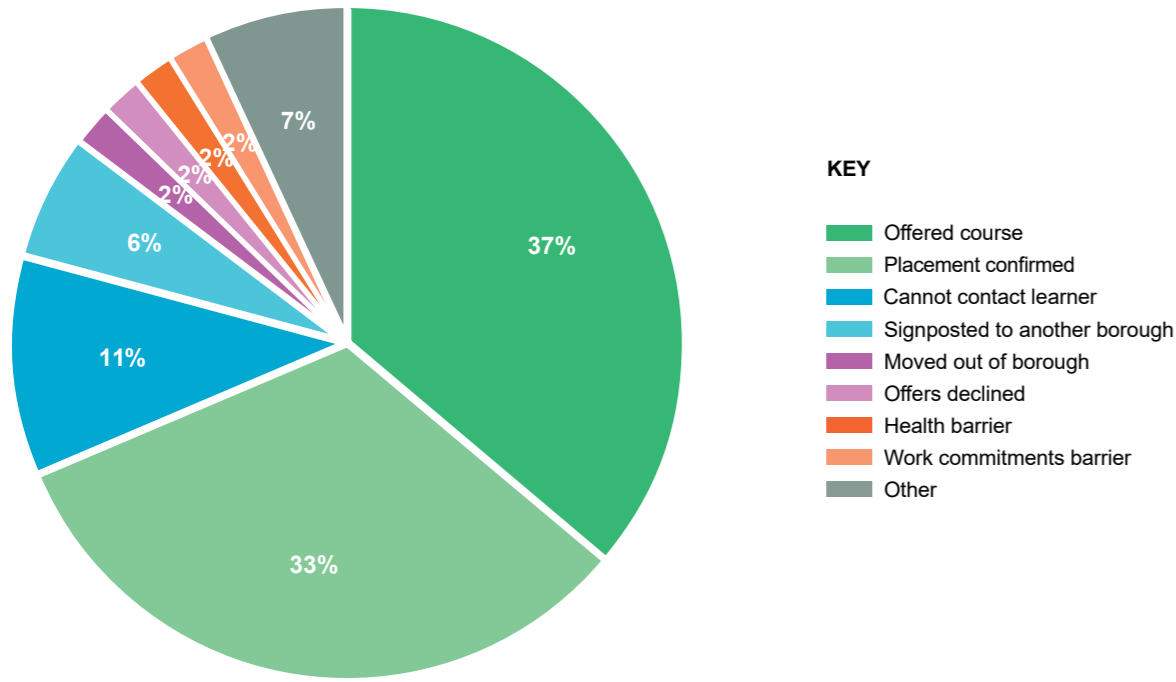
FOCUS ON UKRAINIANS

99% of the Ukrainian cohort registered with the EAS during Term 3. 73% favoured face-to-face provision, 11% wanted online provision and the remaining 16% were happy with either. Ukrainian learners were very aware that they needed to prioritise finding employment after arriving in the UK and some were able to balance this with their ESOL learning by taking advantage of online or blended provision.

In late April 2020, as a response to concerns about learners falling into dormancy due to the Covid-19 pandemic, the EAS began to produce a weekly 'ESOL Activities' publication to distribute via email to all learners who were interested. Covering a new useful topic each week, such as 'Accessing Public Services' and 'Helping your Child', the publication collects together self-teaching materials from trusted online sources across all levels, along with useful links to additional websites for learning and to promote community support services available. The back catalogue of issues is also available online on the ESOL Advice Service's series of webpages. By the end of the 2021-22 academic year, 407 people were subscribed to the mailout.

123 of those subscribers were live cases with the EAS throughout 2021-22. The chart below shows the current statuses of those learners, demonstrating that for 67% of them the ESOL Activities pdf was potentially the only access they had to improve their English language skills at the time of reporting.

