

# Annual Report 2024-25

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## WHAT IS THE ESOL ADVICE SERVICE?

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 more than 10 years and never accessed formal ESOL.

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, jobs and communities 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 mapping all known ESOL supply and demand in Camden and Islington (and some in neighbouring boroughs such as Westminster and Haringey), targeting hardest to reach individuals and communities and reporting on barriers to learning, 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 an agile and responsive model that can be replicated across London (and beyond) that streamlines ESOL IAG through building:

- a neutral referral network across health, education and employment services 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 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 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 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 diverse and migrant communities and national research bodies.

## ACKNOWLEDGEMENTS

Thank you to Mark Isherwood for his support, guidance and championing of the service since its launch and to Akeel Ahmed and Simon Fuller at Islington Council for their full support delivering the model across the borough; Shao-Lan Yuen for her management 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 Camden service and drive to establish streamlined systems as well as for her EAS advisor role supporting learners on every step of their journey; Gulcoy Esen (Islington EAS coordinator) for stepping into an established team with enthusiasm and continuing the steadfast commitment to learners and partners begun by her predecessor; EAS community partners who enable the service 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 helping learners to access the service; work coaches and managers at Jobcentre Plus (JCP) offices for hosting regular ESOL advice sessions; ESOL provider partners for helping learners referred to them and reporting to the service when vacancies in classes are available; and all the council departments, support workers, other organisations and individuals who have supported learners across the two boroughs to access the service.

### **Camden and Islington ESOL Advice Service** February 2026

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[www.islington.gov.uk/esol](http://www.islington.gov.uk/esol)

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The Camden and Islington ESOL Advice Service (EAS) continues to play a critical role in enabling residents with English language needs to access learning, employment support and wider public services. As demand becomes more complex and fragmented, the value of a coordinated borough-wide ESOL triage and referral system becomes increasingly evident.

EAS data continues to demonstrate that unmet ESOL need is not only a social inclusion issue but a significant economic one. Based on benefit entitlement modelling using Census, EAS and DWP data, the estimated annual cost associated with residents with little or no English across Camden and Islington is approximately **£194 million**.

Beyond referral and assessment, the EAS functions as a borough-wide intelligence and coordination service, generating real-time data on learner need, barriers to access and gaps in provision.

Ongoing global displacement, changing asylum and migration policy and evolving eligibility guidance continued to create uncertainty across the ESOL sector during 2024–25.

This increased the importance of responsive local coordination and clear referral pathways for newly arrived residents.

## 1. A growing access infrastructure

In addition to being embedded in JCPs and receiving referrals from over 100 partners across Camden and Islington, EAS began running regular IAG sessions at contingency hotels and bespoke sessions at community venues in October 2024 to expand reach and ensure that every learner who wishes to access ESOL can do so. The EAS continues to develop its data collection and service delivery model so it can act as a key intervention in the sector when institutional factors may prevent larger stakeholders from such a targeted response.

## 2. Reaching learners furthest from provision

In the 2024-25 academic year, nearly three quarters of EAS users would not have accessed ESOL learning by any other means. This pattern has persisted every year since the launch of the service in 2018, highlighting the need for Single Points of Contact (SPoCs) and challenging the assumption that as long as ESOL supply exists, learners will be able to find it without specialised and neutral IAG.

## 3. Responding to changing demand

Ongoing global displacement has led to Camden and Islington housing a combination of long term residents and new arrivals who need access to ESOL. In 2024-25, EAS placed these learners in existing provision and brokered bespoke provision, for example, by collaborating with the Refugee Communities team and BEAM to set up online classes for Ukrainian learners (to be held in autumn term 2025) and collaborating with WEA to identify some of the hardest to place learners and deliver community provision for Pre Entry/E1 and E1/E2 learners in bespoke classes at Kilburn Library Centre (summer term 2025).

## 4. Centring wellbeing

The EAS is more than a referral service. As demand becomes more complex, specialist one-to-one support is essential to help learners not only find the right course for their level, need and availability, but to gain the skills and confidence to enter the learning environment at all. Support can include step-by-step help to assist learners to travel to their first class and multi agency coordination to help learners locate the documentation required for successful enrolment. An IAG session aims to empower learners to understand their choices, operate from a place of informed consent and gain control of their learning journey. The dignity of every learner as an individual with unique learning needs is at the heart of EAS practice.

## 5. Working across borough boundaries

As a result of trust in the service, the EAS grows through word of mouth beyond Camden and Islington. In addition to being recommended by friends and family who live in neighbouring boroughs and beyond, out of borough learners are drawn to the EAS because SPoCs don't exist in the places where they are resident and many learners don't know how to access courses without one-to-one support. In the 2024-25 academic year, 12% of EAS users were resident outside Camden and Islington. In addition, the EAS's online presence attracts learners who live in boroughs where SPoCs are not available. For learners who live and work at the boundary of Camden and Islington, provision in neighbouring boroughs can be suitable and the EAS includes out of borough providers in its database to assist these learners.

## 6. Identifying unmet need

As a data collection as well as IAG service, the EAS's detailed needs analysis of every learner revealed increasingly complex demand within the ESOL sector. Barriers often intersected and included eligibility for free courses and under supply of pre-entry provision. Where possible, the EAS aimed to overcome these issues by brokering bespoke courses but this can be a lengthy and labour intensive process and is not a long term solution to what is likely to be a perennial problem.

## 7. Looking ahead

While the EAS continues to serve every learner who needs help accessing ESOL, funding sources guide where and towards whom the service is focused. EAS was funded for two terms (autumn 2024 to spring 2025) by UKSPF funding and for the following financial year (April 2025 to March 2026) by Section 106 funding.

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, the EAS will seek to broker courses that can be as flexible as possible to suit these needs and develop systems 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.

The EAS continues to adjust staffing, on-site delivery and tech development plans in response to limited funding and is 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 2025-26.

A total of **989 cases** were dealt with by the Camden and Islington EAS during the 2024-25 academic year.

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

CAMDEN & ISLINGTON	
Unique learners	794
Returners	157
Advised but not registered	38
<b>GRAND TOTAL</b>	<b>989</b>

‘Unique learners’ are the actual number of individual learners advised by the service within the academic year, including cases that originated in the 2023-24 academic year that were deferred.

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

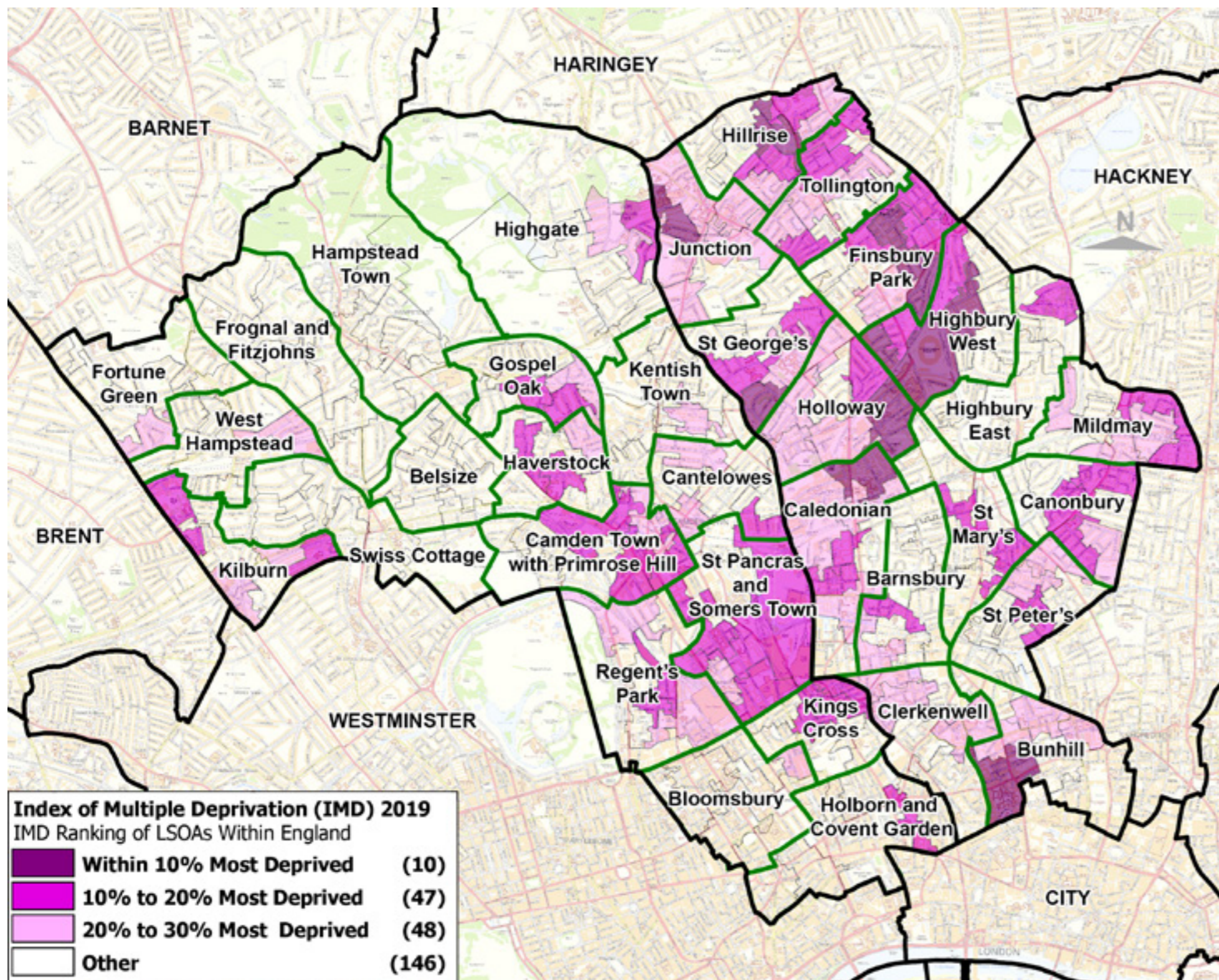
‘Advised but not registered’ are learners that were advised by the service but did not go through the ESOL assessment and registration process. These learners are still counted towards the total number of cases because time was spent on them by the EAS advisors.

Due to limited resources and the high number of learners accessing the service, 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, providing a better reflection of the need for ESOL in the community and giving a voice to those most in need of assistance.

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 data are a snapshot of the learners’ circumstances at the time they first register with the service. The information is self-reported and learners are not required to present any documentation to the EAS. Any major change in a learner’s circumstances over time will only be reflected in subsequent annual reports if the learner re-registers with the 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 and the top 5 responses are presented in a darker colour.
- Quotes from learners throughout the report have not been edited for mistakes, unless their intended message was unclear.

## Targeting hardest to reach learners using the Index of Multiple Deprivation



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

The Index of Multiple Deprivation measures relative deprivation at local area level based on seven categories:

- Income Deprivation
- Employment Deprivation
- Education, Skills and Training Deprivation
- Health Deprivation and Disability
- Crime
- Barriers to Housing and Services
- Living Environment Deprivation

Using this broad approach means a wide range of aspects of an individual's circumstances are considered.

Since its inception, the EAS has used these deprivation measures as a basis for their decisions on where best to focus advice in the community.

The deprivation data is due to be updated in October 2025 and subsequent annual reports will reflect those changes.

Owing to limited resources and a shift from in-person sessions to online advice, the Camden and Islington ESOL Advice Service ran a hybrid model managing assessments online and by telephone as well as onsite throughout the academic year 2024-25.

The service met the consistent demand for on-site sessions at local JCPs as well as increasing demand for ESOL support at contingency hotels housing asylum seekers. The EAS ran regular ESOL advice sessions on-site at these hotels liaising with the coordinating organisation and other Council services.

In addition to these pockets of demand, EAS continued to target hardest to reach learners using deprivation data, focusing marketing and partnership strengthening in areas of highest deprivation.

See Appendix 5 for a map and index illustrating the EAS's community network across Camden and Islington.

When the 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%.

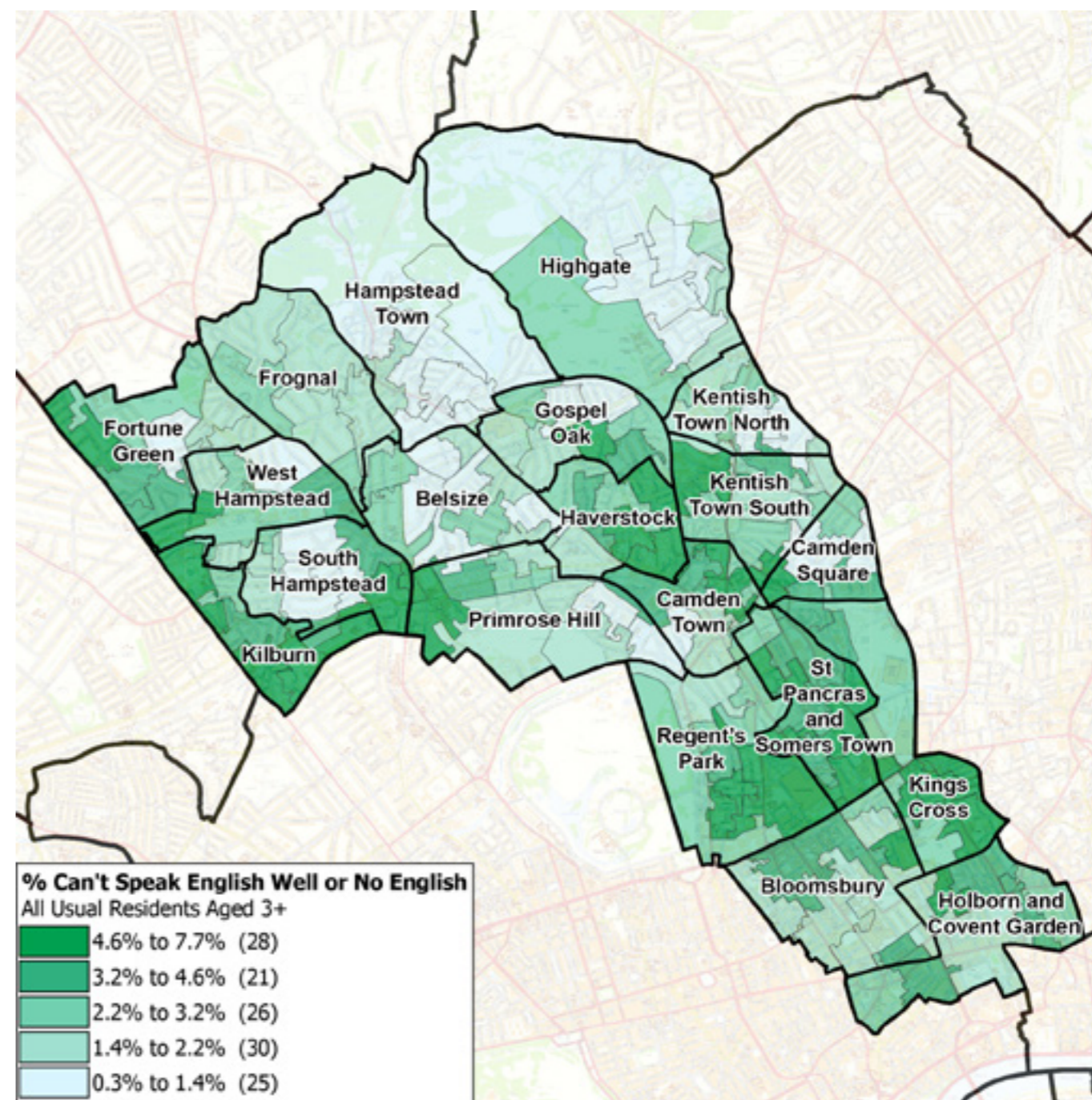
The Office for National Statistics (ONS) regularly provide updated population estimates based on the most recent Census data and expected growth rates. Camden's revised population estimate was 216,950 in mid-2024. 82% of residents were aged 19 or older and therefore able to access education provision for adults based on their needs and circumstances, including ESOL classes. (Source: MYE2: Population Estimates Mid-2024, 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 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 223,000 in mid-2024. 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-2024, ONS)

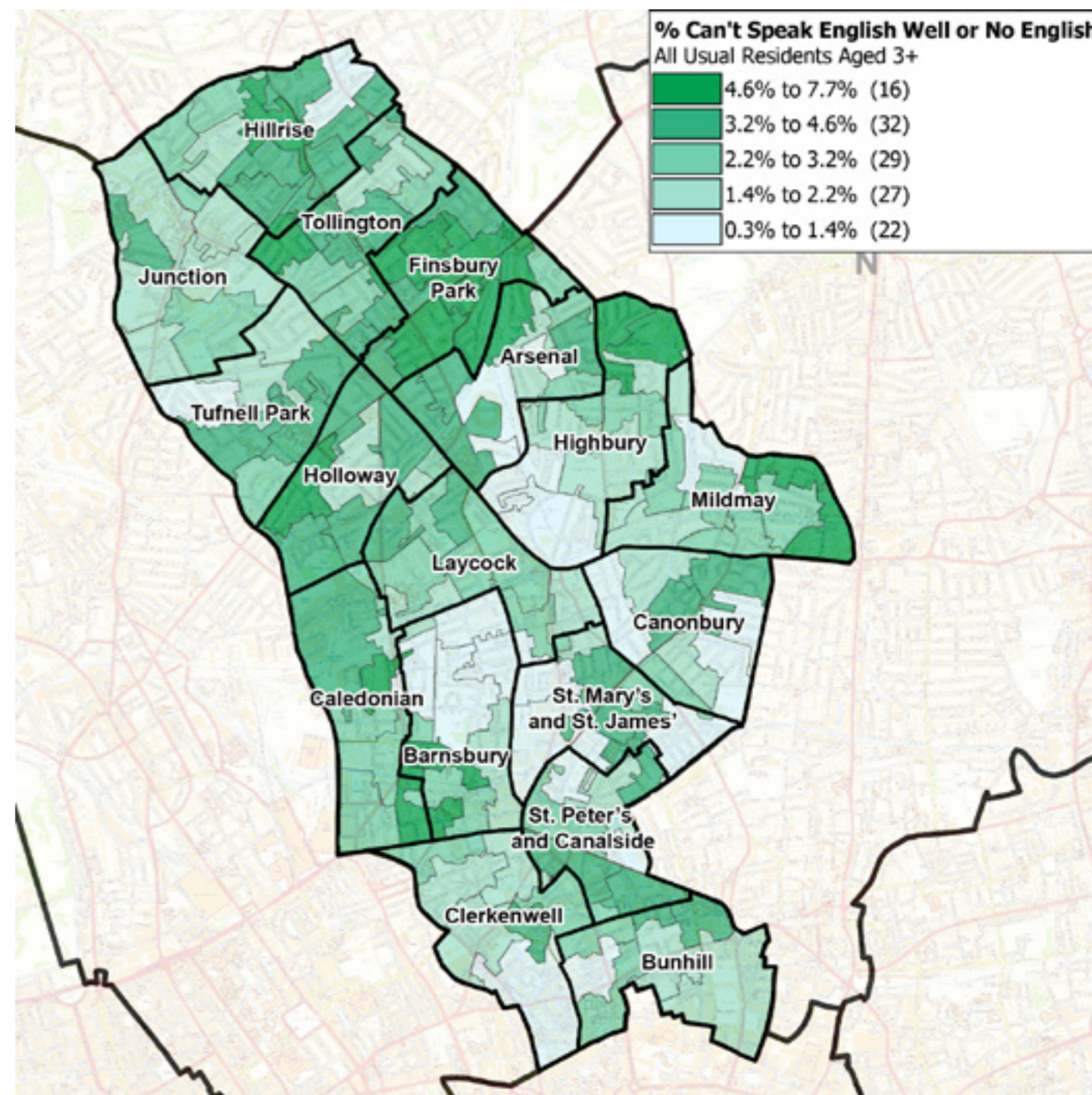
The Census taken in 2021 also provided updated datasets detailing Islington residents' proficiency in English. The table below shows the data for residents aged 19 and above.

### 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



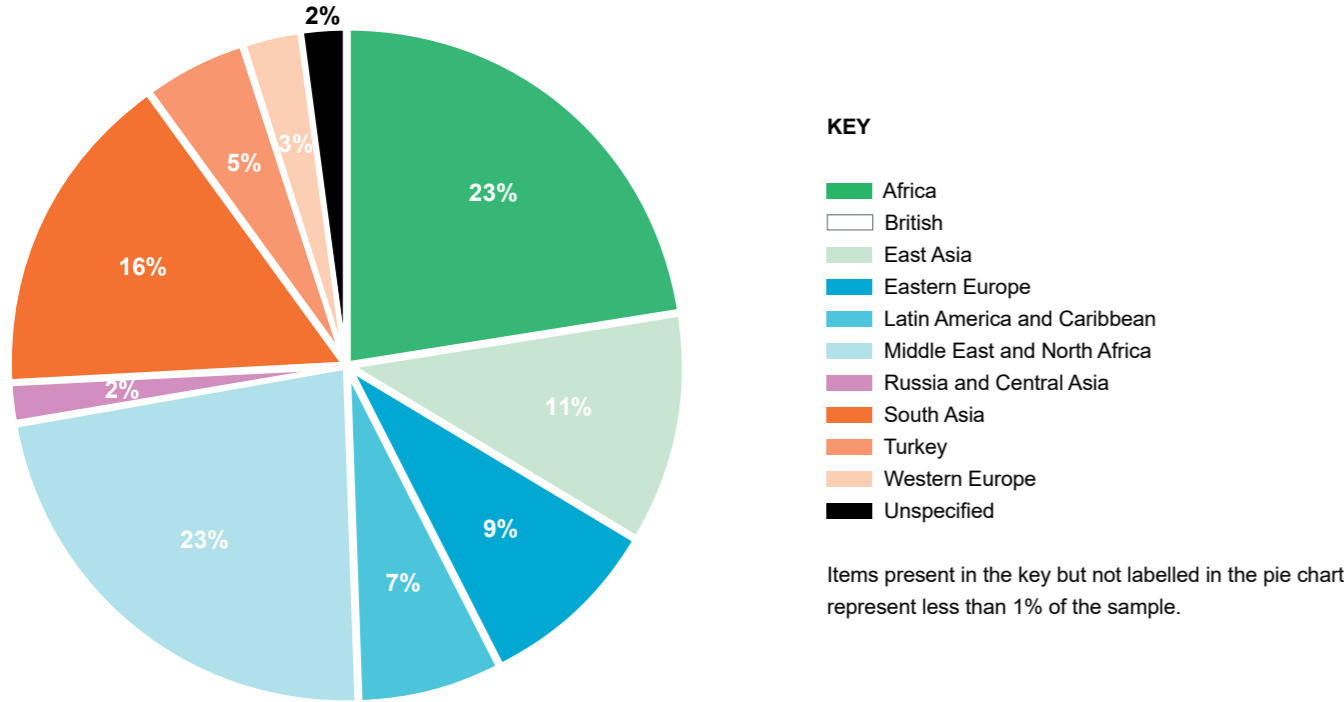
Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLv3)

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

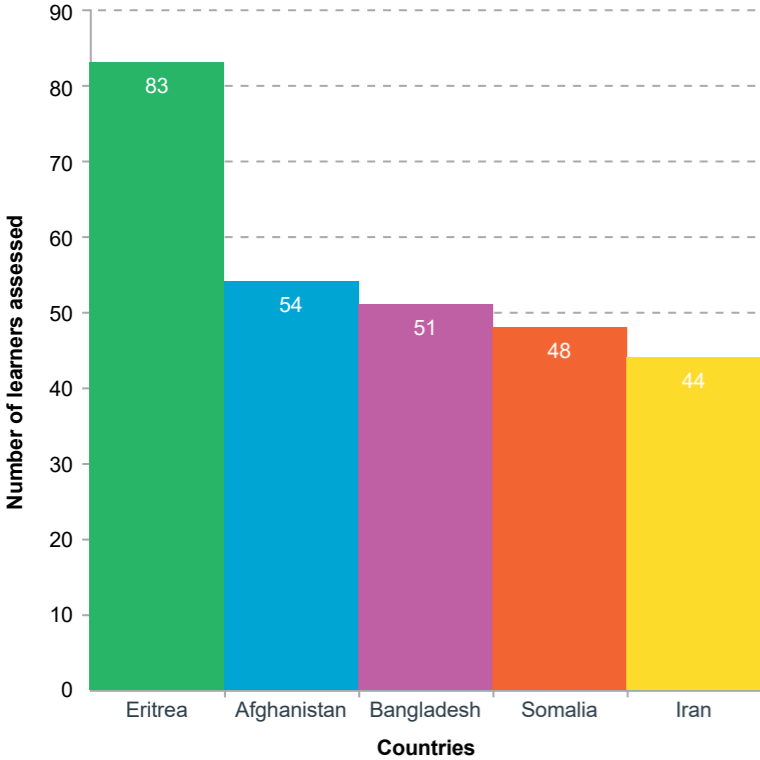
The learners who registered with the Camden & Islington EAS in 2024-25 were from all over the world, however the largest groups were from the Middle East and North Africa, very closely followed by Africa (both 23%), and South Asia (16%).

