

Annual Report 2023-24

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Lekcje angielskiego Các Lớp Tiếng Anh 英文课
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كلاسهای زبان انگلیسی Dersên Îngilîzî ইংরেজী ক্লাস
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The ESOL landscape is complex and can be difficult even for professionals to navigate. This is due in part to shifting funding patterns and resulting changes in provision, confusion around eligibility for free courses and barriers for dormant learners, many of whom have lived in the UK for 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 (e.g. Brexit, the war in Ukraine).

By mapping all known ESOL supply and demand in Camden and Islington, 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 a 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 migrant communities and national research bodies.

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 organisations, council departments, support workers and individuals who have supported learners across the two boroughs to access the service.

Camden and Islington ESOL Advice Service May 2025

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

The courses are delivered by organisations in the voluntary, 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, following the policy of accommodating Afghan refugee learners in bridging hotels and asylum seekers in contingency hotels in Camden and Islington, some bespoke provision was also delivered on-site in these hotels.

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

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 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 (e.g. during the first national lockdown in March 2020) and continues to be the principle means by which learners are matched to the most suitable course for their level and needs.

More secure long-term funding would expand the service's reach and yield valuable data on learner outcomes.

The ESOL Advice Service: 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. For the academic year 2023-24, in addition to continuing demand from cohorts of Afghan and Ukrainian refugees following the Kabul evacuation and the war in Ukraine the year before, cohorts of asylum seekers accommodated in contingency hotels, Roma learners and homeless families also needed specialised ESOL support.

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 were created allowing 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?

In its fifth full year, 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.

In addition to the above, the service forged new relationships and strengthened existing ones across key sectors including health (e.g. care homes), education (e.g. schools) employment (e.g. Jobcentre Plus) and organisations coordinating the response to incoming refugees and asylum seekers.

A total of **1010 cases** were dealt with by the Camden and Islington EAS during the 2023-24 academic year.

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

CAMDEN & ISLINGTON	
Unique learners	858
Returners	144
Advised but not registered	8
GRAND TOTAL	1010

‘Unique learners’ are the actual number of individual learners advised by the service within the academic year, including cases that originated in the 2022-23 academic year that were deferred.

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

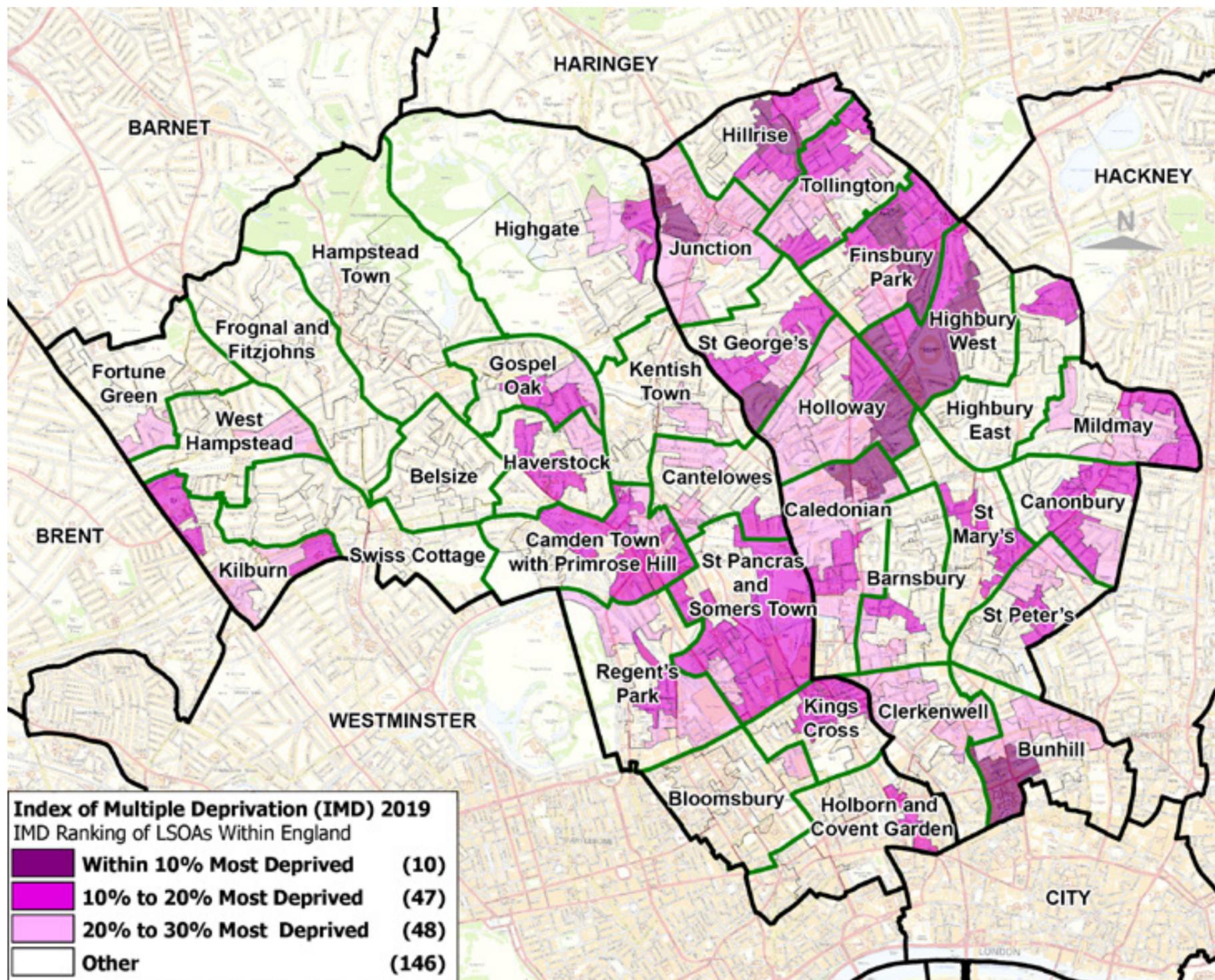
‘Advised but not registered’ are learners that were advised by the service but did not go through the ESOL assessment and registration process. These learners are still counted towards the total number of cases because time was spent on them by the EAS advisors.

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

Please note the following when reading this report:

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

Owing to reduced resources and a shift from in-person sessions to online advice, the Camden and Islington ESOL Advice Service continued to run general assessments online and by telephone throughout the academic year 2023-24.

EAS 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 the deprivation data, focusing marketing and partnership strengthening in areas of highest deprivation.

See Appendix 4 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%.

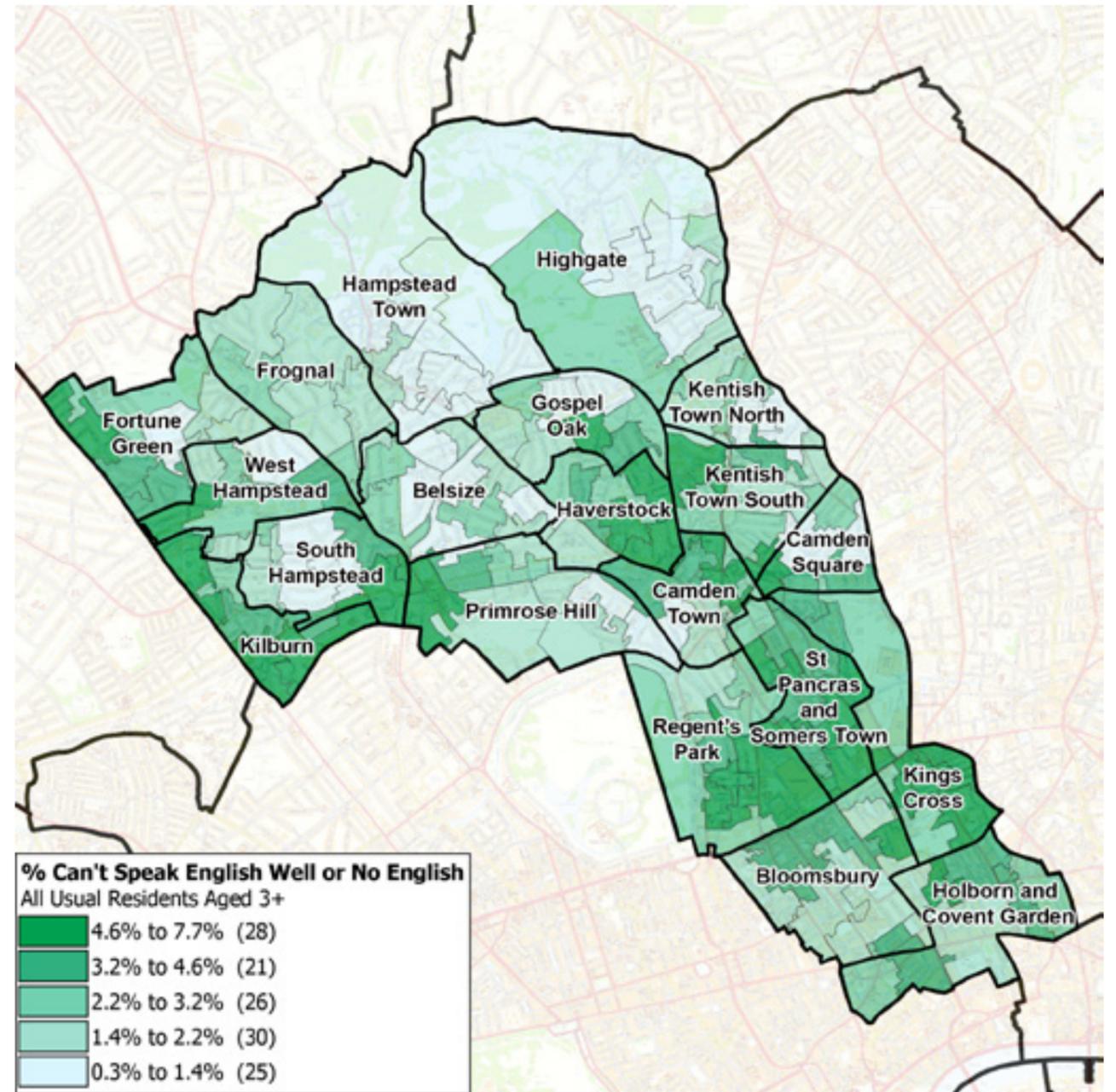
The Office for National Statistics (ONS) regularly provide updated population estimates based on the most recent Census data and expected growth rates. Camden’s revised population estimate was 218,049 in June 2022. 82% of residents were aged 19 or older and therefore able to access education provision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

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

Camden Proficiency in English (Age 19+ in March 2021)
(Source: Census 2021)

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

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



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

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

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

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

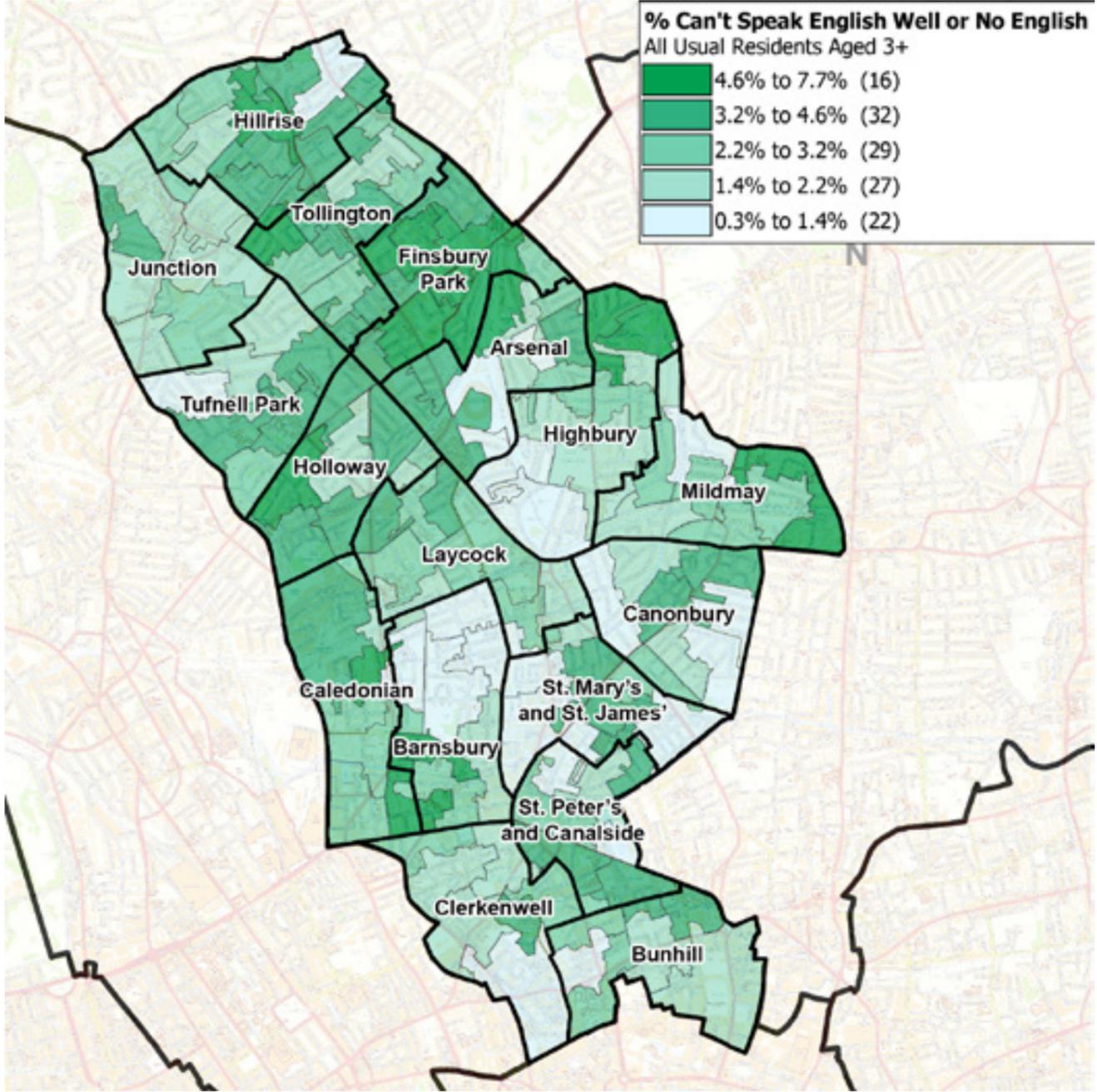
The Census taken in 2021 also provided updated datasets detailing Islington residents' proficiency in English. The table below shows the data for residents aged 19 and above.

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

(Source: Census 2021)

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

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



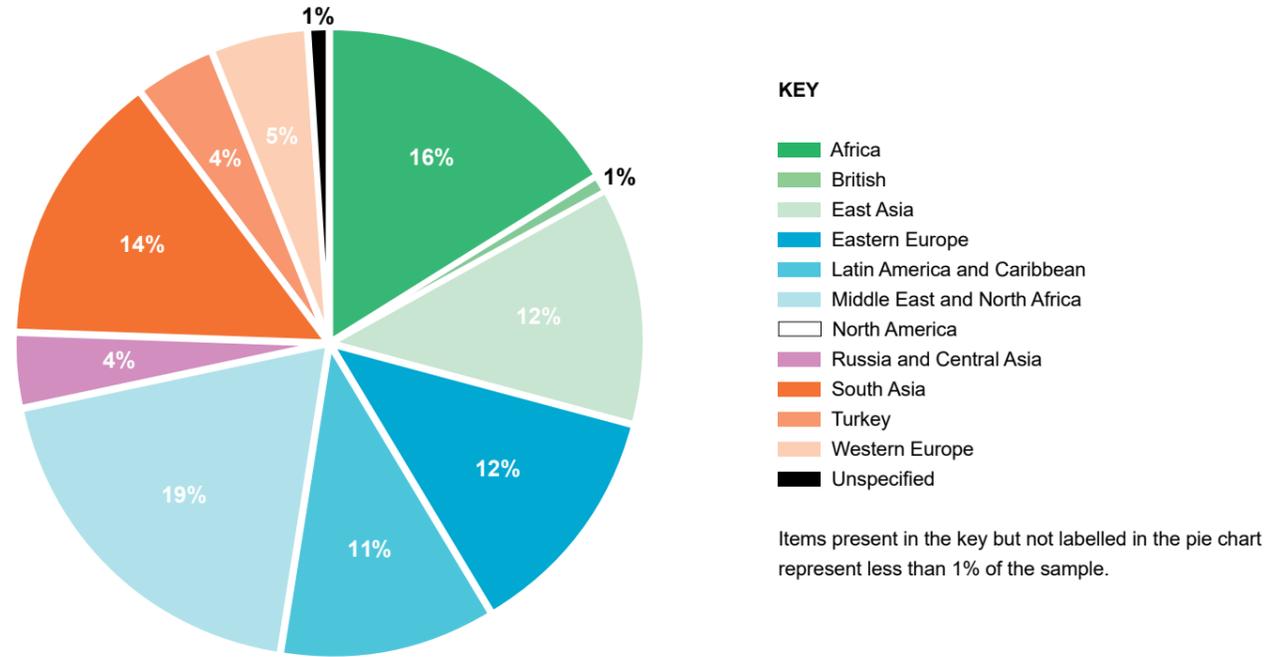
Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLv3)

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REGION OF ORIGIN

The learners who registered with the Camden & Islington EAS in 2023-24 were from all over the world, however largest group were from the Middle East and North Africa, followed by Africa and South Asia.

Figure 1: Region of origin



Seven learners declared they were born in the United Kingdom. The majority stated they had moved abroad when they were very young. They had only recently returned to the UK and therefore needed support with their English language skills. Other learners needed support with Functional English and were referred appropriately.

Figure 2: Top five countries of origin

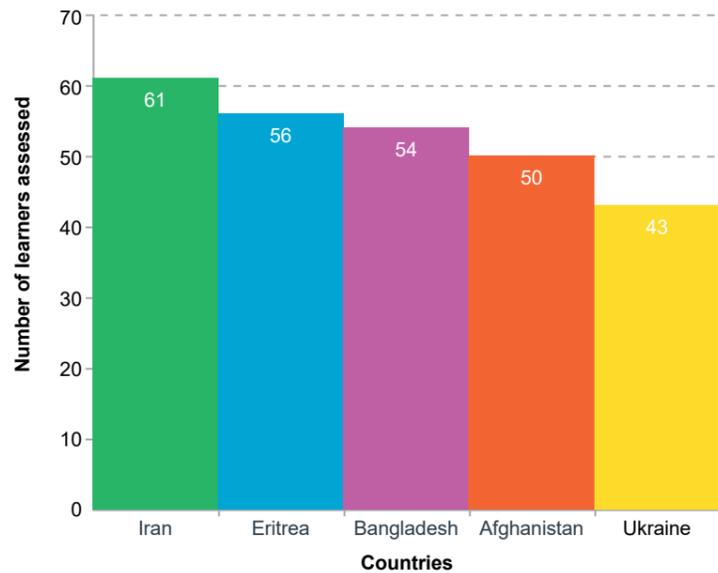
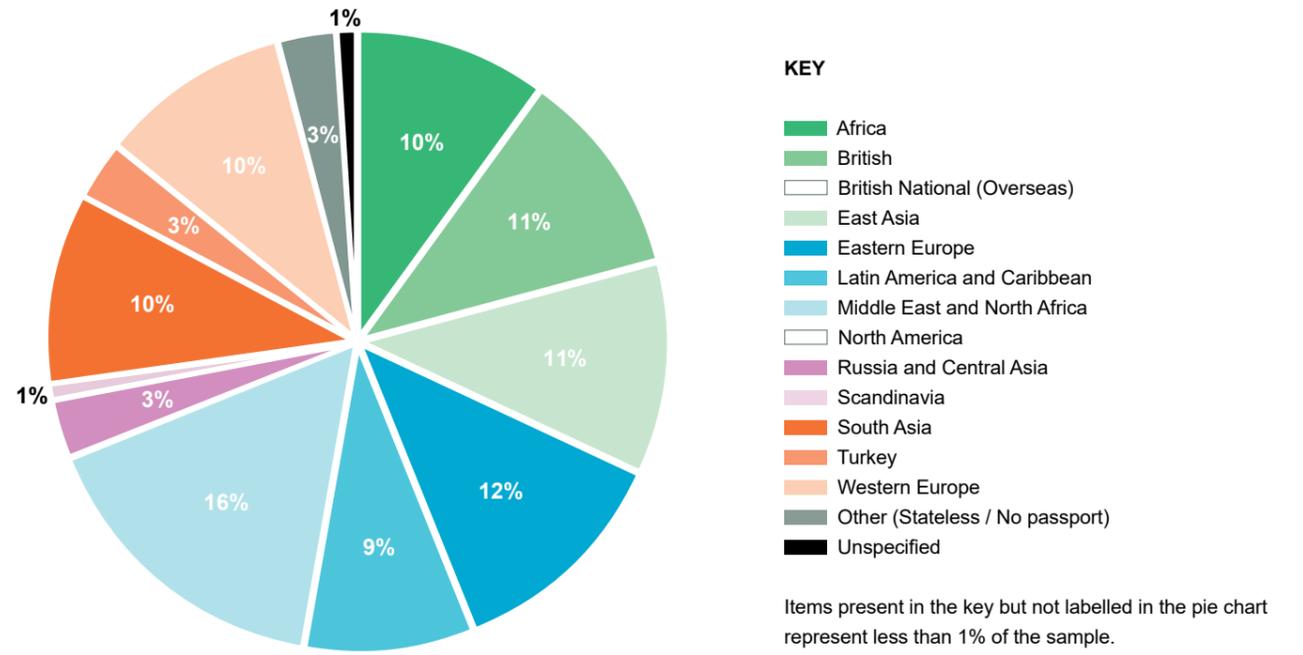
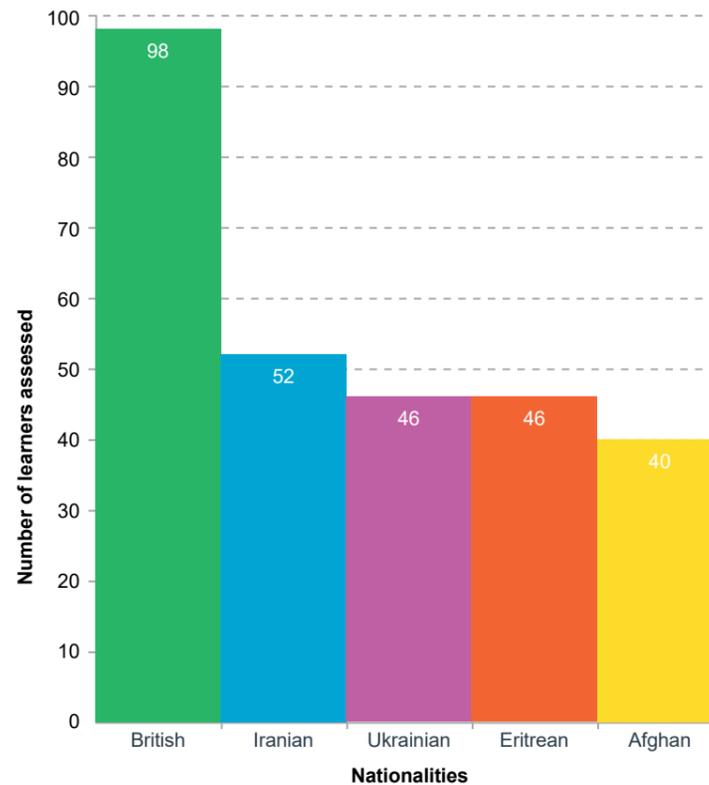


Figure 3: Region of nationality



Twenty-five learners reported dual nationality.

