

Annual Report 2019-20

From the first time I get in touch, very helpful, and [they] didn't stop until my sister got her ESOL courses... I hope this service continues so more people can get the help they need when come to this country without knowing the language. Great people!

Brother of ESOL learner

It really is quite special to get a good advice and useful informations. I wanted to say a heartfelt thank you for [your] motivation and support! ...Down to earth and easy to talk to / deal with. I would recommend [you] to anyone in need of counselling, no matter what our issues.

Sunge Yi, ESOL learner

I would like to improve my English skill and communicate with people in England. You are really kind to find the class to fit me very quickly. It was difficult to find myself. Thank you very much.

ESOL learner

I could not have done it without EAS. I found a very nice school with lovely people in, it helped me to improve my English and meet people. This kind of programs help people ... to get involved in English society ... It's our society, so diverse and multicultural. That's why we do need ESOL.

Irina Pri, ESOL learner

OVERVIEW

The ESOL landscape is complex and can be difficult even for professionals to navigate. This is due in part to shifting funding patterns and resulting changes in provision, confusion around eligibility for free courses and barriers for dormant learners, many of whom have lived in the UK for 10+ years and never accessed formal ESOL.

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

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

- a referral network across multiple services (including health, education and employment) enabling learners 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 precious ESFA funding
- a bespoke technical infrastructure which matches learners to provision across London quickly and easily in real time

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

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

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

ACKNOWLEDGEMENTS

Thank you to Shao-Lan Yuen for her management of the service and inspiration throughout the year; Mark Isherwood for his support, guidance and championing of the service; Steven Bray for his meticulous attention to detail in Marketing and MIS, including compiling and designing this report; Adeebah Shaheeduddin for her positivity, energetic co-ordination of the service and drive to establish streamlined systems as well as for her EAS advisor role alongside Yumiko Sawabe (lead advisor) whose initiative and enthusiasm has opened up unexpected avenues for learners with complicated profiles; Malgorzata Jakubowska-Chaaban (Islington EAS co-ordinator) whose local knowledge and networking skills laid the foundation for expansion of the service; EAS community partners who all enabled us to reach isolated people in the community and collect and collate their data for use in this report; the EAS network of providers and representatives from local authorities and the GLA, for their time, advice and guidance.

We would also like to thank reception staff and managers at Pancras Square Library, Swiss Cottage Library, Kentish Town Library, Kilburn Library Centre, West Library, Mildmay Library, Archway Library and Finsbury Library for hosting regular ESOL advice sessions prior to lockdown; our ESOL provider partners for helping learners referred to them and reporting to us when spaces in classes are available; and finally, the community organisations and individuals who have supported learners across the borough to access the service.

Camden and Islington ESOL Advice Service May 2021

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www.camden.gov.uk/esol
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ESOL (English for Speakers of Other Languages) courses are vital for the 320,000 Londoners who are unable to speak English well or at all (Source: Census 2011). They provide a gateway for people who are settled or soon to be settled in the UK to access services, gain employment and participate fully in their communities.

The courses are delivered by organisations in the voluntary, state and private sectors, and, before national lockdown restrictions, took place in a variety of settings including colleges, schools, children's centres, community centres, libraries and places of worship. As a result of these restrictions, much ESOL provision was moved online and some was cancelled.

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 from a learner at the end of each level.

THE ESOL ADVICE SERVICE

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

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

The London Borough of Camden secured funding for an ESOL Advice Service that would cover Camden in the first year (2018-19) and expand into Islington the following year (2019-20) with a key objective being to allow for greater collaboration between ESOL providers and partners.

From the outset, the bid was discussed with Social Services and DWP and these agencies were in favour of the service as a key intervention for making referrals easier for their officers and clients.

In January 2018 the Camden and Islington ESOL Advice Service was established as a department in the Supporting People directorate of Camden and a two-term pilot version of the project supported almost 90 learners into local ESOL provision. Additional staff were employed for the 2018-19 academic year to increase the reach of the service, supporting an additional 289 learners.

By September 2019, 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.

In addition, we launched the bespoke www.learnenglish.london website with the capacity to collect and store data on thousands of learners and match them to the provision best suited to their level, needs and eligibility. This tech infrastructure enabled the EAS to be moved completely online with no disruption to service when the first national lockdown was announced in March 2020.

The ESOL Advice Service: Simplifying a complex system

The Camden and Islington ESOL Advice Service welcomes all learners but particularly targets those who would not have used other means of accessing the support that they need to find an ESOL class.

Relationships across the borough have enabled us to build a comprehensive network of stakeholders from large providers to community groups, children's centres to JCPs, in order to map provision and identify the hardest to reach learners.

Through a combination of 'live' data collection and a joined up approach that accurately maps supply and demand, the service simplifies a complex system for learners who need it most and supports them to find suitable ESOL provision based on their level and circumstances.

Until national lockdown restrictions, weekly drop-in advice sessions were delivered in libraries and bespoke sessions set-up at the request of partner organisations for residents who cannot attend regular advice or are better served in a familiar setting, such as local learning centres, housing estate community halls and care homes. Since 16 March 2020, the EAS has moved its service completely online.

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

The need for ESOL advice services is recognised throughout London and across the UK with variations of the model operating in Leeds, Manchester and Newcastle amongst many more.

Initial Assessment and Advice

In 'normal times' learners register with the service by attending an advice session where 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 our 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 the community.