**Figure 1: Region of origin**

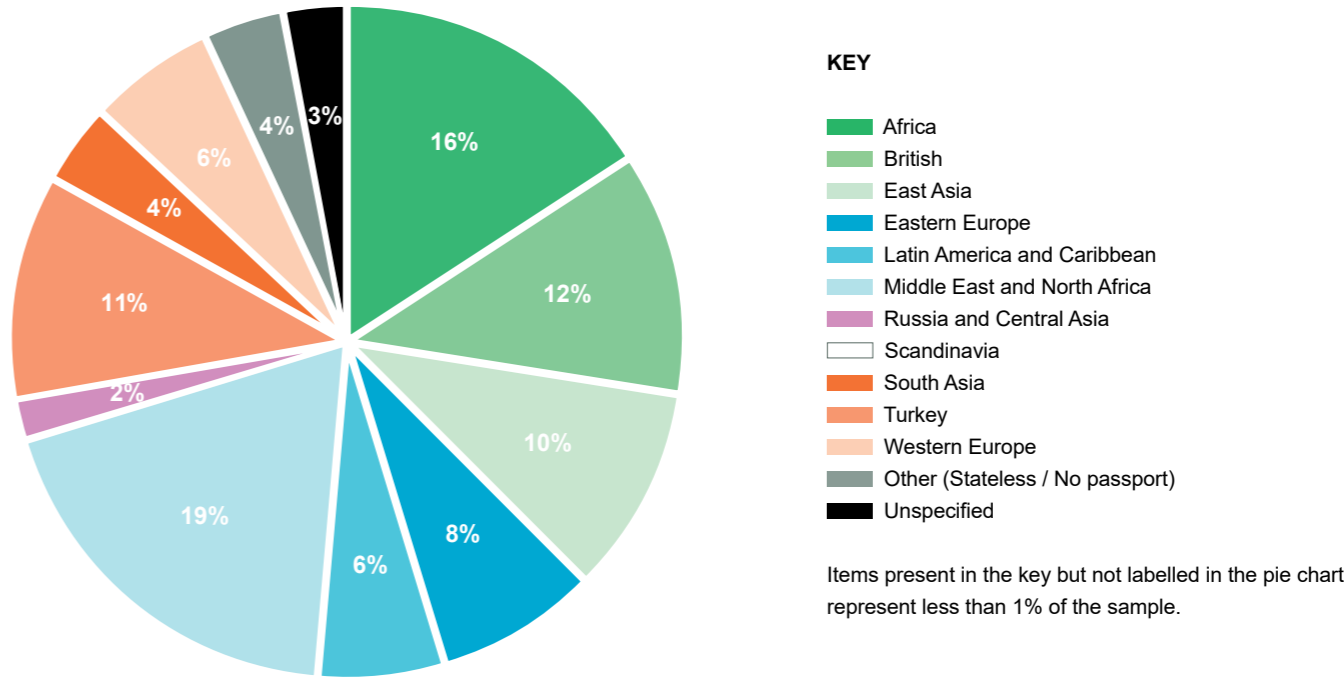


Three learners declared they were born in the United Kingdom. In one case, the learner had moved abroad when they were very young and only recently returned to the UK, explaining their need for English language support. The other two needed support to reach a higher proficiency in English through Functional Skills provision.

**Figure 2: Top five countries of origin**

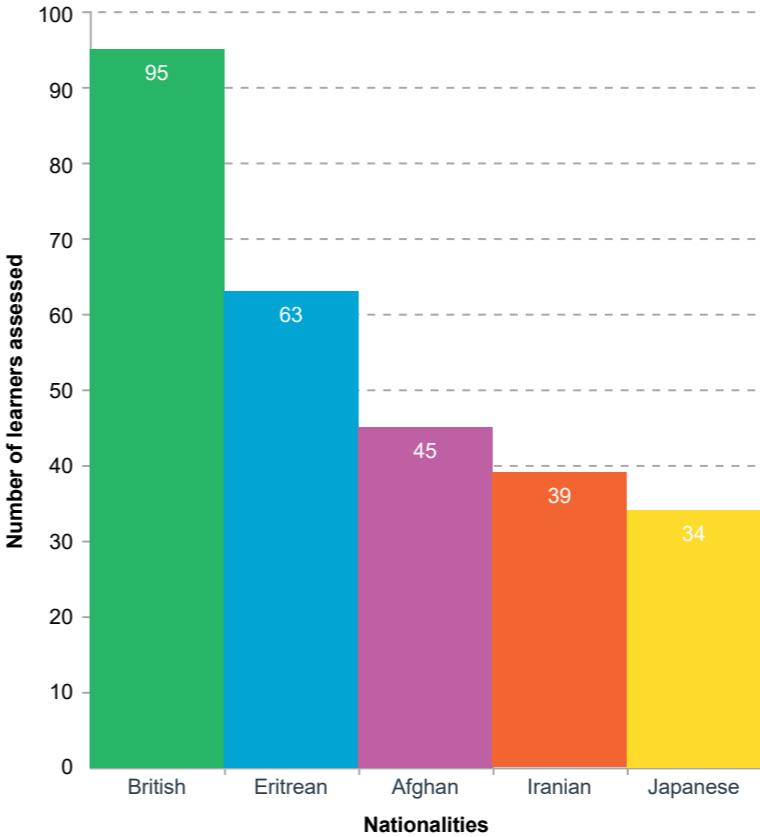


**Figure 3: Region of nationality**



Fifteen learners reported dual nationality.

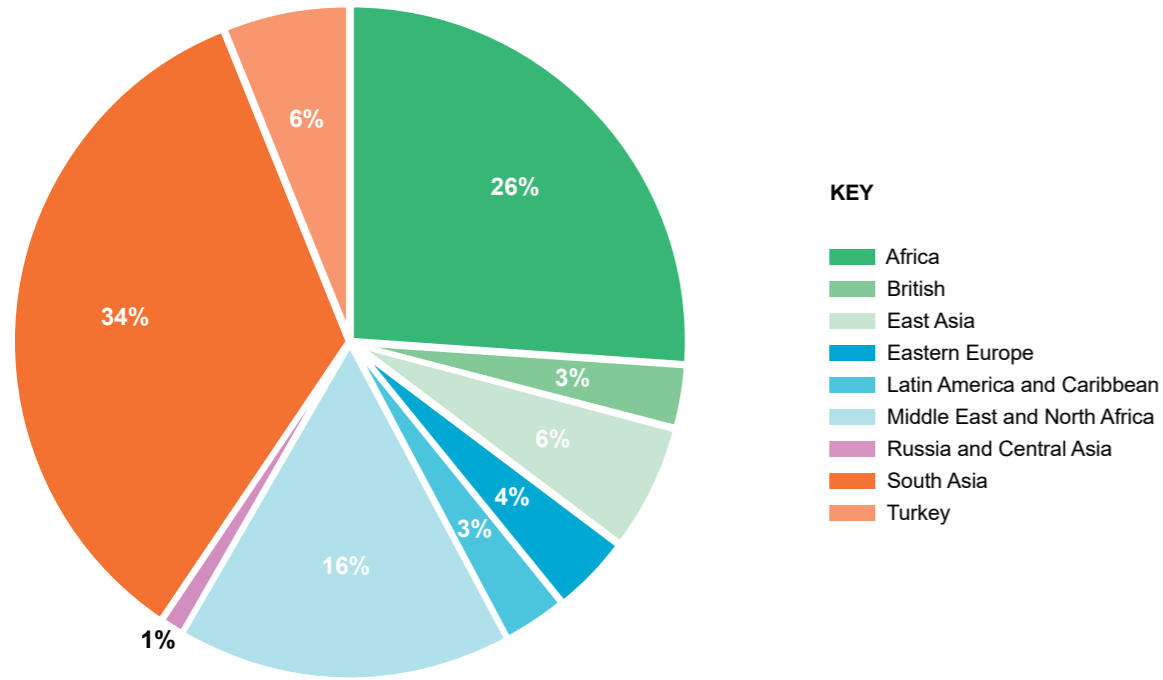
**Figure 4: Top five nationalities**



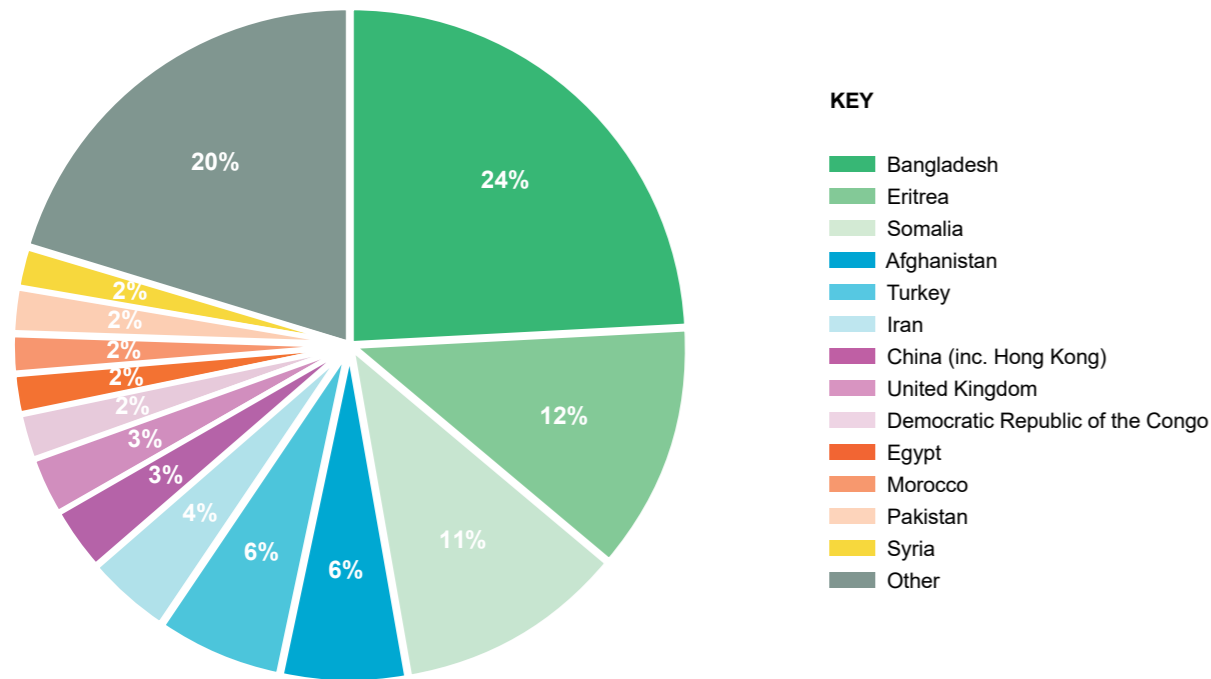
## REGION OF ORIGIN

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

**Figure 5: British Nationals - Regions of origin**  
Based on 95 records

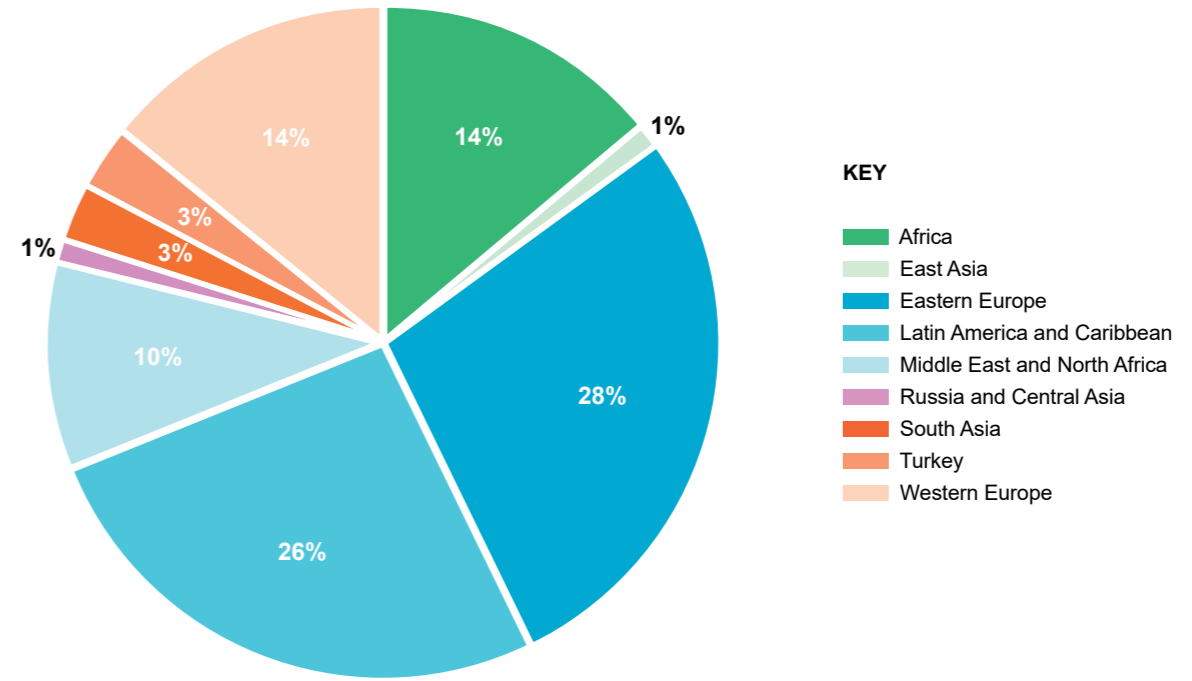


**Figure 6: British Nationals - Countries of origin**  
Based on 95 records

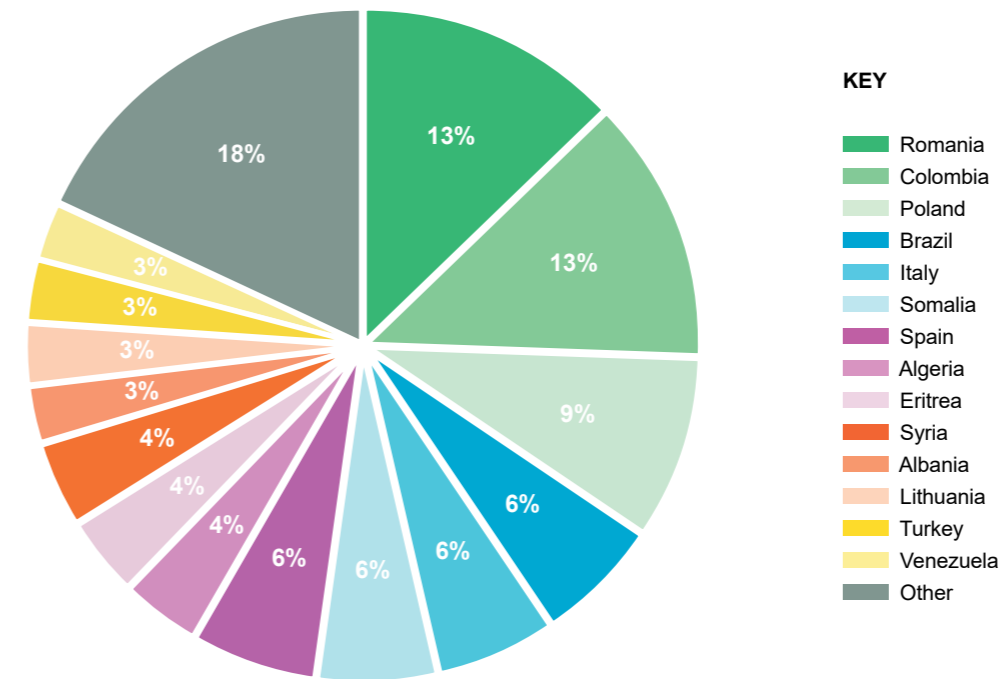


The 'other' category in the chart above comprises of learners from the following countries: Algeria, Angola, Cuba, Czechia, Ecuador, Hungary, India, Japan, Kosovo, Kuwait, Latvia, Lebanon, Nigeria, Peru, the Philippines, Russia, Sudan, Vietman and Yemen (all 1%).

**Figure 7: EU Nationals - Regions of origin**  
Based on 78 records



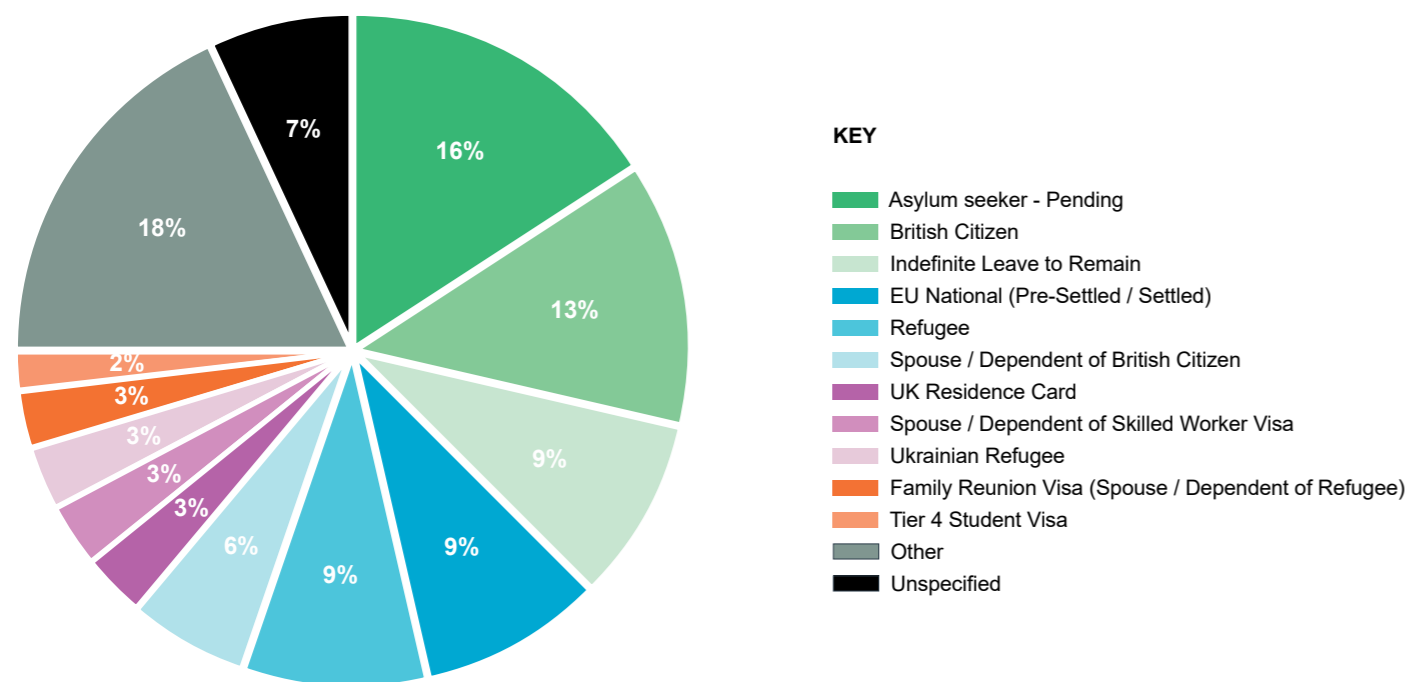
**Figure 8: EU Nationals - Countries of origin**  
Based on 78 records



The 'other' category in the chart above comprises of learners from the following countries: Bangladesh, Belarus, the Democratic Republic of the Congo, the Republic of the Congo, Egypt, El Salvador, Germany, Guinea-Bissau, India, Japan, Russia, Sudan and Trinidad and Tobago (all 1%).

# IMMIGRATION STATUS

**Figure 9: Immigration Status**



The 'other' category in the pie chart comprises of learners declaring the following immigration statuses, making up 14% of all responses: Afghan Refugee, Asylum seeker - Appealing, Visitor Visa, Working holiday visa, Skilled Worker Visa, Indefinite Leave to Enter, Spouse / Dependent of Graduate Visa, Ankara Agreement / ECAA, Domestic Violence Visa, Global Talent Visa, Graduate Visa, Spouse / Dependent of EU Settlement Scheme (Pre-Settled), Spouse / Dependent of EU Settlement Scheme (Settled), Spouse / Dependent of Indefinite Leave to Remain (all 1%), and Spouse / Dependent of Health and Care Worker Visa, British Overseas Citizen, Humanitarian Protection, Spouse / Dependent of EEA National - Non-EEA, Spouse / Dependent of EU National, Dependant of Tier 4 Visa - Non-EEA, Discretionary Leave to Enter, Section 67 Leave, Spouse / Dependent of Discretionary Leave to Enter, Spouse / Dependent of Discretionary Leave to Remain, Spouse / Dependent of EEA National - EEA, and Spouse / Dependent of Stateless Leave (all below 1%).

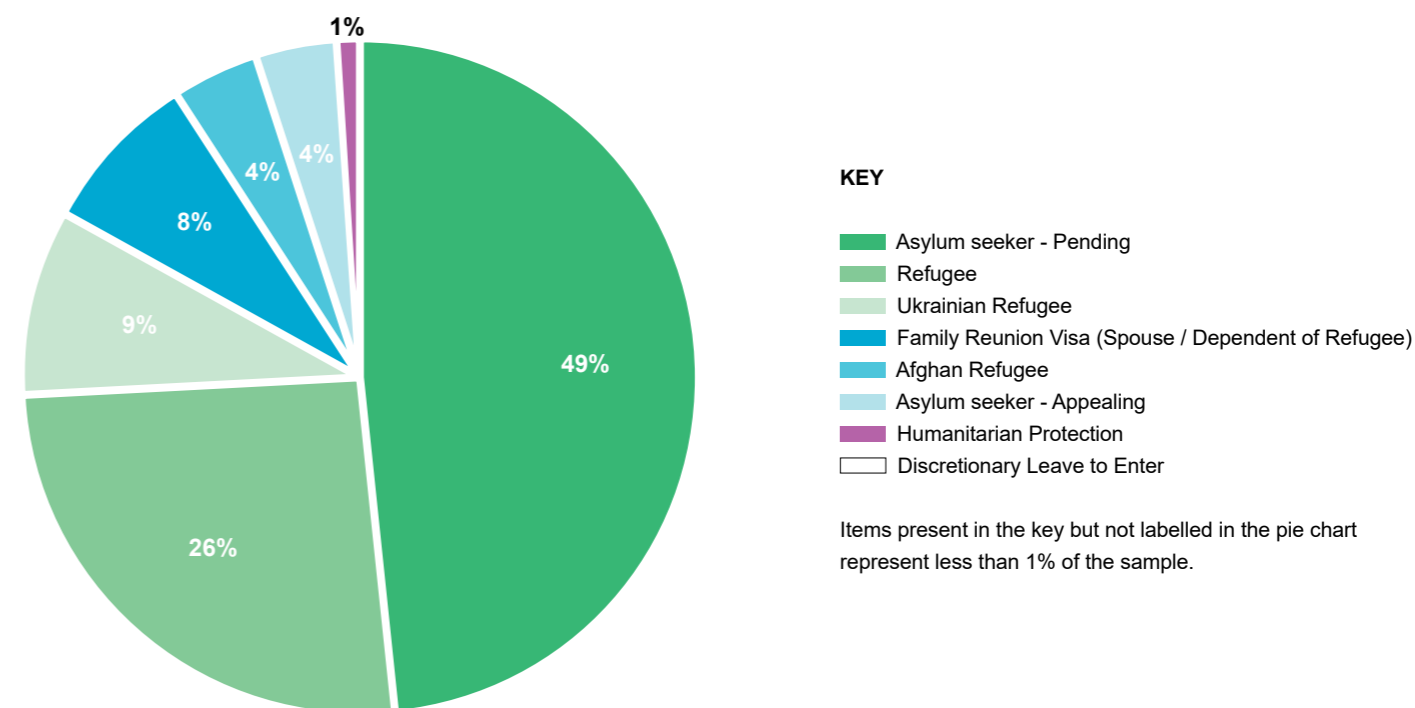
The 'other' category also includes declarations of the immigration circumstances which are not part of the standard list used by the EAS but still make up 4% of all responses. These included BRP, Global Business Mobility, Youth Mobility Scheme and various permutations of Family, Student and Leave to Enter or Remain visas that required further information from the learners to clarify how to include them as part of the accepted list of statuses.

Many learners from outside the EEA have a 'no recourse to public funds' condition recorded in their passport. This means they cannot claim benefits, but it doesn't impact their eligibility for 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

34% of all learners registered with the Camden and Islington EAS during the 2024-25 academic year were seeking protection in the UK, comprising of 266 individuals from 51 different countries. The pie chart below details their immigration statuses.

**Figure 10: Immigration statuses of those seeking protection in the UK**  
Based on 266 records



53% of those seeking protection in the UK were asylum seekers, and 38% were refugees. This refugee percentage includes learners from Afghanistan and the Ukraine who are represented separately in the chart above to continue to highlight their ongoing circumstances.

The Ukrainian Refugee category includes all learners who declared they were part of the following UK Government schemes: Homes for Ukraine, Ukraine Family Scheme, Ukraine Extension Scheme and Ukraine Permission Extension Scheme.

The raw numbers show 54 Afghans and 26 Ukrainians registering with the service in 2024-25, but only 10 Afghans (19%) and 21 Ukrainians (81%) declared an immigration status that categorised them as seeking protection in the UK. The remaining declared other immigration statuses.