Figure 70: Current status of ESOL Activities pdf subscribers (July 2022)
Based on 123 learners



The 'other' category in the chart above comprises of the following responses: Waiting for course offer, No response, Crèche barrier, Distance barrier, Signposted to another subject, Learner not in the UK yet, No spaces at learner's level, Offered course for 2022/23 and Availability barrier (all 1%).

All the statistics throughout this report, demonstrate that it is not enough just for provision to be available in the community. A learner's journey towards finding the right ESOL provision is often long and slow, due to the numerous barriers they can face, especially if studying at a lower level. For many, finding the courage to leave their house is challenging enough, reducing the likelihood that they will approach community providers directly themselves. There are also added complexities when it comes to understanding funding eligibility and many presume they are not able to access the provision that is available in the community.

The Camden and Islington EAS remains unique in the sector by being able to retain records about learner's circumstances and stay in touch with them over long periods of time to ensure that they ultimately find the ESOL provision that is best suited for them. Learners trust that they can return to the EAS at any time for updated information and advice. The EAS removes complexities in the process, plugs gaps in knowledge and provides one-to-one support and encouragement for those who need it the most.

Ever since I've been the Head of Service at Islington ACL, the partnership [with the ESOL Advice Service] has been established. One of the things that struck me immediately was the fact that it is a really close working relationship that actually has solid outcomes. It wasn't just a talking shop. We were making a real difference. The ethos behind it... of sending learners to where they need support the most... irrespective of what borough they're in, irrespective of who gets the funding. [The learners] get excellent 1 to 1 bespoke, friendly advice, and it means they come back, because it's advice they can trust, and that isn't limited to ESOL. It develops the individual. It prepares them for their next steps. There are so many learners who lack that self-belief and the motivation that they can achieve. It provides them aspirations that they can do something. They do have the ability.

Akeel Ahmed, Head of Service, Islington Adult Community Learning

Summary of key findings

During the 2021-22 academic year, the Camden and Islington ESOL Advice Service supported 988 unique learners.

Almost three quarters of learners (74%) were female. The average age was within the 30-39 age band. Due to the arrival of refugees from both Afghanistan and Ukraine, most learners originated from South Asia and Eastern Europe and held nationality from those areas. 77% of learners confirmed they were literate in one or more languages, not including English.

21% of learners were in the UK as Afghan refugees, 13% were EU nationals and 11% were Ukrainian refugees. Another 11% declared they were British citizens. 45% of all learners were seeking protection in the UK. 49% had been resident in the UK for less than 12 months. 14% had been in the UK for 10 years or more. 71% declared they had no ESOL qualifications at the time of registration. 63% of learners were assessed to be at Pre Entry or E1 level. 96% were E3 level or below.

Out of all learners who were of working age, 81% confirmed they were unemployed. 69% of those who were working were on a low income. Most learners who had employment experience in the UK had worked as cleaners and this was also the most common current job role, but being a teacher was the most common occupation in their home country. Of those who were unemployed, 31% were actively looking for work, 31% were not looking for work, and 24% stated they were looking after the home, children or other dependents.

48% of all learners declared they were parents, and of those, 44% had at least one child under the age of five. 25% declared they needed crèche provision to be able to study ESOL.

Most learners wanted to learn English to help them:

- in everyday life
- to get a job
- to improve their reading and writing

Of those who had an interest in embedded ESOL, most wanted to study ESOL in a context that would help them with their job or ESOL with ICT (17% each). 28% had taken part in higher education including 8% who declared they had studied for a Masters degree. Law, Teaching, Economics and IT were the most cited areas of study for learners who had post-secondary education in their home countries.

ESOL provision was available at all levels from Pre Entry to Level 2. Alternative options were available for learners who didn't qualify for GLA-funded provision or couldn't afford to pay fees. These included classes held at language schools that run CELTA teacher training. A DELTA trained tutor was always present, but the classes were led by teacher who was training for their CELTA qualification. There were no eligibility criteria and the sessions were free if the learner committed to attending 80% of the course.