Figure 4: Top five nationalities



REGION OF ORIGIN

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

Figure 5: British Nationals - Regions of origin

Based on 98 records

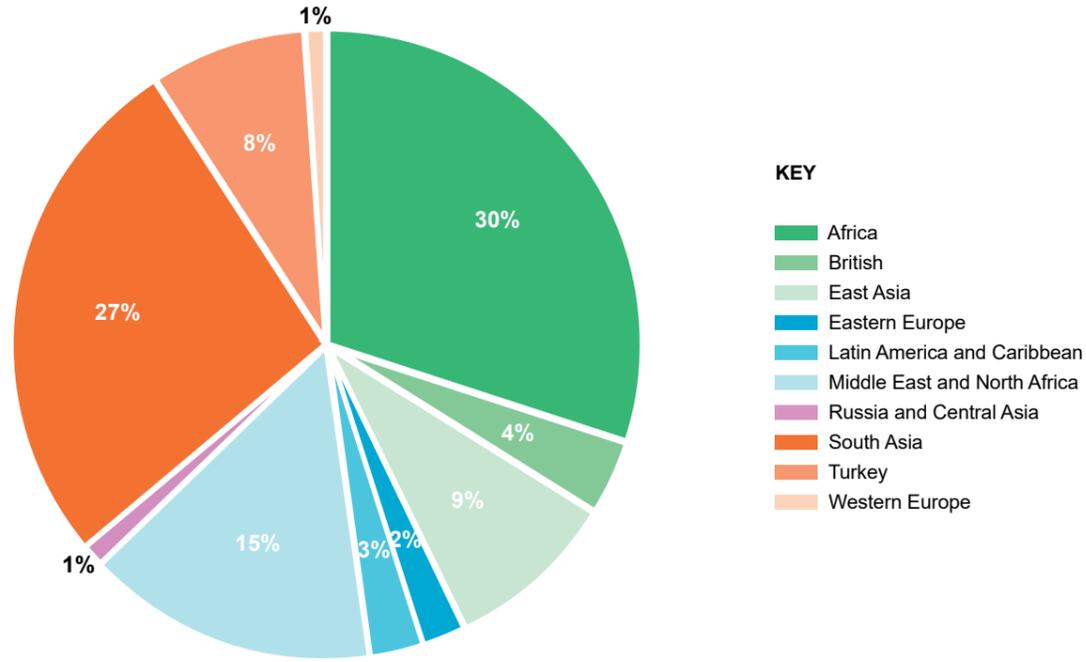
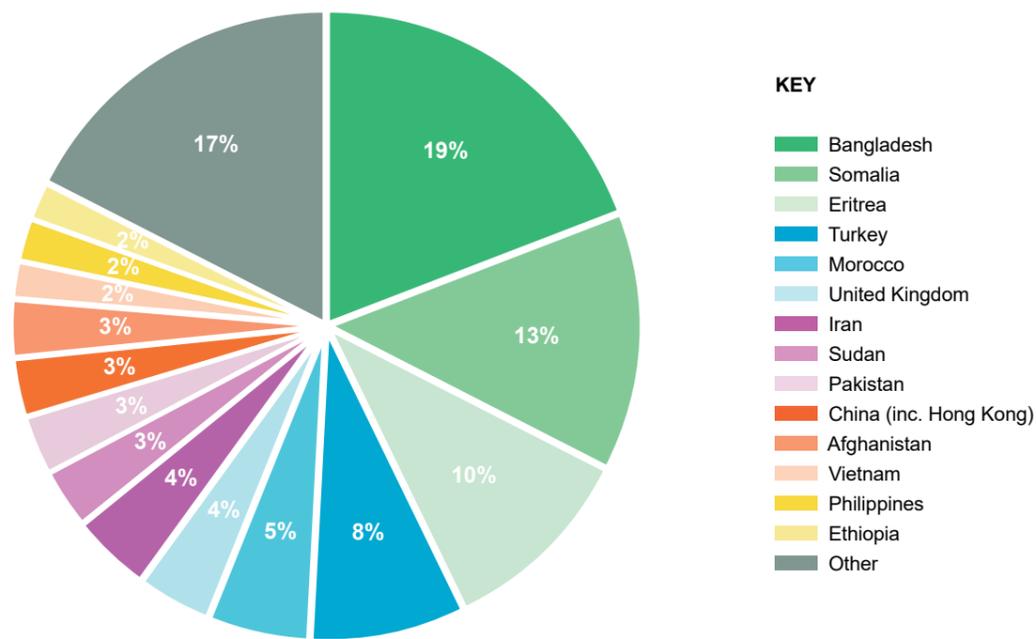


Figure 6: British Nationals - Countries of origin

Based on 98 records



The 'other' category in the chart above comprises of learners from the following countries: Angola, Brazil, Burundi, Central African Republic, Colombia, Ecuador, Egypt, France, Japan, Kosovo, Nigeria, Russia, Sri Lanka, Syria, Thailand, Ukraine and Yemen (all 1%).

Figure 7: EU Nationals - Regions of origin

Based on 129 records

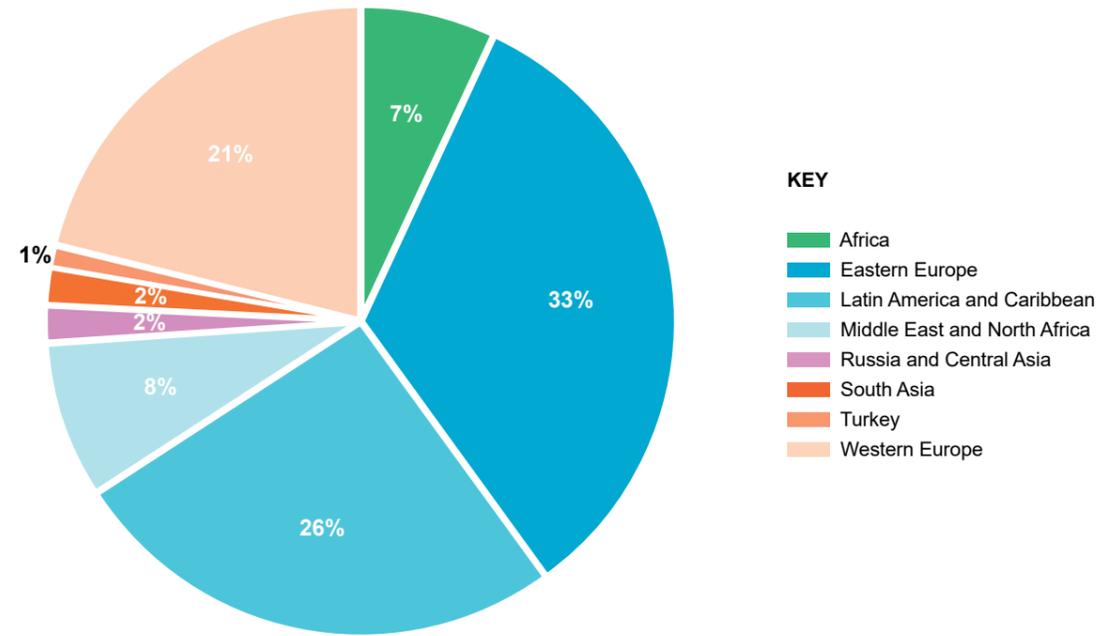
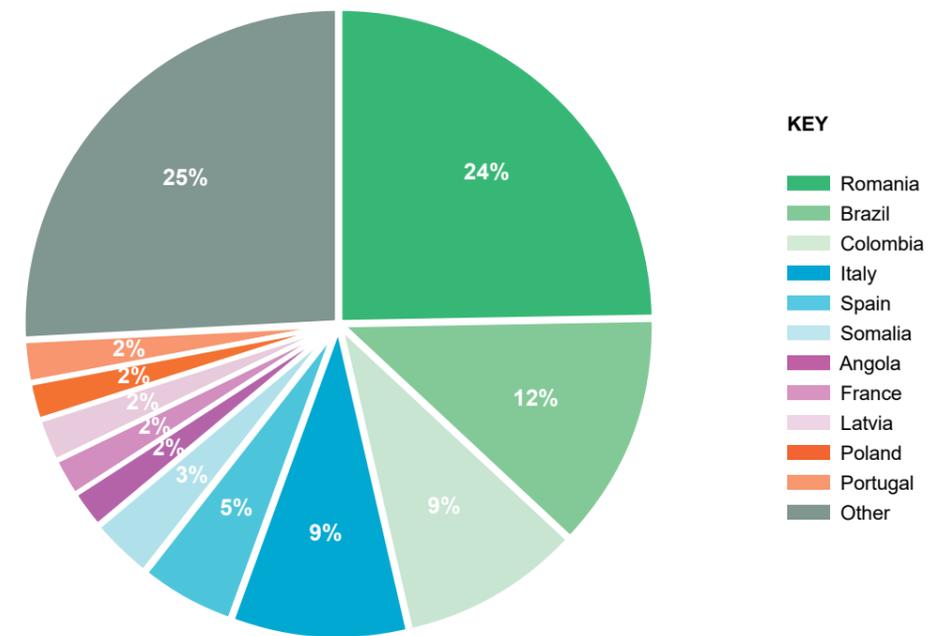


Figure 8: EU Nationals - Countries of origin

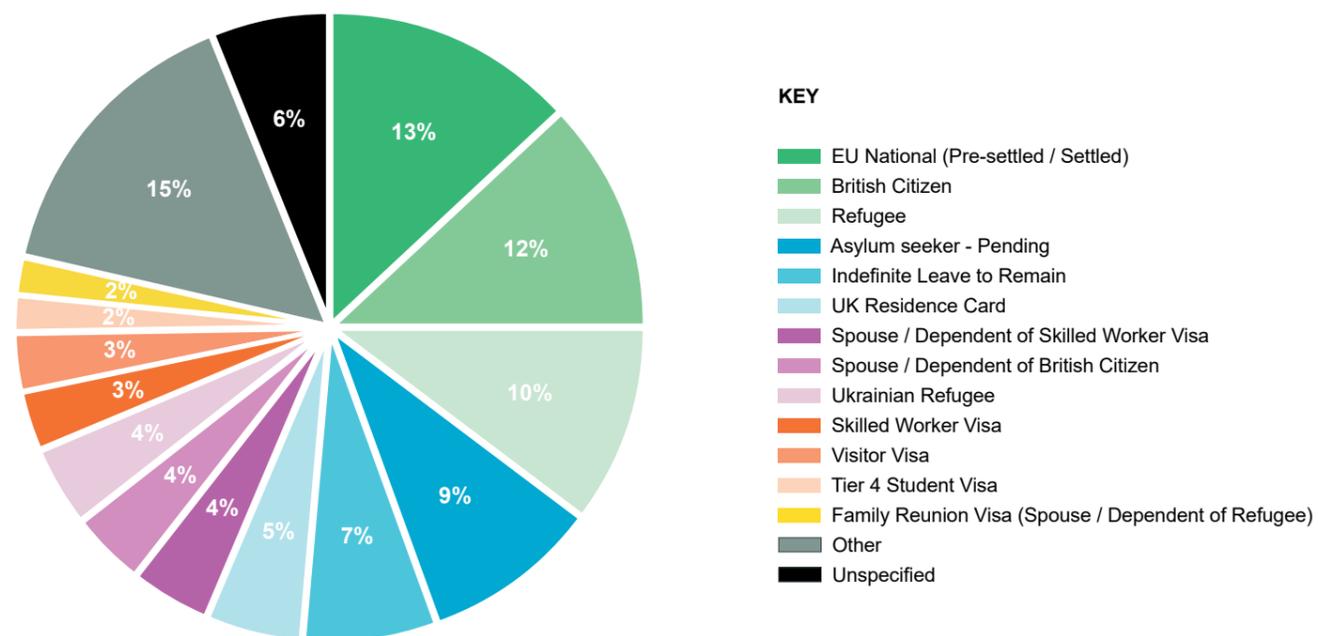
Based on 129 records



The 'other' category in the chart above comprises of learners from the following countries: Bangladesh, Dominican Republic, Egypt, Greece, Morocco, Russia, Slovakia, Syria and Venezuela (all 1%) and Argentina, Belarus, Bulgaria, Democratic Republic of the Congo, Eritrea, Hungary, India, Iran, Iraq, Kazakhstan, Peru, Sudan, Turkey and Yemen (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 11% of all responses: Spouse / Dependent of EU National (Pre-settled / Settled), Dependant of Tier 4 Visa - Non-EEA, British Overseas Citizen, Afghan Refugee, Asylum seeker - Appealing, Working holiday visa, Humanitarian Protection, Indefinite Leave to Enter, Spouse / Dependent of ILR (all 1%), and Ankara Agreement, EEA National. Graduate Visa, Spouse / Dependent of EEA National - EU, Discretionary Leave to Remain, Exceptional Leave to Remain, Spouse / Dependent of DLE, Discretionary Leave to Enter, Domestic Violence Visa, Spouse / Dependent of ELR, Spouse / Dependent of Graduate Visa and Spouse / Dependent of HP (all below 1%)

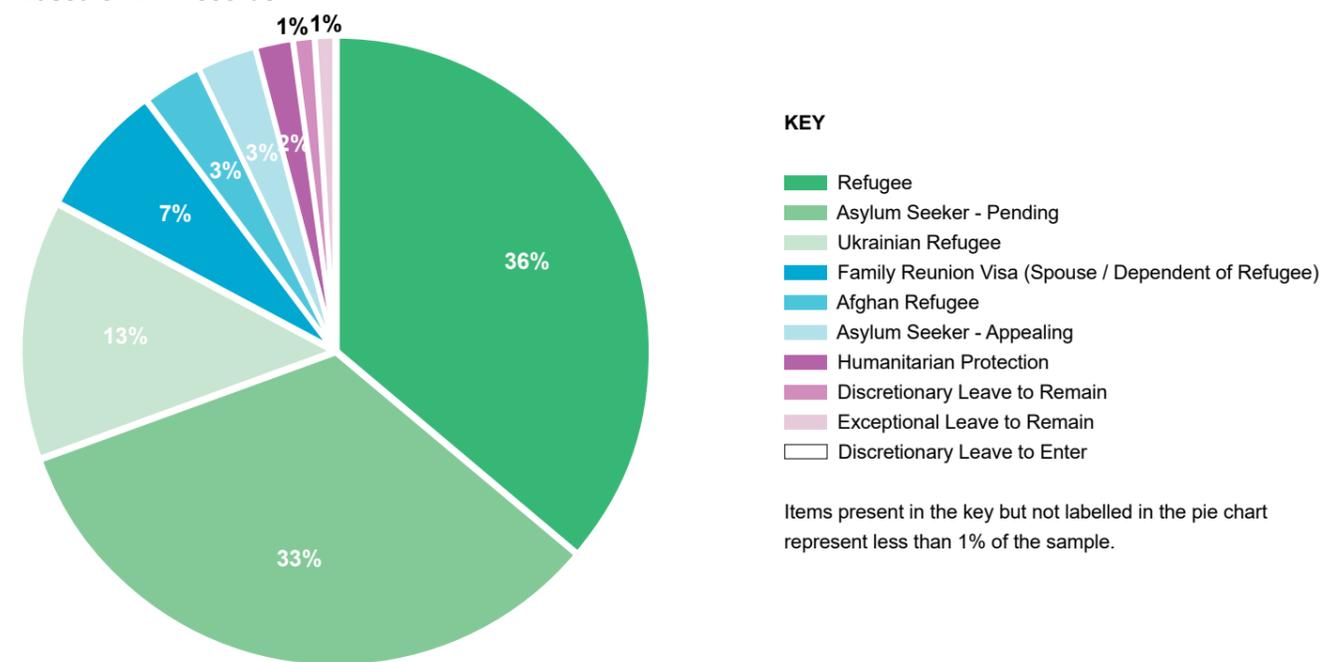
The 'other' category also includes declarations of the immigration circumstances which are not part of the standard list used by the EAS but still make up 5% of all responses. These included BRP, Academic Research Visa, Global Business Mobility, Global Talent Visa, High Potential Individual Visa, T5 Visa and various permutations of Student and Leave to Enter or Remain visa 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 'no recourse to public funds' stamped in their passport. This means they cannot claim benefits, but 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

28% of all learners registered with the Camden and Islington EAS during the 2023-24 academic year were seeking protection in the UK, comprising of 241 individuals from 52 different countries. The pie chart below details their immigration statuses.

Figure 10: Immigration statuses of those seeking protection in the UK
Based on 241 records



52% of the learners categorised as seeking protection in the UK were refugees. This percentage includes learners from Afghanistan and the Ukraine who are represented separately in the chart above to continue to highlight their ongoing circumstances.

The raw numbers show 50 Afghans and 43 Ukrainians registering with the service in 2023-24, but only 15 Afghans (30%) and 33 Ukrainians (77%) declared an immigration status that categorised them as seeking protection in the UK. The remaining declared other immigration statuses.

14% of Afghans had Indefinite Leave to Remain, 6% were British citizens, 4% had a UK Residence Card, 4% had spouse/dependent visas, and 2% had a Skilled Worker visa. 2% fell into the 'other' category, reporting they had a British Residence Permit or Leave to Enter and the remaining 32% did not specify their immigration status when registering.

9% of Ukrainians had a UK Residence Card, 5% had Skilled Worker visas, 2% were British citizens, 2% had Indefinite Leave to Remain, 2% had spouse/dependent visas and 2% had a British Residence Permit.

Figure 11: Origin of learners seeking protection in the UK

Country of origin		
Afghanistan	Ghana	Pakistan
Albania	Guinea	Peru
Algeria	Indonesia	Philippines
Argentina	Iran	Russia
Bangladesh	Iraq	Saudi Arabia
Belarus	Israel	Somalia
Brazil	Japan	Sri Lanka
Cameroon	Jordan	Sudan
China Inc Hong Kong	Kazakhstan	Sudan South
Colombia	Kenya	Syria
Democratic Republic Of The Congo	Kuwait	Tunisia
Ecuador	Kyrgyzstan	Turkey
Egypt	Lebanon	Uganda
El Salvador	Libya	Ukraine
Eritrea	Mauritania	Uzbekistan
Estonia	Morocco	Yemen
Ethiopia	Nicaragua	
Georgia	Nigeria	
Total number: 241		

21% of all cases where the learner concerned was identified as seeking protection in the UK resulted in a confirmed placement into ESOL provision. A further 60% received course offers, 10% were signposted out of borough or to other relevant provision and the remaining 9% were on waiting lists, declined the EAS's course offers or had barriers to learning.

10 learners who were seeking protection in the UK (4%) had barriers to learning. When looking at the range of barriers these learners experienced, the numbers are not statistically significant so no wider conclusions can be made, however the following barriers were reported: Availability barrier, Moved out of borough, Health barrier, Study commitments barrier, Homeless barrier, Housing barrier.