*The ESOL Advice Service provides great help to asylum seekers and refugees so they can improve their language skills and communicate easily in society or look for job opportunities.*

*Asylum seeker, Contingency hotel*

**Figure 11: Origin of learners seeking protection in the UK**

Country of origin		
Afghanistan	Iran	Pakistan
Albania	Iraq	Palestine
Algeria	Israel	Qatar
Azerbaijan	Japan	Russia
Bangladesh	Jordan	Saudi Arabia
Benin	Kazakhstan	Somalia
Brazil	Kenya	Sri Lanka
China Inc Hong Kong	Kuwait	South Sudan
Colombia	Lebanon	Sudan
Egypt	Libya	Syria
El Salvador	Mongolia	Turkey
Eritrea	Morocco	Uganda
Ethiopia	Mozambique	Ukraine
France	Myanmar (Burma)	United Arab Emirates
Georgia	Namibia	Vietnam
Ghana	Nicaragua	Yemen
Guinea	Nigeria	Zimbabwe
<b>Total number: 266</b>		

### CASE STUDY

The EAS registered and assessed an Iranian asylum seeker in October 2024 at a contingency hotel. He then joined a non-accredited pre-entry community ESOL class in January 2025. At the same time, he was also placed on the waiting list at a local college.

In April, he attended an open day at the college, but they were unable to offer him a place on a course at that time, but said they would contact him when a place became available.

He was then granted leave to remain in the UK, meaning he was no longer classified as 'seeking protection in the UK'. This meant he was no longer entitled to stay at the contingency hotel and had to make arrangements to find alternative accommodation within 28 days, after which he would effectively be made homeless.

In May 2025, the learner visited the EAS at the Kentish Town Jobcentre Plus, worried about how he would join an ESOL course as he was now homeless, with no address to use for enrolment. He was signposted to homelessness services and reassured that the EAS would stay in touch with him and help him with enrolment when a place on a college course became available.

By July 2025, the learner was part of a large cohort of learners that were waiting for college provision. A bespoke advice session was set up at a college and the learner was finally placed into ESOL provision there in September 2025, where it was discovered that he had managed to find accommodation in another borough. However, he was still willing to travel to attend ESOL provision in Camden because of all the support he had been offered.

20% of all cases where the learner concerned was identified as seeking protection in the UK resulted in a confirmed placement into ESOL provision. 52% received course offers and a further 15% were signposted out of borough or to other relevant provision.

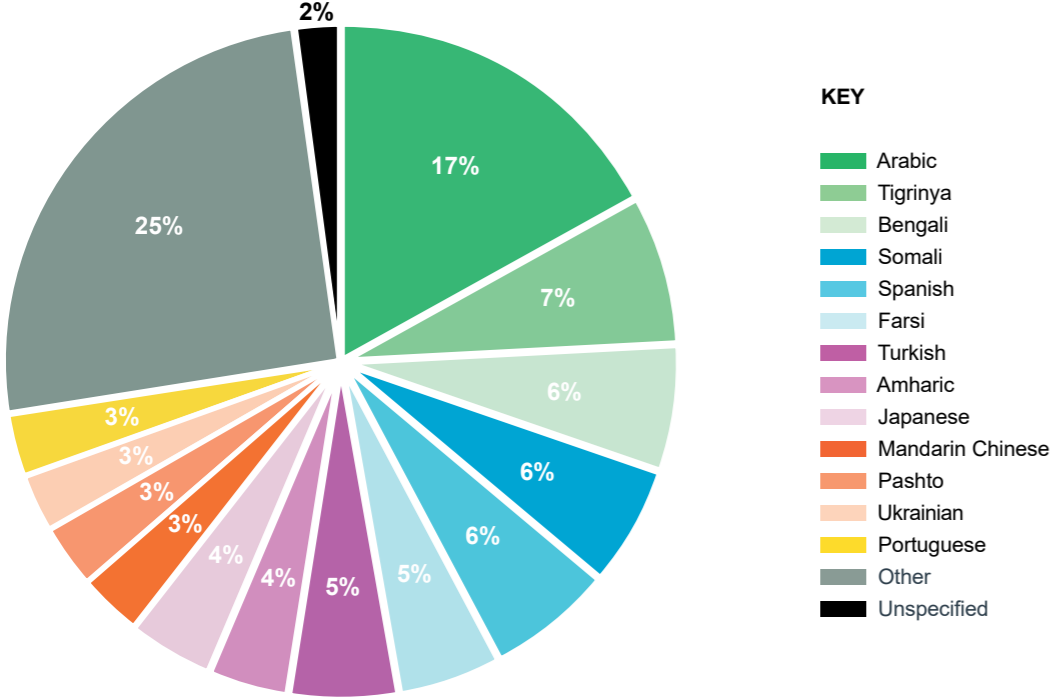
There were 29 cases (8%) with barriers to learning, 41% of which were due to the learners being ineligible for available provision because they were seeking asylum and had been in the UK for less than six months. Other barriers included: Moved out of borough, Availability barrier, Childcare barrier, Homeless barrier, Course didn't go ahead, Crèche barrier, Distance barrier, Family commitments barrier, Financial barrier, Health barrier and Work commitments barrier.

The remaining cases in this group included five learners who registered at the end of the academic year and were waiting for a course offer, five who declined the options offered to them and eleven who stopped responding to EAS communications or did not provide valid contact details when registering with the service.

The EAS continues to work closely with local organisations to support families seeking protection in the UK.

The 794 learners who registered with the Camden and Islington EAS in 2024-25 spoke and/or wrote in 80 languages between them. 63 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: Dari, Russian, Albanian, English, French, Kurdish (all 2%), Romanian, Urdu, Italian, Korean, Polish, Eritrean, Cantonese/Yue, Georgian, Punjabi (all 1%), and Burmese, Lingala, Oromo, Vietnamese, Greek, Hindi, Hungarian, Lithuanian, Malayalam, Mongolian, Tagalog, Azerbaijani, Bini, Chimwiini, Chinese, Czech, Darija, Ewe, German, Hausa, Imala, Kazakh, Kyrgyz, Latvian, Maba, Malinke, Masalit, Nepali, Nuer, Otjiherero, Shona, Sinhalese, Swahili, Tamil, and Thai (all below 1%).

Because the EAS assessment has to be understandable to lower level learners, especially those who are completing it online, the question about their mother tongue is phrased as "What is the main language you speak?". This inevitably results in a small number learners reporting English as their main language, as it may be the one that they use the most in their day-to-day life in the UK. It is also possible that some learners misunderstand the question and respond with the language that they want to learn.

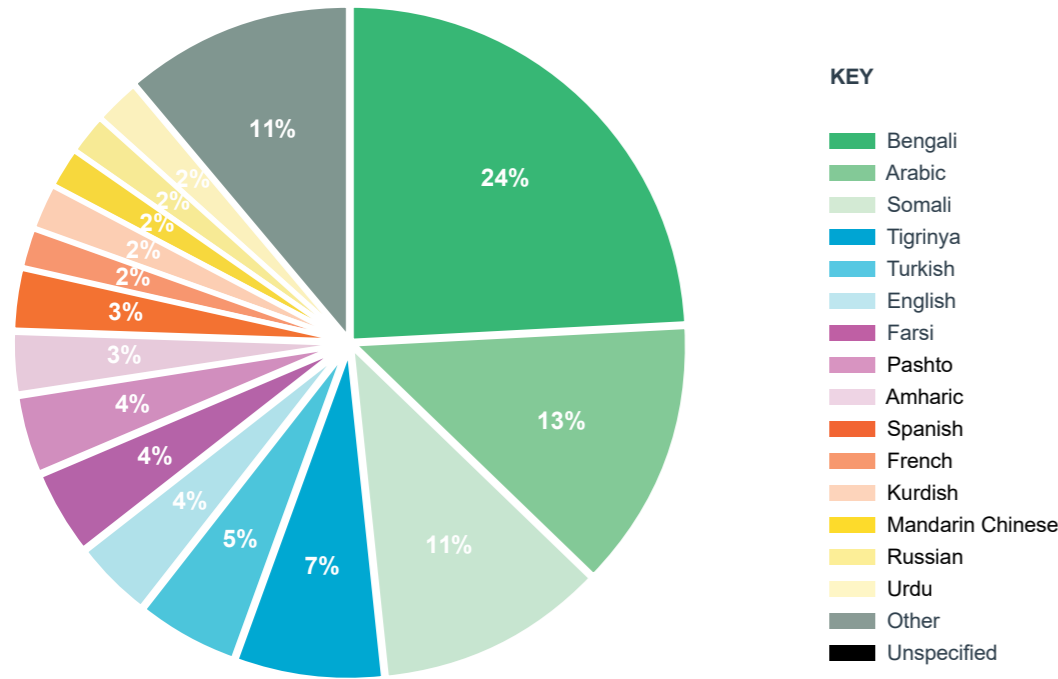
**Figure 13: All languages spoken and/or written (excluding English)**  
Based on 1116 responses



The word cloud in Figure 13 represents all languages spoken or written, apart from English, between all the learners assessed. It therefore takes into account those who are multi-lingual. 213 learners (27%) declared that they spoke more than one language.

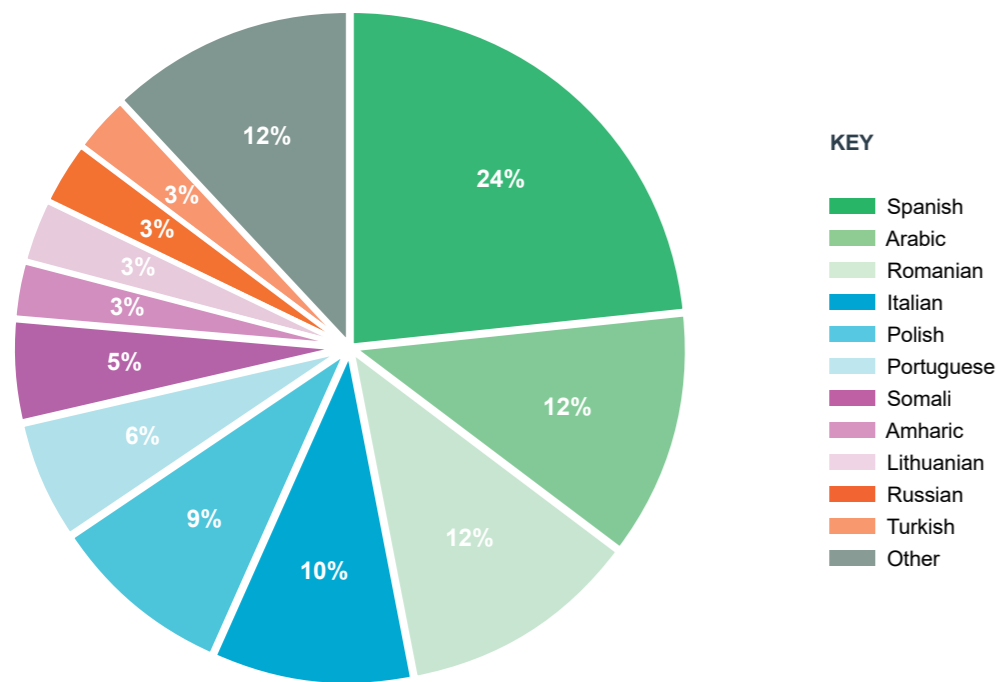
Overall, the top five languages were Arabic, Tigrinya, Spanish, Farsi and Somali, representing 38% of the total.

**Figure 14: British Nationals - First languages (spoken and/or written)**  
Based on 95 records



The 'other' category comprises of the following languages: Albanian, Chimwiini, Chinese, Czech, Dari, Hindi, Hungarian, Lingala, Tagalog and Vietnamese (all 1%).

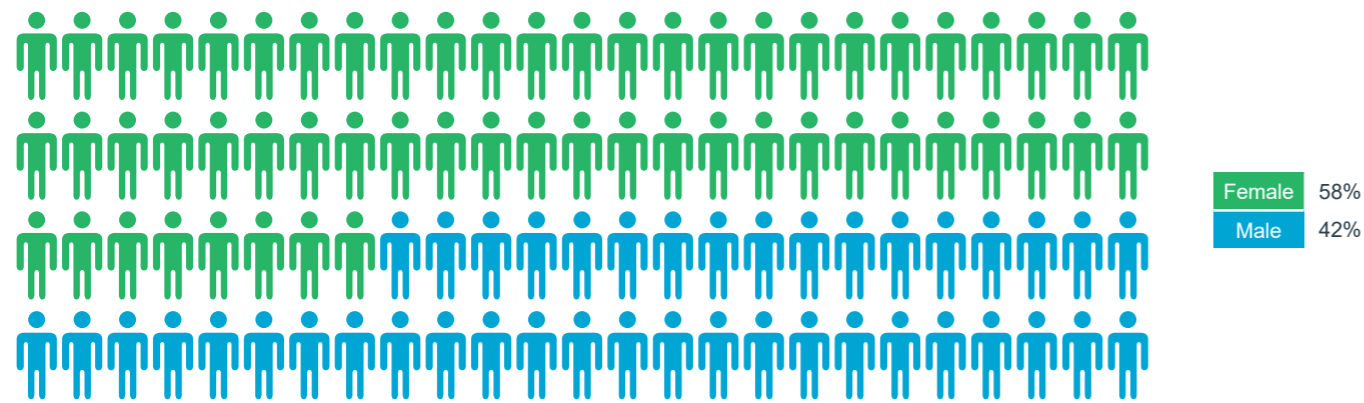
**Figure 15: EU Nationals - First languages (spoken and/or written)**  
Based on 78 records



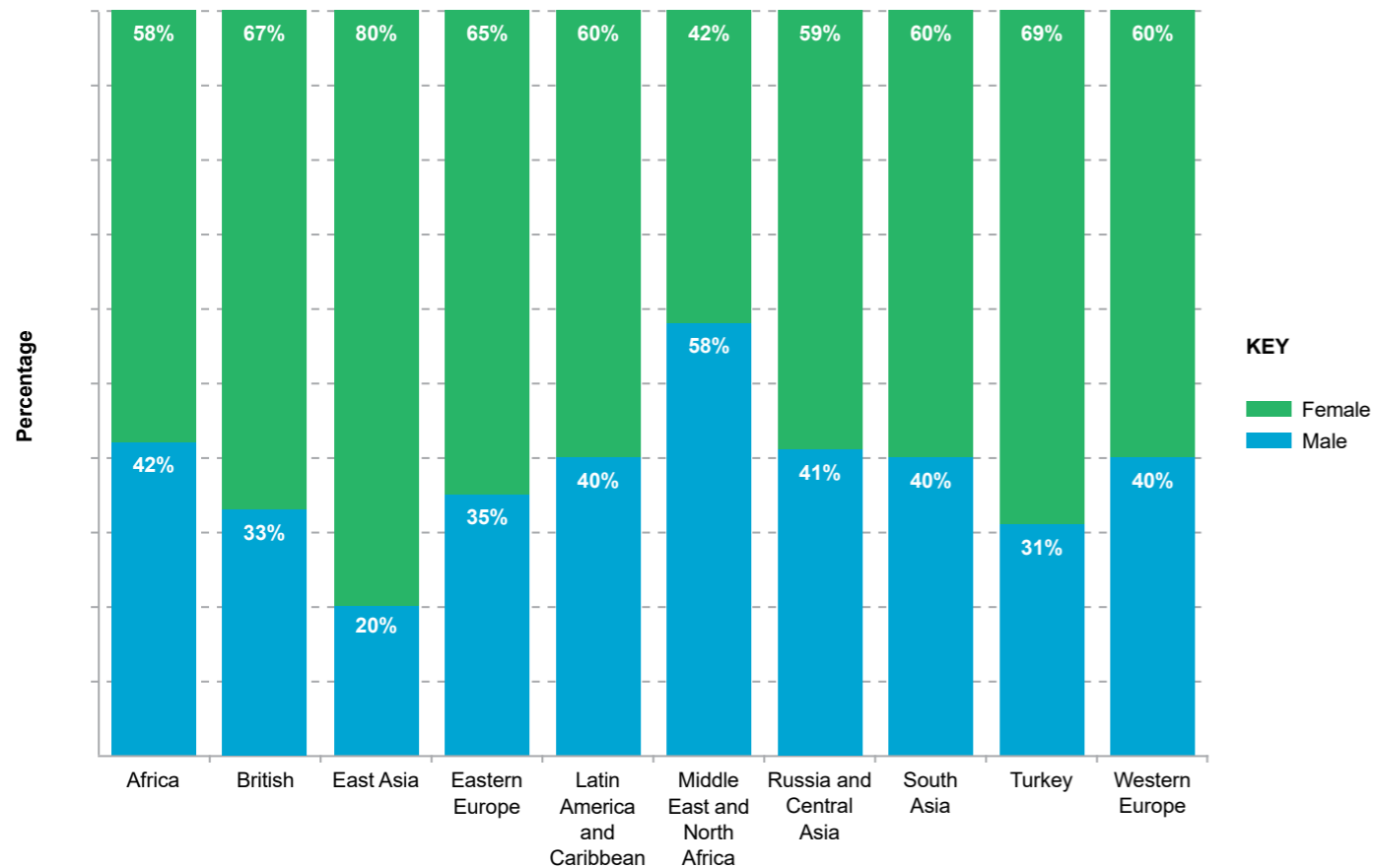
The 'other' category comprises of the following languages: Bengali, English, French, German, Greek, Hungarian, Japanese, Lingala and Tigrinya (all 1%).

The majority of learners (58%) who registered with the Camden and Islington EAS in 2024-25 were female, however, the percentage of male learners rose from 36% to 42%, the highest percentage of male learners since the inception of the Camden and Islington ESOL Advice Service.

**Figure 16: Gender**

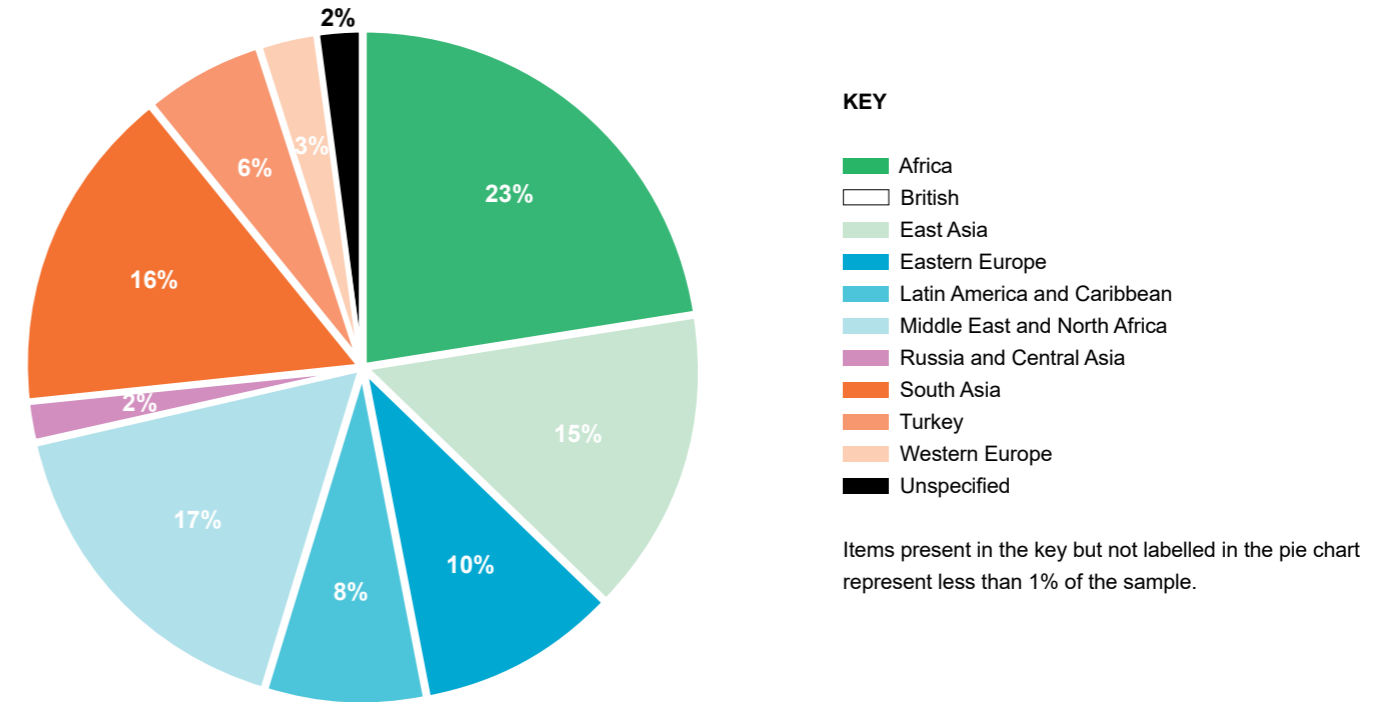


**Figure 17: Gender split by region**

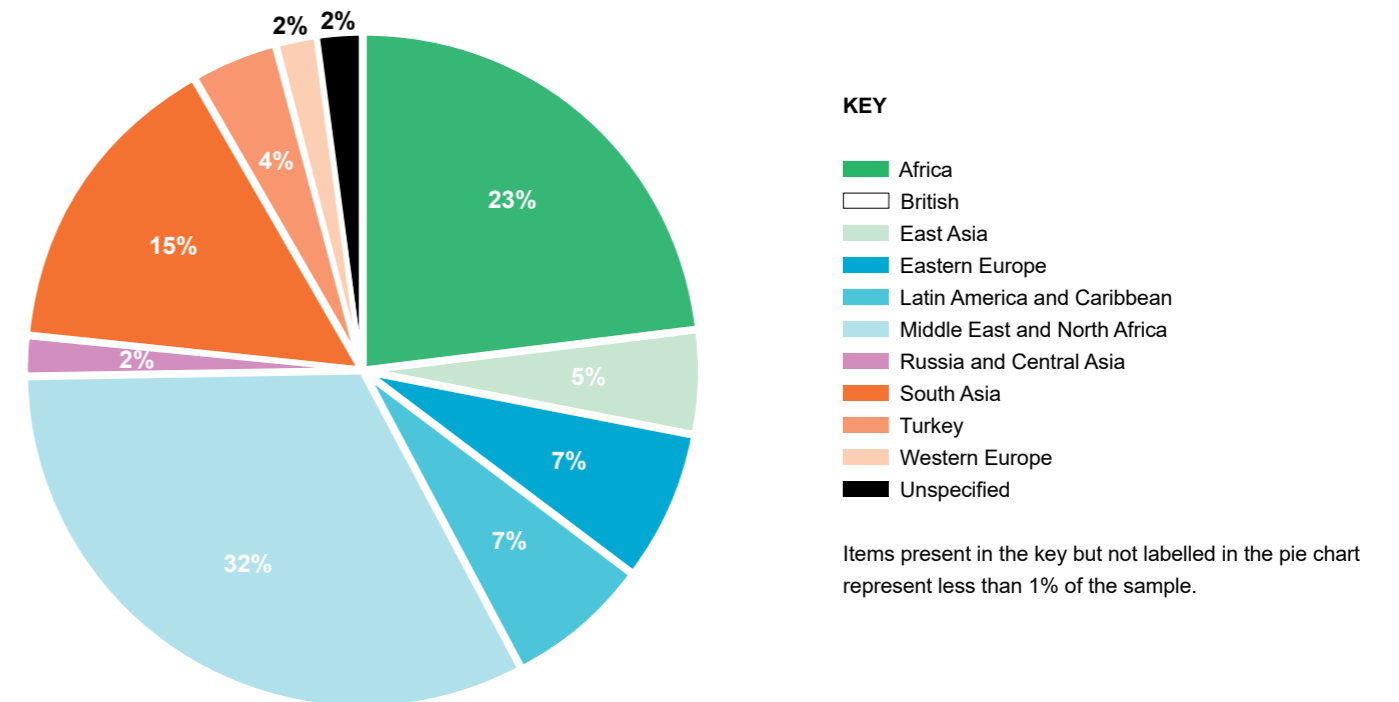


Aside from the Turkey region, which saw an increase of 14 percentage points for female learners, all other regions saw the percentage of female learners fall during 2024-25, with the largest change being an increase of 12 percentage points for male learners from the Latin America & Caribbean region. Numerically, the largest number of male learners came from the Middle East and North Africa region, an increase of 4 percentage points. The largest number of female learners were from the Africa region, equalling the average rate of female learners across the service (42%) but decreasing by 3 percentage points since the previous academic year.