Overall, the EAS dealt with 1147 active cases during 2021-22. 39% of all cases resulted in a confirmed placement on an ESOL course. Due to limited resources a further 29% of cases couldn't be followed up to confirm if the learner had been placed or not. 6% were signposted to other boroughs or other subjects. A further 12% did not respond, could not be contacted, or declined all offers made to them. The remaining learners were prevented from learning for a range of reasons. The most commonly cited barrier to joining an ESOL class was moving away from Camden and Islington (20%), followed by work commitments and availability issues (both 15%).

The cost of not meeting ESOL need in London

While many intuitively understand that there must be a cost to unmet ESOL need, there is little if any neutral and comprehensive quantitative data that can establish an evidence-based way of measuring this. The need for data collection of this nature becomes more obvious with changes brought about both by domestic (e.g. Brexit) and international (e.g. the Kabul evacuation) challenges.

As the Matrix accredited EAS becomes more established across the London Boroughs of Camden and Islington, the volume of data collected increases, the reach of the referral network grows and the number of 'hard to reach' learners reached rises. This enables the service to provide such an evidence base.

As mentioned in previous reports, the cost of not addressing these gaps is estimated at £450 million* per year across 15 London boroughs. While several proxies are used to calculate this figure, undoubtedly it is in the hundreds rather than tens of millions and this is only the economic cost. The social and wellbeing cost is incalculable.

As UK specific and global crises move more people with ESOL needs into and out of Camden and Islington, the need for an efficient system for processing them becomes more urgent to help learners to access the support that will help them to survive, thrive and contribute.

In addition, data on learner needs and barriers assists providers to facilitate learning as tailored as possible to learners and gives funders an evidence base with which to make budgeting decisions. This is evidenced through the number of bespoke courses brokered by the EAS with local providers.

An intervention for matching supply to demand

With a mission to help every learner who would like to access English to find a course that suits their needs so that they can take the next step in their lives without being held back by language barriers, the EAS seeks to locate demand and, where necessary, intervene to meet it.

While it would be helpful if learners could find, understand their eligibility for and access the most suitable ESOL provision for their needs, the year-on-year growth in the numbers of EAS users strongly suggests this is not how it works on the ground.

Even the perception that such provision is unlikely to exist can be enough to prevent a learner from seeking it out. In addition, other barriers to learning include previous negative experiences, mistrust of institutions, complex needs and unclear progression routes. In other words, demand for ESOL cannot be understood simply as recognition of the need for English tuition. It sits within a wider context of understanding how that need interacts with each individual's background, circumstances and aspirations.

On the supply side, a key role of the EAS is supporting non-ESOL specialist organisations to serve the needs of specific cohorts as has been the case in 2021-22 with organisations coordinating the response to Afghan, Ukrainian and, albeit to a much lesser extent, learners on the Hong Kong British Nationals Overseas (BNO) route.

This has given rise to the need for more bespoke provision for learners who need extra support (e.g. on-site classes at hotels) before accessing more formal provision.

*Based on the benefit entitlements of residents of working age with little or no English across 15 London boroughs

Now in its third full year since launching, the EAS website is used more widely and continues to be developed to provide an evidence base for decision making that has historically been limited or unavailable in ESOL.

In addition, the high number of cross-borough referrals in the 2021-22 academic year demonstrates the continuing need for the service and the value of a two-borough IAG solution.

In addition to existing partnerships with JCPs and employability hubs, relationships across the spectrum from small community-based organisations to large corporate employers grew, helping the EAS to collect more data on links between the need for English language training and other important aspects of learners' lives. As in the previous academic years, two thirds of EAS users are on low incomes, more than half are on benefits and the greatest proportion of referrals to the service are from JCPs, highlighting the intersection between ESOL, income and employability.

Although the EAS mission remains the same as when the service launched in 2018, the ever-changing backdrop demands a flexible approach to enable the service to respond quickly, communicate with partners effectively and triage learners to the right place efficiently.