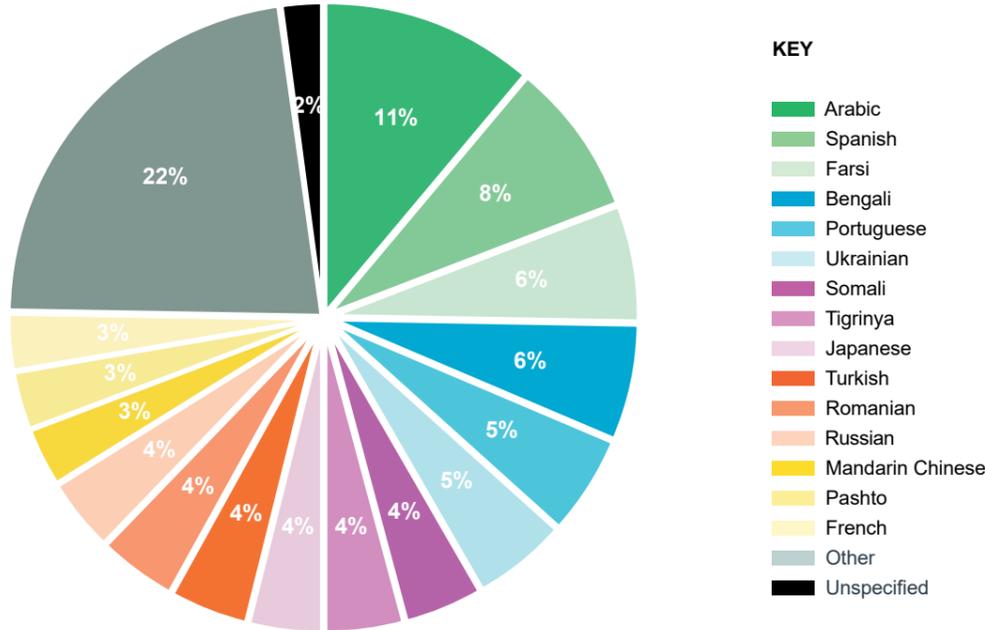
The EAS continues to work closely with local organisations to support families seeking protection in the UK.

Thank you very much for your help for people like me who don't know the language and don't know about life here. It's very good that you took the time to understand my mental and emotional conditions and suggested the best way for me... Your support is a great help in our connection with life and society.

Iranian refugee

The 858 learners who registered with the Camden and Islington EAS in 2023-24 spoke and/or wrote in 72 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: Italian, Amharic, Kurdish, Dari, English and Korean (all 2%), Albanian, Cantonese/Yue, Urdu and Eritrean (all 1%), and Georgian, Hebrew, Polish, Tagalog, Vietnamese, Sinhalese, Chinese, Greek, Hausa, Hungarian, Indonesian, Twi, Bini, Bulgarian, Burmese, Darija, Dutch, Edo, German, Gujarati, Hindi, Imala, Kazakh, Kosovan, Latvian, Malayalam, Malinke, Mongolian, Nuer, Oromo, Punjabi, Romani, Slovak, Swahili, Tamil, Thai, Uzbek and Yoruba (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. 258 learners (30%) declared that they spoke more than one language.

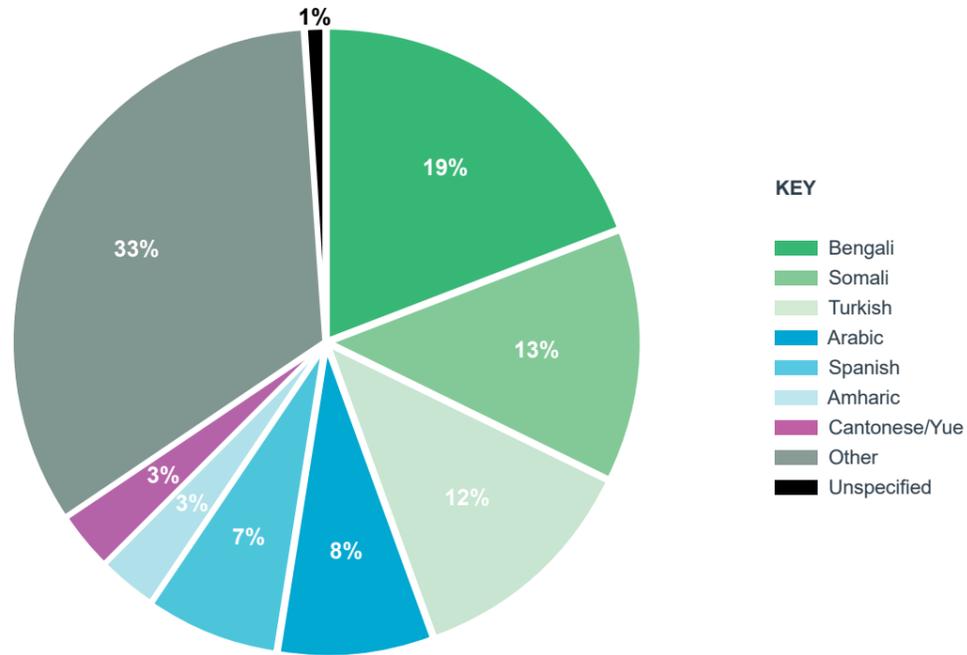
Overall, the top five languages were Arabic, Spanish, Russian, Farsi and Bengali, representing 36% of the total. These largely correspond with the most common countries of origin across the academic year.

Arabic and Farsi are both widely spoken across countries in the Middle East and North Africa and South Asia regions. Bangladesh is also part of the South Asia region, accounting for those who speak Bengali.

Russian is often a second language for learners from Ukraine, especially those who grew up when Ukraine was part of the Soviet Union.

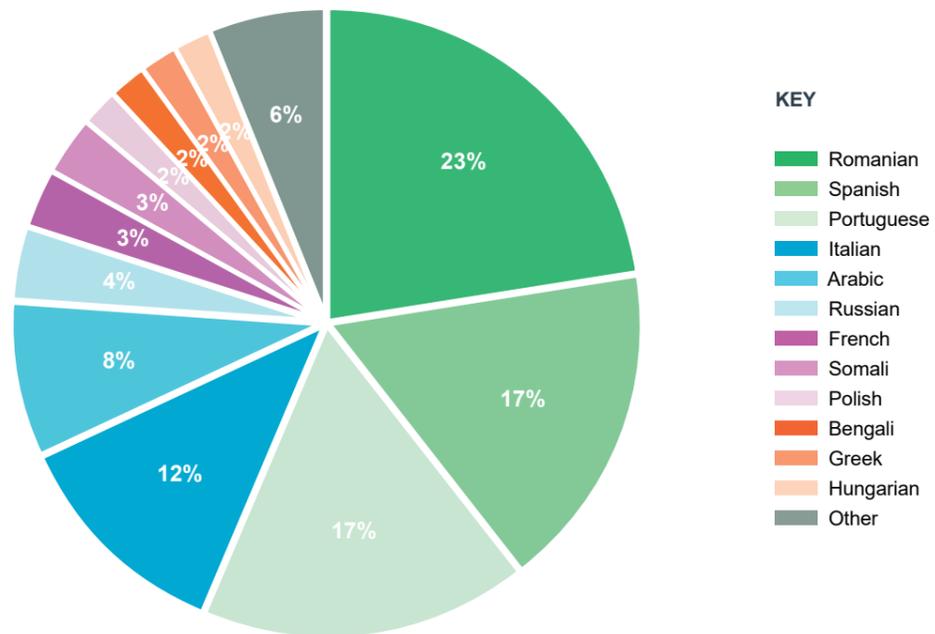
Lastly, according to the Census in 2021, after English, Spanish is the most widely spoken language in Islington and third most spoken in Camden.

Figure 14: British Nationals - First languages (spoken and/or written)
Based on 98 records



The 'other' category comprises of the following languages: Cantonese/Yue, Dari, English, Pashto, Portuguese, Russian, Spanish, Tagalog, Urdu and Vietnamese (all 2%), and Edo, Eritrean, French, Italian, Japanese, Korean, Kosovan, Kurdish, Mandarin Chinese, Sinhalese, Swahili and Thai (all 1%).

Figure 15: EU Nationals - First languages (spoken and/or written)
Based on 129 records



The 'other' category comprises of the following languages: Bulgarian, English, Farsi, Latvian, Romani, Slovak, Turkish and Ukrainian (all 1%).

Figure 16: Gender

The majority of learners (64%) who registered with the Camden and Islington EAS in 2023-24 were female. Whilst the percentage of male learners fell from 41% in 2022-23 to 36% in 2023-24, this is still notably higher than previous academic years. One learner reported their gender as neither male nor female. To ensure their identity is protected, they are not included in the data for this chapter.

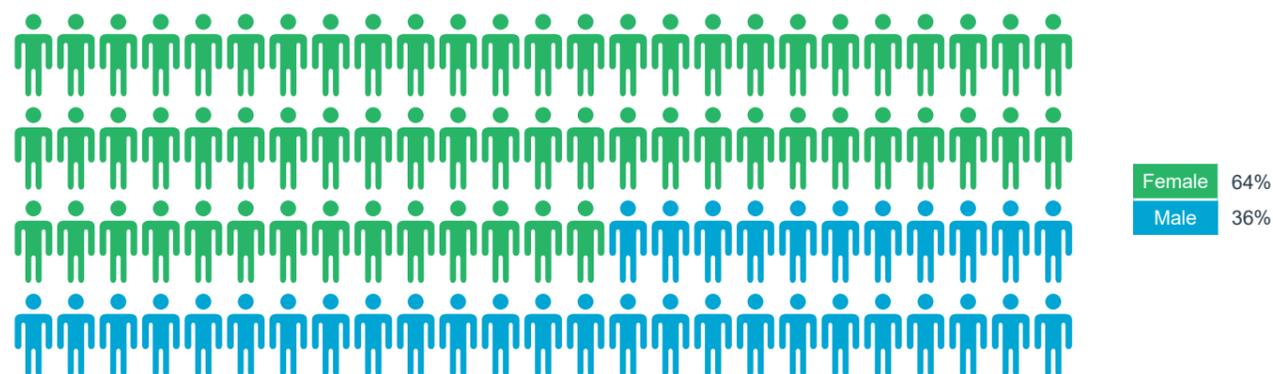
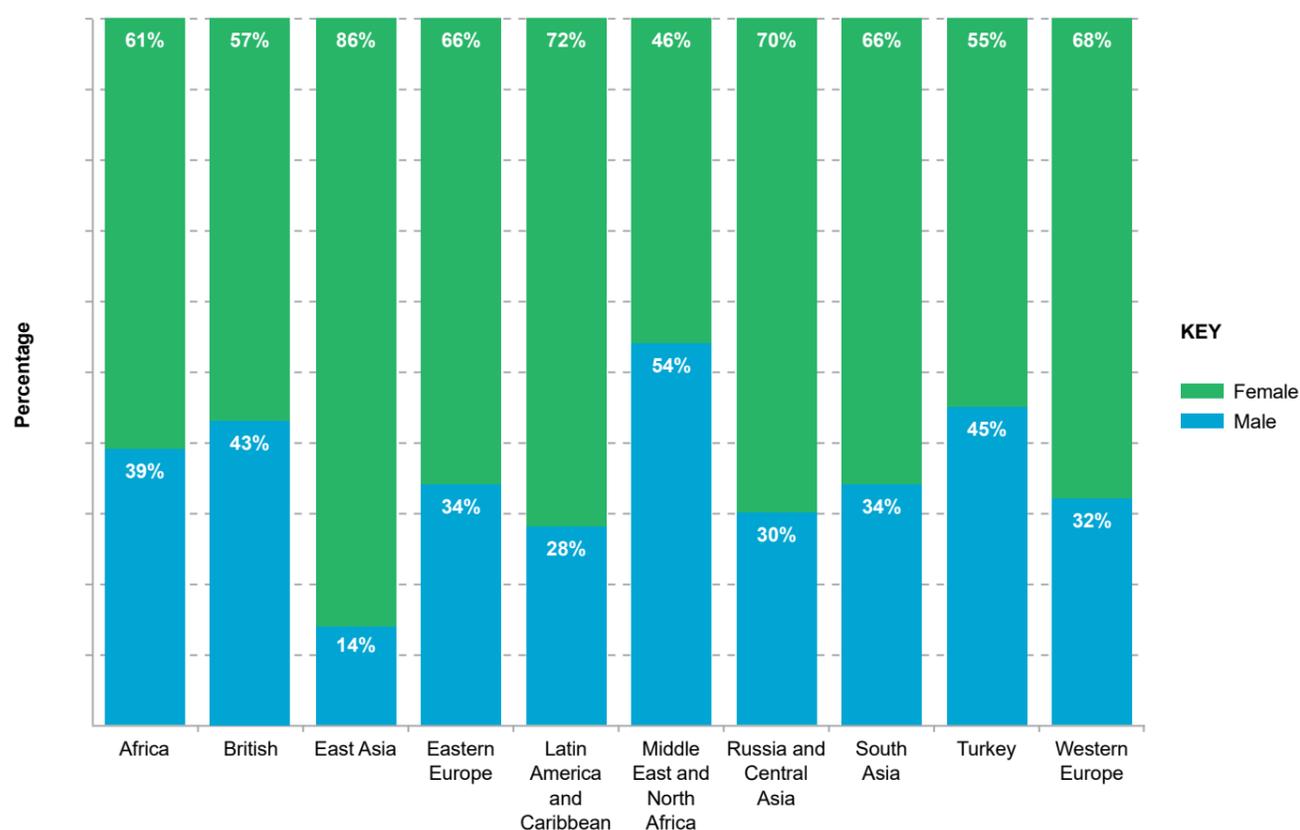


Figure 17: Gender split by region



The percentage of male learners from Eastern Europe rose by 9% compared to the previous academic year. All other regions saw the percentage of male learners fall, with the largest change being a rise of 14% for female learners from South Asia. The percentage of male learners from Middle East and North Africa reduced by 13% but male learners were still the majority from that region, making up more than a quarter of all male learners seen by the EAS in 2023-24.

Figure 18: Region by Gender - Female
Based on 548 records

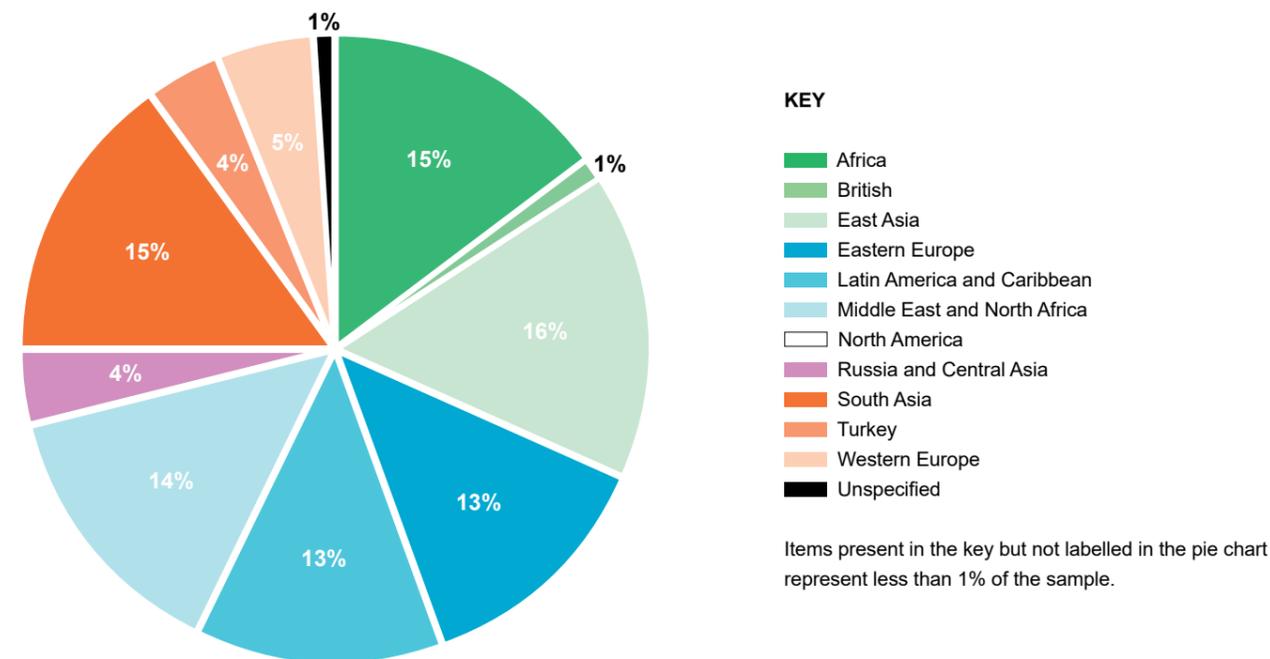
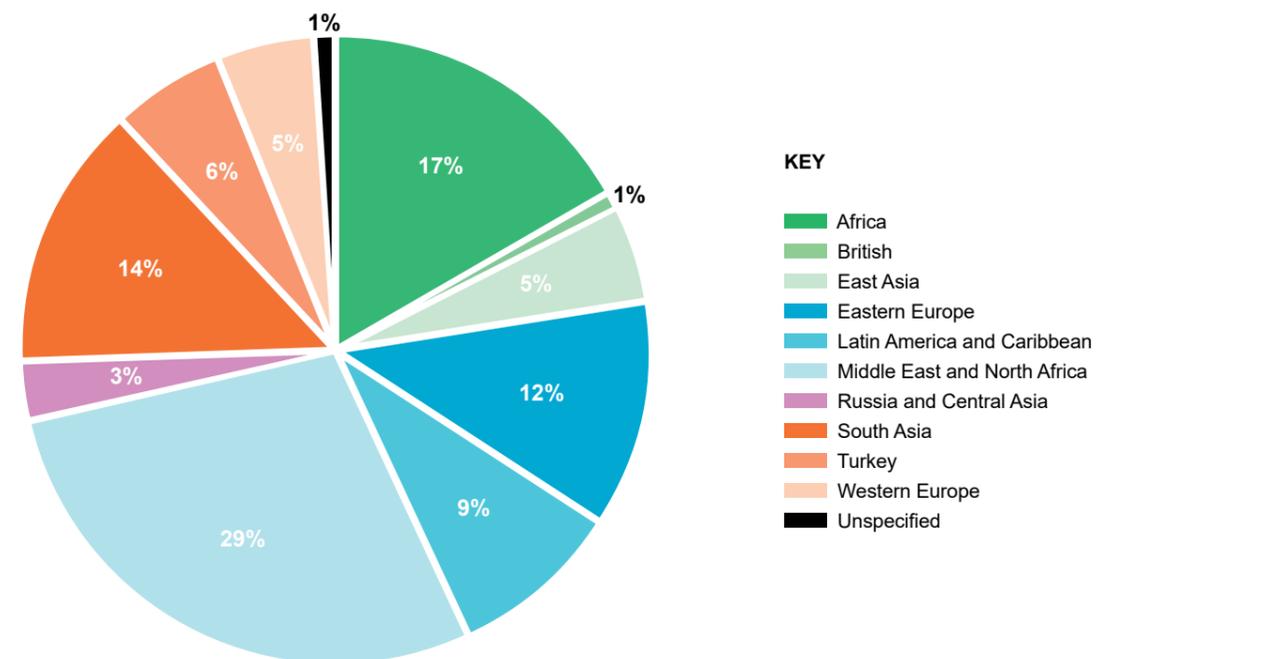


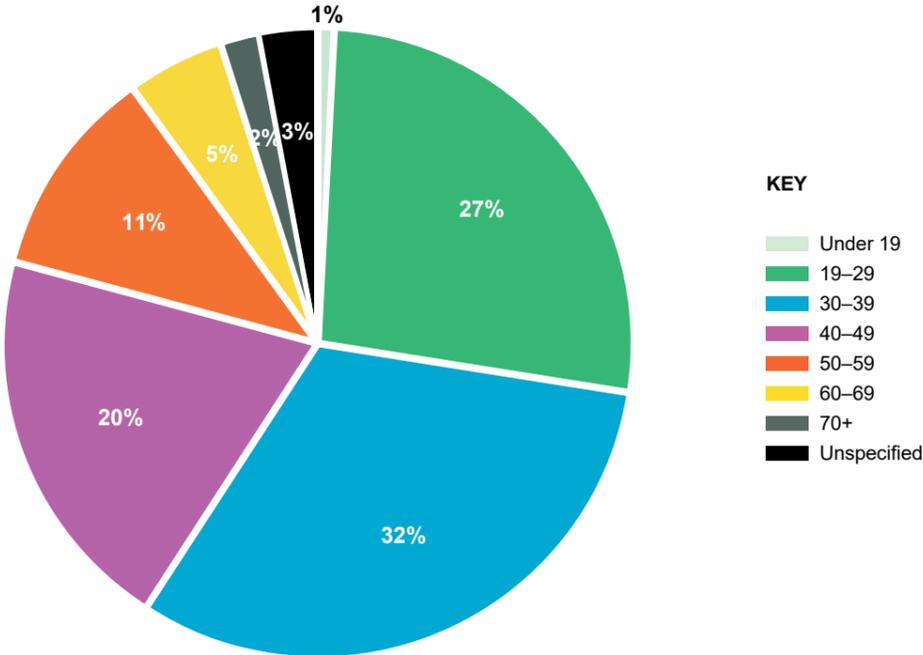
Figure 19: Region by Gender - Male
Based on 309 records



88% of Afghan refugees were male, whereas 81% of Ukrainian refugees were female. 60% of those whose asylum seeker claims were pending were male, but interestingly, when focussing only on those who were appealing a previously rejected claim for asylum, the majority (71%) were female.