**Figure 18: Region by Gender - Female**  
Based on 464 records

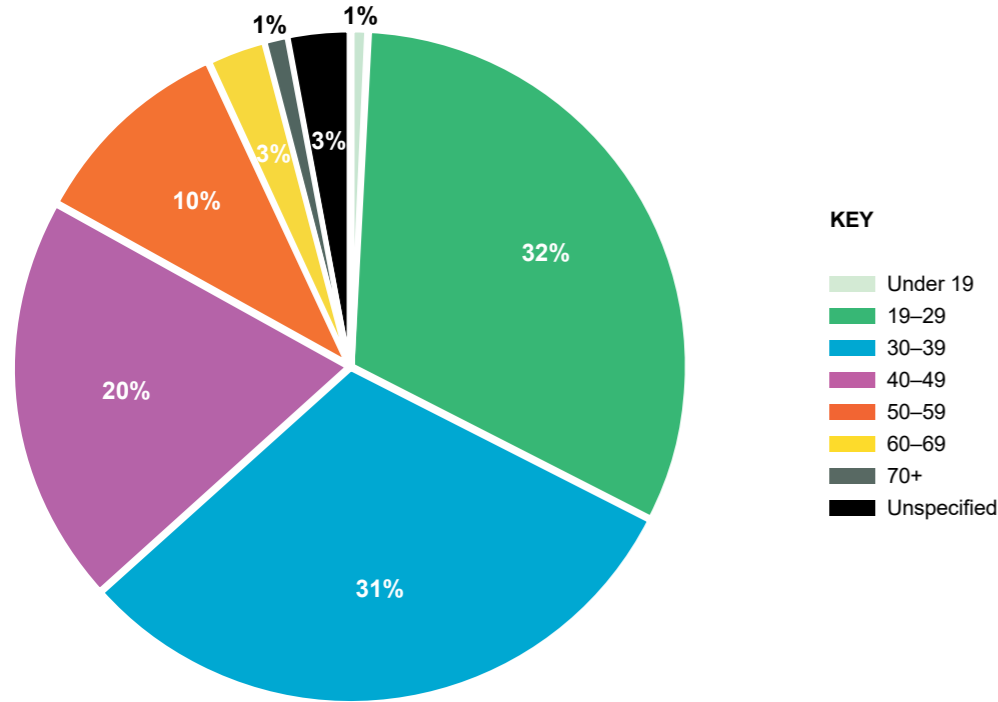


**Figure 19: Region by Gender - Male**  
Based on 330 records

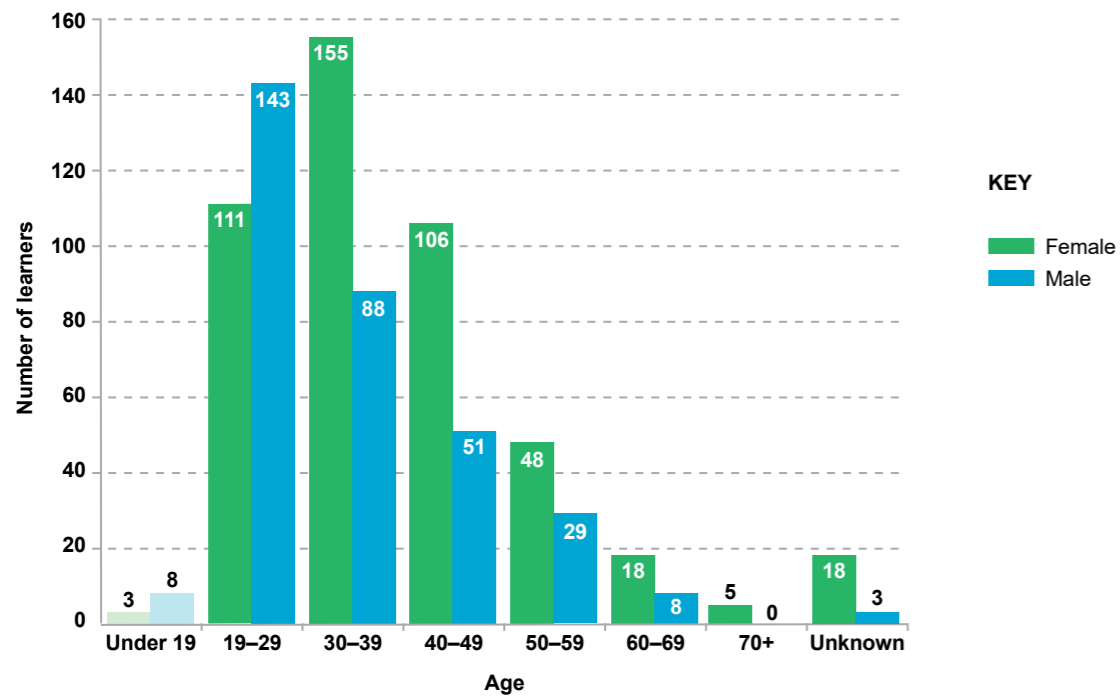


The ages of learners registering with the Camden and Islington EAS in 2024-25 spanned from 8 to 80. The majority (63%) were in their 20s and 30s, and 81% were below the age of 50.

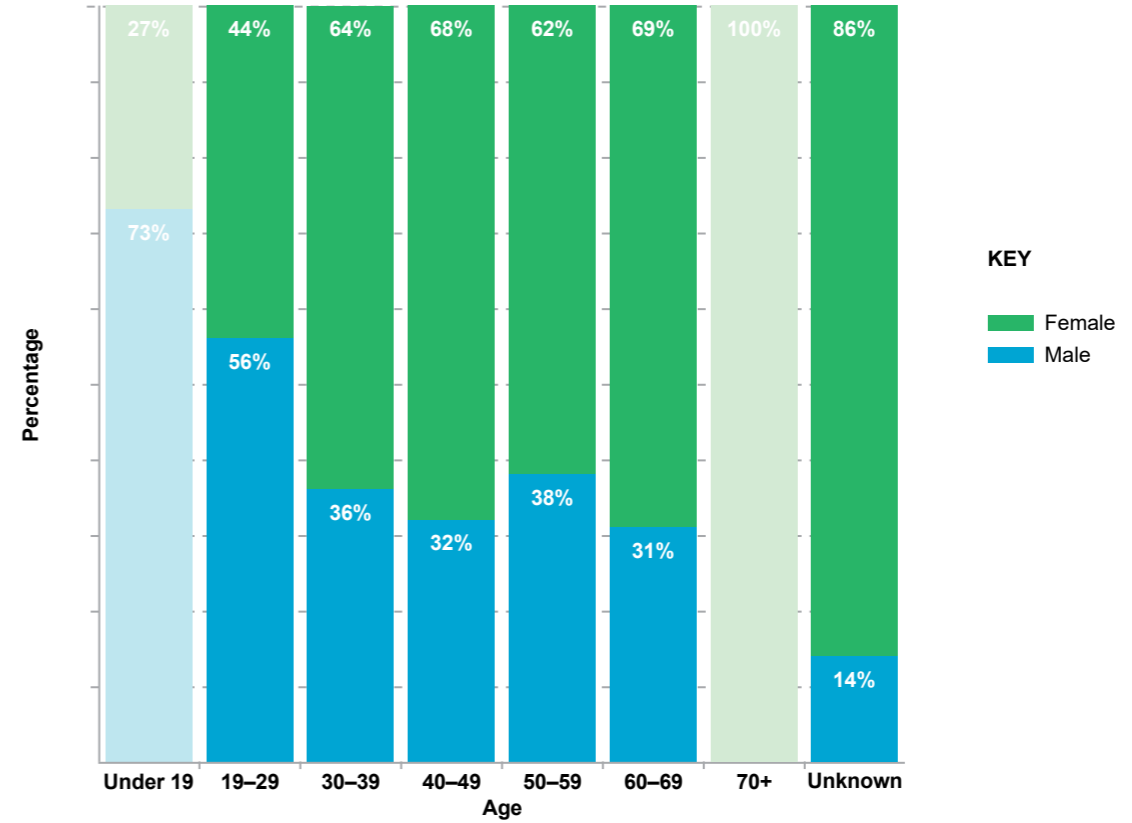
**Figure 20: Age bands**



**Figure 21: Gender and age**



**Figure 22: Gender split by age**



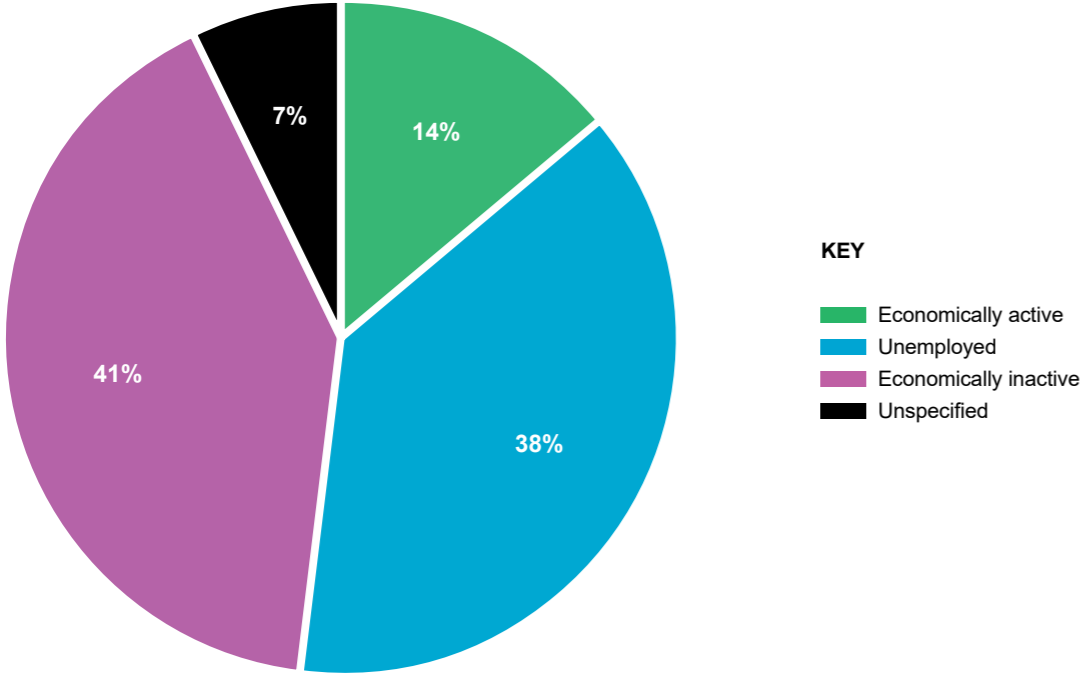
By the definition set out by the Education and Skills Funding Agency and the Greater London Authority, learners must be aged 19 or over on the 31 August 2024 to be eligible for GLA-funded adult learning provision during the 2024-25 academic year. Eleven learners were recorded as being under 19 in the EAS records across 2024-25. Most of these registered online in error due to a misunderstanding about the EAS only being able to support adults, including a parent who registered her two children. Underage learners are always signposted to relevant community partners who can support children with their English language skills. Two learners were due to turn 19 within the academic year and were asked to wait until they were eligible for local ESOL provision. EAS advisers stay in touch with such learners and they are referred to relevant provision as soon as they become eligible.

Comparisons for under 19s and the over 70s are not statistically significant due to the lower numbers of learners in these categories. Female learners were more numerous in all age bands except 19-29 and over half of them (56%) were aged between 30 and 49. Male learners tended to be younger, with 70% being aged between 19 and 39. Only 14% of learners were aged 50 or over. This is perhaps due to older learners being more likely to have underlying health issues and/or less perceived need to improve their English language skills.



# EMPLOYMENT STATUS

**Figure 25a: Labour Market Status**



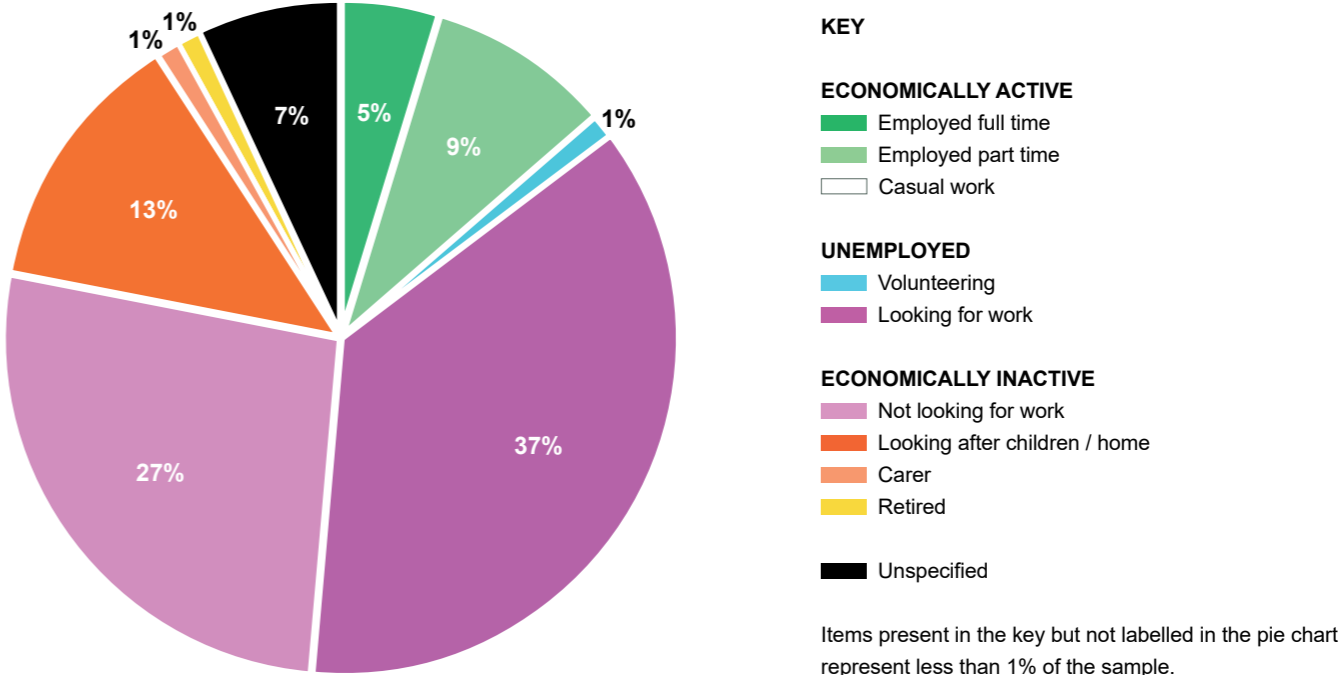
Only 14% of learners registering with the Camden and Islington EAS in 2024-25 were 'economically active', meaning they were in paid employment in some capacity. This is significantly lower than the 72.5% employment rate for Camden and the 77.7% employment rate for Islington. (Source: Annual Population Survey, NOMIS, July 2024 to June 2025). 38% were unemployed but actively looking for work, including 1% who were volunteering. However, 41% reported circumstances that meant they were not currently seeking employment, meaning they are classed as 'economically inactive'. This includes learners who are not working because they are looking after children, their home or caring for other relatives. Figures 25b and 26 provide extra context for these categories.

The employment rate of EAS learners went down by 5 percentage points compared to the previous academic year. This is largely due to the increase in the number of asylum seekers seen by the service during 2024-25, more than double the number seen in 2023-24.

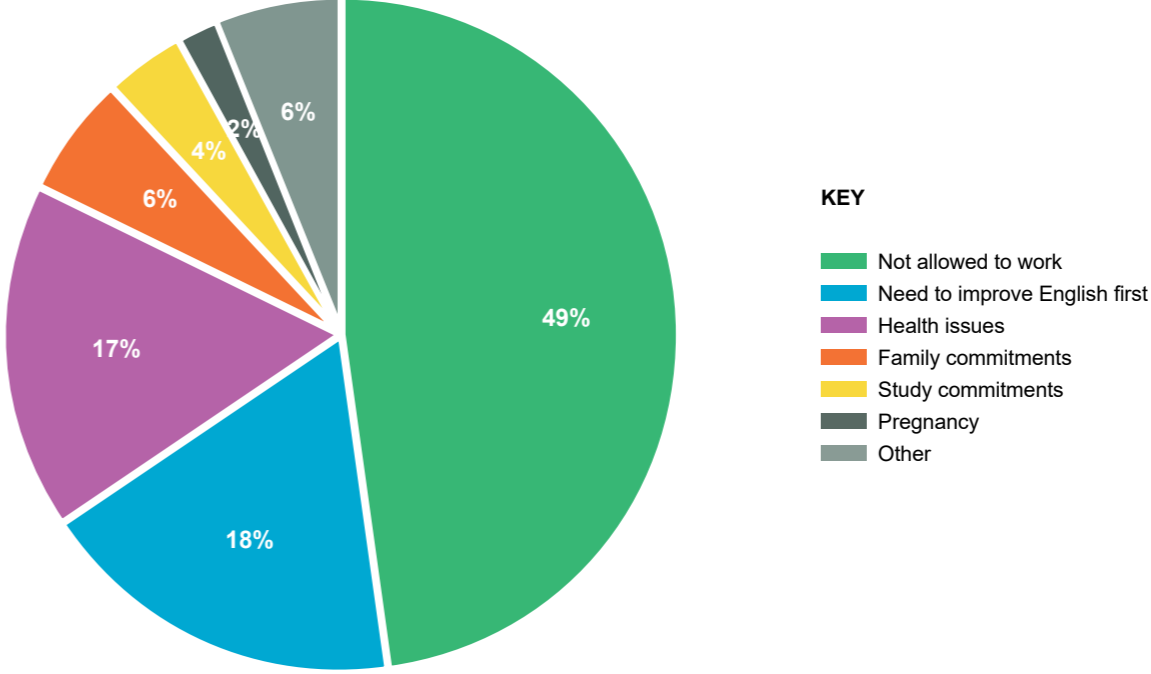
Many learners still recognise that proficiency in English is crucial to improving their employability and are therefore seeking out ESOL opportunities to improve their language skills before applying for jobs.

Only 4% of those with no formal schooling were economically active, compared to 24% of those who had attended higher education courses. Generally, the EAS data demonstrates that a higher level of schooling increases the likelihood of being in paid employment. However, 76% of those with higher education experience were still unemployed or not looking for work. Many learners are highly educated and qualified but cannot pursue work in their specialised field in the UK as their proficiency in English is too low and/or their qualifications are not recognised.

**Figure 25b: Employment status detail**



**Figure 26: Reasons for 'not looking for work'**  
Based on 210 responses



The 'other' category in the chart above comprises of learners who stated the following reasons for not looking for work: Personal circumstances, Underage (both 1%), and Homeless barrier, Visiting UK as a researcher, Retired, Work commitments, Carer and Pensioner (all below 1%).

# EMPLOYMENT STATUS

**Figure 27a: Work experience (Abroad)**  
Based on 428 responses



**Figure 27b: Work experience (UK)**  
Based on 147 responses



**Figure 28: Current employment**  
Based on 103 responses



Prior to coming to the UK, the most common job held by learners was being a teacher (5% of all responses), whereas when asked about work experience since coming to the UK, the most common response was cleaner (11% of all responses). Working as a cleaner was also the most common area of current employment (13% of all responses).

## FOCUS ON ASYLUM SEEKERS

Asylum seekers are not normally allowed to work in the UK whilst their claim is being considered. However, if their asylum application is outstanding for more than 12 months and the delay is not considered the fault of the applicant, they can request Right to Work from the Home Office. This permission is restricted to jobs that are part of the Shortage Occupation List.

Any permission to work will come to an end if their asylum claim is refused and any rights to appeal are exhausted. Those who are granted leave to remain have unrestricted access to the labour market.

Asylum seekers who are not allowed to work are encouraged to volunteer while their asylum claim is being considered. Volunteering helps them make a valuable contribution to the wider community and can help them integrate into society more easily if they qualify for leave to remain in the UK in the future.

Some asylum seekers may have leave to remain in the UK in another capacity. If they apply for asylum before that leave expires and if that leave allows them to work, they are able to continue working under the same conditions as that leave permits until their asylum claim is processed.

(Source: Permission to work and volunteering for asylum seekers: Version 17.0, Home Office, October 2024)

77% of asylum seekers who registered with the Camden and Islington EAS in 2024-25 reported they were not looking for work, with almost all of them confirming that they were aware they are not allowed to work in the UK. This includes those who were looking after children and/or the home, and those who had reached retirement age. 16% reported that they were looking for work when asked. This response most likely reflected their ambition to work rather than demonstrating that were actively seeking employment. A further 3% said they were currently volunteering.

## CASE STUDY

The EAS registered a learner at Kentish Town Jobcentre Plus in 2024 who had just managed to get a full-time job. He needed to learn English quickly to be independent and as a Jobcentre Plus requirement. He was looking for evening community classes as he worked during the day. As there were no evening community classes available in his area and the college nearby did not run evening classes at his level, he was unable to join an ESOL course. He now has to look into changing his job so that he can work and study at the same time. At the time of writing, this learner has increased his level of English to E1 (Speaking and Listening) without attending a course. His circumstances have become more flexible allowing EAS to offer him course options that fit around his work schedule.

## The complex relationship between ESOL and economic status

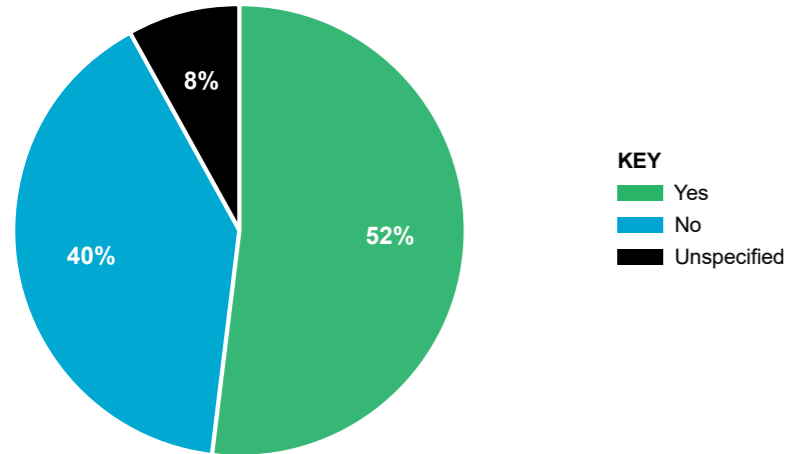
While there is broad recognition of the link between English language proficiency and employment opportunities, the relationship between ESOL needs and economic status is often more complex than it first appears. Limited English language can act as a significant barrier to accessing higher-paid and more skilled employment. In some cases, participation in ESOL programmes enables learners to improve their language proficiency and progress into sustainable employment. However, this linear progression is not typical for many learners, highlighting the need for a holistic approach that addresses a wider range of barriers alongside language development.

EAS works closely with employability services to develop a deeper understanding of the learner journey and the ways in which language learning interacts with broader employment systems. For several years, EAS has been embedded within Camden and Islington Jobcentre Plus (JCP) offices, supporting both work coaches and customers with ESOL needs. This partnership aims to help learners overcome barriers to education and employment while reducing the administrative burden on work coaches who might otherwise need to identify suitable ESOL provision on an ad hoc basis.

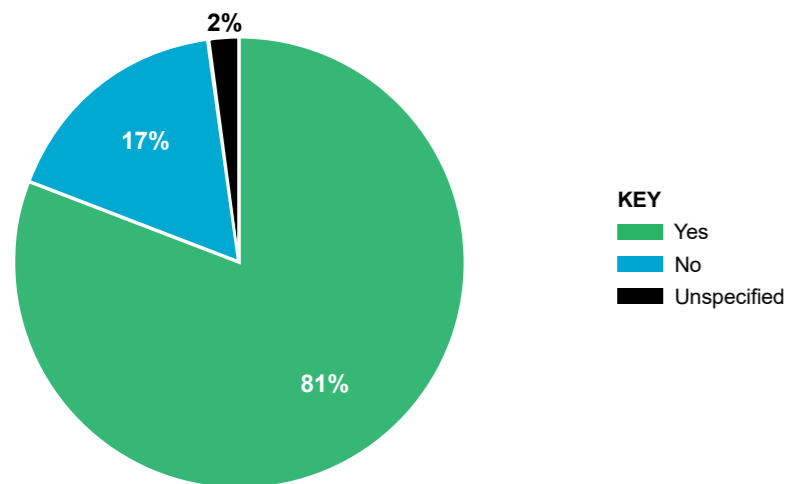
Many learners who experience difficulties securing employment due to limited English language or literacy skills also face additional challenges that can hinder both learning and employment progression. These may include caring responsibilities, mental health issues, social isolation, and experiences of domestic abuse. Furthermore, the ongoing cost-of-living crisis has had a disproportionate impact on some of the most disadvantaged learners, making the transition away from benefit dependency increasingly complex. For many individuals, improving their English and securing employment alone is insufficient to achieve financial stability. Some learners obtain work in lower-paid occupations but continue to rely on benefits because their earnings do not fully meet living costs.

ESOL provision therefore plays a vital role in supporting the employability journey of JCP customers with English language learning needs. It contributes not only to improved employment outcomes but also to greater social integration and stronger community participation. However, access to appropriate ESOL provision can often be difficult for both customers and work coaches without the support of EAS. For learners with more complex and long-term needs, sustained EAS support, sometimes over several years, can be critical in helping them achieve their employment goals. Through collaboration with specialist referral partners, EAS users can access programmes that provide not only language training but also support for mental wellbeing, confidence-building, aspiration raising, and community engagement, enabling them to participate more fully in both the labour market and society.