An uncertain funding future makes it difficult to plan for development of the EAS. However, as indications for 2022-23 suggest further national and global factors will disproportionately affect some of the individuals and groups targeted by EAS, it is predicted that the service will become a more necessary intervention for the sector.

Impact of the Kabul evacuation and war in Ukraine

As a result of ongoing geopolitical events where guidance around factors such as eligibility for free courses is regularly being adjusted it is difficult for ESOL stakeholders to develop a clear response, confusing for ESOL learners to understand their entitlement and challenging for the EAS to measure impact.

In addition, EAS faced challenges reaching learners who come to the UK fleeing war and persecution. In the case of Afghan and Ukrainian refugees, the first group was concentrated in the same accommodation (bridging hotels) so once the organisations coordinating the response allowed, EAS was able to quickly establish weekly sessions and bespoke ESOL classes on-site. While initial bureaucracy prevented EAS from accessing learners immediately, once these barriers were overcome, all learners could be registered swiftly.

Because the Homes for Ukraine Scheme model dispersed Ukrainians much more widely across the boroughs, ensuring that they were aware of the service took longer.

Two key areas that will be useful to explore in coming years will be the ability of ESOL providers and support services to respond to the needs of Afghan refugees with low levels of English (usually women) and Afghan and Ukrainian refugees with professional backgrounds in their own languages who would like to continue with these professions whilst in the UK.

Owing to the schemes that these learners have entered the UK on, it will also be useful to find ways of following their learner journeys given the challenges they are likely to face as a result of the temporary nature of their accommodation. With the increased probability of being moved to other areas of the country, their learner journeys are likely to be disrupted potentially several times making it difficult and frustrating for them to find the provision they need and more difficult for providers to plan for meeting this need.

All of the above create a greater need for ESOL in the community and a neutral advice service to make learners aware of their options and make the best decision for themselves.

What's next for the Camden and Islington ESOL Advice Service?

The ability to respond quickly to large scale unexpected changes (e.g. the evacuation of Kabul, the war in Ukraine) has been essential to enable the EAS to continue serving existing residents and incoming new populations simultaneously.

The EAS will continue to develop its data collection and service delivery model to be able to withstand future shocks and act as a key intervention in the sector when institutional factors may prevent larger stakeholders from such a targeted response.

This is likely to include continuing to deliver IAG in both bridging and contingency hotels where refugees and asylum seekers are housed pending the processing of their claims and helping them to navigate the options available to them and the systems in which these options sit.

Given that provision for certain groups of learners can be much more specialised owing to particular vulnerabilities as well as uncertainty around how long they will be living in the same area, EAS will seek to broker courses that can be as flexible as possible to suit these needs and develop systems such as ESOL passports that help to reduce duplication and stress when learners are moved at short notice and need to seek ESOL in other boroughs and even other cities.

Nearly three quarters of EAS users would not access ESOL learning by any other means. From our experience of the aftermath of back to back economic, health and geopolitical crises in recent years that often hit this group the hardest, the EAS aims to leverage its existing network and data collection capacity to quantify and highlight the issues they face recovering from the challenges they have been disproportionately experiencing.

The EAS continues to adjust staffing, on-site delivery and tech development plans in response to limited funding. By July 2022 the Camden and Islington ESOL Advice Service had sufficient funds to continue delivery until June 2023 but was seeking longer term funding.

We welcome comments and suggestions about this report and would also be very happy to hear from organisations who offer ESOL provision in Camden and Islington and the surrounding boroughs especially if they are in a position to support learners with chronic barriers to learning.

We look forward to continuing to support learners and providers across Camden, Islington and beyond in 2022-23.

APPENDIX 1: EAS NEUTRALITY STATEMENT

The EAS is committed to following a neutral, fair and transparent process in order to place learners in classes across Camden, Islington and beyond.

The service signposts learners to courses based on the needs and level identified at EAS sessions.