The ages of learners registering with the Camden and Islington EAS in 2023-24 spanned from 12 to 79. The majority (59%) were in their 20s and 30s, and 80% were below the age of 50.

Figure 20: Age bands



By the definition set out by the Education and Skills Funding Agency and the Greater London Authority, learners must be aged 19 or over on the 31 August 2023 to be eligible for adult learning funding during the 2023-24 academic year. Ten learners were recorded as being under 19 in the EAS records. Some of these registered themselves online in error. Six learners were due to turn 19 within the academic year and would need to wait until they were eligible for GLA-funded ESOL provision. EAS advisers stay in touch with such learners and they are referred to relevant provision as soon as they become eligible.

Figure 21: Gender and age

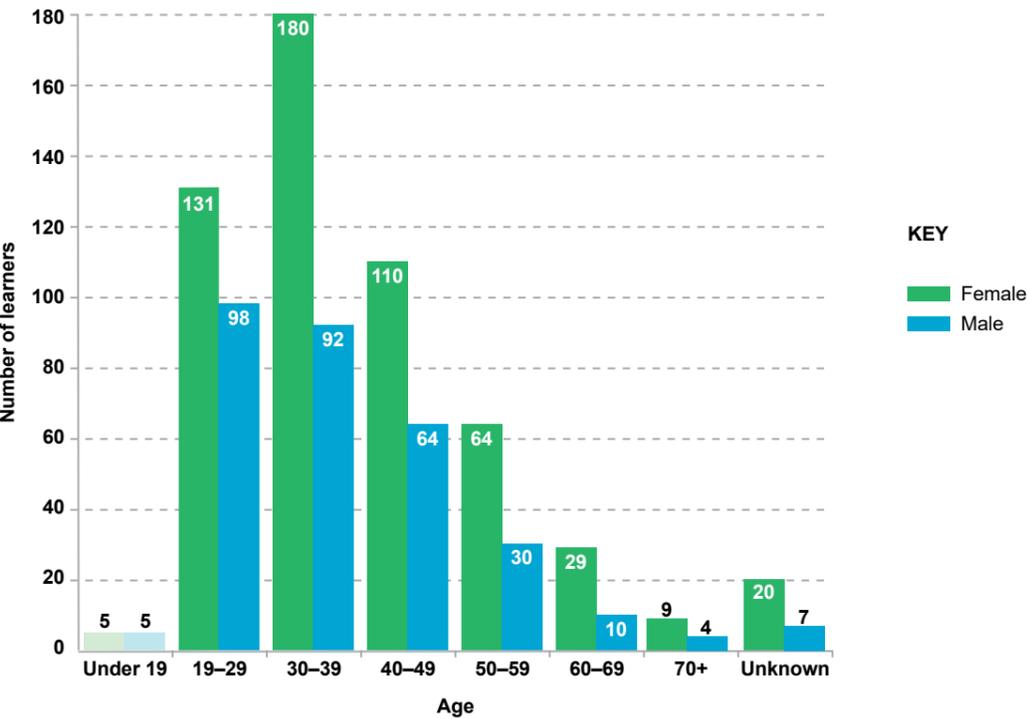
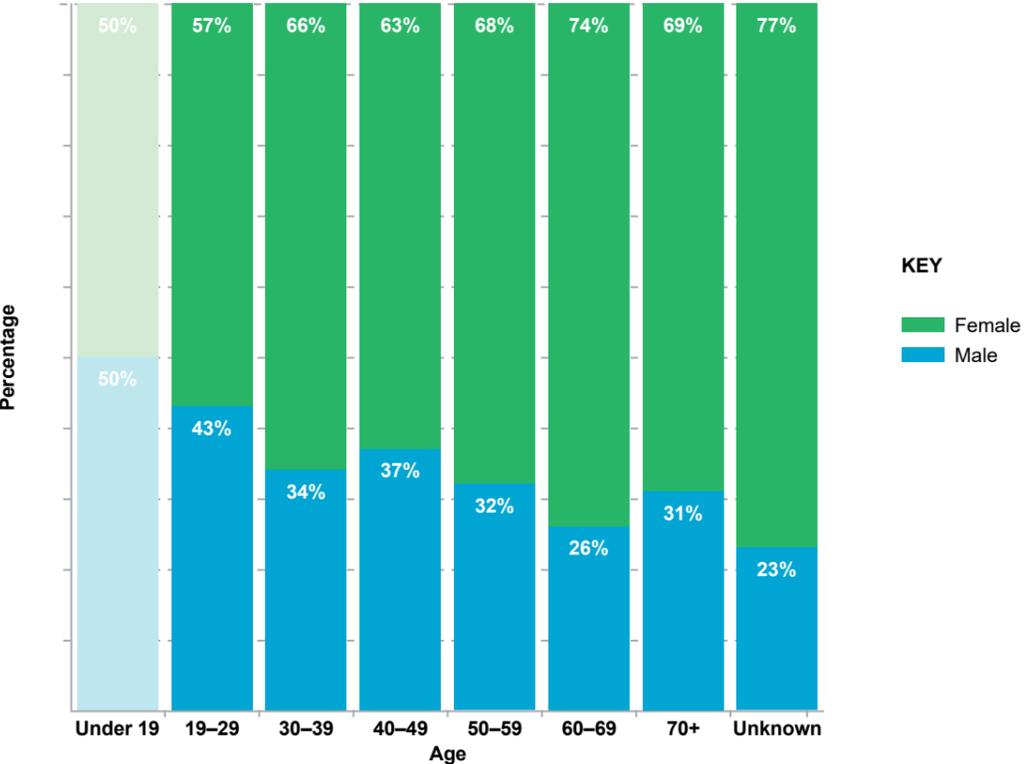


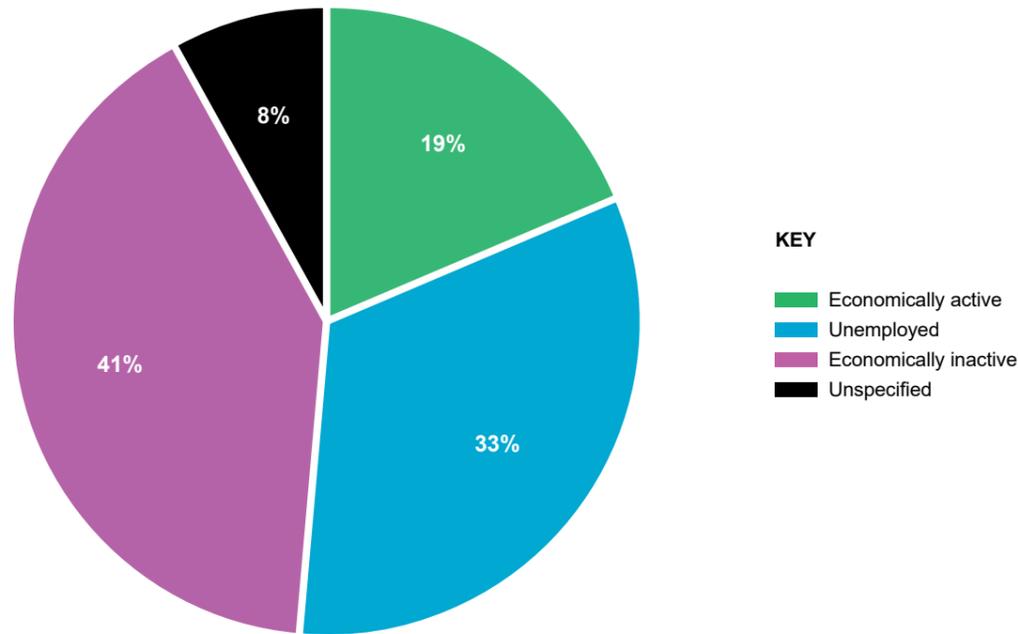
Figure 22: Gender split by age



Comparisons for under 19s are not statistically significant due to the lower numbers of learners in this category. Females learners were more numerous in all categories, with the majority being aged between 30 and 39. Male learners tended to be younger, with the majority being in the 19 to 29 age range. Only 20% of learners were aged over 50. This is perhaps due to older learners being more likely to have underlying health issues and/or less perceived need to improve their English.

EMPLOYMENT STATUS

Figure 25a: Labour Market Status



Just under a fifth of learners (19%) assessed by the Camden and Islington EAS in 2023-24 were economically active, meaning they were in paid employment in some capacity. This is significantly lower than the 70.1% employment rate for Camden and the 73.7% employment rate for Islington. (Source: Annual Population Survey, NOMIS, October 2023 to September 2024). 33% were unemployed but actively looking for work, including 2% 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 up by 3% compared to the previous academic year. This is likely due to the reduction in the number of asylum seekers seen by the service during 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 28% 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, 72% 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

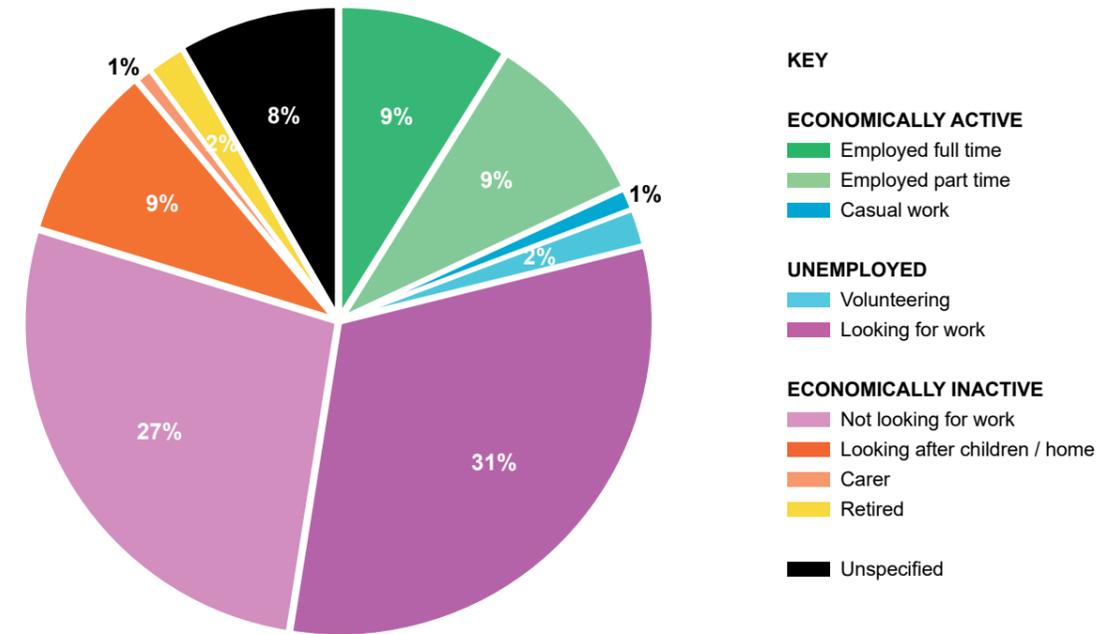
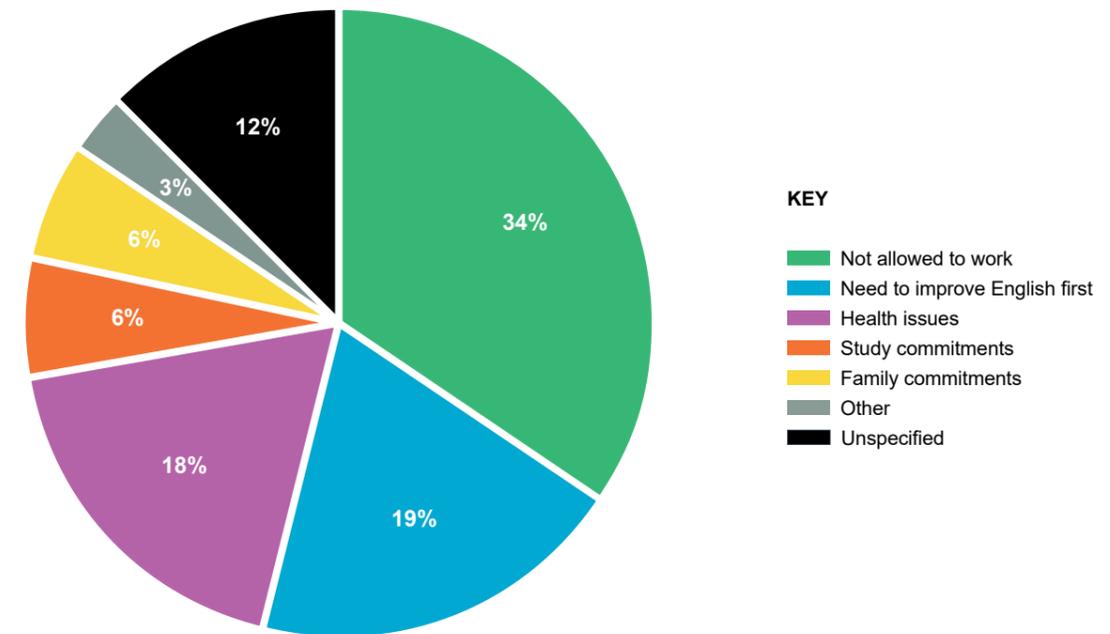


Figure 26: Reasons for 'not looking for work'
Based on 235 responses



The 'other' category in the chart above comprises of learners who stated the following reasons for not looking for work: Pregnancy (1%), and Don't need to work, Don't want to work, Homeless, Nearly retired, Personal circumstances and Too old to work (all below 1%)

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)

85% of asylum seekers who registered with the Camden and Islington EAS in 2023-24 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 include those who were looking after children and/or the home, and those who had reached retirement age. 7% 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 5% said they were currently volunteering.

The complex relationship between ESOL and economic status

Whilst there is an intuitive understanding of the link between English language skills and job prospects, the complexities of this relationship are less well understood. Low levels of ESOL are certainly a barrier for residents who would otherwise be able to access higher paid, more 'skilled' employment and in the most straightforward cases helping these learners to access ESOL training builds a key skill that can lead to career success. However, such linear progression is not the norm and it is vital that a holistic approach be taken to support people who need access to training and job opportunities.

By working closely with employability services, EAS contributes to a better understanding of the complexities of the learner journey and how this interacts with the context of the employment system. The EAS has been embedded in Camden and Islington JCPs to support work coaches and learners with ESOL needs for several years. The aim of this partnership is both to support learners to overcome barriers and to reduce pressure on work coaches who would otherwise need to research ESOL provision on an ad hoc basis.

Many learners who face challenges gaining employment arising from poor language or literacy skills also often face barriers to learning such as caring responsibilities, mental health issues, social isolation and domestic violence. In addition, with the cost of living crisis continuing to hit the hardest to reach learners most, breaking dependence on benefits is more complicated than improving their English and 'getting a job'. Many find 'unskilled work' but are not paid sufficiently to meet daily living costs and remain reliant on benefits despite being in work.

ESOL is an essential part of the employability journey for JCP customers with English learning needs contributing to a better integrated and economically vibrant community, yet ESOL provision often remains inaccessible to JCP customers and work coaches without EAS intervention. For those whose journey is longer and more involved, EAS support, sometimes over several years, is essential to helping them meet their employment goals. By working with referral partners that specialise in helping people with complex needs, EAS users can access provision designed not only to provide language training but also to improve mental wellbeing, raise aspirations and enable them to contribute positively to their communities.

CASE STUDY

UA* came to his Barnsbury JCP appointment in June 2024. EAS offered him an E2 level ESOL course at ACL Islington. Although it was end of the summer term he started the course and attended for the last two weeks of the term. After summer break, he went back to the same class in autumn term 2024. He is homeless but still attends the class and is happy to have an ESOL course to attend.

"It's good for me. I need English to find a job and a flat."

INCOME AND BENEFITS STATUS

Figure 29: Receiving income-based benefits?

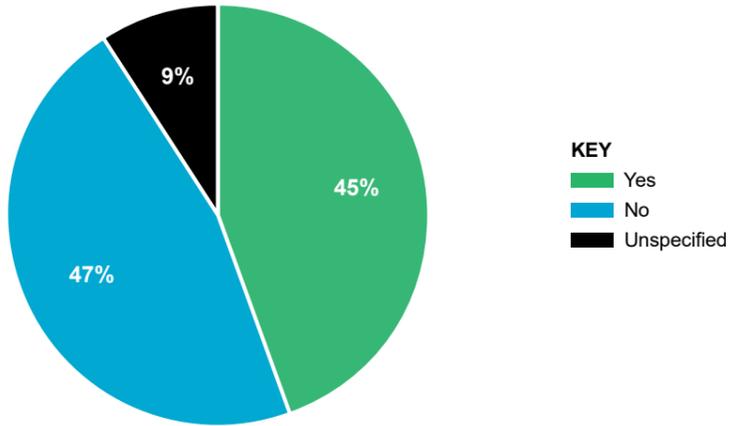


Figure 30: If yes, are you claiming one of the following: Jobseeker’s Allowance, Employment Support Allowance or Universal Credit?

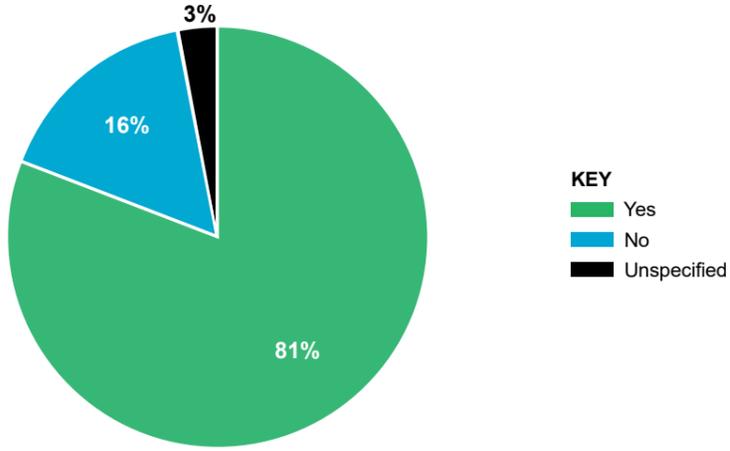


Figure 31: National Insurance Number?

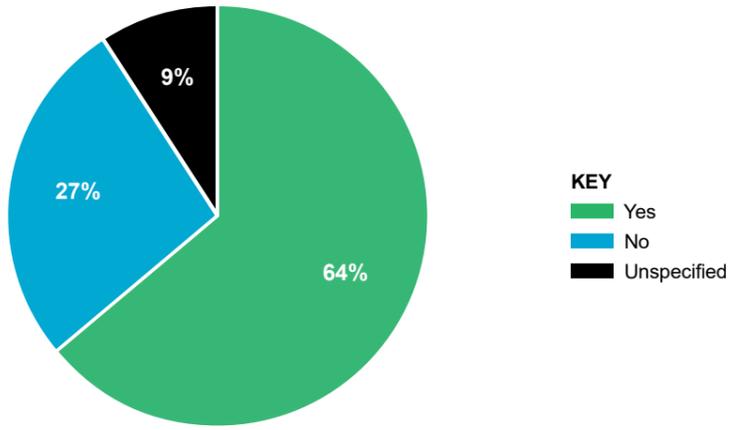
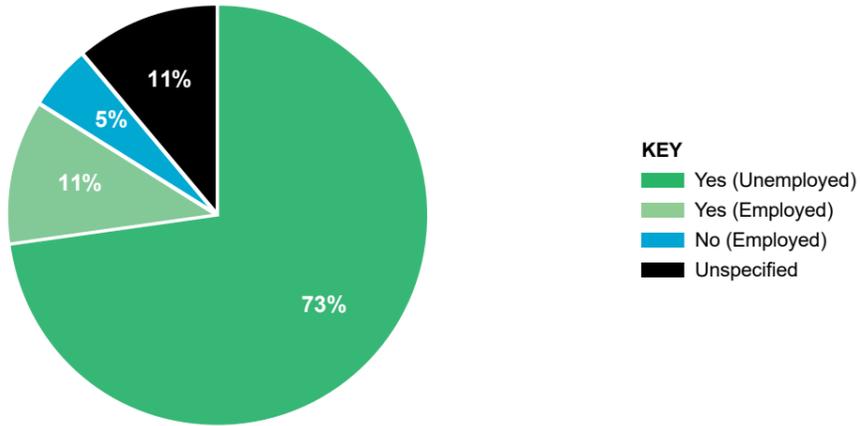


Figure 32: Low income?



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 2023-24 academic year this started off as £23,302.50 but rose to £25,300.60 in October 2023 and £25,642.50 in December 2023.

On average, 13.6% of households in Camden earn under £25,000, however this has varied from 6.3% up to 37.9% in the past when looking at the rate for individual wards. In Islington, an average of 13.3% of households earn under £25,000. (Source: Paycheck, CACI Ltd, 2024).