Advice sessions run during term-time from September to July each academic year. However, as mentioned above, since March 2020 learners and the organisations who represent them simply contact the service and are usually assigned an advisor the same day for telephone and/or online assessment.

If a space is available in a suitable class, the learner is referred directly to the class during the advice session and provided with a letter containing the course details. If no suitable provision is available, they are placed on a waiting list. When a space becomes available on a course that matches a learner's level and circumstances, they are contacted via phone and referred to the relevant provider.

How do the right people find out about the EAS?

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

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

Outreach work in areas close to the advice venues ensures that marketing materials are displayed in local shops, restaurants and cafes, and staff are encouraged to inform customers about the EAS.

Often, the staff themselves need support with their English language skills and are very grateful to hear about the service. In some cases, store managers are keen to allow their staff to attend advice sessions as they recognise the impact it will have on their confidence and productivity.

Bespoke advice sessions are also offered if the business has a group of staff members who need support.

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

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

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

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

Who does the EAS partner with?

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

Smaller/community providers often secure funding for courses at short notice and can call on the EAS to assist them to fill spaces in a short amount of time. They also benefit from the marketing reach of the service, thereby saving on publicity costs.

ESOL providers can refer learners back to the EAS when they are unable to progress them to the next level at their own organisation. They can also access EAS data on unmet need in the community and trends in the sector before developing future ESOL classes, resulting in an increase in the number of suitable courses available to learners, in turn positively impacting on providers' recruitment and retention rates.

Who does the EAS partner with?

Learners who register with the EAS are made aware of a greater number of options across their local authority, including accredited provision, and embedded offers such as ESOL with Childcare. This is because the EAS follows a neutral and transparent process in order to place learners in classes across the borough and beyond.

Please see Appendix 1 for our Neutrality Statement which is shared with all providers.

A single point of contact makes accessing ESOL easier, particularly for emerging English speakers, and bespoke sessions are set up for learners at a place convenient to their needs if they can't access regular advice drop-ins.

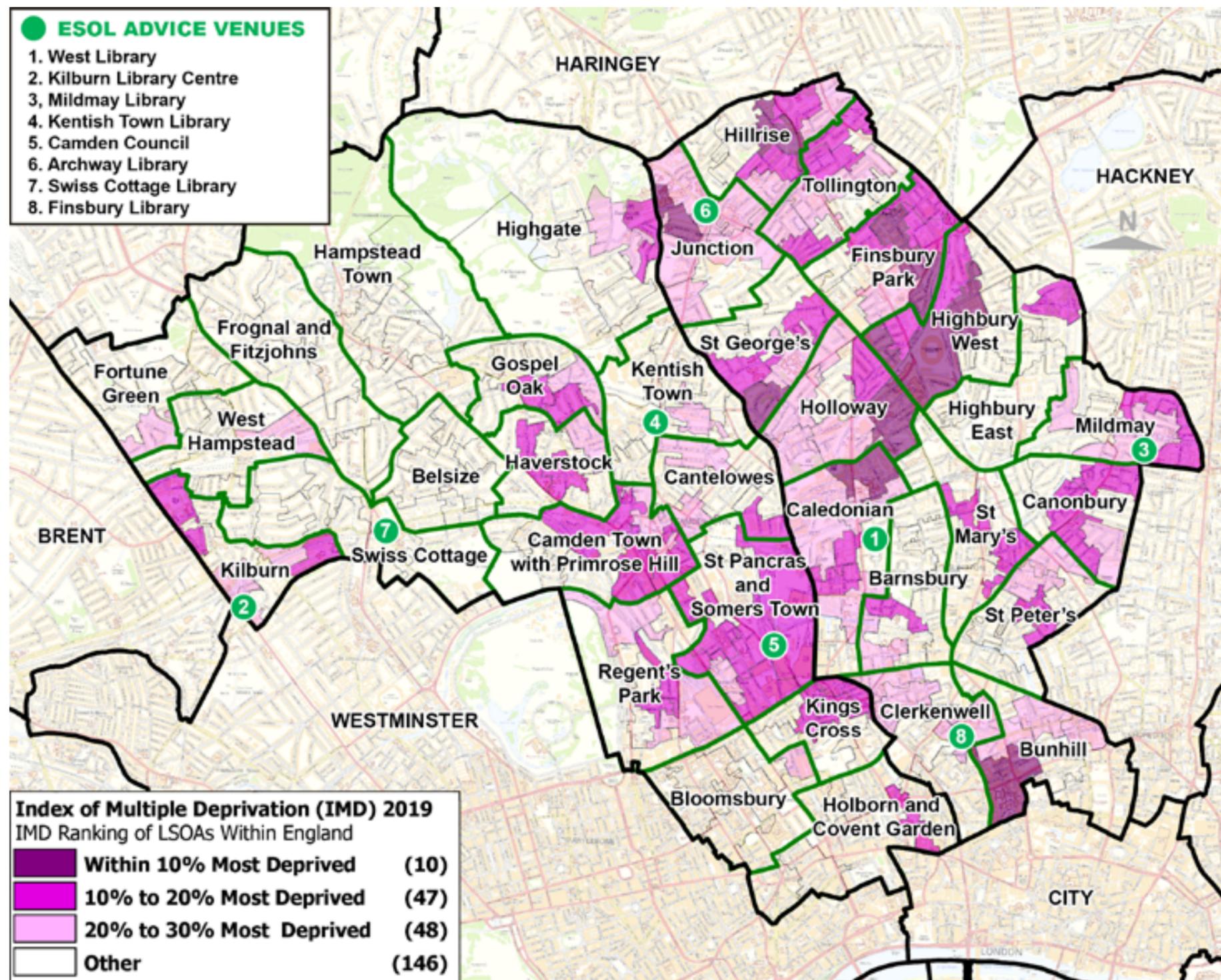
The service keeps a real-time directory of a range of provision, maintained via different funding streams, meaning learners are not held on waiting lists with one provider when classes they are eligible for exist elsewhere.