The EAS is set up to reach people who have not been engaged in ESOL and is not meant in any way to undermine providers' existing recruitment practices and/or modes of delivery.

The EAS encourages providers to share their models and locations of delivery so that where possible, they can be complemented rather than duplicated.

Questions and concerns providers have about the Service are welcome to ensure neutrality, transparency and positive working relationships that enable all learners to identify the most suitable provision for their needs.

Please send all questions and comments to:
Shao-Lan Yuen
 Camden and Islington ESOL Advice Service Manager
shao-lan.yuen@camden.gov.uk

APPENDIX 2: LEVEL DESCRIPTORS

READING & WRITING: LEVEL DESCRIPTORS	SPEAKING AND LISTENING: LEVEL DESCRIPTORS
<p>E1</p> <p>Read and understand short texts with repeated language patterns on familiar topics.</p> <p>Read and obtain information from common signs and symbols in texts such as public signs and notices, lists, forms, notes, records, simple narratives.</p> <p>Write to communicate information to an intended audience.</p>	<p>E1</p> <p>Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions.</p> <p>Speak to communicate basic information, feelings and opinions on familiar topics.</p> <p>Engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges.</p>
<p>E2</p> <p>Read and understand short, straightforward texts on familiar topics.</p> <p>Read and obtain information from short documents, familiar sources and signs and symbols in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams.</p> <p>Write to communicate information with some awareness of the intended audience</p>	<p>E2</p> <p>Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.</p> <p>Speak to communicate information, feelings and opinions on familiar topics.</p> <p>Engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics in straightforward familiar formal exchanges.</p>
<p>E3</p> <p>Read and understand short straightforward texts on familiar topics accurately and independently.</p> <p>Read and obtain information from everyday sources in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports.</p> <p>Write to communicate information and opinions with some adaptation of the intended audience.</p>	<p>E3</p> <p>Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.</p> <p>Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.</p> <p>Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics in familiar formal exchanges.</p>
<p>L1</p> <p>Roughly equivalent to GCSE grades D–E</p>	<p>L1</p> <p>Roughly equivalent to GCSE grades D–E</p>
<p>L2</p> <p>Roughly equivalent to GCSE grades A–C</p>	<p>L2</p> <p>Roughly equivalent to GCSE grades A–C</p>