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 25,000 in Islington receive Council Tax Support. (Source: camden.gov.uk / Islington Citizen)

FOCUS ON ASYLUM SEEKERS

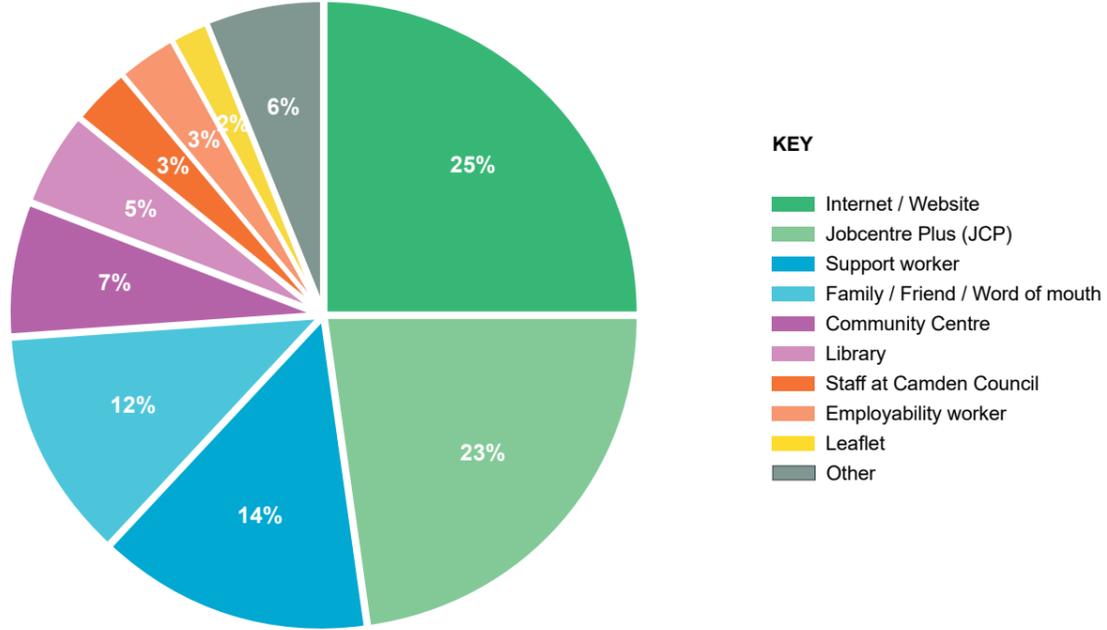
All asylum seekers fall under the GLA clause for low income. Irrespective of this, the funding rules state that education providers cannot enrol them on free provision until they have been in the UK for more than 6 months.

EAS data for the 2023-24 academic year shows 59% of asylum seekers reported that they receive benefits, rising from 30% 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, 8% 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. 13% 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 755 responses



The 'other' category in the chart above contains the following wide range of additional referral routes, accounting for 43 learners: Staff at Islington Council, Adult Community Learning (ACL), Social Media, Primary School, Charity (all 1%) and GP, Poster, Nursery, Newsletter, Letter and Advert (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 (36%) of the support worker referral category in the chart above, but this percentage rises to 47% if only analysing asylum seeker cases.

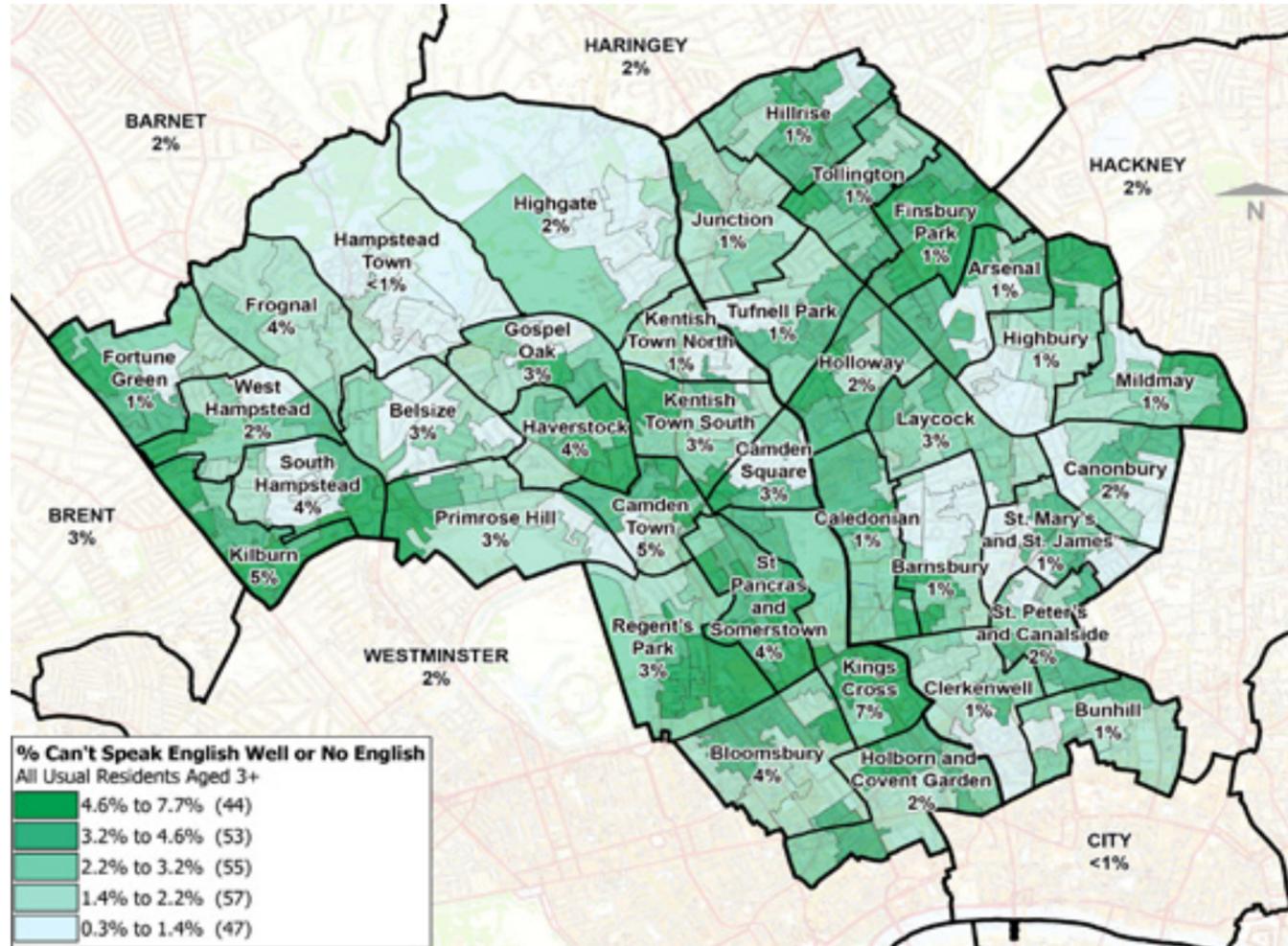
I have established a strong working relationship with EAS to ensure seamless referrals for service users seeking ESOL support. The EAS team work effectively to facilitate the referred service user's enrolment in the appropriate courses, which ultimately enhances their integration into the community. The EAS are very efficient at what they do and it has been a great collaboration.

Anthony Kamen, Access and Support Officer, Camden Adult Social Care.

My friend is attending [an] ESOL course in London, and they told me that he had found the course on Council's website. That's why I also looked for the information on Camden council website. Thank you very much for calling me back so quickly, I really appreciate it. It was very useful to hear from you the well-structured information. I am going to use your clear recommendations as a guide for next steps.

Romanian learner

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



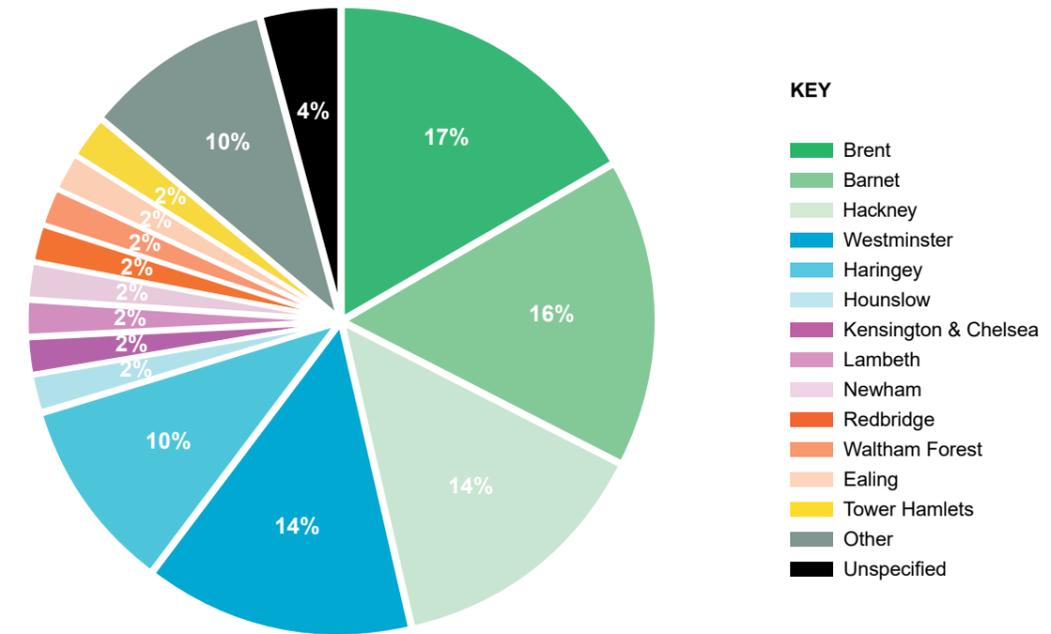
Data source: 2021 Census Topic Summary Table TS029, © Crown Copyright reserved (OGLV3)

62% of learners assessed by the Camden and Islington EAS in 2023-24 lived in the London Borough of Camden, 23% lived in the London Borough of Islington and 15% resided elsewhere.

Of the 15% of learners that resided elsewhere, 70% lived in bordering boroughs and 22% lived in other London boroughs. In total, 22 of the 32 London boroughs were covered. 5% lived outside of London and the remaining 4% did not clearly specify their postcode.

38% of all learners recorded as residing in the Kings Cross ward had Camden Council's postcode applied to their case, explaining the percentage spike in the data. 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 132 records



The 'other' category comprises of learners who reside in the following London boroughs: Barking and Dagenham, City of London, Harrow, Hillingdon, Richmond upon Thames, Southwark and Wandsworth, as well as those living outside of London in the following areas: Derbyshire (North East Derbyshire), Durham, East Sussex (Wealden), Essex (Uttlesford), Salford and Surrey (Woking).

DISTRIBUTION AND CENSUS DATA

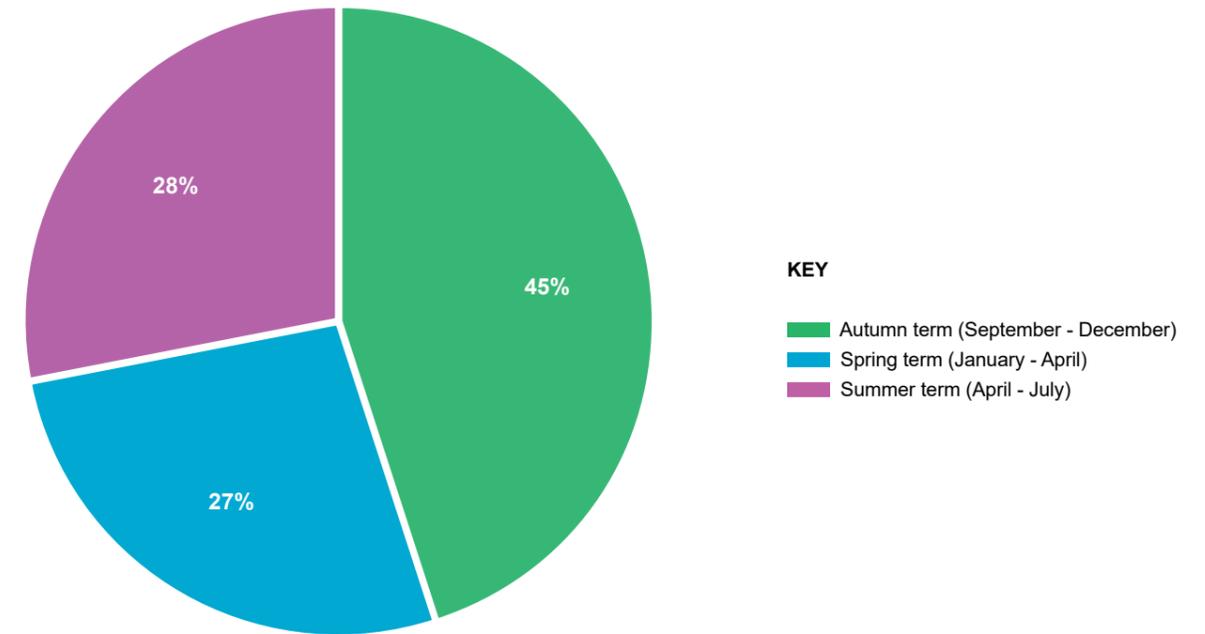
The table below shows data on Proficiency in English from the Census 2021 indicating that over 102,000 residents across 9 local boroughs cannot speak English well or at all. As a percentage of the total population of a borough aged 19+, Brent comes out as the borough with the most need, followed by Haringey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

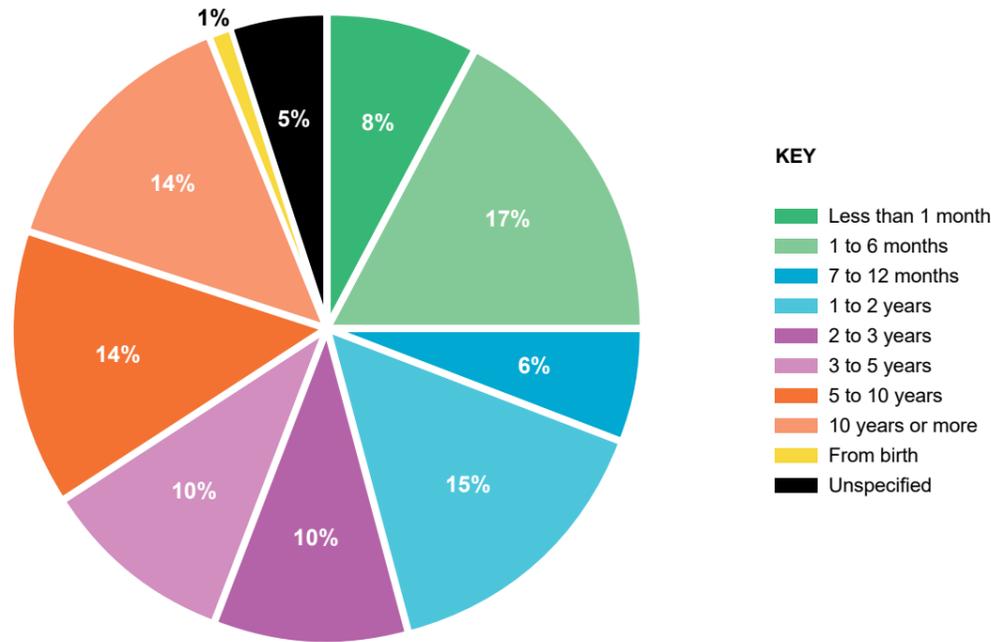


The chart above reflects the term when each learner first registered with the EAS. The majority of learners (45%) were registered during Term 1. This statistic includes learners from the previous academic year whose cases were not yet concluded and therefore rolled over into 2023-24.

My experience with EAS was very positive, as the staff provided excellent customer service and they were very helpful. This made me feel comfortable. Providing such helpful services in other London boroughs would be extremely beneficial, as they act as a bridge between employees and service user.

Peer support worker, Op Courage Warm Welcome Afghan Service

Figure 38: Time in the UK



31% of learners registering with the EAS during 2023-24 had been in the UK for less than a year.

FOCUS ON ASYLUM SEEKERS

37% of asylum seekers who registered with the EAS in 2023-24 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.

The number of UK immigration cases had almost reached 225,000 by June 2024, and 40% of those were still waiting for an initial decision. By the end of December 2024, 55% had been waiting for over six months, and 31% had been waiting for more than a year. (Source: "How many cases are in the asylum system", gov.uk, February 2025)

It is also likely that 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 51% 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 824 records

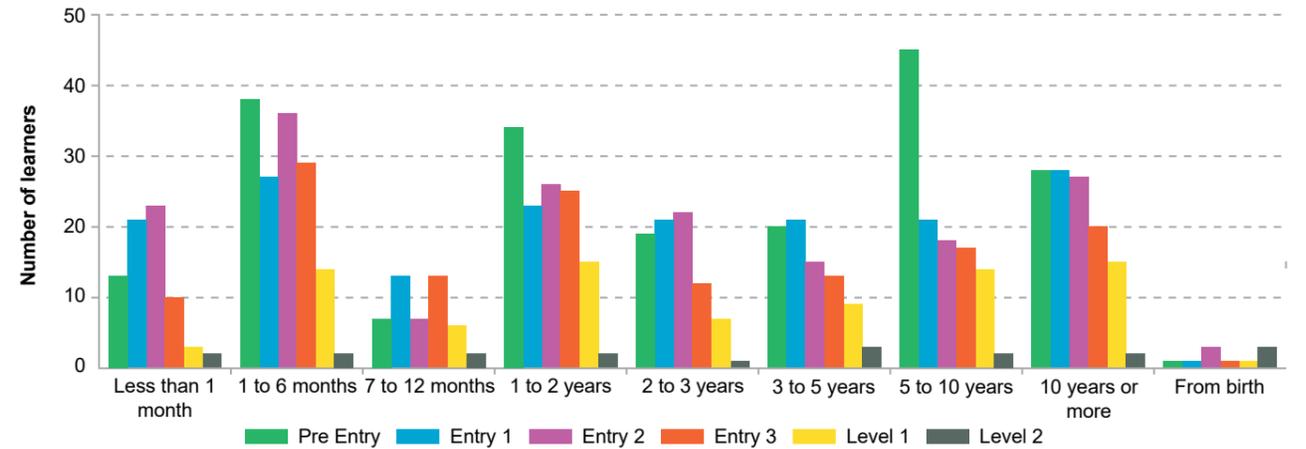


Figure 39 focusses of the relationship between length of time in the UK and level of spoken English. Speaking English at a lower level limits learners' ability to access to information about many aspects of life, for example guidance about the benefits system, education and employment opportunities.

In 2023/24, it's not until learners have been in the UK for 5 years or more that the data shows the expected clear pattern of a decrease in the number of learners as their level of English speaking increases.