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

In the 2019-20 academic year, the service forged new relationships and strengthened existing ones across many sectors including health (e.g. care homes), education (e.g. schools) and employment (e.g. Jobcentres).

Prior to lockdown, advisors were present at two Jobcentre Plus locations weekly, providing the opportunity for work coaches to book slots with the EAS for clients who need to improve their English language skills to progress into new or better employment. During lockdown, the EAS continued to receive referrals from JCPs and employability hubs across London.

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



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

During the first two terms of the 2019-20 academic year, the Camden and Islington ESOL Advice Service ran nine weekly advice sessions at seven libraries across the two boroughs, including an evening session for learners that have daytime commitments. Due to evidence of interest and need, an additional weekly advice session was added at Mildmay Library in Islington from January 2020.

During the 2019-20 academic year, the EAS ran 6 bespoke advice sessions at the following locations: Hopscotch Asian Women's Centre, Chalcots Estate, Wendling TRA Hall, Third Age Project and Ash Court Nursing Home. At the time of the national Covid-19 lockdown in March 2020, additional sessions were planned for St John's Wood Care Home, Ringcross Community Centre, Jean Stokes Community Centre and Hungerford School.

Please refer to Appendix 4 for a map and index illustrating the vast expansion of the EAS's community network.

In mid-March 2020, pre-empting the initial Covid-19 lockdown across the UK, the EAS took the decision to close face-to-face advice sessions and start running the service remotely. Advisors stayed in touch with learners by telephone and email and new learners were encouraged to use our web-based system, to register their interest in ESOL. Advisors would then contact them by phone to do a speaking and listening assessment, and fillable PDF forms were created, allowing reading and writing assessments to be emailed to learners and returned to us.

The impact of the lockdown on the service and its users will be discussed in detail in later chapters of this report.

A total of **569 advice sessions** were provided by the Camden and Islington EAS during the 2019-20 academic year.

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

CAMDEN	
Unique learners	330
Returners	77
Incomplete records	12
Not registered	16
TOTAL	435
ISLINGTON	
Unique learners	113
Returners	15
Incomplete records	2
Not registered	4
TOTAL	134
GRAND TOTAL	569

'Unique learners' are the actual number of individual learners advised by the service.

'Returners' are when unique learners come back to the service for further advice and placements.

'Incomplete records' are instances when it wasn't possible to collect the full range of data from a learner, meaning they cannot be included in the calculations for this report without skewing the statistics in certain measures.

'Not registered' are learners that were advised by the service but did not go through the assessment and registration process. They are usually under 19, or looking to be signposted to other subject areas such as Functional Skills Literacy. On a few occasions, they are referrals from community organisations that don't follow through with the instructions to register that we provide.

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.
- Calculations are based on the number of unique learners in each borough, unless otherwise stated.
- Due to rounding, for ease of presentation, some pie charts may not total exactly 100%.
- Where possible, the colours chosen to represent categories are consistent across multiple charts, and across both boroughs, for ease of comparison. This is most common when limited category lists are used, for example in the Region of Origin and Gender chapters, or where sequential lists are used, such as in the Age chapter. These category lists are also presented alphabetically. Otherwise, all data are presented from the largest proportion to the smallest.
- Benchmarking statistics have been sourced from a range of studies undertaken since 2011, 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 and darker shade of font indicate 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.

At the time of writing this report, the most recent statistics (published in mid-2019) estimate the population of Camden as 270,000. 79% of residents are 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-2019, ONS)