Source: Adult ESOL Core Curriculum

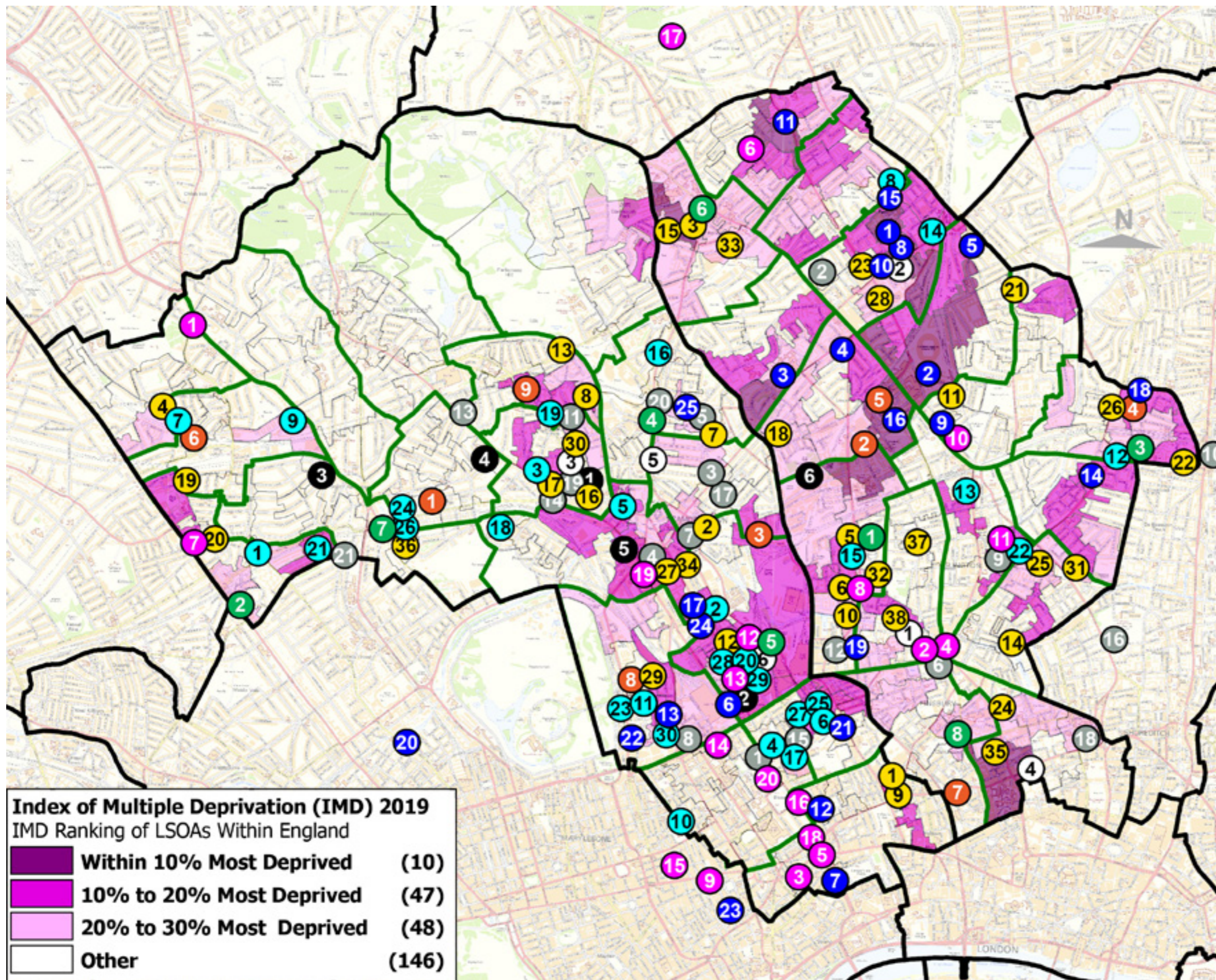
APPENDIX 3: REGIONS

COUNTRY	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Angola	Africa
Argentina	Latin America & Caribbean
Azerbaijan	Russia and Central Asia
Bangladesh	South Asia
Belarus	Russia and Central Asia
Bolivia	Latin America & Caribbean
Brazil	Latin America & Caribbean
Bulgaria	Eastern Europe
Cabo Verde	Africa
Cameroon	Africa
Chile	Latin America & Caribbean
China (inc. Hong Kong)	East Asia
Colombia	Latin America & Caribbean
Congo, Democratic Republic Of The	Africa
Congo, Republic Of The	Africa
Dominican Republic	Latin America & Caribbean
Ecuador	Latin America & Caribbean
Egypt	Middle East and North Africa
El Salvador	Latin America & Caribbean
Eritrea	Africa
Estonia	Eastern Europe
Ethiopia	Africa
France	Western Europe
Gabon	Africa
Georgia	Russia and Central Asia
Greece	Western Europe
Guatemala	Latin America & Caribbean
Guinea Bissau	Africa
Hungary	Eastern Europe
India	South Asia
Indonesia	East Asia