It's difficult to use the data to make any clear conclusions, as it can be looked at from many different angles: 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 781 records

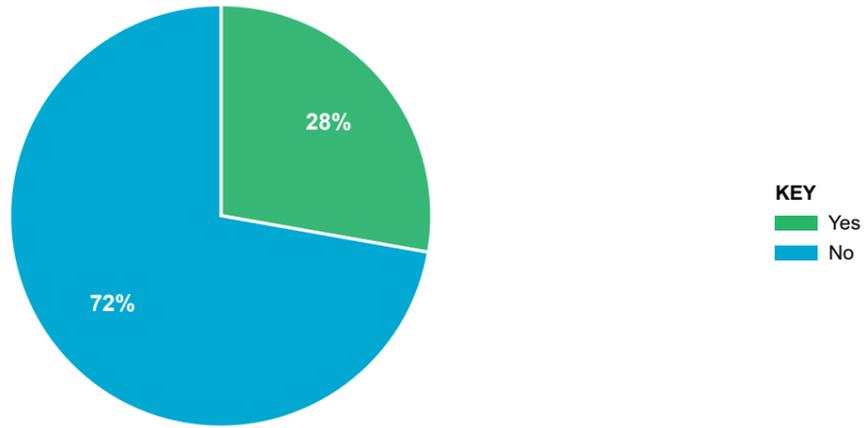
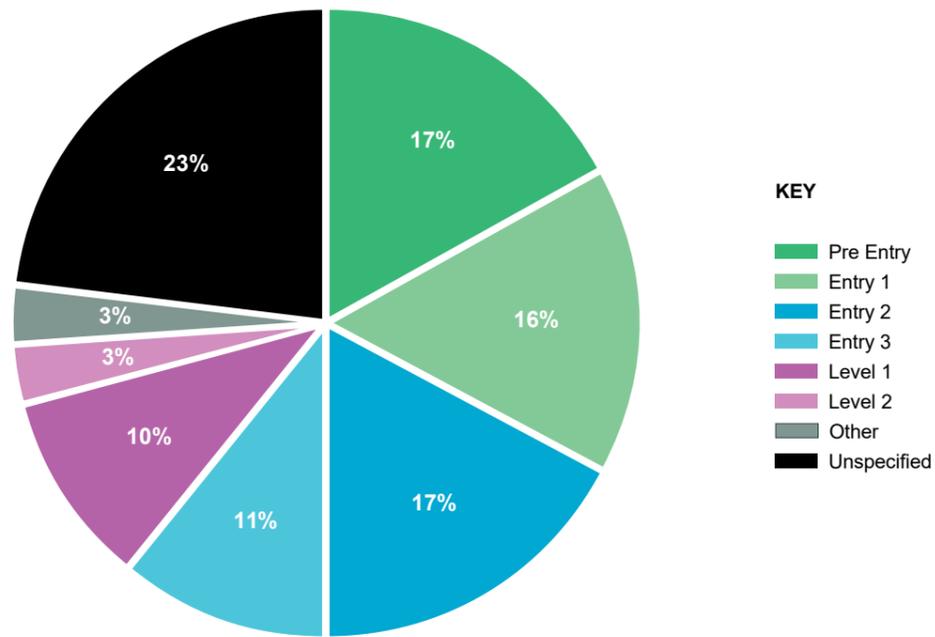


Figure 41: ESOL qualifications already attained
Based on 214 records



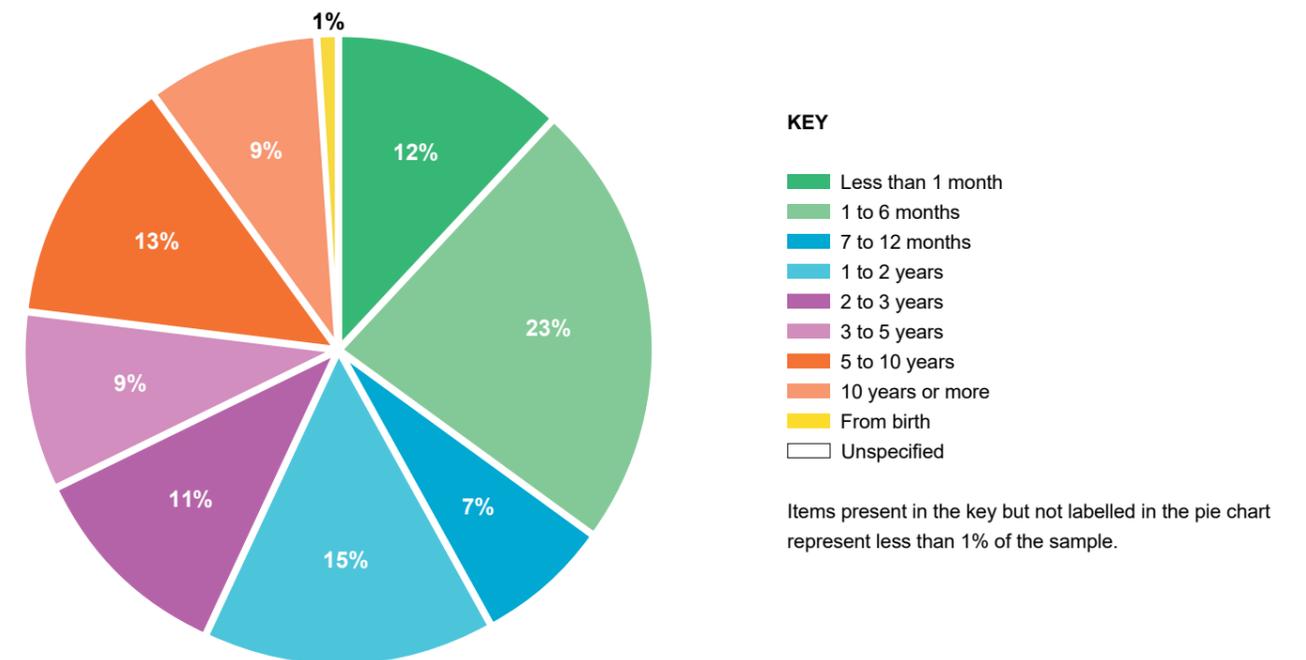
The 'other' category in the chart above includes 2 learners who had studied at IELTS level and were therefore referred to alternative provision for higher level students. The remaining learners classified their level as Beginner, Intermediate or Mixed Level so they were not able to be included in the usual EAS level categories.

Figure 42: Barriers to progressing
Based on 215 responses



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

Figure 43: No ESOL experience: Time in the UK
Based on 734 records



KEY
 Less than 1 month
 1 to 6 months
 7 to 12 months
 1 to 2 years
 2 to 3 years
 3 to 5 years
 5 to 10 years
 10 years or more
 From birth
 Unspecified

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

The majority of learners (88%) were assessed to be E3 or below, with 32% being Pre Entry.

Figure 44: ESOL levels

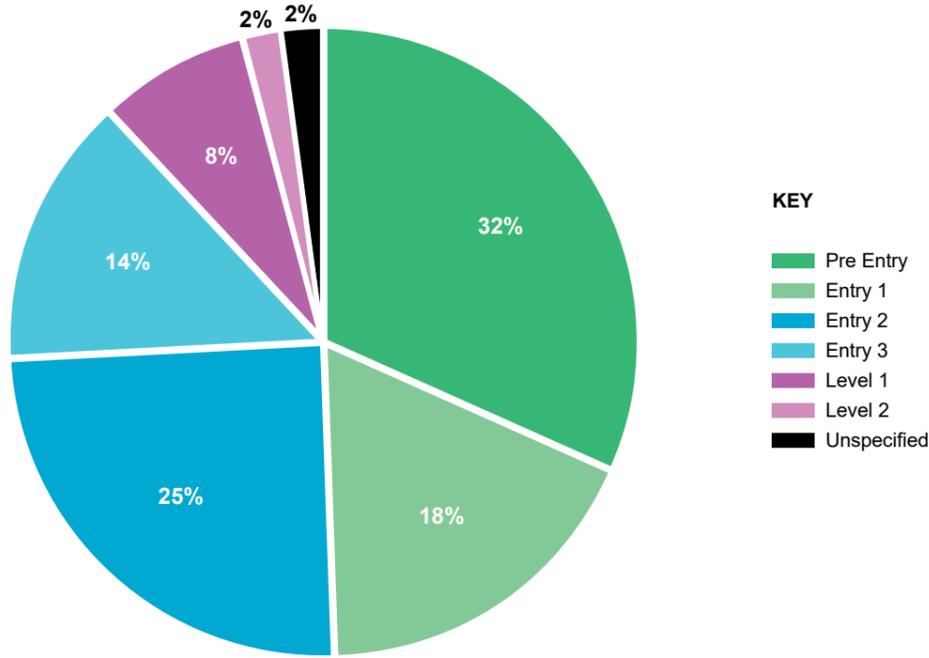
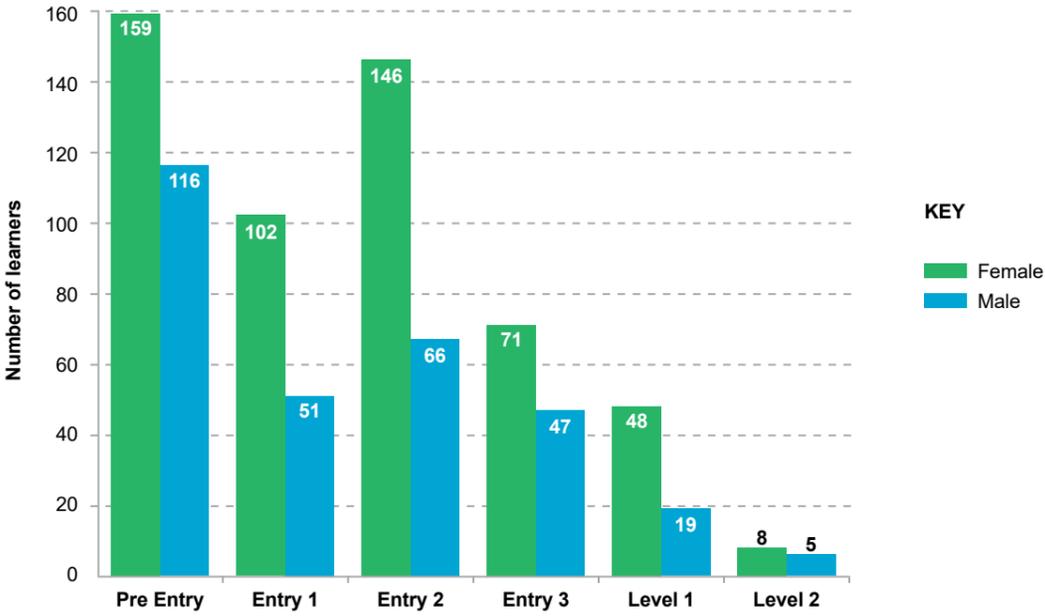


Figure 45: Levels by Gender

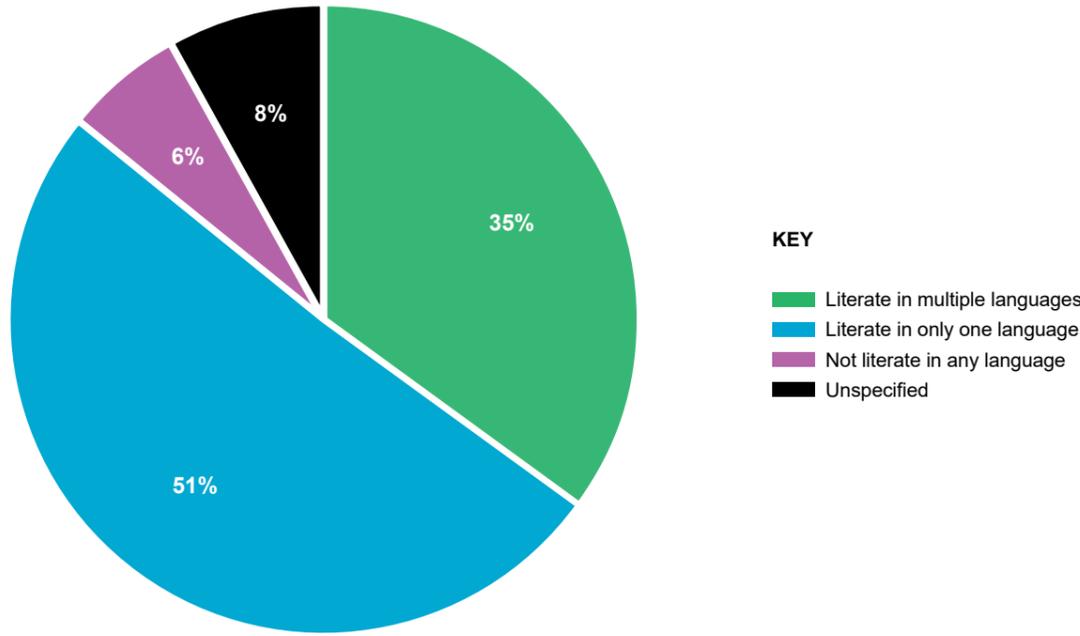


Generally, the number of learners decreased as the level increased, however there was a spike in the number of learners assessed as E2.

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.

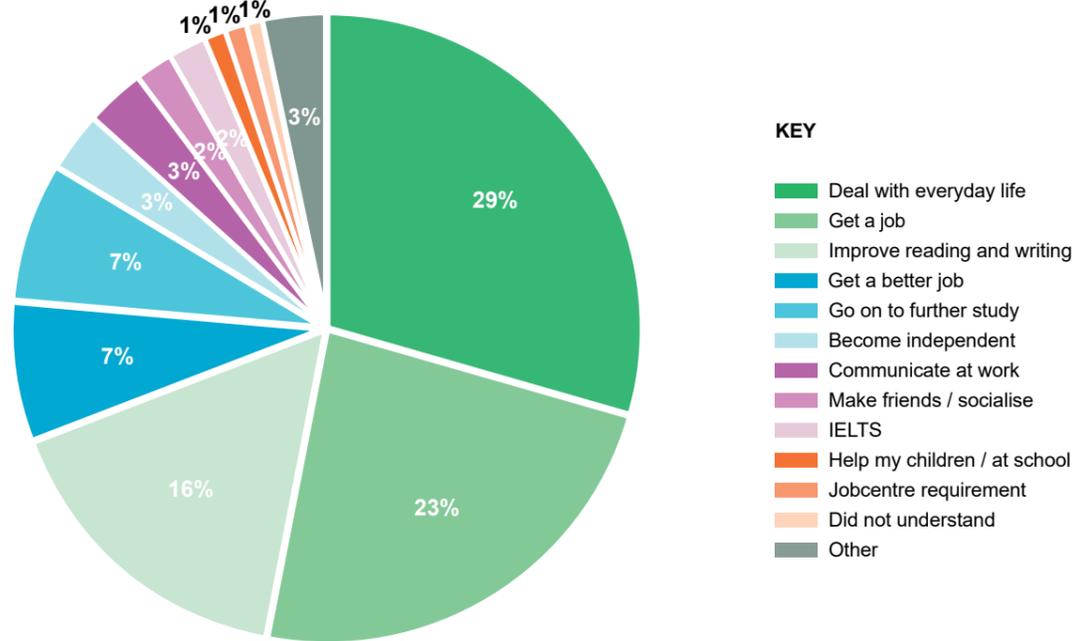
Figure 46: Literate in first or other languages?



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 738 responses

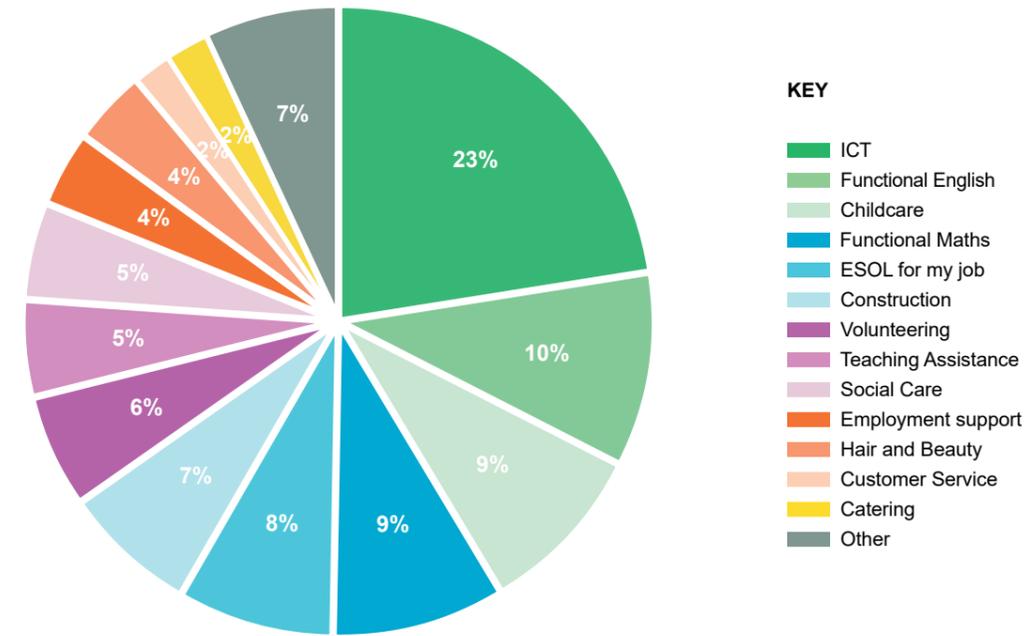


Reasons for learning English that didn't fit into the prescribed responses included learners who wanted to improve their speaking, improve their accent, to integrate into society, to communicate with their children and other people, to live a better life in the UK and open up new opportunities and to help with their citizenship application.

Over a third (35%) of responses related to categories linked with the learners' employability prospects.

EMBEDDED ESOL

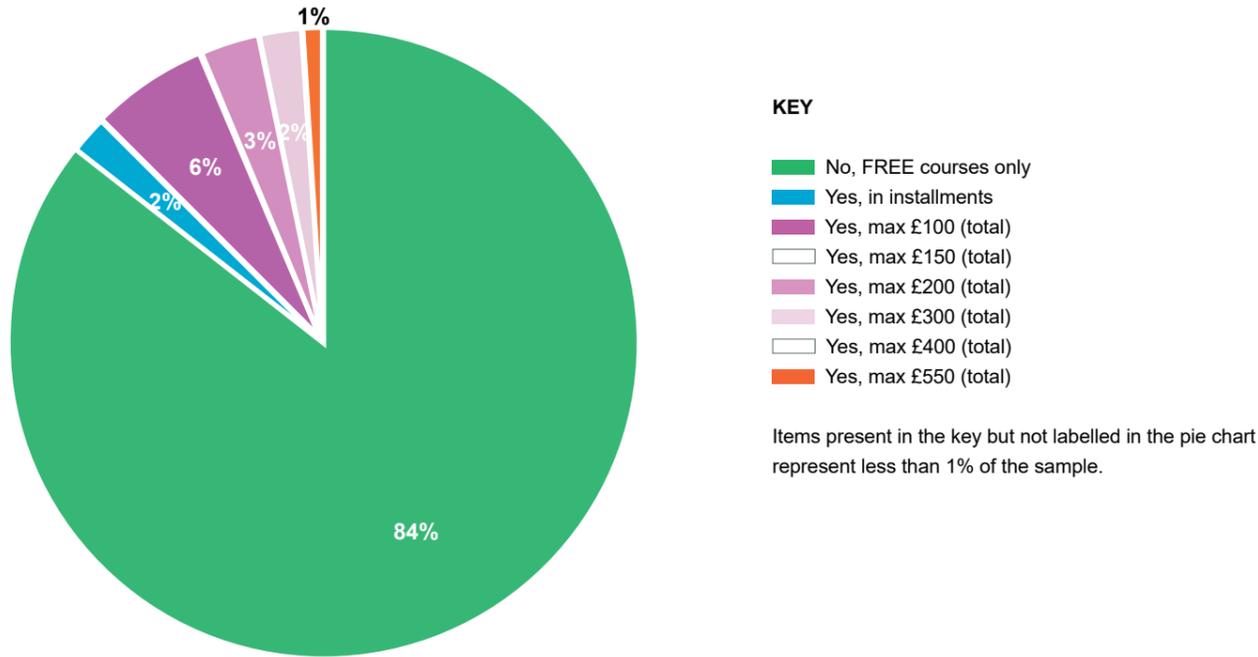
Figure 48: Embedded ESOL
Based on 270 responses



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, finance, e-commerce, business management, healthcare, mathematics, science, plumbing, marketing/social media, art, dress making, fashion design, cooking, acting and directing.

PREFERENCES

Figure 49: Can the learner afford to pay?
Based on 767 responses



84% of all learners who registered with the Camden and Islington EAS in 2023-24 were looking for free ESOL provision. 12% were happy paying between £100 and £400 in total for their course. The highest maximum amount declared affordable was £550. The course costs in Camden range from £100 to £1000, 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

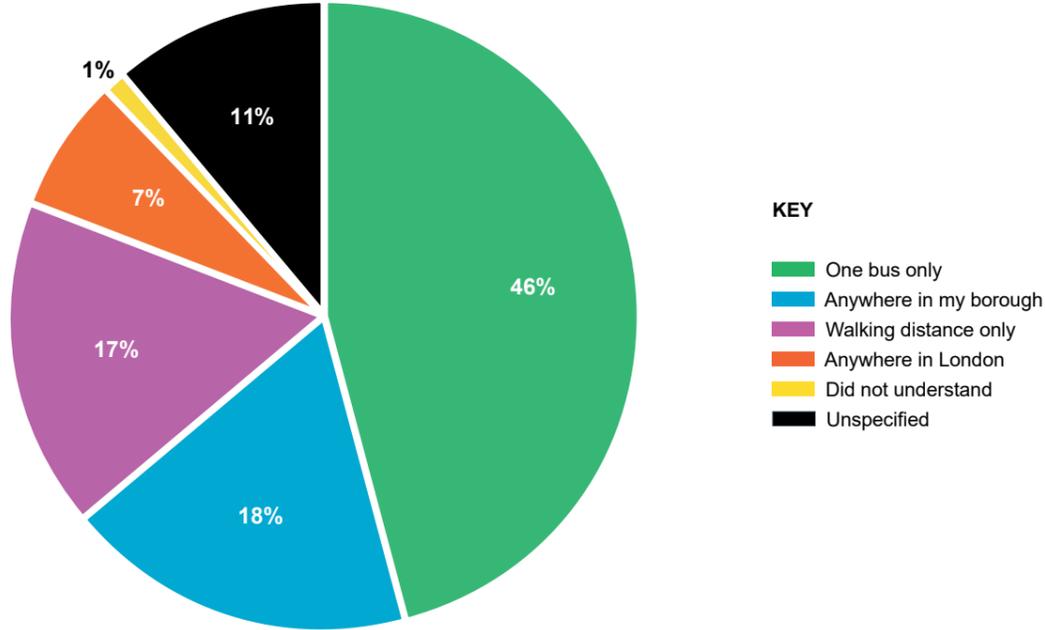
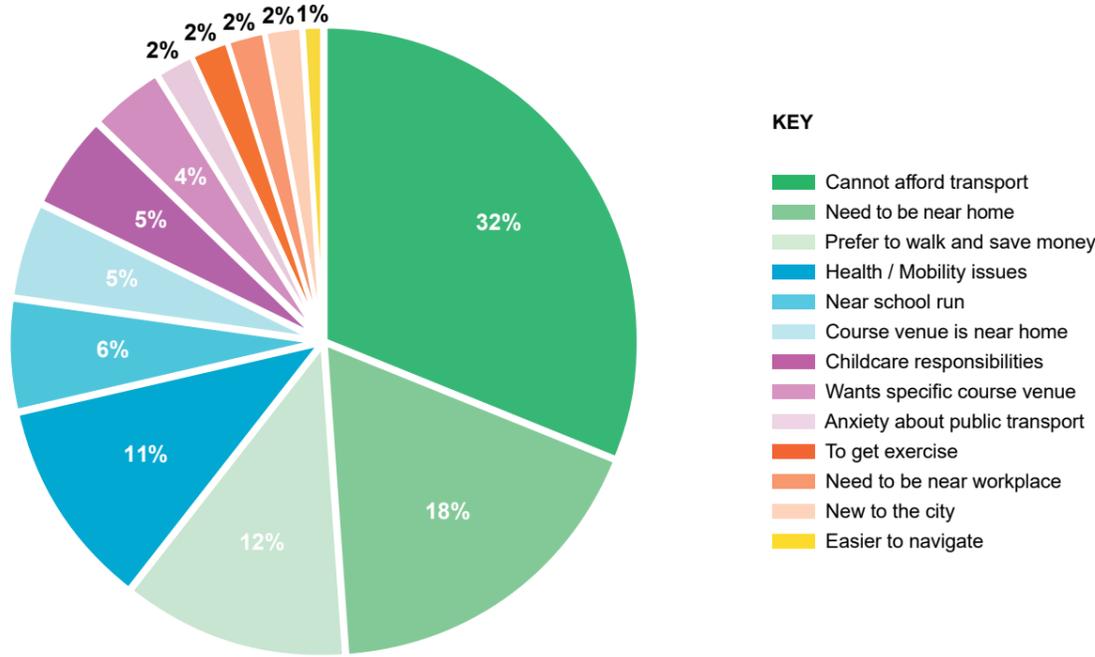


Figure 51: Walking distance only - Why?
Based on 132 responses



CASE STUDY

A learner with mental health issues registered with the EAS in July 2024. He wanted to join an ESOL class within 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. He awaits further options to become available. His case will be revisited in the 2024/25 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: Parent?