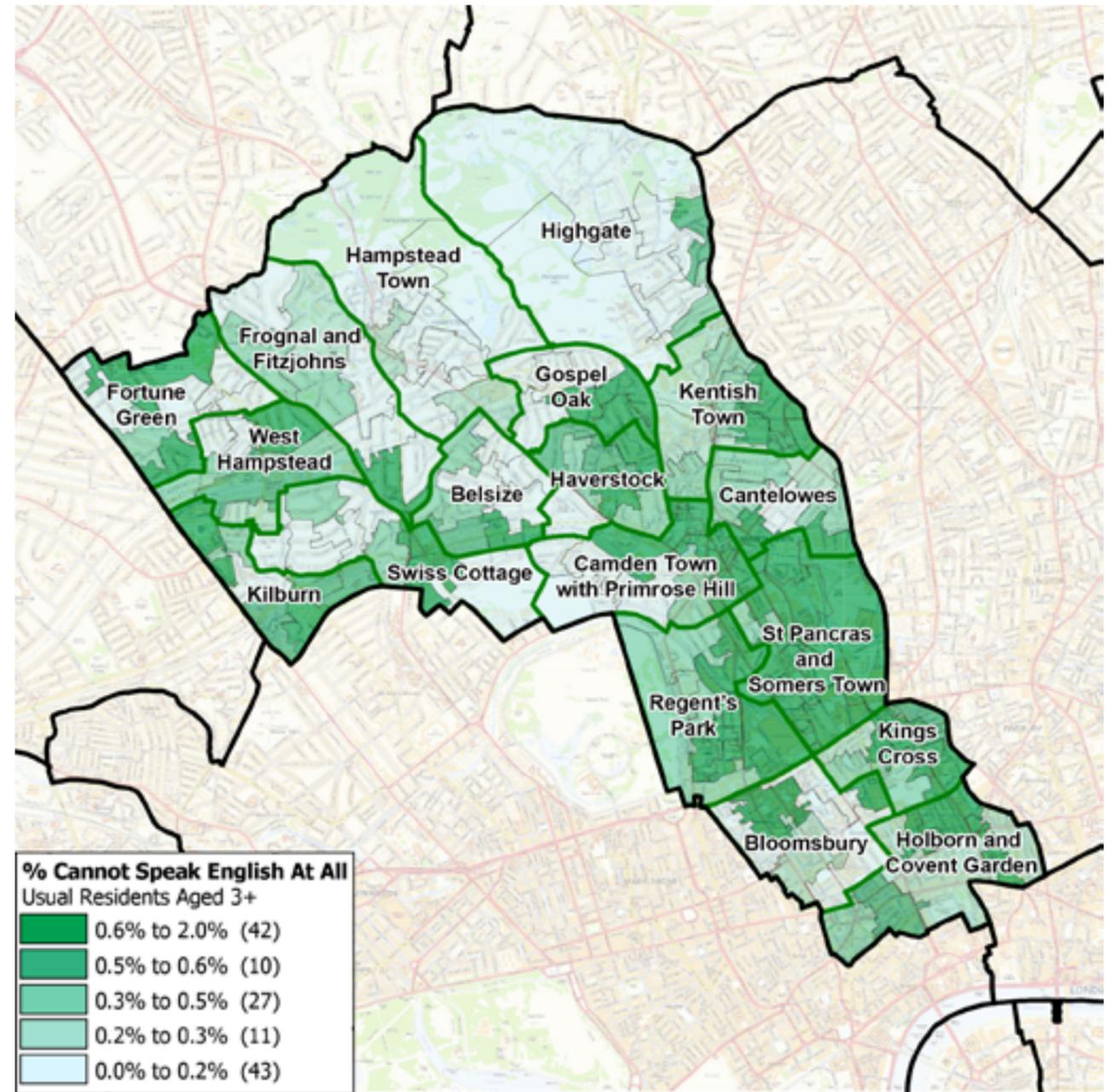
Whilst awaiting data from the upcoming Census in March 2021, we can refer back to the one taken in 2011 for information about Camden residents' proficiency in English. The table and map below show the number and geographic spread of those who are most in need of support with their English language skills.

Camden Proficiency in English (Age 16+ in 2011)

(Source: Census 2011)

Response to Census question	Count	%	Count	%
Main language is English	139,624	76%		
Male			70,124	50%
Female			69,500	50%
Main language is not English: Can speak English very well or well	38,896	21%		
Male			17,520	45%
Female			21,376	55%
Main language is not English: Cannot speak English well	5,390	3%		
Male			1,978	37%
Female			3,412	63%
Main language is not English: Cannot speak English at all	963	1%		
Male			213	22%
Female			750	78%

**Camden Proficiency in English (age 3+ in 2011)
Concentration of residents declaring that they 'cannot speak English at all'**



Data source: 2011 Census Table QS205EW, © Crown Copyright.

The map above reflects the population aged 3 and over. 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. The map is therefore still a useful representation of the concentration of language needs across the borough.

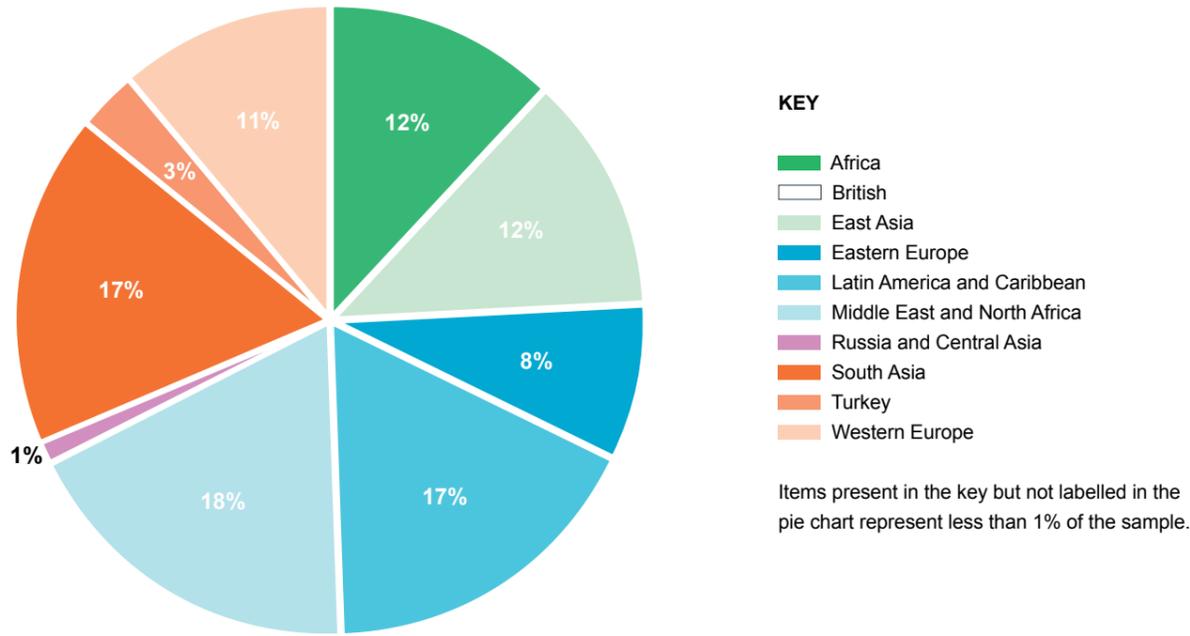
I have been supporting a student, who has Spanish as a first language and minimal spoken English. Collaborating with [an EAS advisor] has proven invaluable in gaining a deeper understanding of the resident's current situation and as a means of identifying potential obstacles that need to be addressed.