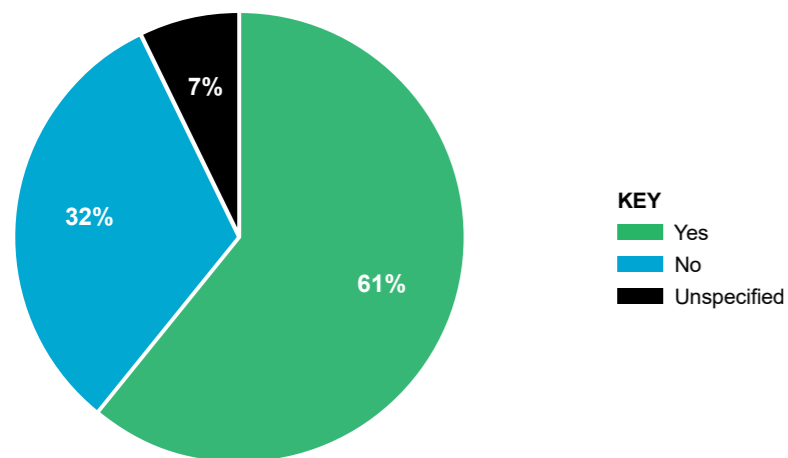
**Figure 29: Receiving income-based benefits?**



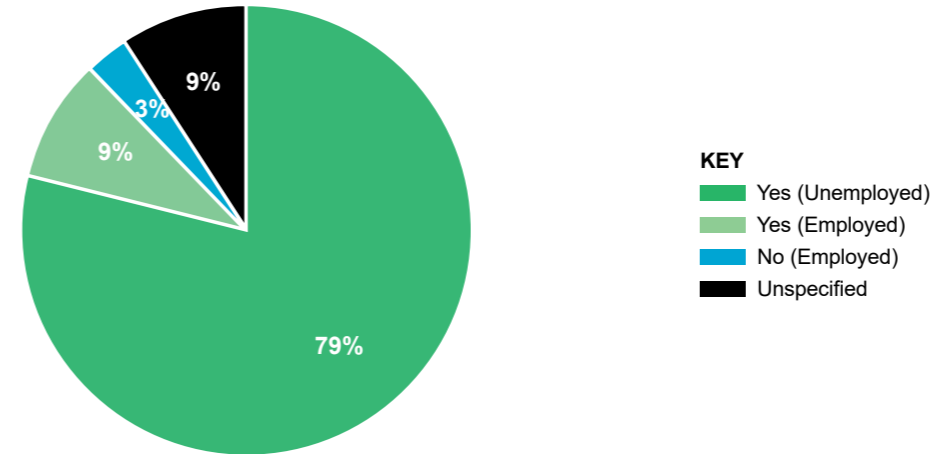
**Figure 30: If yes, are you claiming one of the following: Jobseeker’s Allowance, Employment Support Allowance or Universal Credit?**



**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 2024-25 academic year this started off as £25,642.50 but rose to £27,007.50 in October 2024.

On average, 20.9% of households in Camden earn under £30,000, however this varies from ward to ward with the percentage being significantly lower or higher in some areas. In Islington, a similar percentage of households earn under £30,000 on average. (Source: “We Make Camden: State of the Borough 2025”).

19.9% of children in Camden and 21.1% in Islington live in low income households. In both cases, this is higher than the London average of 17.8% (Source: Children in Low Income Families 2014-2024, DWP). Over 22,000 households in Camden and 24,500 in Islington receive Council Tax Support. (Source: camden.gov.uk / islington.media)

**FOCUS ON ASYLUM SEEKERS**

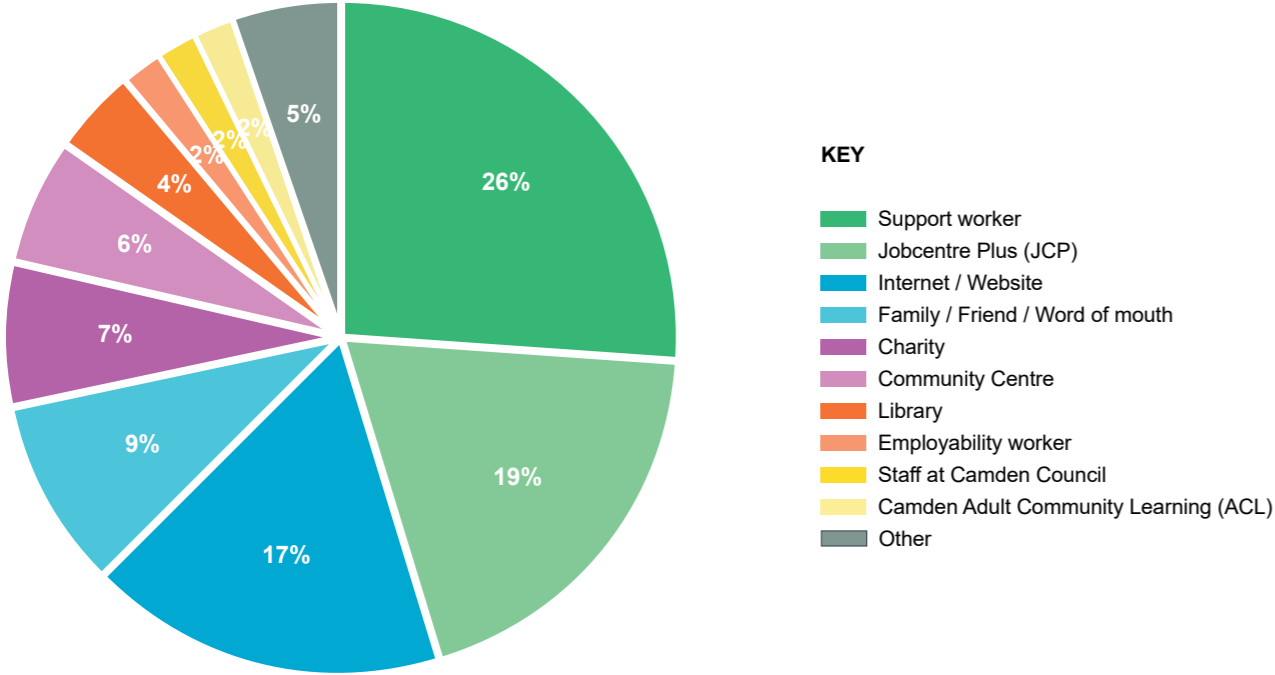
All asylum seekers fall under the GLA clause for low income. Irrespective of this, the funding rules state that education providers cannot enrol them on free provision until they have been in the UK for more than 6 months.

EAS data for the 2024-25 academic year shows 51% of asylum seekers reported that they receive benefits, dipping from 59% the previous year. In the majority of cases, this refers to their weekly entitlement to a small amount of money for food and other basic expenses that is loaded onto an “ASPEN” card. However, 5% of those receiving benefits reported getting Jobseeker’s Allowance, Employment Support Allowance or Universal Credit, none of which they wouldn’t be eligible for if claiming asylum. 6% reported having a National Insurance number, which is only issued when a person has permission to work. The conclusion is that, prior to claiming asylum, these learners’ immigration circumstances were different and they were allowed to work. Alternatively, it’s possible that a lack of knowledge about the processes and terminology used in the UK may contribute to these details in the data.

While EAS advisors are always updating their knowledge of a wide range of eligibility criteria, learners’ income and benefit status, as well as their immigration status, can change across an academic year adding layers of complication to the information that advisors work with. As far as possible, the EAS helps learners navigate these, often confusing, systems.

# REFERRAL ROUTES

**Figure 33: Referral Routes**  
 Based on 701 responses



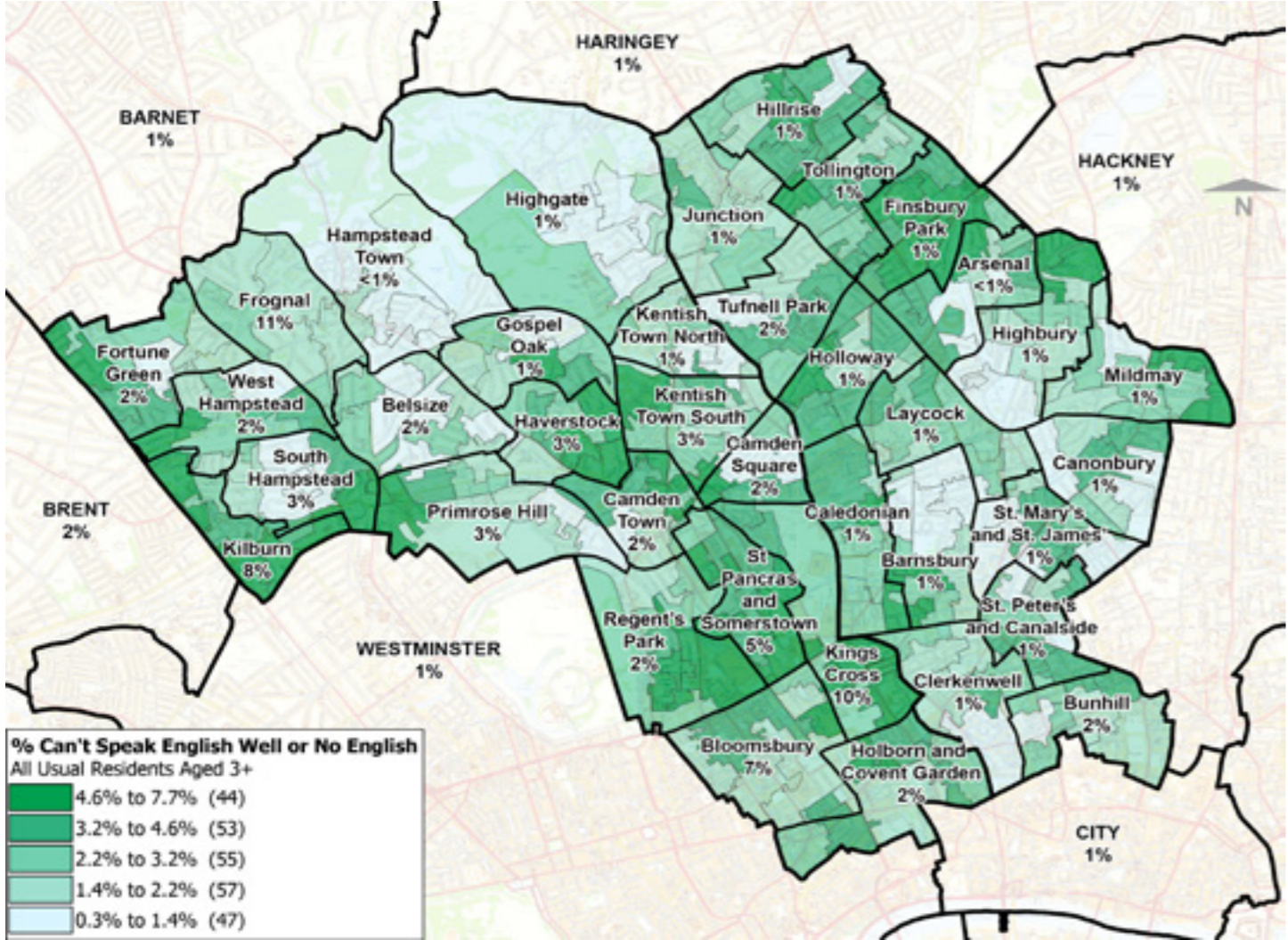
The 'other' category in the chart above contains the following wide range of additional referral routes, accounting for 34 learners: Children's Centre, EAS Returner, Social Media, Leaflet (all 1%) and Booklet, Email, Letter, NHS, Poster, Social Prescribing and Teacher (all below 1%).

**FOCUS ON ASYLUM SEEKERS**  
 The EAS took a focussed approach to plan and commission ESOL provision for asylum seekers by partnering with contingency hotels and local specialist ESOL providers in Camden and Islington. Funding rules prevented most of these learners from accessing mainstream provision so this was the most effective way of processing them. This initiative accounts for the majority (61%) of the support worker referral category in the chart above, but this percentage rises to 86% if only analysing asylum seeker cases.

Having [an EAS advisor] at the hotels has been extremely useful. The whole cycle of referrals, assessments and offers has been expedited. Many residents go to her straightaway as she is present at the hotel physically, so a referral isn't needed at all. There are other benefits too. For example, a new resident had registered at a certain ESOL centre after arriving at [the] hotel recently. I showed his ESOL papers to [the EAS advisor] as I wanted to know if I should refer him to her. She wasn't familiar with this centre. After this, [the EAS manager] went ahead and established a partnership with the new centre.

*Parul Banka, Job Hub Advisor, Good Work Camden*

**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)

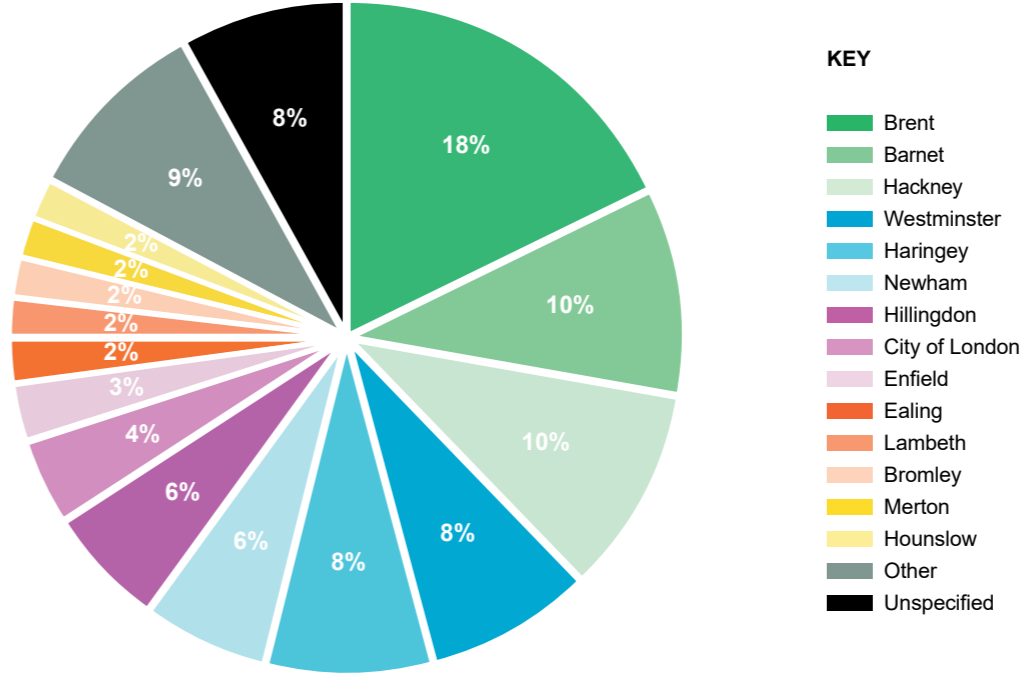
72% of learners assessed by the Camden and Islington EAS in 2024-25 lived in the London Borough of Camden, 17% lived in the London Borough of Islington and 12% resided elsewhere.

Of the 12% of learners that resided elsewhere, 57% lived in bordering boroughs and 35% lived in other London boroughs. In total, 24 of the 32 London boroughs were covered. The remaining 8% did not clearly specify their postcode.

The higher number of residents in wards where the percentage spikes above 5% is explained by these wards being the location of contingency hotels that partner with the EAS to process the cases of residents who need ESOL support.

Additionally 36% of the learners recorded as residing in the Kings Cross ward had Camden Council's postcode applied to their case. This usually occurs when a Camden Council support worker makes a block referral to the EAS using the Camden Council address for the entire cohort instead of each resident's home address.

**Figure 35: Out of borough learner locations**  
Based on 93 records



The 'other' category comprises of learners who reside in the following London boroughs: Barking and Dagenham, Hammersmith and Fulham, Harrow, Lewisham, Redbridge, Southwark, Tower Hamlets and Waltham Forest (all 1%).

**CASE STUDY**  
The EAS registered a learner in February 2025 and referred him to a pre-entry class at Kilburn Library Centre. He was unable to enrol completely as he did not have proof of address. This set in motion a series of referrals to obtain the proof required.

Firstly, he was referred to Camden Council's Adults and Health team, who were unable to help him. He was then referred to his GP, but didn't go as he didn't speak English and he didn't know that GPs have an interpreting service. Lastly, he was referred to the Refugee and Displaced Families team, who were able to access one of his official letters to prove his address. This proof was forwarded to the course coordinator by the EAS and the learner was finally able to join his ESOL class.

*Thank you so much [to the EAS] for attending both Somali and Bengali Community Language Information Sessions. The information you provided was amazing and the residents were engaged. We felt it was relevant and taken on board by majority of attendees.*

*Apprentice Job Hub Adviser, Good Work Camden*

# DISTRIBUTION AND CENSUS DATA

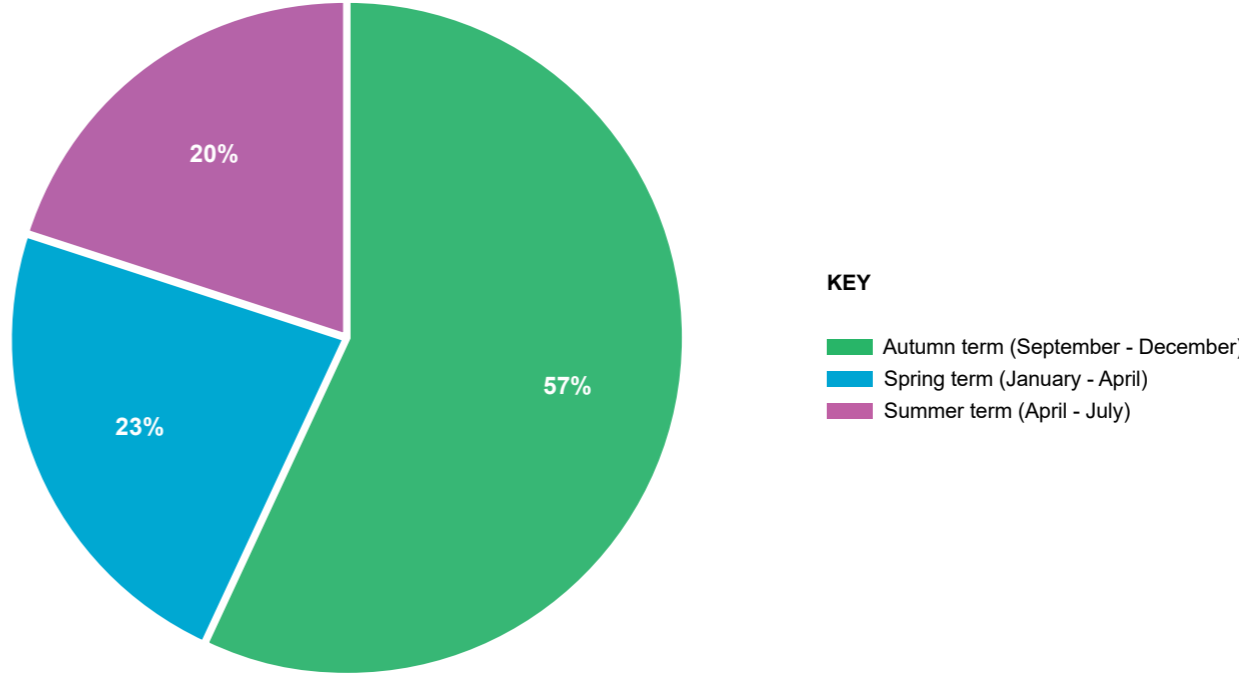
The table below shows data on Proficiency in English from the Census 2021 indicating that over 102,000 residents across 9 local boroughs cannot speak English well or at all. As a percentage of the total population of a borough aged 19+, Brent comes out as the borough with the most need, followed by Haringey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

Possibly owing to the ESOL IAG Single Point of Contact (SPoC) model being available in very few boroughs, the 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**

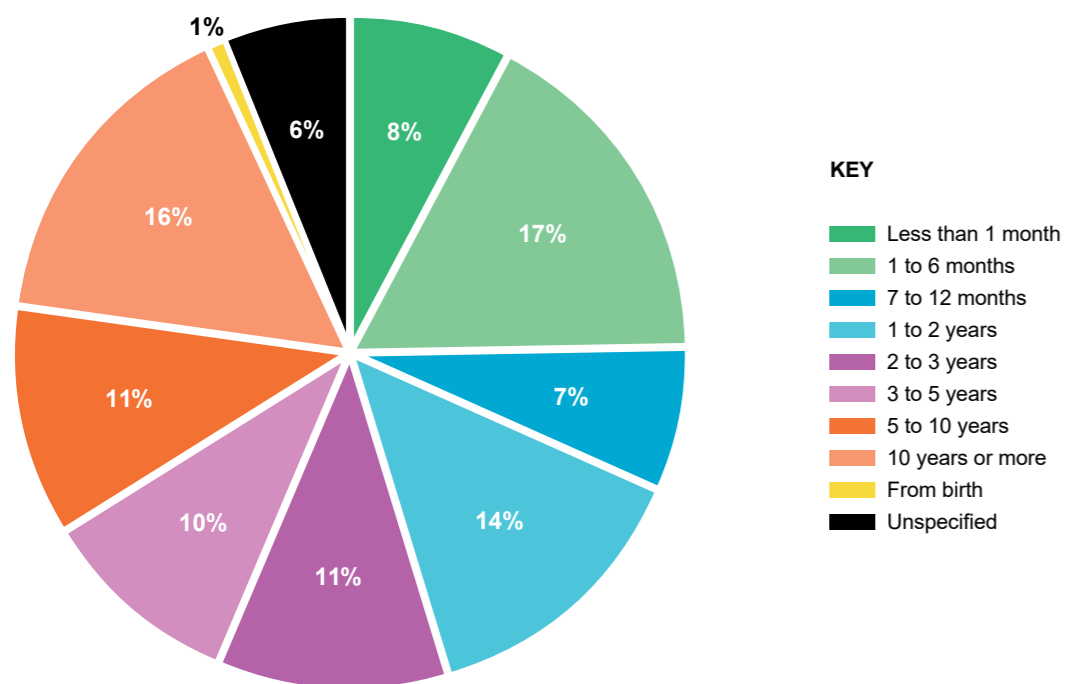


The chart above reflects the term when each learner first registered with the EAS. The majority of learners (57%) were registered during Term 1. This statistic includes learners from the previous academic year whose cases were not yet concluded and therefore rolled over into 2024-25.

We delivered two ESOL classes at Kilburn library. Our learners primarily came from Camden ESOL Advice Centre and we worked closely with [them] in getting these off the ground at relatively short notice. [They are] a great asset to Camden!

*Learner Attraction and Partnership Coordinator, WEA*

**Figure 38: Time in the UK**



32% of learners registering with the EAS during 2024-25 had been in the UK for less than a year.

### FOCUS ON ASYLUM SEEKERS

50% of asylum seekers who registered with the EAS in 2024-25 had been in the UK for up to 6 months, and a further 11% had been in the UK for 7 to 12 months.

GLA funding rules state that asylum seekers can only access free education provision after being in the country for 6 months, however some education providers have other funding streams that allow asylum seekers to start classes before this time.

Historically, the target for making a decision about an asylum claim has been 6 months. Once a decision has been reached, the claimant's immigration status is updated, potentially opening up other avenues of support, including benefits and the right to work.

By June 2025, the number of active UK immigration cases had decreased to 70,500. Still, 55% of these cases had been pending a decision for over six months, and 27% had been pending for more than a year. (Source: "How many cases are in the UK asylum system", gov.uk, August 2025)

Some learners claiming asylum originally entered the UK with a different immigration status before their circumstances changed and they decided to claim asylum instead. In combination with the previously mentioned backlog, this potentially explains why 38% of asylum seekers in the EAS data declared they had been in the UK for more than a year.

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

Based on 732 records

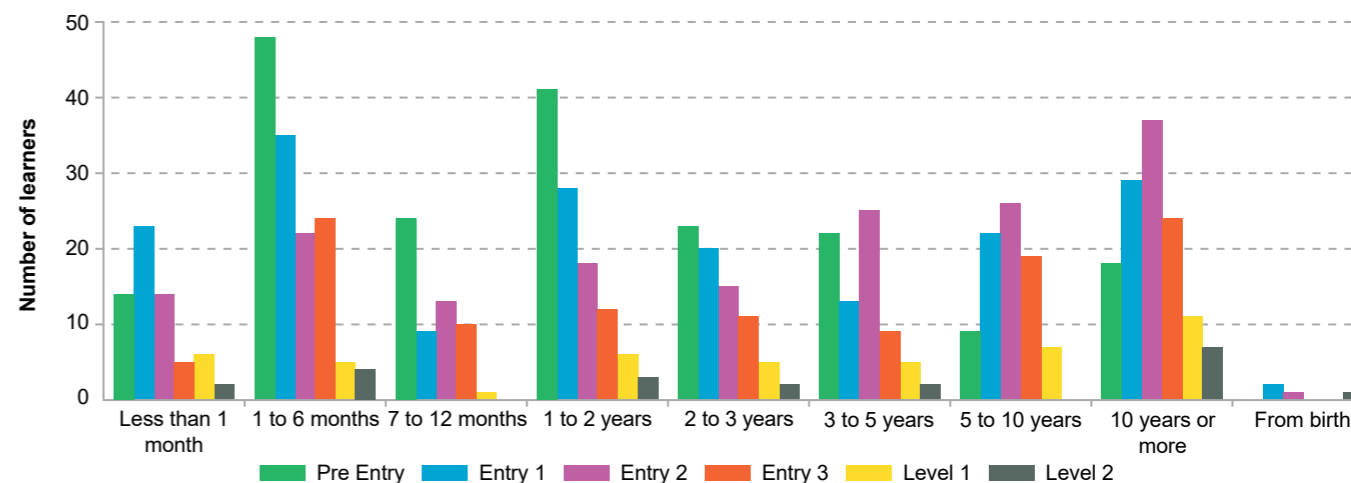


Figure 39 focusses of the relationship between length of time in the UK and level of spoken English. Speaking English at a lower level limits learners' ability to access to information about many aspects of life, for example guidance about the benefits system, education and employment opportunities.

In 2024-25, the only categories that show the expected clear pattern of a decrease in the number of learners as their level of English speaking increases are 1 to 2 years and 2 to 3 years.

It's difficult to use the data to make any clear conclusions, as it can be looked at from many different angles, including combinations of them: new arrivals such as asylum seekers, refugees who arrived over the last 2-3 years, those who have taken time to establish themselves socially and economically before looking to engage with learning opportunities, and finally those who have been in the UK for more than 10 years who may not have been aware that they are eligible to access free learning opportunities.