COUNTRY	REGION
Iran	Middle East and North Africa
Iraq	Middle East and North Africa
Israel	Middle East and North Africa
Italy	Western Europe
Japan	East Asia
Kazakhstan	Russia and Central Asia
Kosovo	Eastern Europe
Kuwait	Middle East and North Africa
Latvia	Eastern Europe
Lebanon	Middle East and North Africa
Libya	Middle East and North Africa
Lithuania	Eastern Europe
Mexico	Latin America & Caribbean
Moldova	Eastern Europe
Mongolia	East Asia
Morocco	Middle East and North Africa
Myanmar (Burma)	East Asia
Nigeria	Africa
Pakistan	South Asia
Panama	Latin America & Caribbean
Peru	Latin America & Caribbean
Philippines	East Asia
Poland	Eastern Europe
Portugal	Western Europe
Romania	Eastern Europe
Russia	Russia and Central Asia
Sao Tome and Principe	Africa
Senegal	Africa
Slovakia	Eastern Europe
Somalia	Africa
South Korea	East Asia
Spain	Western Europe
Sri Lanka	South Asia
Sudan	Middle East and North Africa

COUNTRY	REGION
Switzerland	Western Europe
Syria	Middle East and North Africa
Tajikistan	Russia and Central Asia
Thailand	East Asia
Togo	Africa
Tunisia	Middle East and North Africa
Turkey	Turkey
Ukraine	Eastern Europe
United Kingdom	British
Uzbekistan	Russia and Central Asia
Venezuela	Latin America & Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa

APPENDIX 4A: EAS LOCAL PARTNERSHIP NETWORK MAP



Data source: English Indices of Deprivation 2019, © MHCLG, 2019

APPENDIX 4B: EAS LOCAL PARTNERSHIP NETWORK MAP KEY

ESOL ADVICE VENUES	
1	Kilburn Library Centre
2	West Library
3	Mildmay Library
4	Kentish Town Library
5	Camden Council
6	Archway Library
7	Swiss Cottage Library
8	Finsbury Library

MAIN ESOL PROVIDERS			
1	Andover Estate Community Centre	14	New River Green Children's Centre
2	Arsenal Learning Centre	15	North Islington Children's Centre*
3	Cat and Mouse Library	16	Paradise Park Children's Centre*
4	City & Islington College - Camden Road Centre*	17	Richard Cobden Primary School*
5	City & Islington College - Finsbury Park Centre*	18	The Factory Children's Centre
6	City Lit: EC in Euston	19	The Parent House*
7	City Lit: Keeley Street	20	Westminster Adult Education Service*
8	Durham Road - Finsbury Park Community Hub	21	Westminster Kingsway College: Kings Cross Centre
9	First Steps Learning Centre / Central Library	22	Westminster Kingsway College: Regent's Park Centre
10	Hornsey Road Children's Centre*	23	Westminster Kingsway College: Soho Centre
11	Margaret McMillan Children's Centre*	24	Working Men's College: Crowndale Road Centre
12	Mary Ward Centre: Queen Square	25	Working Men's College: Kentish Town Centre
13	Netley Primary School*	* denotes crèche available depending on child's age	

CHARITY & SOCIAL CARE SECTOR			
1	Age UK Camden	12	London Friend
2	Age UK Islington	13	One Support
3	Camden and Islington NHS Foundation Trust	14	Salvation Army (Chalk Farm)
4	Camden Early Intervention Service	15	Salvation Army (Cambria House)
5	Elfrida Rathbone Camden	16	Salvation Army (Hoxton)
6	Groundwork London	17	Single Homeless Project
7	Helen Bamber Foundation	18	St Mungo's Camden Mental Health
8	Hopscotch Asian Women's Centre	19	Voluntary Action Camden
9	Islington Centre for Refugees and Migrants	20	Whittington Health NHS Trust: Kentish Town
10	Latin American Women's Aid	21	Whittington Health NHS Trust: St John's Wood Care Centre
11	Learning Disability Network (LDN)		

ALTERNATIVE PROVISION			
1	British Study Centres - Hampstead	11	Speak Street - Cross Street Baptist Church
2	Circle	12	Speak Street - Edith Neville Primary School
3	International House London	13	Speak Street - Story Garden
4	Islington Centre for English	14	Speak Street - Wellcome Collection
5	Kaplan International English - London Convent Garden	15	St George International School of English
6	Kurdish and Middle Eastern Women's Organisation (KMEWO)	16	St Giles College - Central
7	Latin American House	17	St Giles College - Highgate
8	LPPI	18	Stafford House
9	Oxford House College	19	TTI
10	Speak Street - Central Library	20	University College London