I'm a linguistic graduate and have an ESOL background and am aware and interested in the impact that language has on an individual's overall wellbeing and on their progress towards meaningful work. It really is crucial.

Tom Palmer, Job Hub Advisor

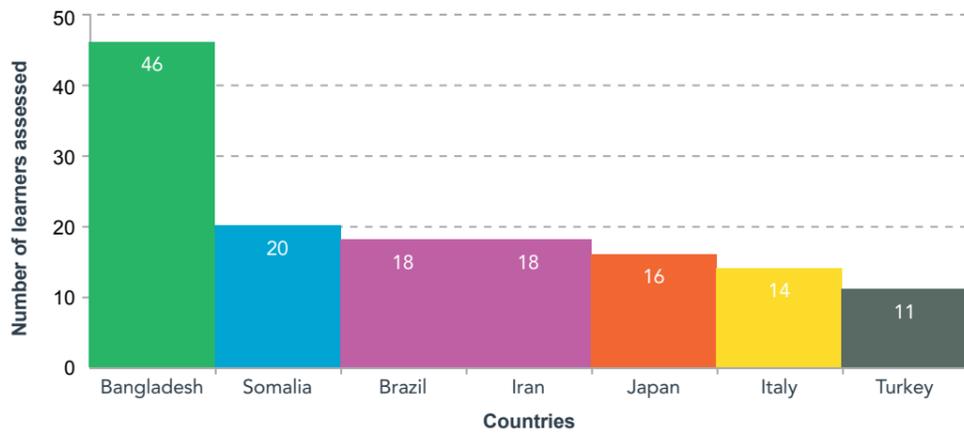
Over half of the learners (52%) assessed by the Camden EAS in 2019-20 were from the Middle East and North Africa, Latin America and Caribbean, and South Asia.

Figure 1: Region of origin



One British learner was advised by the service. They were illiterate and had previously experienced bullying from fellow learners in Functional Skills English classes due to the stigma illiteracy causes. The learner was a lot more comfortable in an ESOL setting, felt accepted by the other learners and concentrated on developing reading and writing skills.

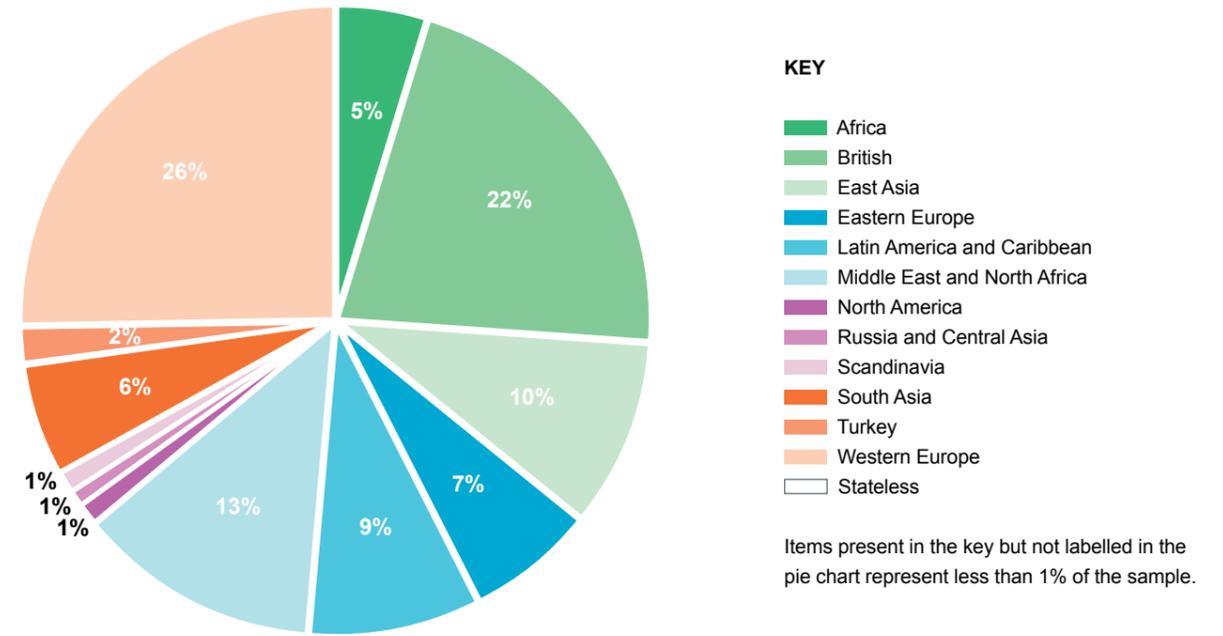
Figure 2: Top seven countries of origin



Last academic year, it was noted that the number of learners originating from East Asia was unusual for the demographics of ESOL provision. This year, the percentage reduced from 16% to 12%, and Japan slipped from second to fifth place in the top countries of origin. The majority of these learners still choose to live in Swiss Cottage. It is common for Japanese families to relocate to the area for work. Businesses that cater for this specific community are also available there.