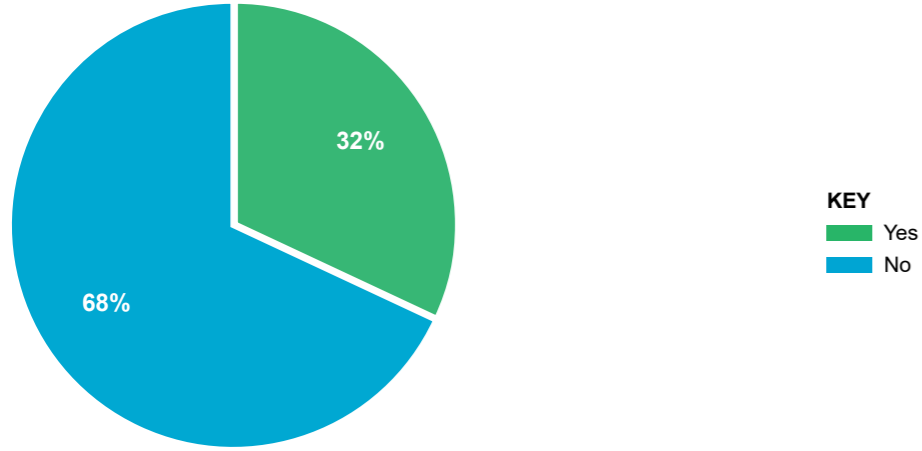
It is also important to note that once someone starts their ESOL learning journey, it may be a long time before they reach the level of English required for them to succeed in their particular life goals.

EAS data illuminates the myriad of stories to be told and highlights the need for SPoCs, not only to deal with the ongoing need for neutral bespoke referral to the most suitable English language provision, but to delve deeper into the data held and use it to inform future initiatives in the sector including the distinct need for more robust connections between education provision and the employment sector.

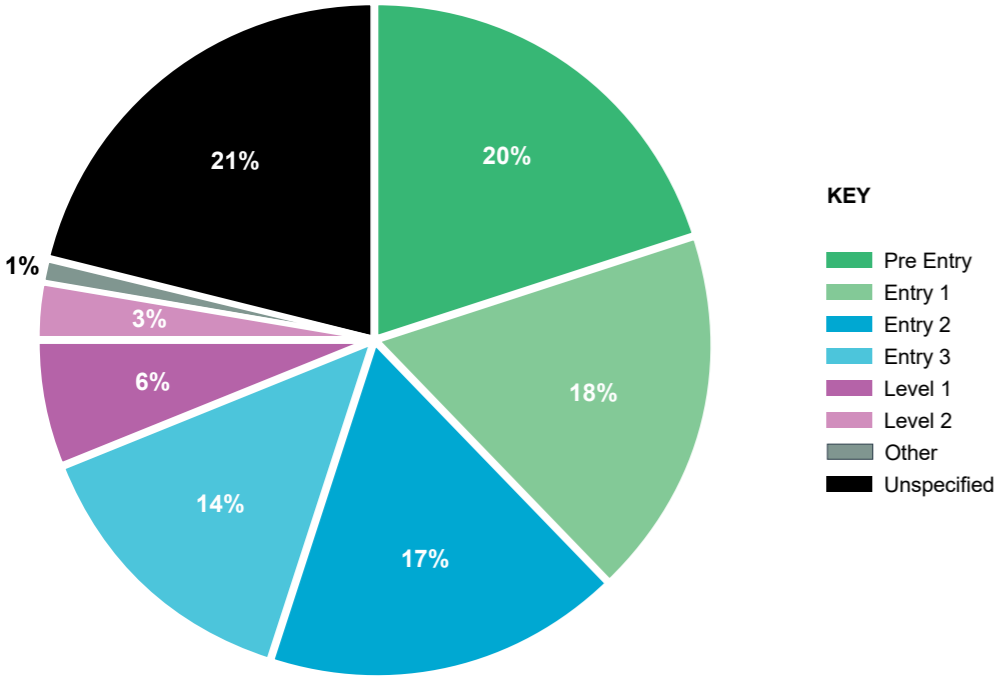
As with all the data in this report, we invite anyone who uses it as a springboard to further research to get in touch with us and discuss their insights.

# LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

**Figure 40: Previous ESOL experience?**  
Based on 734 records

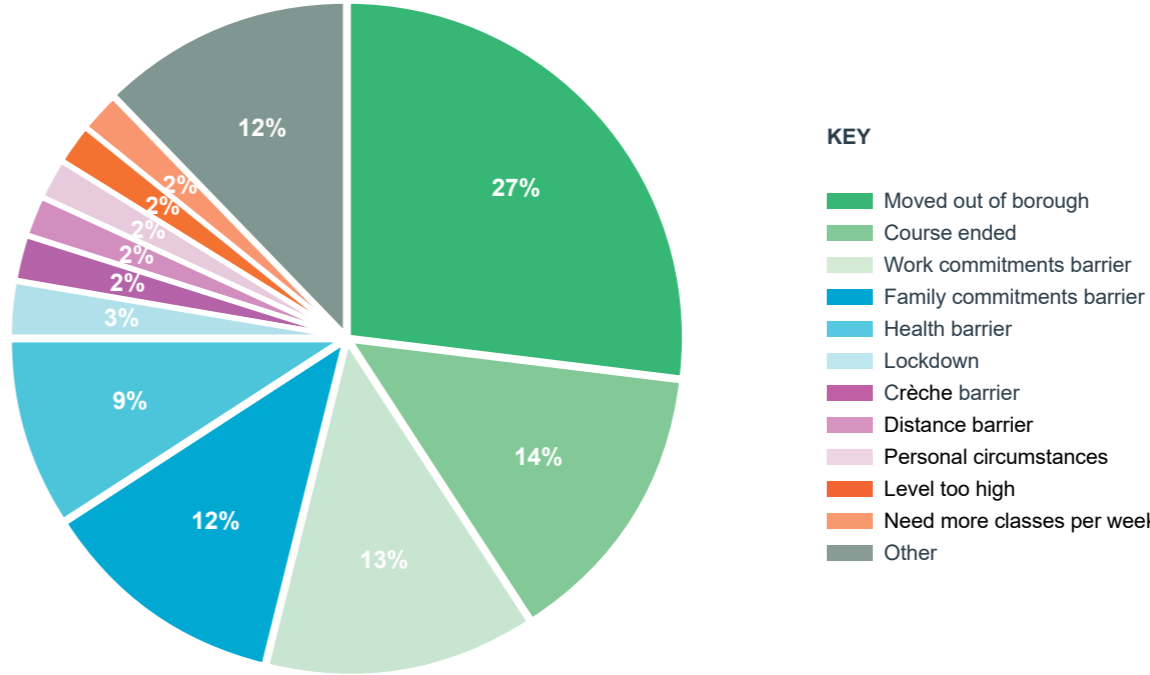


**Figure 41: ESOL qualifications already attained**  
Based on 234 records



The 'other' category in the chart above includes two learners who classified their level as A1 or Mixed, meaning they couldn't be included in the usual EAS categories for level. One learner stated they had taken previously taken part in English Functional Skills classes.

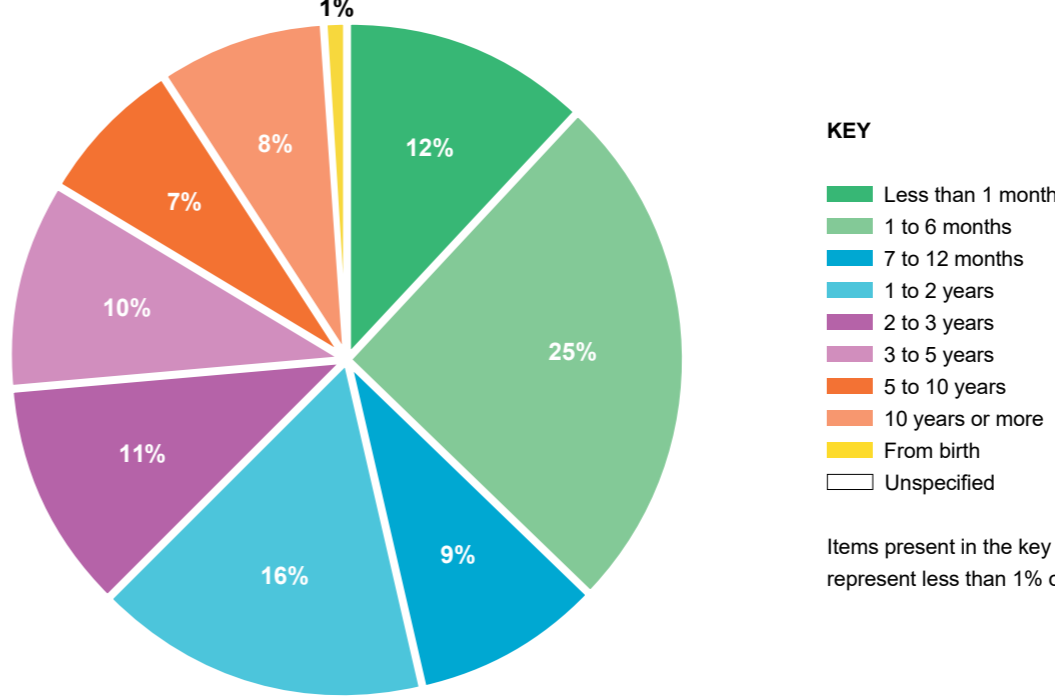
**Figure 42: Barriers to progressing**  
Based on 188 responses



In the above pie chart, 'Course ended' means the class finished and no progression route was taken up by the learner or offered by the course provider.

The 'other' category comprises of learners who stated the following reasons for not progressing with their learning: Course closed, Didn't like course provider, Pregnancy, Study commitments barrier, Availability barrier, Classmates were disruptive, Course level didn't match, Homeless barrier, Lost college place due to absence, Moved out of hotel, Moved to the UK, Need face to face classes, Need free classes, Need online classes, Reached Level 2, Started adult education (19+), Too expensive, Wanted to travel, and Wants more classes.

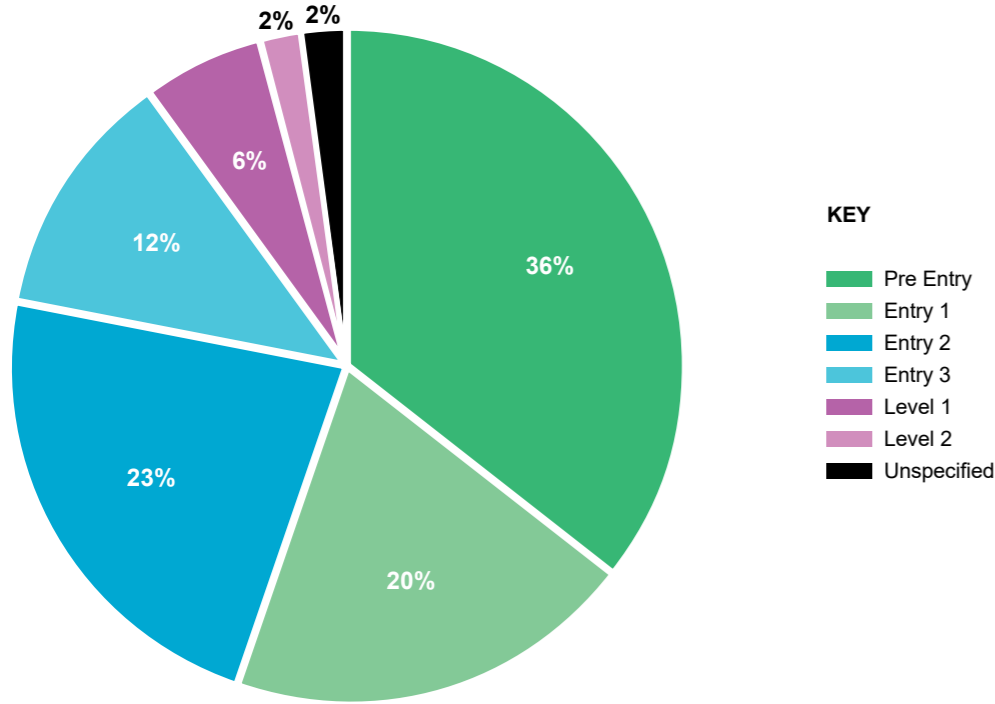
**Figure 43: No ESOL experience: Time in the UK**  
Based on 500 records



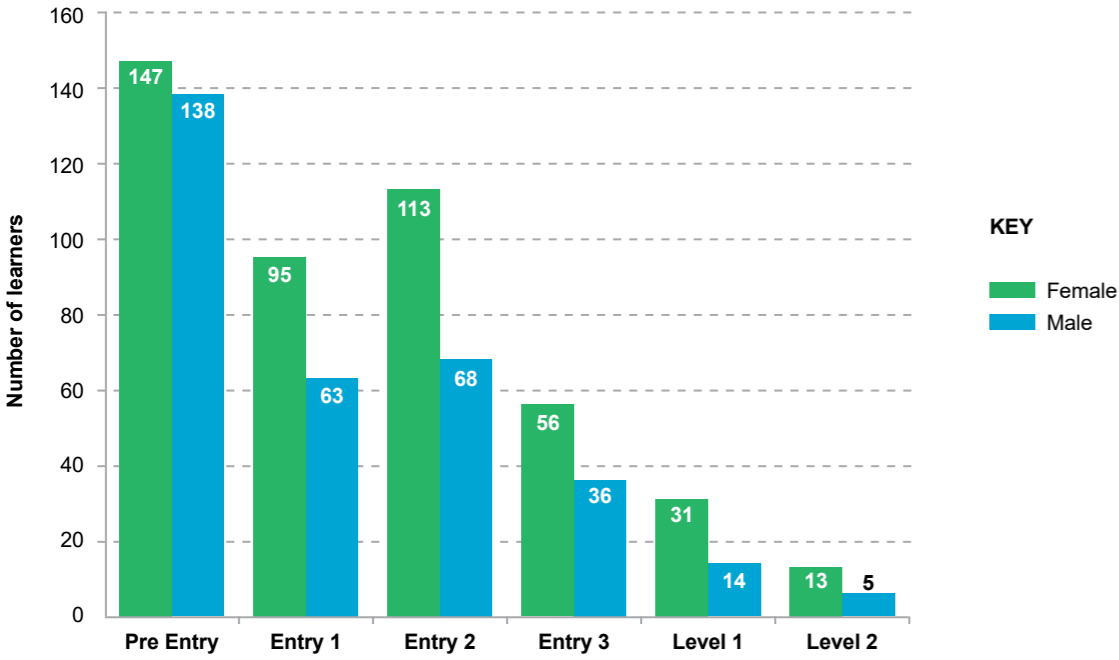
Items present in the key but not labelled in the pie chart represent less than 1% of the sample.

The majority of learners (90%) were assessed to be E3 or below, with 36% being Pre Entry.

**Figure 44: ESOL levels**



**Figure 45: Levels by Gender**

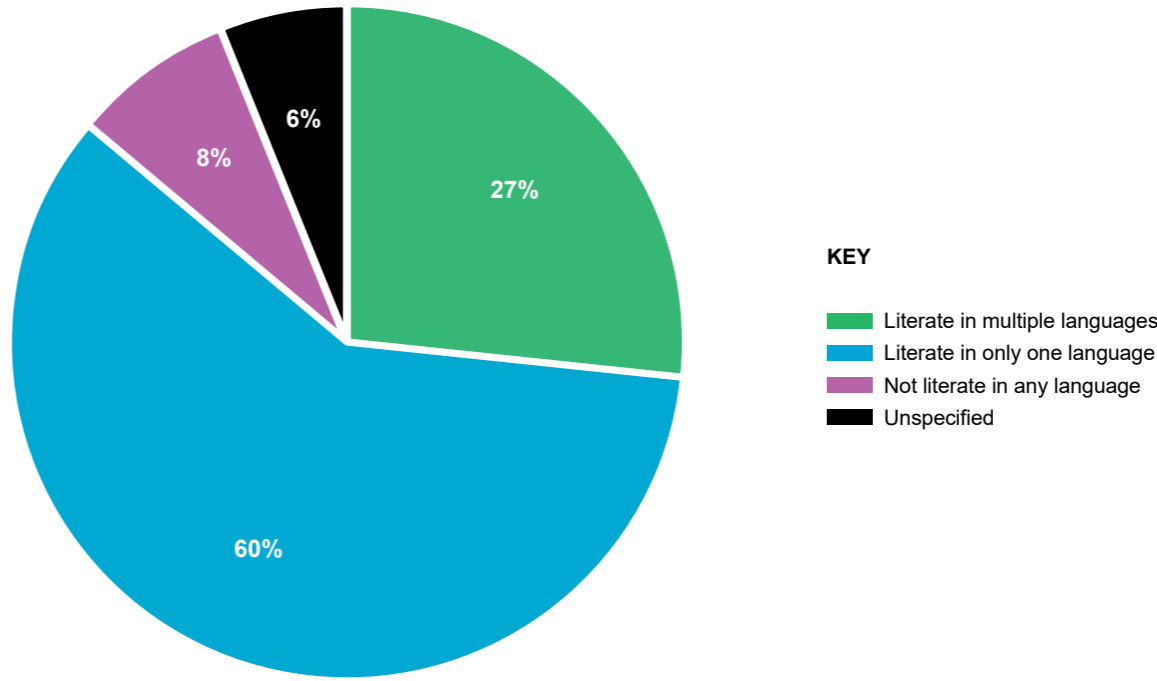


Generally, the number of learners decreased as the level increased, however there was a small increase in the number of learners assessed as E2.

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.

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.

**Figure 46: Literate in first or other languages?**



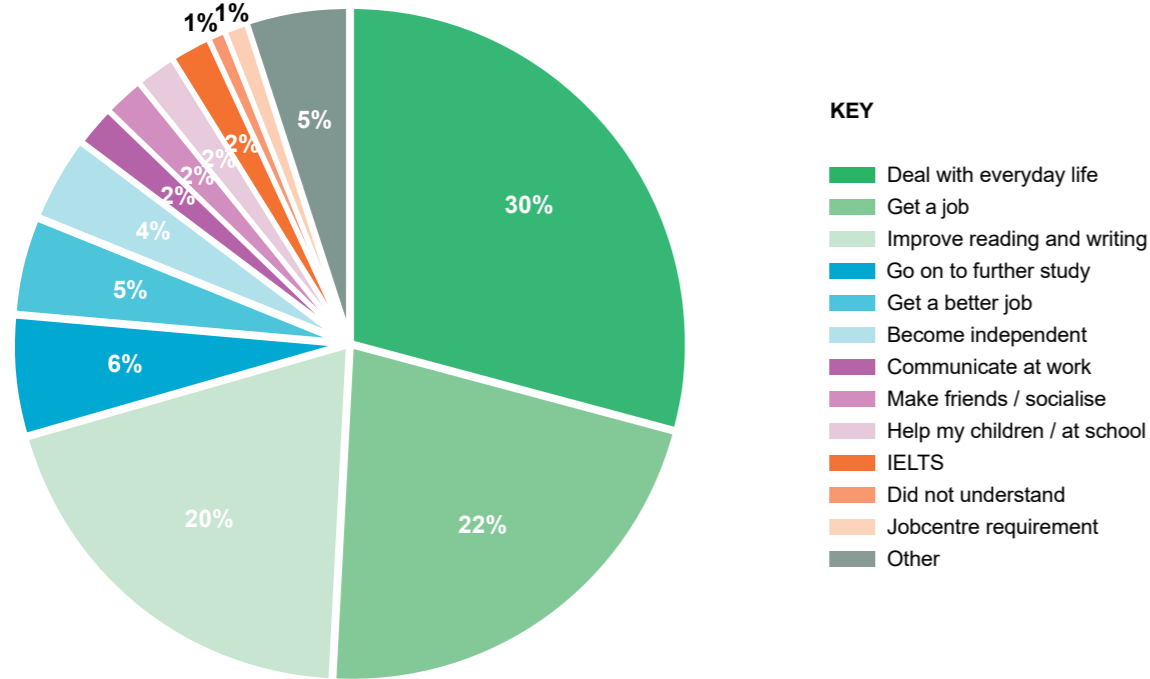
**CASE STUDY**

The EAS registered a contingency hotel learner in December 2024 who was eligible to join an ESOL course at a college. However, she was unable to enrol as she didn't know how to read or write and didn't have any digital skills, an email address or a smart phone. She was also anxious about travelling on the bus as she didn't have money to buy an Oyster card and wanted to be escorted to and from the college to avoid getting lost. Furthermore, she was worried about corresponding with the college as communication is now online only. Consequently, she was unable to join an ESOL course at a college.

## 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 699 responses



Reasons for learning English that didn't fit into the prescribed responses mostly involved those who wanted to improve their speaking and communication skills. Learners explained that this would help them grow personally and professionally by gaining more confidence, allowing them to integrate more into society in the UK and better support their family by gaining access to better job opportunities.

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

### CASE STUDY

Since the arrival of Ukrainian refugees to the UK in 2022, the EAS has noted that many of those learners immediately sought assistance to improve their English as they knew it was required to open up better employment opportunities which would help them support their families.

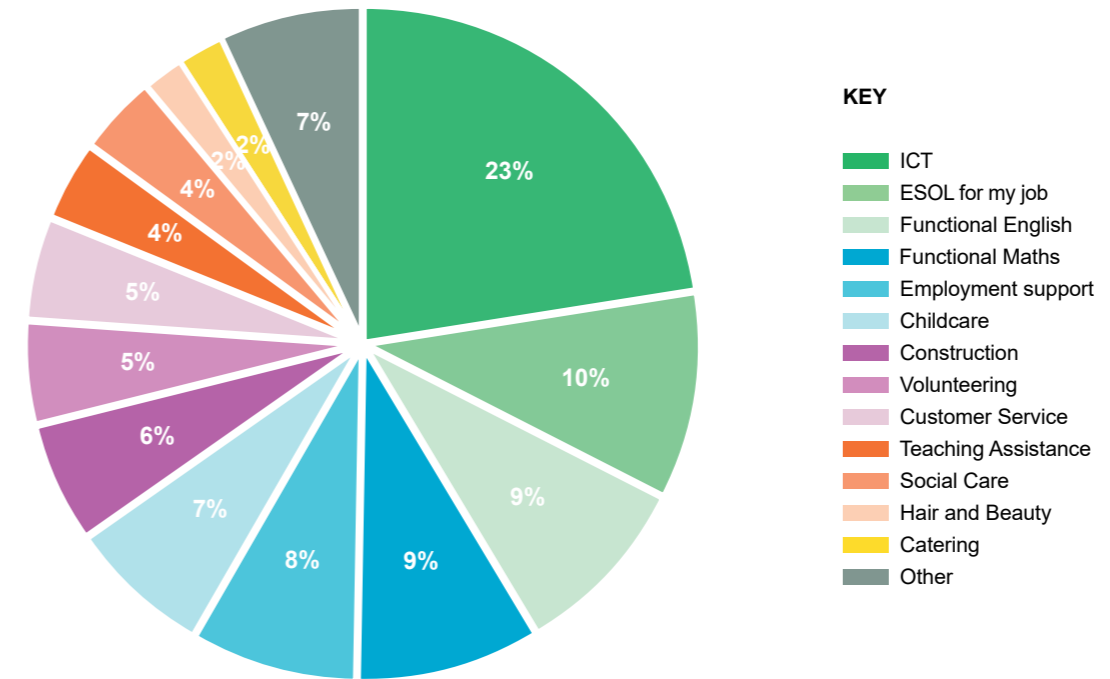
One particular Ukrainian learner arrived in the UK in September 2023 was assessed as pre-entry level by the EAS the following month. He was referred to a range of relevant ESOL provision at local colleges.

This learner returned to the EAS in April 2025, after a referral from Good Work Camden, at which point his English was assessed as E3 standard.

This case clearly demonstrates that when a learner has the right support via the EAS and local community partners, they are able to flourish and reach their goals a lot more swiftly.