EMPLOYMENT SECTOR	
1	Barnsbury JCP
2	Finsbury Park JCP
3	Gospel Oak Job Hub
4	Ingeus
5	Kentish Town JCP
6	St Pancras and Somers Town Job Hub

ESTATES / HOUSING	
1	Chalcots Estate (Dorney TRA Hall)
2	Hyde Housing
3	Maiden Lane Community Centre
4	Mildmay Community Centre
5	Ringcross Community Centre
6	Sidings Community Centre
7	Southern Housing Group
8	Third Age Project (Regent's Park Estate)
9	Wendling TRA Hall

HOMELESS / SUPPORTED HOUSING	
1	Belmont Hostel
2	C4WS Homeless Project
3	Doorstep Homeless Families Project
4	Englands Lane Residence
5	One Housing
6	Solace

SCHOOLS / CHILDREN'S CENTRES / NURSERIES			
1	1a Children's Centre	20	Kingsgate Primary School
2	Agar Children's Centre	21	Little Angels Day Nursery
3	Archway Children's Centre	22	Minik Kardes Children's Centre
4	Beckford Primary School	23	Montem Primary School
5	Bemerton Children's Centre	24	Moreland Primary School & Children's Centre
6	Blessed Sacrament Catholic Primary School	25	New North Academy
7	Brecknock Primary School	26	Newington Green Primary School
8	Carlton Primary School	27	Our Lady's Primary School
9	Christopher Hatton Primary School	28	Pakeman Primary School
10	Copenhagen Primary School	29	Regents Park Children's Centre
11	Drayton Park Primary School	30	Rhyl Primary School
12	Edith Neville Primary School	31	Rotherfield Primary School
13	Gospel Oak Primary School	32	St Andrew's (Barnsbury) CE Primary School
14	Hanover Primary School	33	St John's Upper Holloway Primary School
15	Hargrave Primary School	34	St Michael's C of E Primary School
16	Harmood Children's Centre	35	St Peter's and St Paul's RC Primary School
17	Haverstock Secondary School	36	Swiss Cottage School
18	Hungerford School	37	Thornhill Primary
19	Kilburn Grange Children's Centre	38	Vittoria Primary School

COMMUNITY CENTRES			
1	Abbey Community Centre	16	Kentish Town Community Centre
2	British Somali Community Centre	17	Marchmont Community Centre
3	Camden Afghan Community Centre	18	Primrose Hill Community Association
4	Camden Chinese Community Centre	19	Queen's Crescent Community Centre
5	Castlehaven Community Centre	20	Somers Town Community Centre
6	Chadswell Healthy Living Centre	21	South Hampstead and Kilburn Community Partnership (SHELL)
7	Community Association for West Hampstead	22	South Library
8	Community Language Services	23	Surma Community Centre
9	Ethiopian Community Centre	24	Swiss Cottage Community Centre
10	Fitzrovia Community Centre	25	The Holy Cross Centre
11	HS2 Info Centre Camden	26	The Winch
12	IMECE Women's Centre	27	Time Bank
13	Islington Council	28	Training Link
14	Jannaty Women's Social Society	29	Training Link: Living Centre
15	Jean Stokes Community Centre	30	West Euston Partnership

OTHER NETWORK PARTNERS IN LONDON (not within map area)	
Alisar Prospects Training CIC	PDRYP
Central & Eastern European Homelessness Assistance Service (CEHAS)	Refugee Council
City & Hackney Centre for Mental Health	Renaisi
Hestia	Thames Reach
Migrant Help	West End Welcomes Refugees
OLive Open Learning Initiative (University of East London)	Xenia