Somalia jumped from sixth to second most common country of origin and the rise in learners from Latin America is also strongly represented with Brazil rising to third most common, up six places compared to last year.

Figure 3: Region of nationality
Based on 357 responses



Twenty-seven learners reported dual nationality.

Figure 4: Top six nationalities

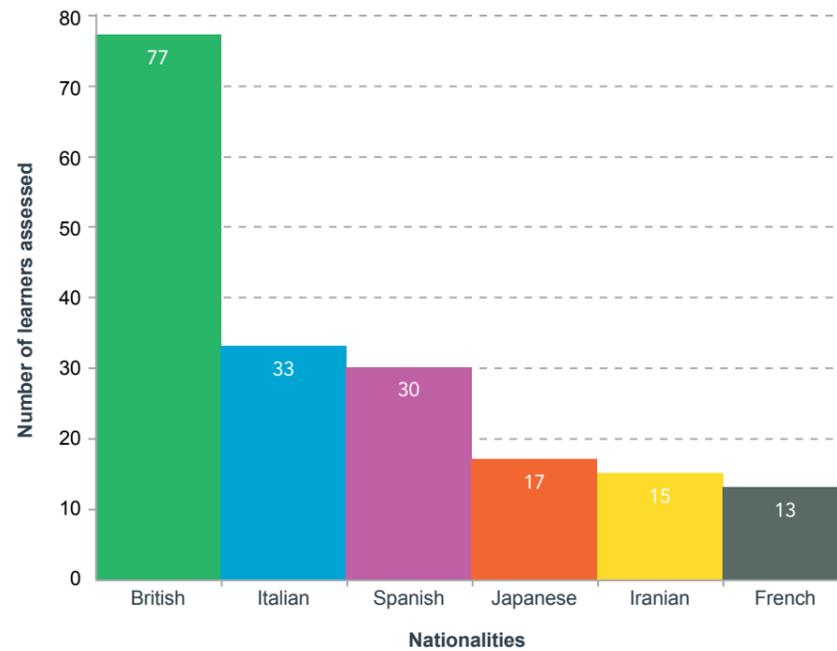