## EMBEDDED ESOL

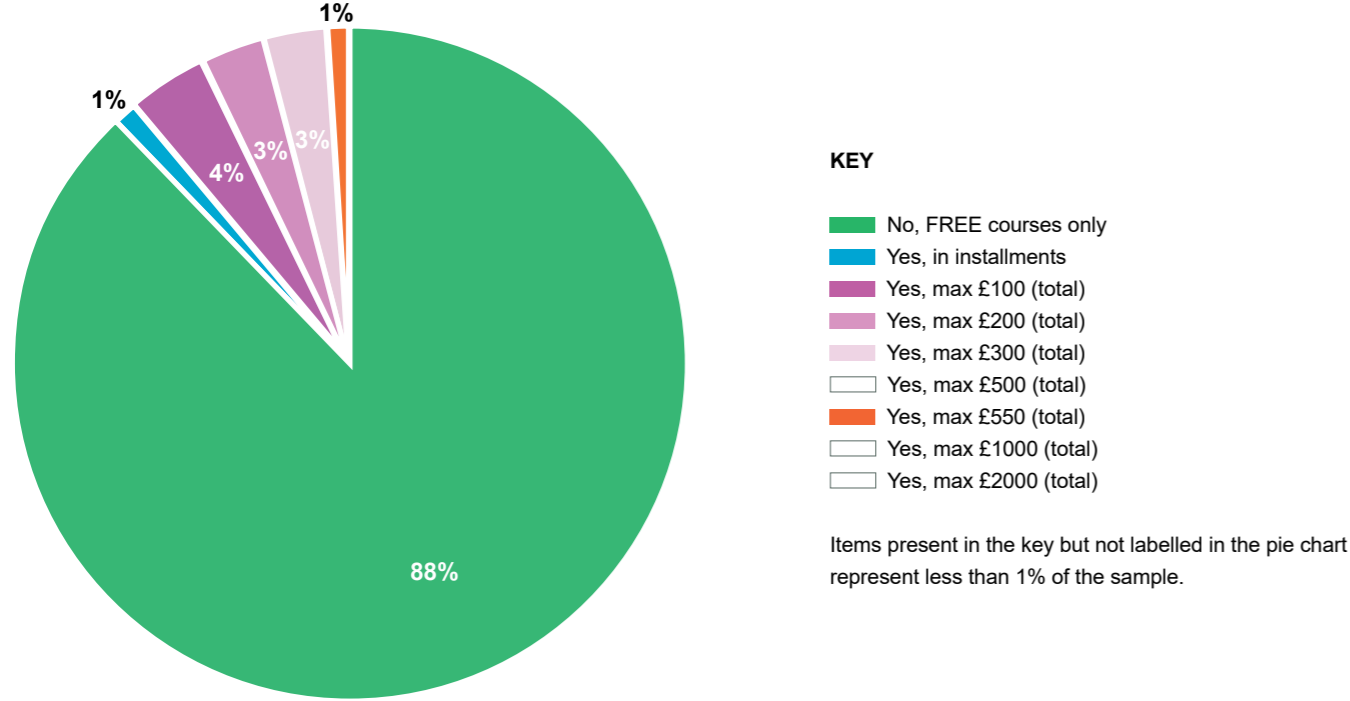
**Figure 48: Embedded ESOL**  
Based on 352 responses



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, health, mechanical and electrical engineering, pet grooming, sport, HGV truck driving, legal secretary, graphic design, chemistry, biology, decorating and refurbishment, fashion design and security.

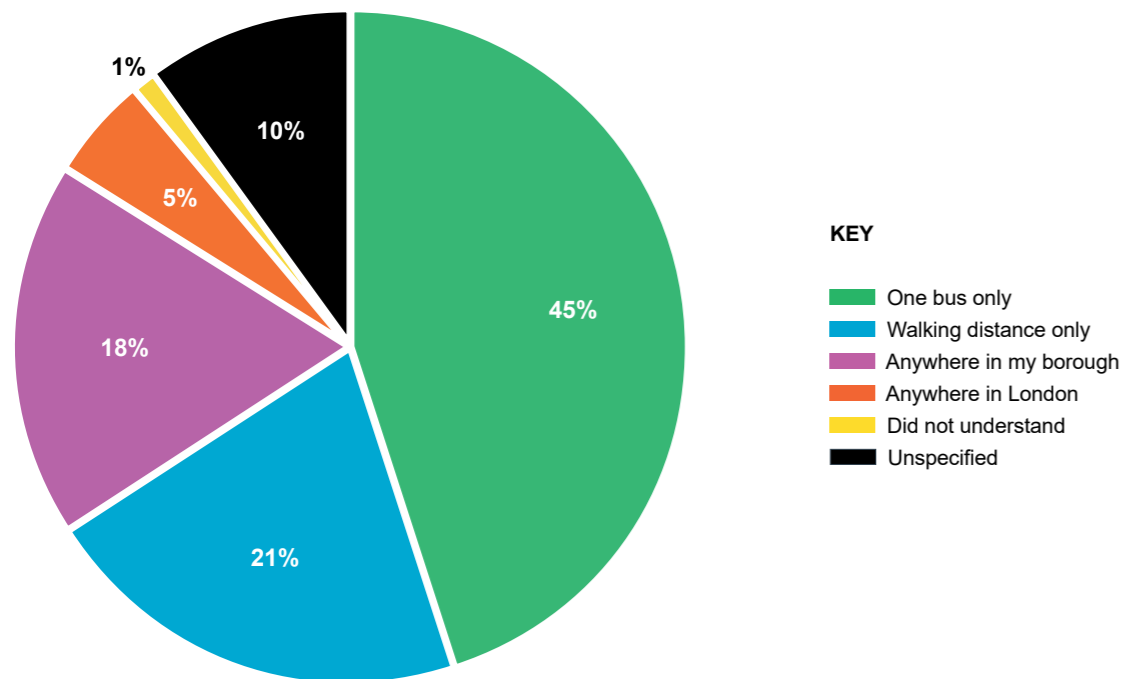
# PREFERENCES

**Figure 49: Can the learner afford to pay?**  
Based on 720 responses

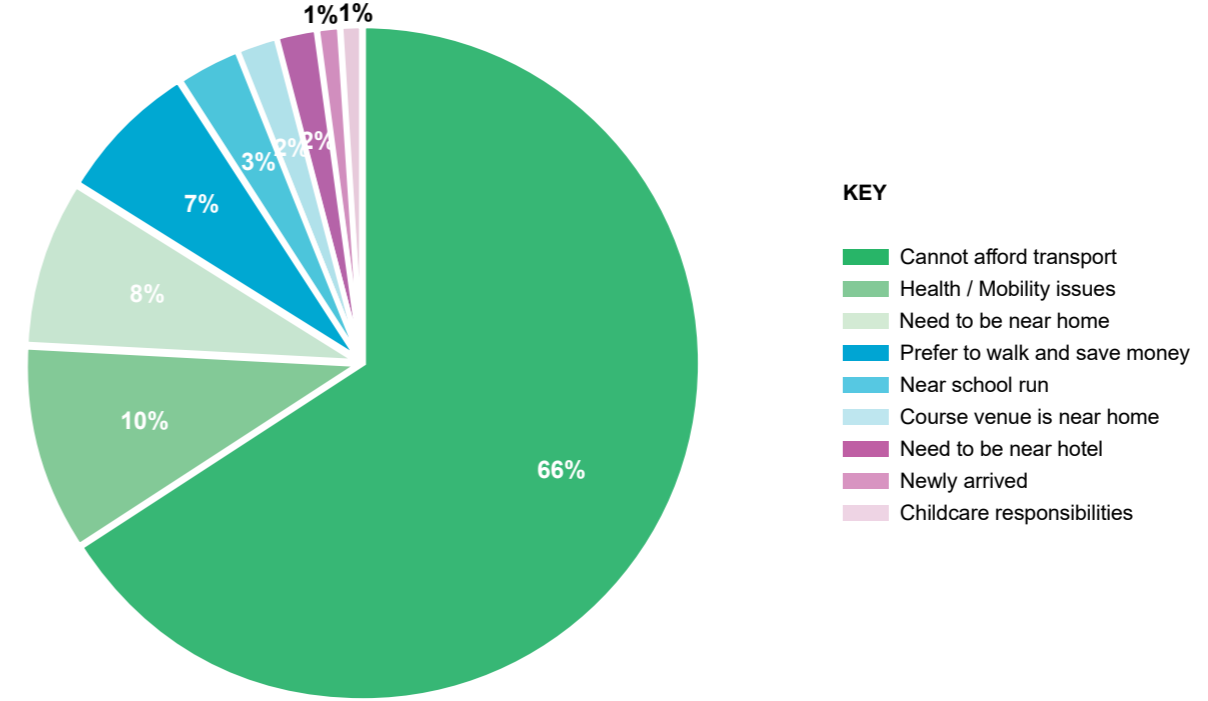


88% of all learners who registered with the Camden and Islington EAS in 2024-25 were looking for free ESOL provision. 12% were happy paying between £100 and £1000 in total for their course. The highest maximum amount declared affordable was £2000, much higher than the usual amount of £550. The course costs in Camden range from £100 to £2000, depending on the level and eligibility of the learner, leaving most 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 155 responses



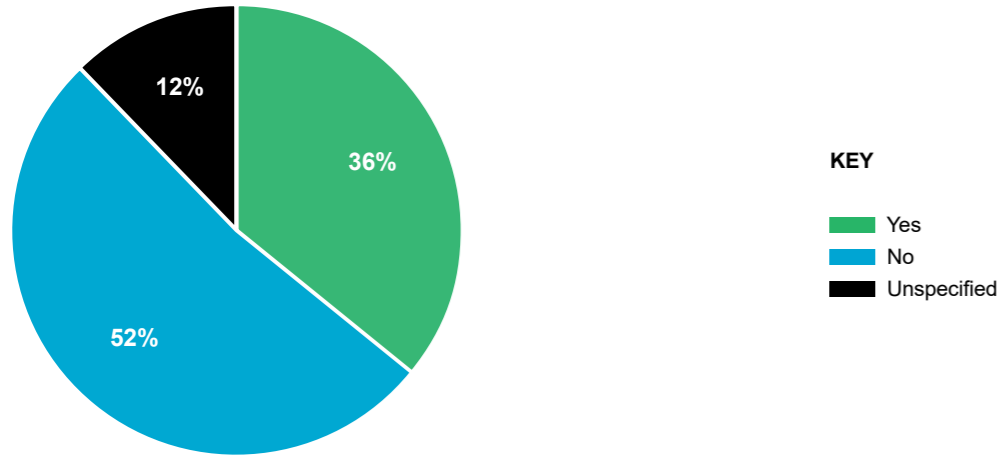
### CASE STUDY

A learner with mental health issues registered with the EAS in July 2024. He wanted to join an ESOL class withing walking distance of his refuge, as he was unable to travel by bus or train due to having high levels of anxiety. As there was no ESOL provision available in his area at the time of his registration his case had to be deferred to the following academic year when new options would be available.

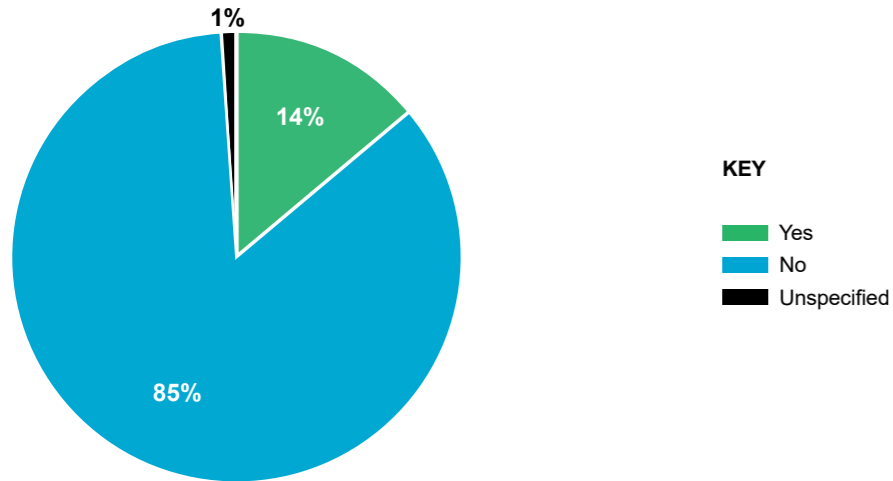
In September 2024, he declined community course offers as they were too far from his refuge. Later, he was offered a college ESOL course, but also declined this due to not being ready for a formal education setting. His anxiety still prevented him for travelling on public transport and he would have been unable to cope with the strict attendance rules. He agreed to stay in touch with the EAS, and awaits futher course offers. A further update about his case will be provided in the next annual report.

The EAS understands that not every learner has a straightforward journey towards ESOL provision and continues to support them for as long as required, actively reviewing their case at regular intervals and providing new offers for classes that suit their personal circumstances when they become available.

**Figure 52: Do you have children?**



**Figure 53: Crèche needs?**



**FOCUS ON ASYLUM SEEKERS**

33% of asylum seekers declared they were a parent, of which 11% stated they would need crèche support to allow them to take part in ESOL classes.

**CASE STUDY**

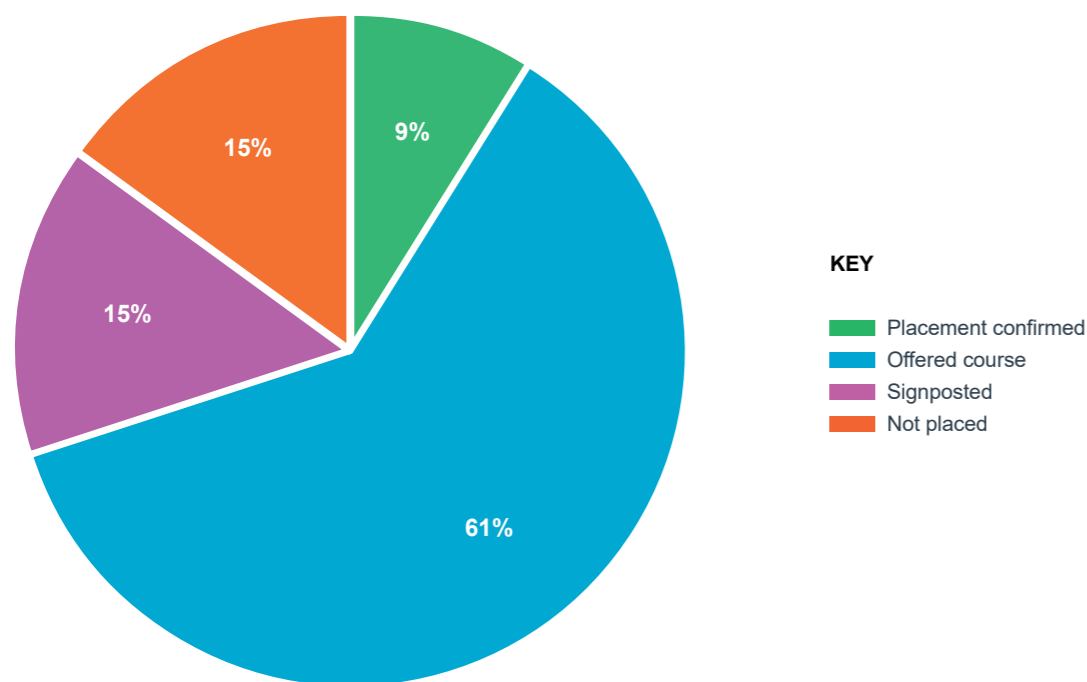
The EAS registered and assessed a learner in May 2025 and offered her a placement at a local ESOL community class in Kilburn within walking distance from her home. The EAS informed the teacher that she may arrive 10 minutes late each week because she has to wait for her husband to get back from work to look after the children so that she can attend the classes. She joined the ESOL class and attends once a week.

The EAS also advised her to register for ESOL classes at a college near her residence. She was able to register herself and her husband at the same college. Both are currently waiting for the college to contact them about joining ESOL classes in September 2025. The college also has crèche facilities so they will hopefully be able to register their children there when they join an ESOL course.

Both her and her husband are also sent the free online 'ESOL Activities' pdf every two weeks to help them improve their English in their free time and without a teacher.

**Figure 54: Placed in a class within academic year?**

Based on 950 advice records



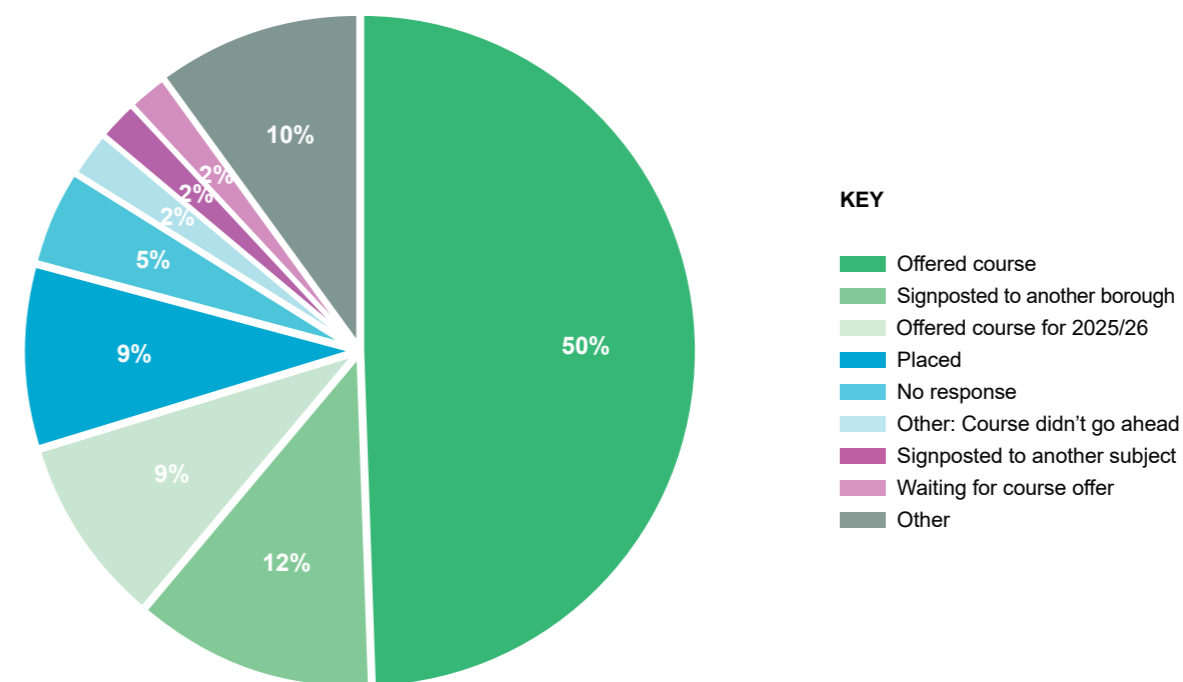
9% of cases resulted in a confirmed placement into ESOL provision in Camden or Islington within the 2024-25 academic year and a further 61% of cases were recorded as 'offered course' by the end of that academic year. It is very important to note that significant proportion of the learners who were offered 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'.

15% of cases were signposted to other learning opportunities. 76% of this group were referred to other London boroughs to register for ESOL provision available there. 11% were referred for enrolment on courses in other subject areas not associated with English language provision, for example, Digital Inclusion and Family Learning. 6% were referred to Camden Job Hub for advice on employment. 4% were referred to Functional Skills provision. The remaining 2% were underage learners who were referred to alternative provision appropriate for their age groups. In all cases of signposting, it is not known if the learners attended the provision or not.

At the end of the 2024-25 academic year, 15% of cases were still recorded as 'Not placed'. 11% of this group registered at the end of the academic year and therefore their case was deferred to the following year. 41% reported various barriers to learning, which will be discussed in more detail later in this report. 7% declined all offers that were presented to them and the remaining 40% stopped responding to the EAS's attempts to communicate with them or did not provide valid contact details when registering.

**Figure 55: Status of all advice records (July 2025)**

Based on 950 advice records



In addition to other barriers to learning and course offers that were declined, which will be detailed separately in Figures 59 and 60, the 'other' category in the chart also includes learners with the following statuses: Offered - No response, Signposted to Job Hub, Signposted to Functional Skills and Signposted (Underage).

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 2025/26' 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, 5% 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 because additional information was required for the advisor to be able to offer them the right course for their circumstances. 1% 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.

## FOCUS ON ASYLUM SEEKERS

30% of asylum seeker cases resulted in a confirmed placement in 2024-25. A further 44% were recorded as 'offered course' by the end of the academic year. 11% were signposted out of borough or to other relevant provision. 10% had barriers to learning, half of which were due to the learners being in the UK for less than six months and therefore being ineligible for the majority of available provision. Other barriers to learning included: Moved out of borough, Childcare barrier, Availability barrier, Course didn't go ahead, Crèche barrier, Financial barrier, Health Barrier, Homeless barrier and Work commitments barrier. The remaining cases (5%) included four learners who registered at the end of the academic year and were waiting for a course offer, five who declined course offers, and two who stopped responding to EAS communications or did not provide valid contact details when registering with the service.

## FOCUS ON AFGHAN LEARNERS

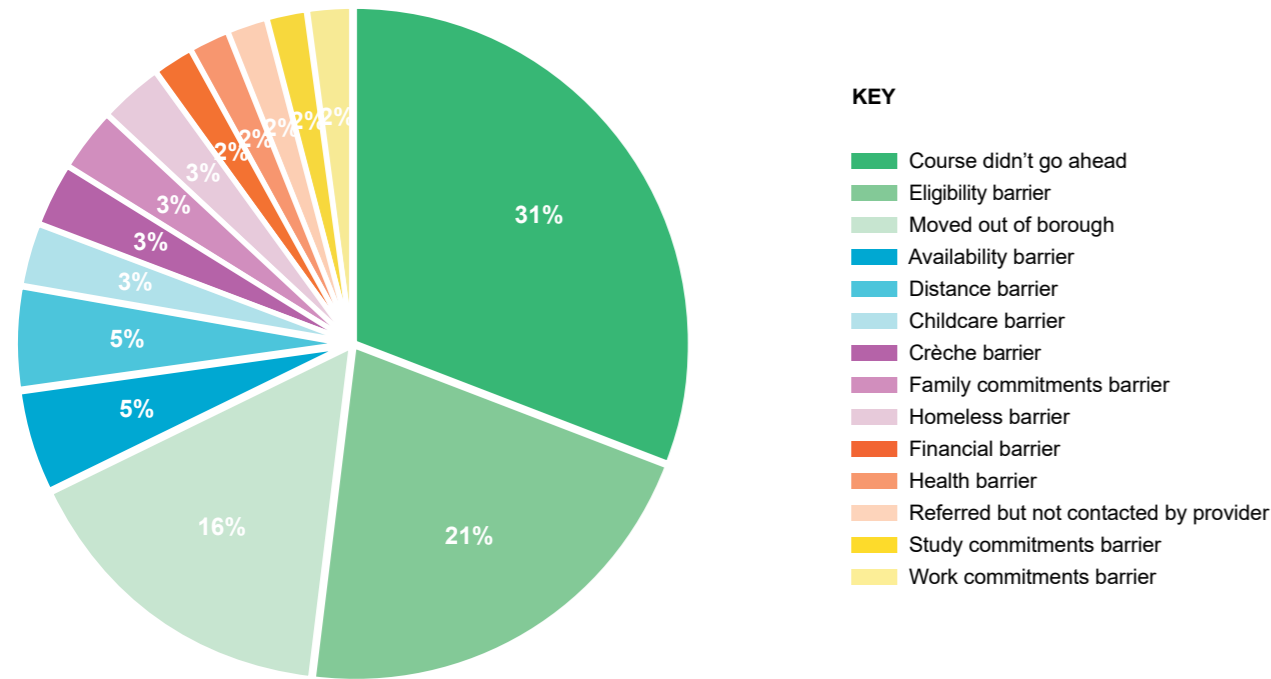
13% of Afghan learner cases resulted in a confirmed placement in 2024-25. A further 61% were recorded as 'offered course' by the end of the academic year. 17% were signposted out of borough or to other relevant provision. Two learners experienced barriers to learning, citing family commitments and living too far away from the course venue as reasons they couldn't attend. In the remaining four cases, the learners stopped responding to EAS communications or did not provide valid contact details when registering with the service.

## FOCUS ON UKRAINIAN LEARNERS

3% of Ukrainian learner cases resulted in a confirmed placement in 2023-24. A further 52% were recorded as 'offered course' by the end of the academic year. 14% were signposted out of borough or to other relevant provision. One learner had barriers to learning, citing issues with their availability to attend courses offered to them. One learner registered at the end of the academic year and was waiting for a course offer. In the remaining four cases, the learners stopped responding to EAS communications or did not provide valid contact details when registering with the service.

# BARRIERS TO LEARNING

**Figure 56: Barriers to engaging in learning**  
Based on 58 responses



'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. 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.

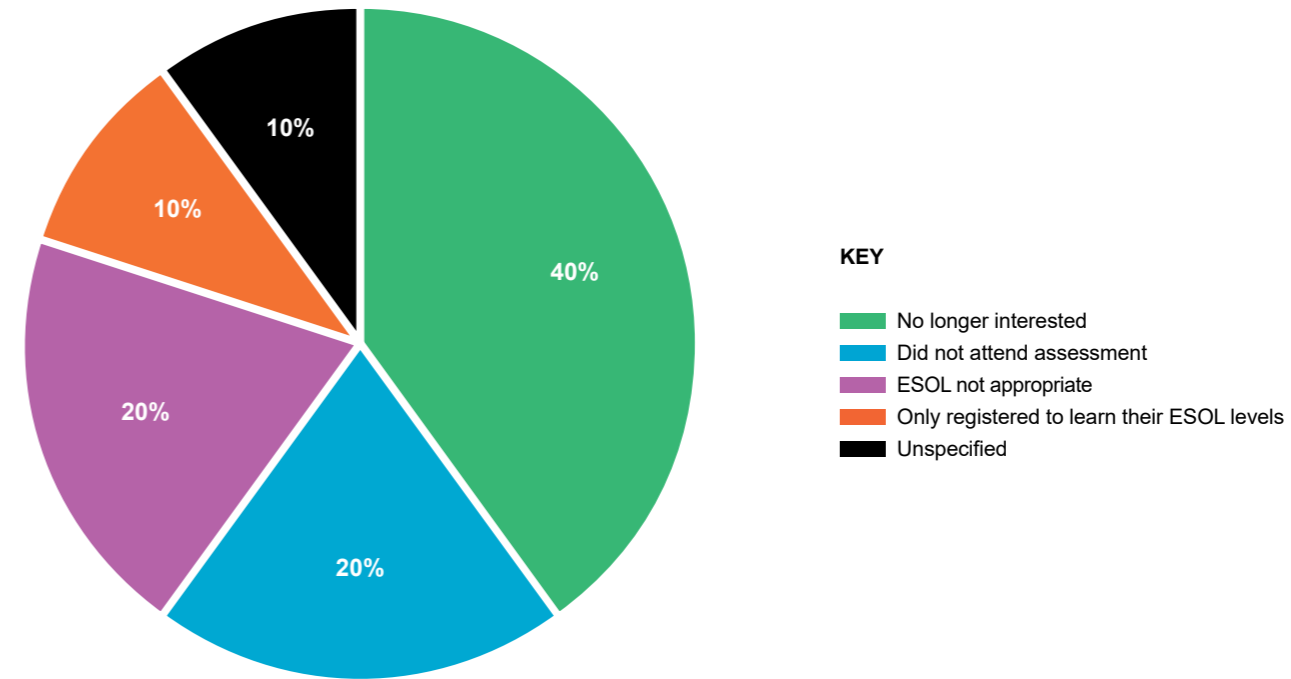
'Availability barrier' and 'work commitments barrier' can sometimes be interpreted as similar in nature because the reason a learner may not be able to commit themselves to a course offer could be that they are unsure of their shift patterns at work.