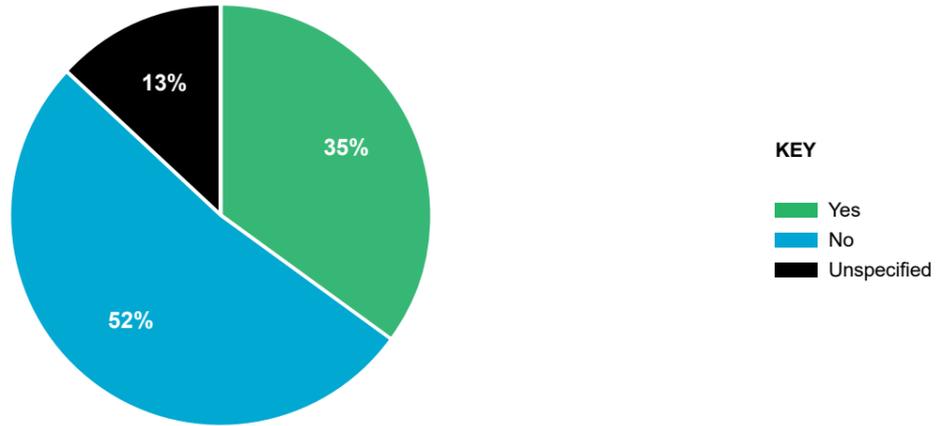


Figure 55: At least one child aged 11-18 years?

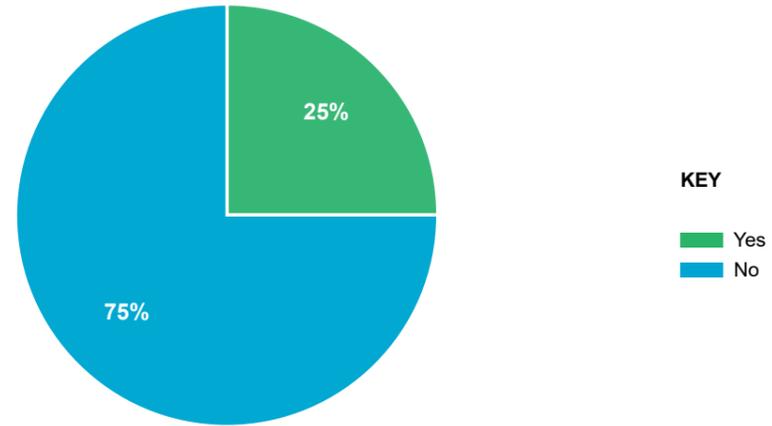


Figure 53: At least one child under 5?

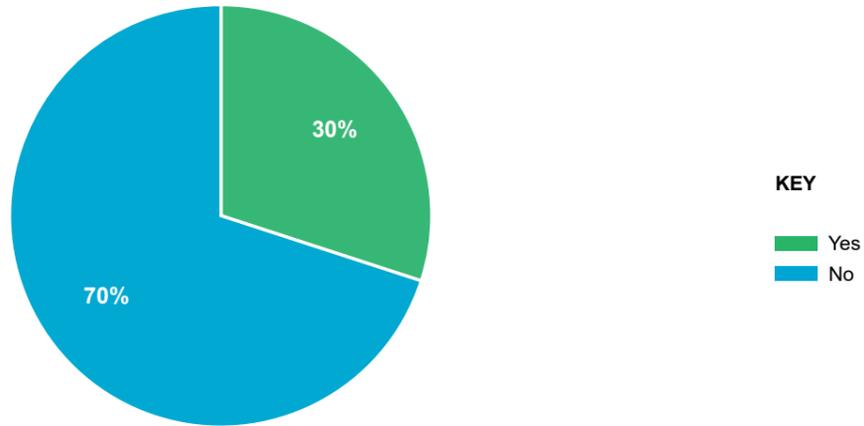


Figure 56: Crèche needs?

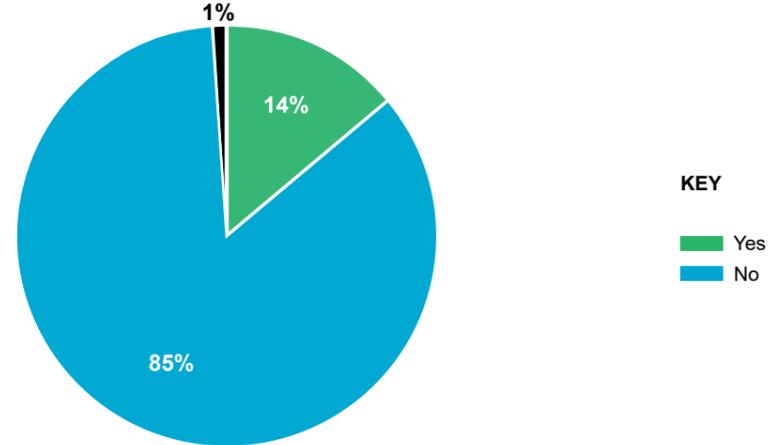


Figure 54: At least one child aged 5-10 years?

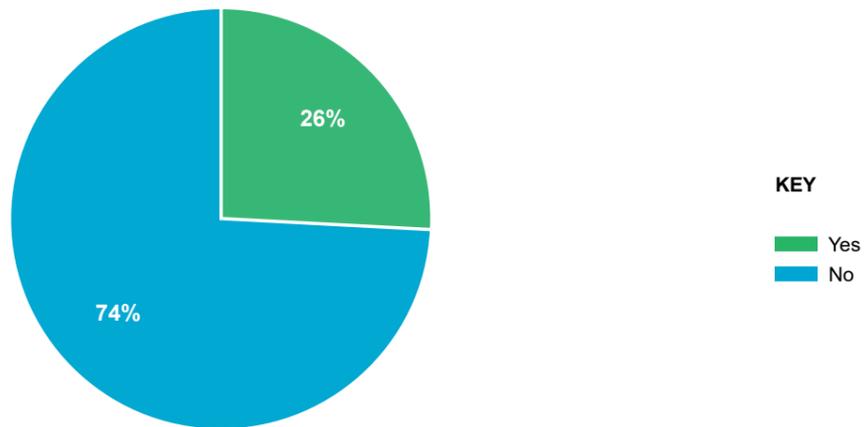
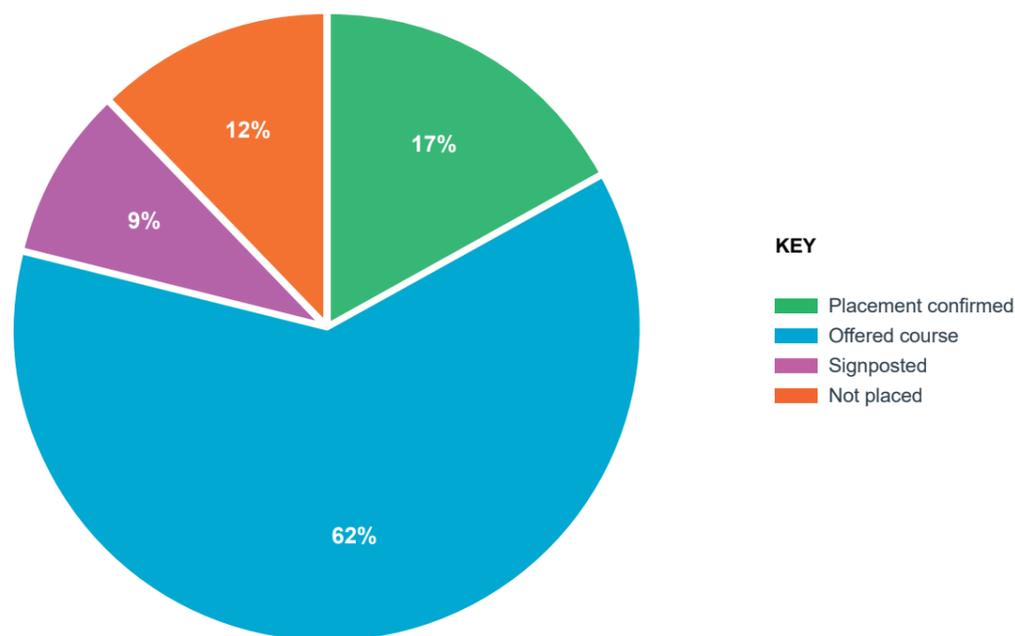


Figure 57: Placed in a class within academic year?

Based on 1010 advice records



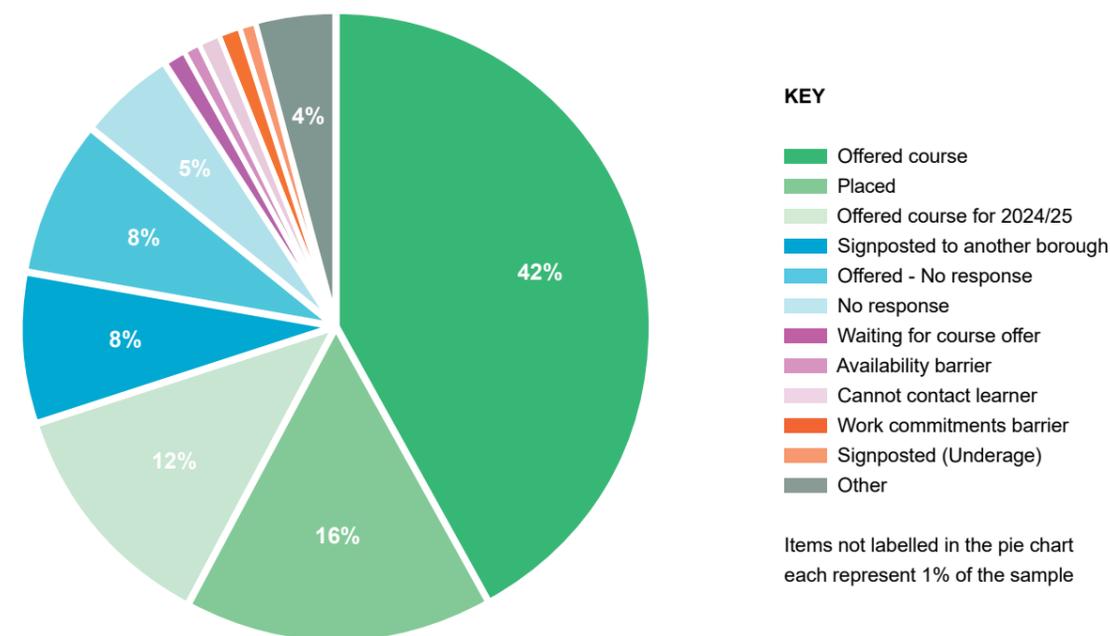
17% of cases resulted in a confirmed placement into ESOL provision in Camden or Islington within the 2023-24 academic year and a further 62% of cases were recorded as ‘offered course’ by the end of that academic year. It is very important to note that significant proportion of the learners who were offered 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’.

9% of cases were signposted to other learning opportunities. 90% of this group were referred to other London boroughs to register for ESOL provision available there. 6% were underage learners who were referred to alternative provision for their age groups. 2% were referred to Functional Skills provision. The remaining were referred other subjects/areas they had requested. In all cases of signposting, it is not known if the learners attended the provision or not.

At the end of the 2023-24 academic year, 12% of cases were still categorised as ‘Not placed’. 12% of this group were on waiting lists for provision expected to take place the following academic year. 27% had various barriers to learning, which will be discussed in more detail later in this report. 15% declined all offers that were presented to them and the remaining 46% stopped responding to the EAS’s repeated attempts to communicate with them or did not provide valid contact details when registering.

Figure 58: Status of all advice records (July 2024)

Based on 1010 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: Signposted to Functional Skills, Waiting list and Signposted to Job Hub.

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 2024/25’ 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

28% of asylum seeker cases resulted in a confirmed placement in 2023-24. A further 63% were recorded as 'offered course' by the end of the academic year. 1% were signposted to other learning opportunities. The remaining 8% of asylum seekers cases remained categorised as 'Not placed', including one learner who was on a waiting list, two who declined course offers, and four who stopped responding to EAS communications or did not provide valid contact details when registering with the service. No asylum seekers had barriers to learning that couldn't be overcome by the EAS.

FOCUS ON AFGHAN LEARNERS

10% of Afghan learner cases resulted in a confirmed placement in 2023-24. A further 76% of Afghans were recorded as 'offered course' by the end of the academic year. 6% were signposted to provision in other boroughs. One learner remained on waiting lists for future provision. Two learners experienced barriers to learning, citing study commitments and living too far away from the course venue as reasons they couldn't attend. One learner stopped responding to EAS communications or did not provide valid contact details when registering with the service.

FOCUS ON UKRAINIAN LEARNERS

19% of Ukrainian learner cases resulted in a confirmed placement in 2023-24. A further 54% were recorded as 'offered course' by the end of the academic year. 19% were signposted to provision in other boroughs. One learner had barriers to learning, citing issues with their availability to attend courses offered to them. Two learners accepted course offers but then did not attend their classes. One learner stopped responding to EAS communications or did not provide valid contact details when registering with the service.

CASE STUDY

VR* first registered with EAS in June 2023. She was an asylum seeker from Albania. Because she had a baby, she didn't have many options, but she was very enthusiastic. Until her baby started part-time nursery around February 2024, EAS offered her some Family learning courses with ESOL at ACL Islington. She could keep her baby in the class.

Once her baby started nursery in February 2024, VR returned to EAS for further advice. After assessment she found out that her English language level had increased to E2. EAS offered her E2 level ESOL course at ACL Islington on the days her baby was in the nursery. She enrolled and started the course in summer term 2024.

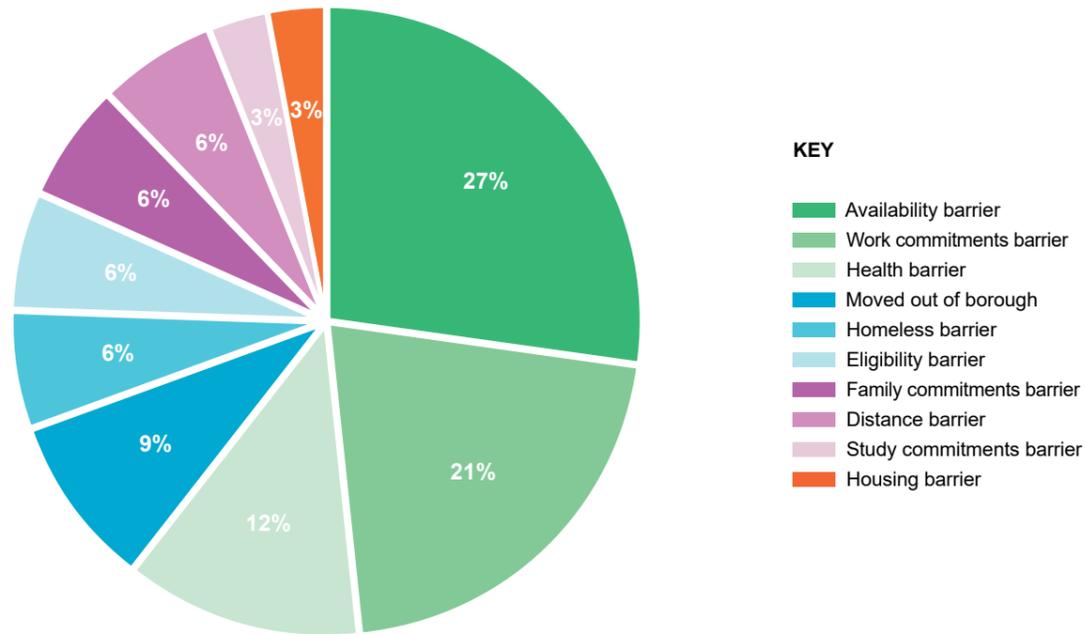
At the same time, VR was volunteering at a local food bank while her child was in the nursery. She took City and Guilds E2 level Writing and Speaking & Listening exams and passed. She also asked for a letter from ACL to support her Asylum Seeker application and she received the letter.

"Thank you for everything. EAS always tried to help me, even there was no creche for my baby, I took some courses. Now I passed ESOL exams. I am so happy and confident."

VR applied to City and Islington College all by herself and started an ESOL course there in September 2024.

BARRIERS TO LEARNING

Figure 59: Barriers to engaging in learning
Based on 33 responses



'Availability barrier' and 'work commitments barrier' can often be interpreted as similar in nature because the most common reason for a learner not being able to commit to take up a course offer is that they are unsure of their shift patterns at work.

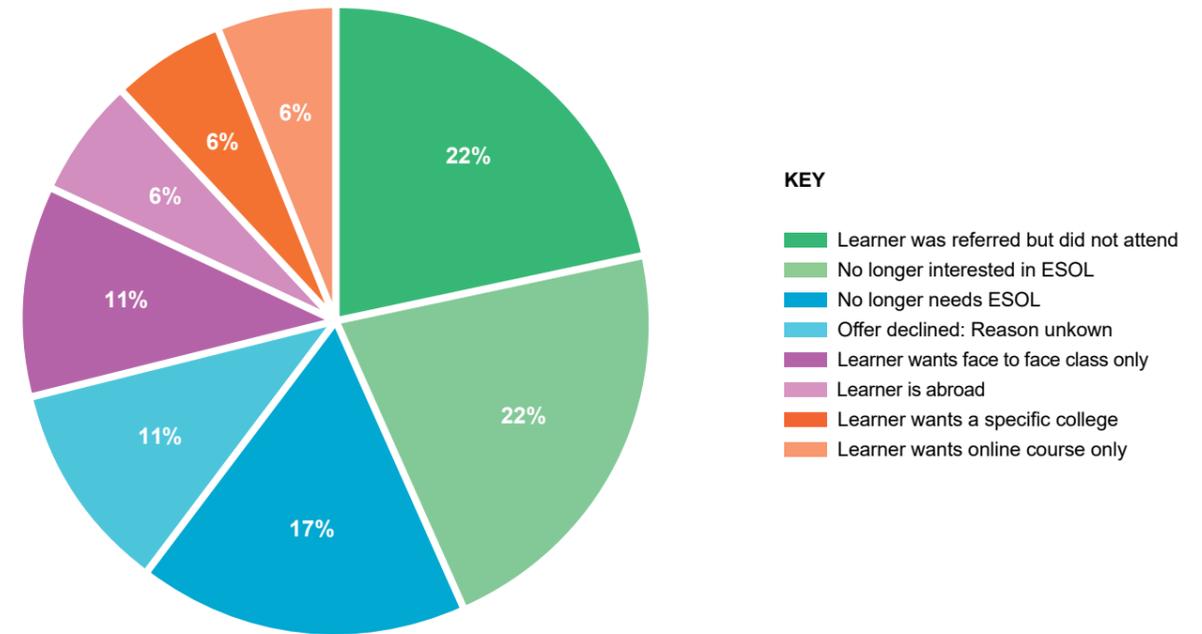
'Moved out of borough' is a distinct category from 'Signposted to another borough' due to the lack of control over the situation on the part of the EAS advisor. In those cases, the learners were advised to contact the local authority in the area they were moving to, but as this referral wasn't official 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.