Figure 5: British Nationals - Regions of origin
Based on 78 records

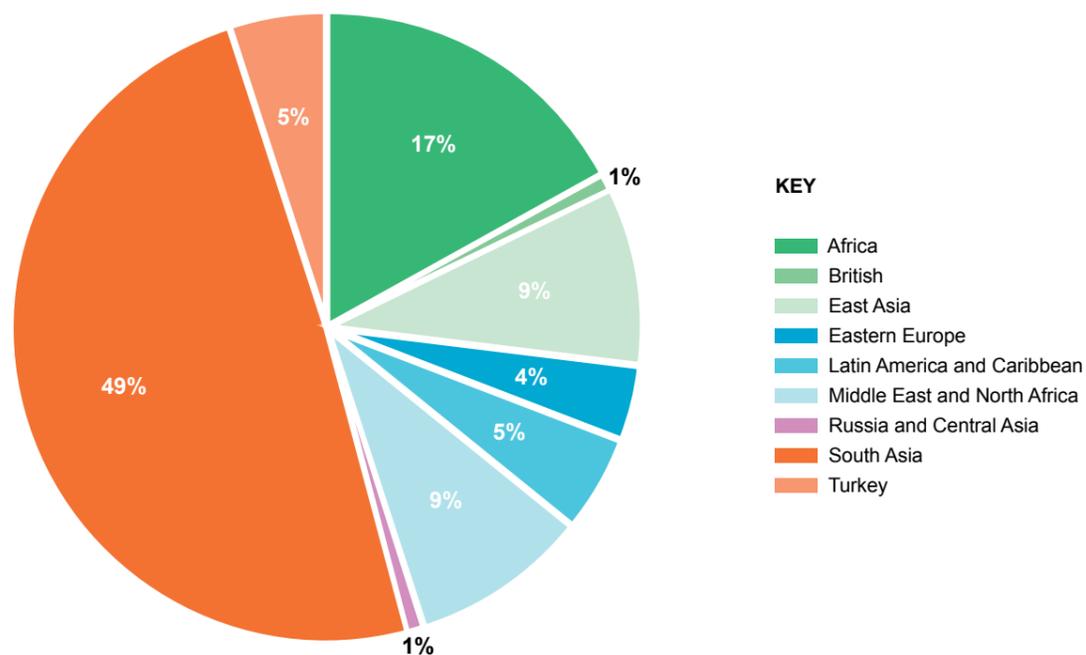


Figure 7: EU Nationals - Regions of origin
Based on 108 records

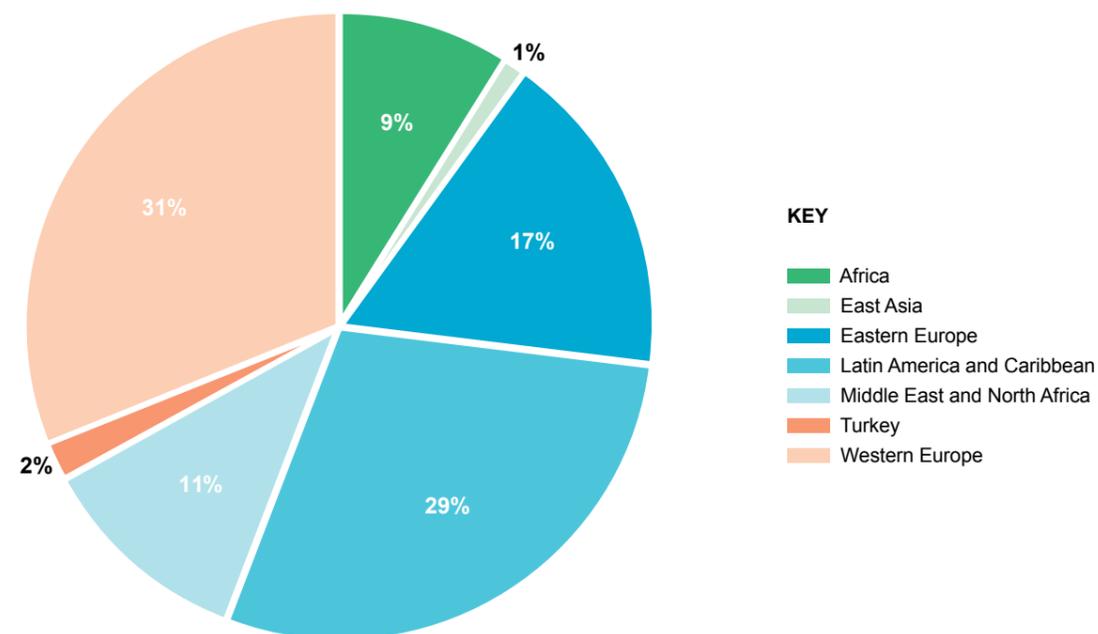


Figure 6: British Nationals - Countries of origin
Based on 78 records

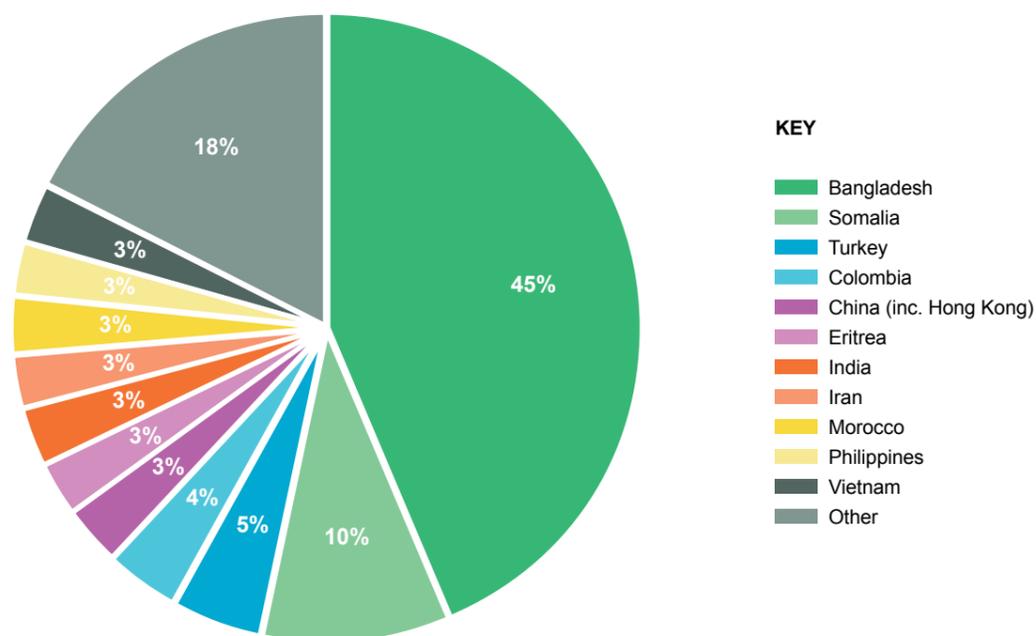
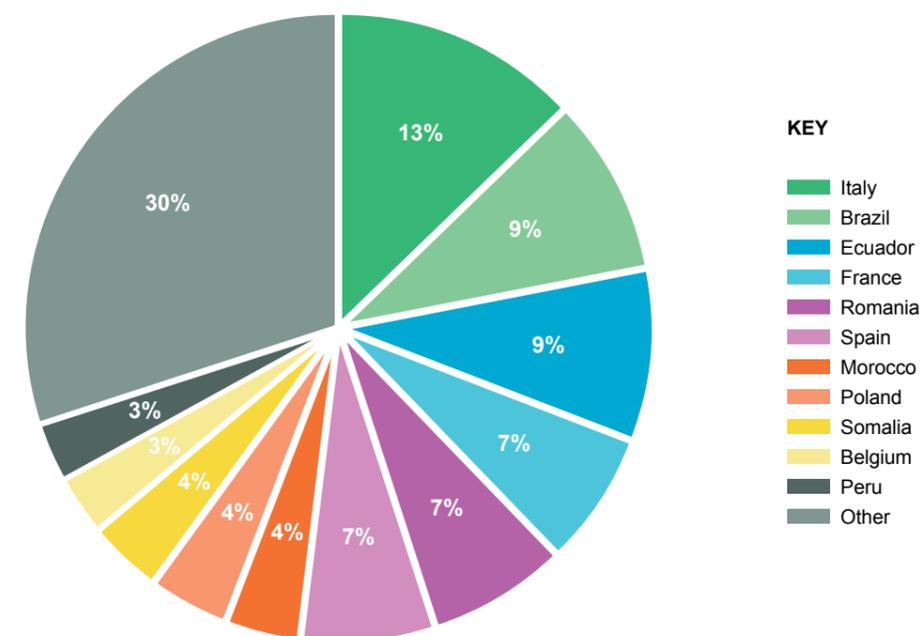