Homelessness causes immense barriers for learners as individuals and highlights systemic issues around access to housing. In addition to the emotional, well-being and practical impact, homelessness affects access to learning opportunities, as well as causing disruptions to any learning that is already taking place. Also, a learner's journey towards sustained employment is almost certainly adversely affected, putting additional strain on the learner and associated support services.

The complexity of these homelessness cases makes it hard to find suitable ESOL provision for these learners, and even when it can be offered, the instability and unsafety of their circumstances (for example hygiene, hunger and hopelessness as well as the dangers associated with living on the streets) can still prevent them from joining courses offered to them.

There is a distinct possibility that the homelessness barrier will become a more frequent occurrence in subsequent academic years. The EAS commits to making new connections in the community to assist with signposting homeless learners, and helping to give a voice to this part of our community when they are most in need.

**Figure 57: Reasons for declining course offers**  
Based on 10 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 show some of the reasons why learners decide to decline a course offer.

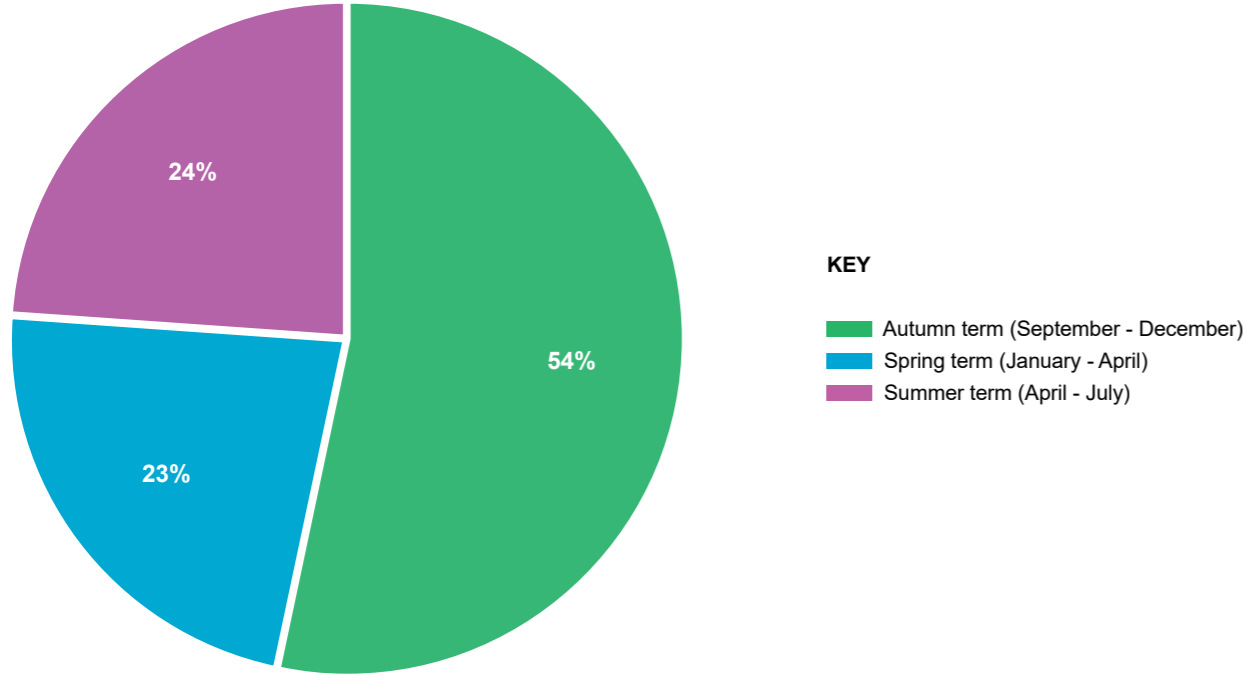
*As a deaf asylum seeker, life has not been easy, but the kindness and dedication of [Camden Council staff] has given me hope and strength. [The EAS advisor] guided me on how to register for college and courses. She treated me as a person with dreams and potential, not just as a case to be managed. [The staff all showed me] respect, patience, and genuine care. Their work has made a real difference in my life, and I will always remember their support with gratitude.*

*Asylum seeker*

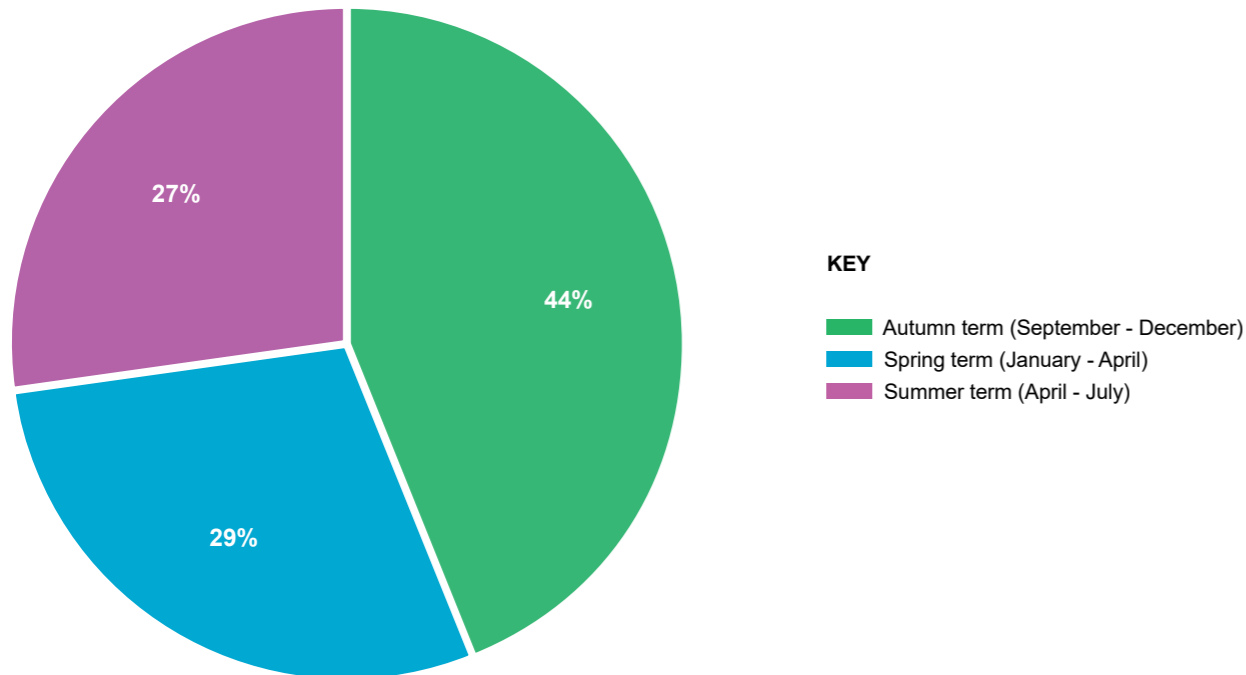
The pie charts below show the distribution of advice sessions and number of returners across the three terms in the academic year.

The majority of cases dealt with across the academic year originated in the Autumn term. This is largely due to the cases that were deferred from the end of the previous academic year when enrolment onto continuing courses was already closed, but it also reflects the common pattern of people feeling ready to pursue their own learning goals after the summer months, at the same time as their children go back to school and a fresh academic year begins. Learners who returned to the service throughout the year also had a preference for Autumn term, showing their eagerness to continue their learning at the start of the academic year, and demonstrating their continued trust in the EAS to support them in finding the provision most appropriate for their circumstances.

**Figure 58: Number of cases per term**



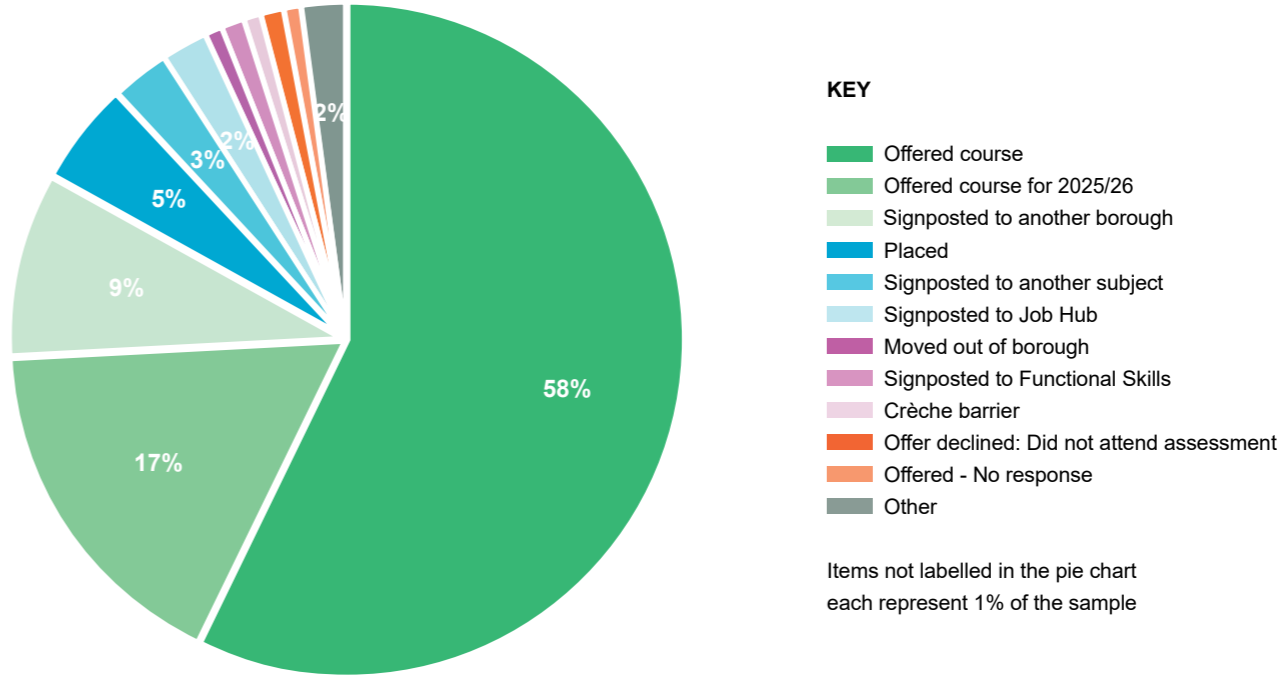
**Figure 59: Returning learners: Term new advice provided**



During the Covid-19 pandemic, the EAS was concerned about learners falling into dormancy due to the lack of available provision during extended periods of lockdown and uncertainty. A weekly 'ESOL Activities' publication was developed and distribution to all learners who were interested began in May 2020. Each pdf collates self-teaching materials from trusted online sources across all levels, along with useful links to additional websites for learning and to promote available community support services. Topics are split across a number of categories including Life in the UK, Home and Family, Work, and Leisure and Interests. The back catalogue of issues is available online on the ESOL Advice Service's series of webpages. The pdfs are checked and updated periodically to ensure the links to online resources are still available and relevant. By the end of the 2024-25 academic year, 1002 people were subscribed to the mailout.

266 of those subscribers were live cases with the EAS throughout 2024-25. The chart below shows the current statuses of those learners, demonstrating that the ESOL Activities pdf not only bridges gaps between access to ESOL provision, but also supplements any formal learning that they may be taking part in.

**Figure 60: Current status of ESOL Activities pdf subscribers 2024-25**  
Based on 266 learners



The 'other' category in the chart above comprises of the following responses: Childcare barrier. Distance barrier, Eligibility barrier. Homeless barrier, Offer declined: Unspecified (all below 1%).

*Thank you so much for the free ESOL activities... I appreciate your activities and look forward to joining the new ones in 2026. Your support and guidance have been very helpful to me.*  
- 'ESOL Activities' subscriber

During the 2024-25 academic year, the Camden and Islington ESOL Advice Service supported 794 unique learners. 58% were female. Almost two thirds were aged between 19 and 39.

23% of learners were from the Middle East and North Africa, with the majority those being from Iran (24%), Syria (16%) and Sudan (13%). Almost the same number were from the Africa region (also 23%), with the majority of them being from Eritrea (46%) and Somalia (27%). 16% were from South Asia with the majority of those being from Afghanistan (44%) and Bangladesh (41%). 87% of learners confirmed they were literate in one or more languages.

34% of all learners were seeking protection in the UK with the majority of those being asylum seekers (53%). 33% of all learners had been resident in the UK for less than 12 months. 16% had been in the UK for 10 years or more. 68% declared they had no previous experience of ESOL at the time of registration. 56% of learners were assessed to be at Pre Entry or E1 level. Overall, 90% were E3 level or below.

Out of all learners who were of working age, 79% confirmed they were not working. 65% 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, 47% declared they were looking for work, 1% were volunteering, 34% were not looking for work, and 17% stated they were looking after the home, children or other dependents. 1% were retired.

36% of all learners declared they were parents, of which 14% declared they needed crèche provision to be able to study ESOL.

Most learners wanted to learn English to help them deal with everyday life (30%), get a job (22%) or improve their reading and writing (20%). Overall, just under a third (30%) put themselves in categories indicating they would like to improve their employability prospects. Of those who had an interest in embedded ESOL, most wanted to study ESOL with ICT (41%). 7% wanted to study ESOL in a context that would help them with their job.

27% had taken part in higher education. Law, Medicine 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 989 active cases during 2024-25. 9% of all cases resulted in a confirmed placement on an ESOL course. A further 61% were offered courses but due to limited resources these cases couldn't be followed up to confirm if the learner had been placed or not. 15% were signposted to other boroughs or other subjects, and 2% registered at the end of the academic year and were awaiting a course offer. A further 7% did not respond, could not be contacted, or declined all offers made to them. The remaining 6% were prevented from learning for a variety of reasons. The most commonly cited barriers to joining ESOL classes among this group were courses not going ahead (31%) and eligibility barriers (21%).

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.

# 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](mailto:shao-lan.yuen@camden.gov.uk)

# APPENDIX 2: LEVEL DESCRIPTORS

READING & WRITING: LEVEL DESCRIPTORS	SPEAKING AND LISTENING: LEVEL DESCRIPTORS
<p><b>E1</b></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><b>E1</b></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><b>E2</b></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><b>E2</b></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><b>E3</b></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><b>E3</b></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><b>L1</b></p> <p>Roughly equivalent to GCSE grades D–E</p>	<p><b>L1</b></p> <p>Roughly equivalent to GCSE grades D–E</p>
<p><b>L2</b></p> <p>Roughly equivalent to GCSE grades A–C</p>	<p><b>L2</b></p> <p>Roughly equivalent to GCSE grades A–C</p>

Source: Adult ESOL Core Curriculum

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 (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, public and private sectors and take place in a variety of settings including further education colleges, primary and secondary schools, children's centres, community centres, libraries and places of worship. In addition, some bespoke provision is delivered on-site at specialist locations such as bridging and contingency hotels as well as online.

As national priorities shift, ESOL course outcomes have begun to focus more on employability and EAS reporting reflects this shift where appropriate.

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: Early model**

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 a neutral 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 that would lead to more evidence-based decision making.

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](http://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 with no disruption to service when needed and continues to be the principle means by which learners are matched to the most suitable course for their level and needs.

More secure long-term funding would allow EAS to develop by expanding the service's reach and yielding valuable data on learner outcomes.

### **Targeting hardest to reach and hardest to place learners**

The Camden and Islington ESOL Advice Service welcomes all learners who need English language skills but particularly targets those who do not use other means of accessing the support that they need to find suitable provision.

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

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

In addition to online delivery of assessment and IAG, and bespoke advice sessions delivered on-site, particularly in bridging and contingency hotels, the service continues its delivery/collection model for assessment and registration to allow learners who were unable to access the service online to do paper copies of the assessment.

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

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**

Advice and guidance is available during term-time from September to July each academic year. 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.

When learners register with the service via the dedicated website, advisors contact them by phone to do a speaking and listening assessment and fillable PDF forms allow reading and writing tests to be emailed to learners and returned for assessment.

Advisors also explain the enrolment process to the learner during the advice session. They are provided with a letter, email or text message containing the course provider's contact details and ESOL assessment booking information to help them register for their chosen ESOL course. The advisor also helps the learner to get to the course venue by providing 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 referred to the relevant provider.

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

The EAS has become fully integrated as the ESOL triage system for Camden and Islington with all departments of both councils referring any resident with ESOL needs to the service reducing pressure on their own services. In addition, most other key services across health, education and employment also use the EAS as a single point of contact (SPoC) for clients that they support. Residents are referred by JCP work coaches, GPs via social prescription, family and social workers and community centres among many other support workers.

As the network of contacts expands and more people visit the service, word-of-mouth advertising increases. 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. The EAS also raises awareness across the borough through physical and electronic distribution of posters to local community venues including schools, libraries, hospitals, health centres and places of worship. Staff at those locations are encouraged to display this marketing 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. Some venues are able to display a larger 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. In partnership with other Council services, 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.

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.

If smaller/community providers secure funding for courses at short notice, they can call on the EAS to assist them to fill spaces more quickly than doing this independently. They also benefit from the marketing reach of the service thereby saving on publicity costs and reaching learners that might not otherwise be reached. This type of provision has become less available over the years that EAS has been running owing to diminishing resources.

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 request 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. For example, it is not uncommon for a learner who lives on the border of Camden to find a course in Westminster more accessible and in these cases EAS collaborates with adult education in that borough to help meet learner need. 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.

### **What happens when no suitable course is available?**

The service maps a real-time directory of 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.

More than 80% of learners who use the service are on low incomes, so where possible, the service always strives to find free or low-cost provision for those who need it.

The more complex the needs, the scarcer the options might be for a learner. In cases where existing provision is unsuitable owing to barriers such as location, time, disability or caring responsibilities, the EAS aims to source providers that can deliver bespoke provision. While this takes high levels of coordination and therefore can take a long time to set up, the impact can be huge for learners who would otherwise be left without any access to language training which is essential for navigating daily life in the UK.

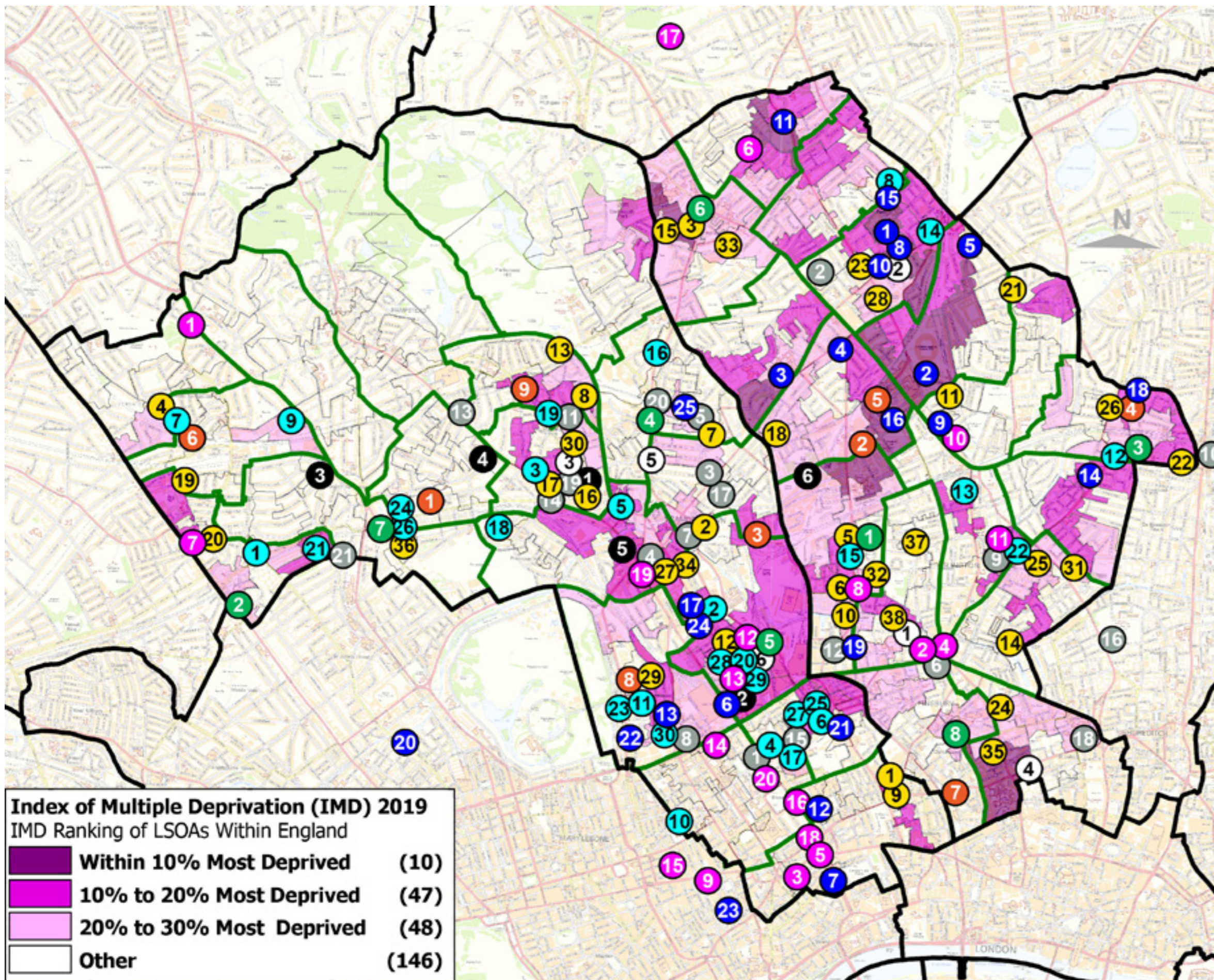
## APPENDIX 4: REGIONS

COUNTRY	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Angola	Africa
Azerbaijan	Russia and Central Asia
Bangladesh	South Asia
Belarus	Russia and Central Asia
Belize	Latin America and Caribbean
Benin	Africa
Brazil	Latin America and Caribbean
Cameroon	Africa
Chile	Latin America and Caribbean
China (inc. Hong Kong)	East Asia
Colombia	Latin America and Caribbean
Congo, Democratic Republic Of The	Africa
Congo, Republic Of The	Africa
Cuba	Latin America and Caribbean
Cyprus	Turkey
Czechia	Eastern Europe
Djibouti	Africa
Dominican Republic	Latin America and Caribbean
Ecuador	Latin America and Caribbean
Egypt	Middle East and North Africa
El Salvador	Latin America and Caribbean
Eritrea	Africa
Ethiopia	Africa
France	Western Europe
Georgia	Russia and Central Asia
Germany	Western Europe
Ghana	Africa
Guinea	Africa
Guinea-Bissau	Africa
Hungary	Eastern Europe
India	South 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
Jordan	Middle East and North Africa
Kazakhstan	Russia and Central Asia
Kenya	Africa
Kosovo	Eastern Europe
Kuwait	Middle East and North Africa
Kyrgyzstan	Russia and Central Asia
Latvia	Eastern Europe
Lebanon	Middle East and North Africa
Libya	Middle East and North Africa
Lithuania	Eastern Europe
Mexico	Latin America and Caribbean
Moldova	Eastern Europe
Mongolia	East Asia
Morocco	Middle East and North Africa
Mozambique	Africa
Myanmar (Burma)	East Asia
Namibia	Africa
Nicaragua	Latin America and Caribbean
Nigeria	Africa
Pakistan	South Asia
Palestine	Middle East and North Africa
Peru	Latin America and Caribbean
Philippines	East Asia
Poland	Eastern Europe
Qatar	Middle East and North Africa
Romania	Eastern Europe
Russia	Russia and Central Asia
Sao Tome and Principe	Africa
Saudi Arabia	Middle East and North Africa

COUNTRY	REGION
Somalia	Africa
South Korea	East Asia
South Sudan	Africa
Spain	Western Europe
Sri Lanka	South Asia
Sudan	Middle East and North Africa
Switzerland	Western Europe
Syria	Middle East and North Africa
Taiwan	East Asia
Thailand	East Asia
Trinidad and Tobago	Latin America and Caribbean
Turkey	Turkey
Uganda	Africa
Ukraine	Eastern Europe
United Arab Emirates	Middle East and North Africa
United Kingdom	British
Venezuela	Latin America and Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa
Zimbabwe	Africa

# APPENDIX 5A: EAS LOCAL PARTNERSHIP NETWORK MAP



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

# APPENDIX 5B: 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

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

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

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