There was also a rise in the number of learners experiencing homelessness. This category is a key example of "hard to reach" learners. There are drastic limitations for the course options available for homeless learners, but the EAS commits to making new connections in the community to assist with supporting them, helping to give a voice to this part of our community when they are most in need.

I registered a homeless learner at Kentish Town Jobcentre Plus. Although he was eligible to join ESOL courses at a colleges or community centres, he was unable to join either. In addition to not having a formal home address, homeless learners often suffer from poor health and hygiene issues so are unable to access ESOL provision even when it is available.

Camden ESOL Advice Service Co-ordinator

Figure 60: Reasons for declining course offers
Based on 18 responses



Due to the small number of cases that resulted in learners declining course offers, it is not possible to infer any statistical significance regarding the reasons presented. The chart above is for illustrative purposes only and provided to simply show the range of reasons given for declining a course offer. Over a third (39%) of the responses pertained to the learners no longer needing or wanting to pursue ESOL learning opportunities.

CASE STUDY

During the 2022/23 academic year, a couple who could not read or write in English were registered during an EAS advice session at a local contingency hotel. They were unable to communicate by phone and struggled to understand the instructions given through emails about joining an ESOL course at a college. These obstacles were further compounded by the fact that they were unable to access childcare for their children. As there was no suitable local ESOL provision available at their time of registration with the EAS, they were delayed in getting the support they needed with their English language skills. In January 2023, places became available on an ESOL course at Latin American House, which was in walking distance of their hotel, and they were able to attend.

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 eager to start learning following the Summer break when their children go back to school and a fresh academic year begins. Learners who returned to the service throughout the year also had a strong preference for Autumn term, showing their eagerness to continue their learning at the start of the academic year, as well as demonstrating their continued trust in the EAS to support them in finding the provision most appropriate for their circumstances.

Figure 61: Number of cases per term

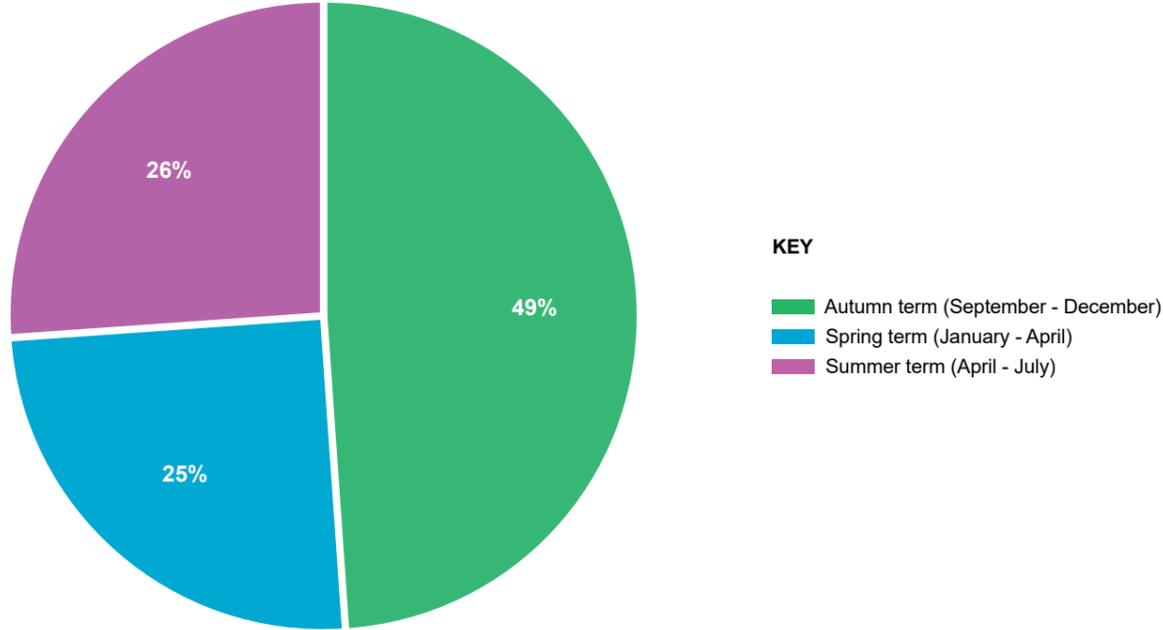
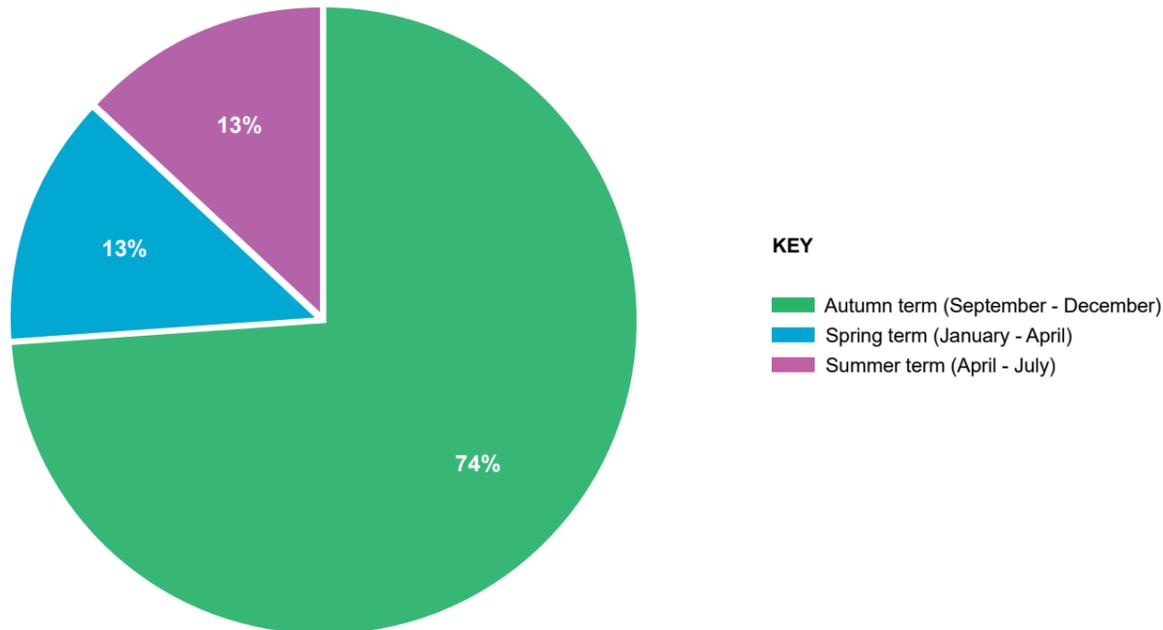


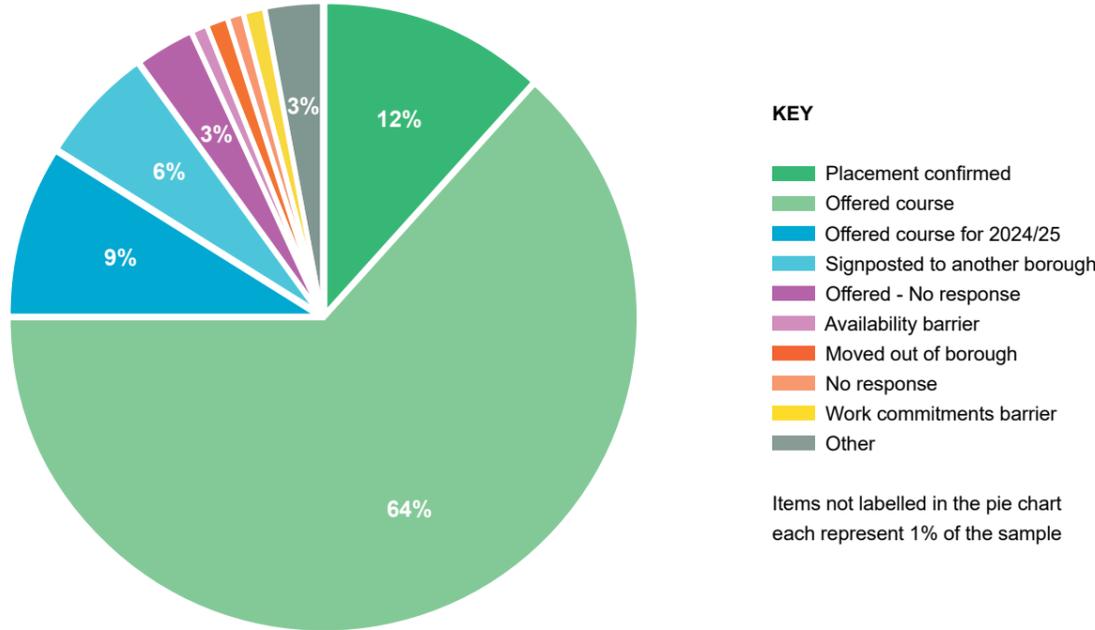
Figure 62: Returning learners: Term of re-registration



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 2023-24 academic year, 816 people were subscribed to the mailout.

240 of those subscribers were live cases with the EAS throughout 2023-24. The chart below shows the current statuses of those learners, demonstrating that for 88% of them, the ESOL Activities pdf may have been the only access they had to improve their English language skills at the time of reporting.

Figure 63: Current status of ESOL Activities pdf subscribers 2023-24
Based on 240 learners



The 'other' category in the chart above comprises of the following responses: Distance barrier, Eligibility barrier, Health barrier, Homeless barrier, Offer declined: Learner is abroad, Offer declined: Learner wants online course only, Offer declined: Learner wants a specific college, Offer declined: Reason unknown and Waiting for course offer (all below 1%).

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

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

Summary of key findings

During the 2023-24 academic year, the Camden and Islington ESOL Advice Service supported 858 unique learners. Almost two thirds of learners (64%) were female. The average age was within the 30-39 age band.

19% of learners were from the Middle East and North Africa, with the majority of those being from Iran (37%), Morocco (15%) and Sudan (13%). 16% were from Africa with the majority of them being from Eritrea (42%) and Somalia (29%). 14% were from South Asia with the majority of those being from Bangladesh (44%) and Afghanistan (42%). 86% of learners confirmed they were literate in one or more languages.

28% of all learners were seeking protection in the UK with the majority of those being refugees (52%). 31% of all learners had been resident in the UK for less than 12 months. 14% had been in the UK for 10 years or more. 72% declared they had no previous experience of ESOL at the time of registration. 50% of learners were assessed to be at Pre Entry or E1 level. Overall, 89% were E3 level or below.

Out of all learners who were of working age, 73% confirmed they were not working. 70% of those who were working were on a low income. Most learners who had employment experience in the UK had worked as cleaners and this was also the most common current job role, but being a teacher was the most common occupation in their home country. Of those who were unemployed, 31% declared they were looking for work, 2% were volunteering, 27% were not looking for work, and 10% stated they were looking after the home, children or other dependents. 2% were retired.

35% of all learners declared they were parents, and of those, 30% had at least one child under the age of five. 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 (29%), get a job (23%) or improve their reading and writing (16%). Overall, just over a third (35%) 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 (23%). 8% wanted to study ESOL in a context that would help them with their job.

35% had taken part in higher education. Law, Accountancy 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 1010 active cases during 2023-24. 17% of all cases resulted in a confirmed placement on an ESOL course. A further 62% 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. 9% were signposted to other boroughs or other subjects, and 1% were on waiting lists for provision. A further 8% did not respond, could not be contacted, or declined all offers made to them. The remaining learners were prevented from learning for a range of reasons. The most commonly cited barriers to joining ESOL classes among this group were availability (27%) or work commitment issues (21%).

What is the impact of failing to provide a Single Point of Contact for people with ESOL needs?

Calculating loss is, by definition, very difficult. What is the cost of failing to provide certain services? How would people's lives have been better if they had received the right support? How do you know if the people who need help the most are being reached?

Despite the challenges involved in answering these questions, it is possible to make creative use of existing data and proxies where data is unavailable in order to make these calculations. This is crucial if local authorities and organisations that share the vision of improving people's life chances and wellbeing are to make the best possible use of increasingly limited resources.

The estimated cost of not providing an ESOL intervention is £244 million* per year across Camden and Islington. Census, EAS and DWP data related to potential participation in employment are used to calculate this figure. The purpose is to demonstrate that the economic cost is in the hundreds rather than tens of millions. The social and wellbeing cost is even more difficult to calculate but is undoubtedly huge and the EAS recommends that research beyond the scope of the service be carried out to measure the wider impact as a matter of urgency.

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

The value of data in designing effective interventions

11,637 residents don't speak English well or at all in Camden and Islington (Source: Census 2021). With a mission to help each one of them who would like to access English to find a course that suits their needs so that they can take the next step in their lives without being held back by language barriers, the EAS seeks to locate demand and, where necessary and possible, intervene to meet it. The most basic building block of this is high quality data.

From its inception, EAS has explicitly been both a practical intervention in the ESOL space bridging the gap between supply and demand and a data collection service providing a robust evidence base for decision makers and budget holders to draw from. The annual report aims to present much of this data in a digestible format but the service welcomes enquiries for specific data sets not found here from interested parties who share the EAS mission.

By collating both qualitative and quantitative data, the EAS is a tool for understanding the learner journey on a micro and macro level with a view to helping decision makers to design curricula and policy that supports ESOL learners and makes the most effective use of funds. While it is important to note that even the richest data can't tell the nuanced story of any individual's life, it is our hope that the data in this report will contribute to a compassionate appreciation of how ESOL demand sits within a wider context of how that need interacts with each individual's background, agency and aspirations.

The EAS bespoke website is used widely and continues to be developed to provide an evidence base for decision making that has historically been limited or unavailable in ESOL.

*Based on the benefit entitlements of residents with little or no English across Camden and Islington.

In addition, the number of cross-borough referrals in the 2023-24 academic year demonstrates the continuing need for the service and the value of a two-borough IAG solution and the EAS continues to work with neighbouring boroughs to explore the possibility of a tri-borough collaboration.

As in previous academic years, partnerships between the EAS and employability services highlight the intersection between ESOL, income and employability. While English language skills are undeniably a gateway skill for residents wishing to gain employment or better employment and lack of access can be a key contributor to underemployment, it is important to note that learning is not a linear journey and employment outcomes are only one measure of success.

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

Uncertain funding makes it difficult to plan for the future of the EAS. However, as indications for 2024-25 suggest further national and global factors will disproportionately affect some of the individuals and groups targeted by the EAS, it is predicted that the service will become a more necessary intervention for the sector.

Impact of ongoing geopolitical events

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

Despite the challenges reaching learners who come to the UK fleeing war and persecution, EAS continues to develop links with all organisations known to work with such individuals and cohorts in order to ensure they are signposted as quickly as possible to the service for assessment and registration helping them to access the learning that will support the beginning of their new life in the UK.

In addition, as a result of in-depth data collection on these often very hard to reach learners, EAS is uniquely positioned to share information that is not otherwise available at borough wide level. For example, when large numbers of Ukrainians began arriving in the city due to the war in Ukraine, the EAS was able to share with policy leads data on both their English language needs, and barriers to access.

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

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 2023 to spring 2024) by the Home Office and for the following financial year (April 2024 to April 2025) by UKSPF funding.

The EAS anticipates continuing to deliver IAG in both bridging and contingency hotels where refugees and asylum seekers are housed pending the processing of their claims and helping them to navigate the options available to them and the systems in which these options sit. In addition, the EAS will work even more closely with employability services for example by working alongside Job Hub Advisors.

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

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.

Nearly three quarters of EAS users would not access ESOL learning by any other means.

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 2024-25.

APPENDIX 1: EAS NEUTRALITY STATEMENT

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

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

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

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

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

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

APPENDIX 2: LEVEL DESCRIPTORS

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

Source: Adult ESOL Core Curriculum

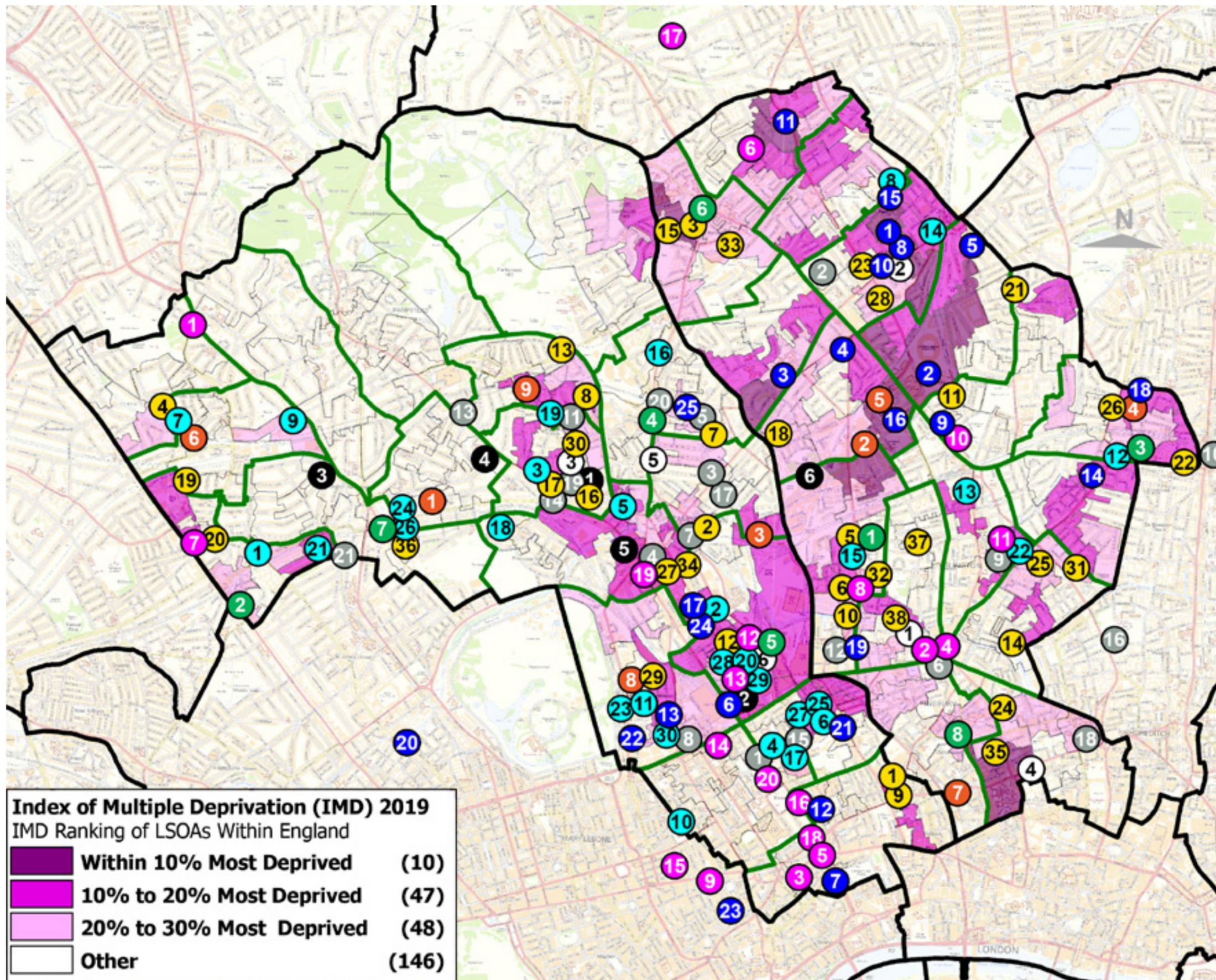
APPENDIX 3: REGIONS

COUNTRY	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Angola	Africa
Argentina	Latin America and Caribbean
Azerbaijan	Russia and Central Asia
Bangladesh	South Asia
Belarus	Russia and Central Asia
Bolivia	Latin America and Caribbean
Brazil	Latin America and Caribbean
Bulgaria	Eastern Europe
Burundi	Africa
Cabo Verde	Africa
Cameroon	Africa
Canada	North America
Central African Republic	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
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
Estonia	Eastern Europe
Ethiopia	Africa
France	Western Europe
Georgia	Russia and Central Asia
Germany	Western Europe

COUNTRY	REGION
Ghana	Africa
Greece	Western Europe
Guinea	Africa
Hungary	Eastern Europe
India	South Asia
Indonesia	East Asia
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
Mauritania	Africa
Mexico	Latin America and Caribbean
Moldova	Eastern Europe
Mongolia	East Asia
Morocco	Middle East and North Africa
Mozambique	Africa
Myanmar (Burma)	East Asia
Nicaragua	Latin America and Caribbean
Nigeria	Africa
Pakistan	South Asia
Peru	Latin America and Caribbean
Philippines	East Asia
Poland	Eastern Europe
Portugal	Western Europe

COUNTRY	REGION
Romania	Eastern Europe
Russia	Russia and Central Asia
Saudi Arabia	Middle East and North Africa
Slovakia	Eastern Europe
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
Tunisia	Middle East and North Africa
Turkey	Turkey
Uganda	Africa
Ukraine	Eastern Europe
United Kingdom	British
Uzbekistan	Russia and Central Asia
Venezuela	Latin America and Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa

APPENDIX 4A: EAS LOCAL PARTNERSHIP NETWORK MAP



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

APPENDIX 4B: EAS LOCAL PARTNERSHIP NETWORK MAP KEY

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

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

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

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

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

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

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

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

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

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

Supported by