Figure 8: EU Nationals - Countries of origin
Based on 108 records

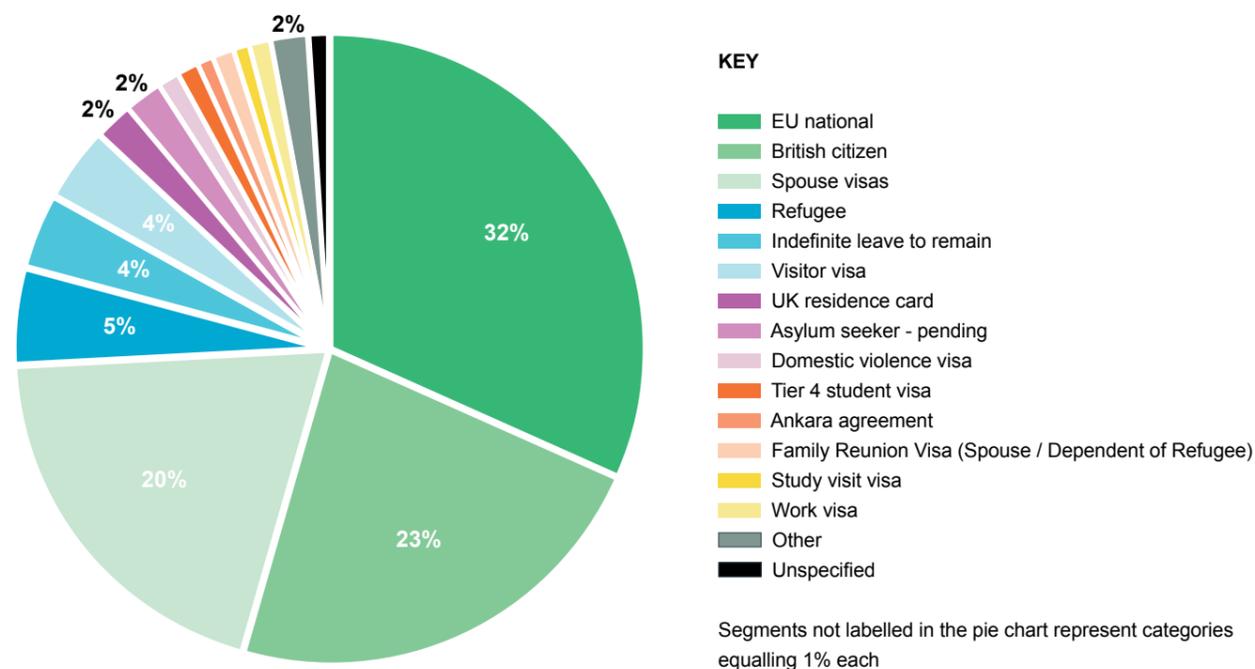


The 'other' category in the chart above comprises of learners from the following countries, in equal proportions: Azerbaijan, Bolivia, the Democratic Republic of the Congo, Ghana, Iraq, Kosovo, Macedonia, Poland, South Korea, Sri Lanka, Sudan, Tunisia, Uganda and the United Kingdom.

The 'other' category in the chart above comprises of learners from the following countries: Albania, Algeria, Bulgaria, Colombia, Egypt, Guinea Bissau, Iran, Turkey and Venezuela (all 2%) and Chad, Chile, Czech Republic, the Democratic Republic of the Congo, Germany, Iraq, Moldova, Senegal, Togo, Tunisia, Uruguay and Vietnam (all 1%).

Over half (55%) of all EU nationals originated from a country outside of the EU/EEA.

Figure 9: Immigration Status



Over half of the learners assessed by the Camden EAS in 2019-20 were EU nationals (32%) or British citizens (23%).

Of those on Spouse visas (20%), the most common was Dependent of British citizen (32%), followed by Dependent of Work visa (28%). 89% of the work visa category are children or partners of a person who holds a Tier 2 work visa. Tier 2 visa holders usually come to London to work in high positions at global companies and therefore earn very well.

Camden is the UK hub for many global businesses due to its geographic position in Central London, close to major national and international transport links. Businesses benefit greatly from the access the borough provides to highly-skilled workers from all over the world, including gifted graduates who studied in the area and decided to remain. They also have the advantage of numerous partnership opportunities with local businesses across a vast range of sectors, all the way up from innovative micro-enterprises to larger, well-established companies.

The 'other' category in the pie chart comprises of individual learners holding the following immigration statuses: British overseas citizen, Discretionary Leave to Enter, EEA national, Overstayer and Working holiday visa.

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

Figure 10: Refugees and their families and Asylum Seekers

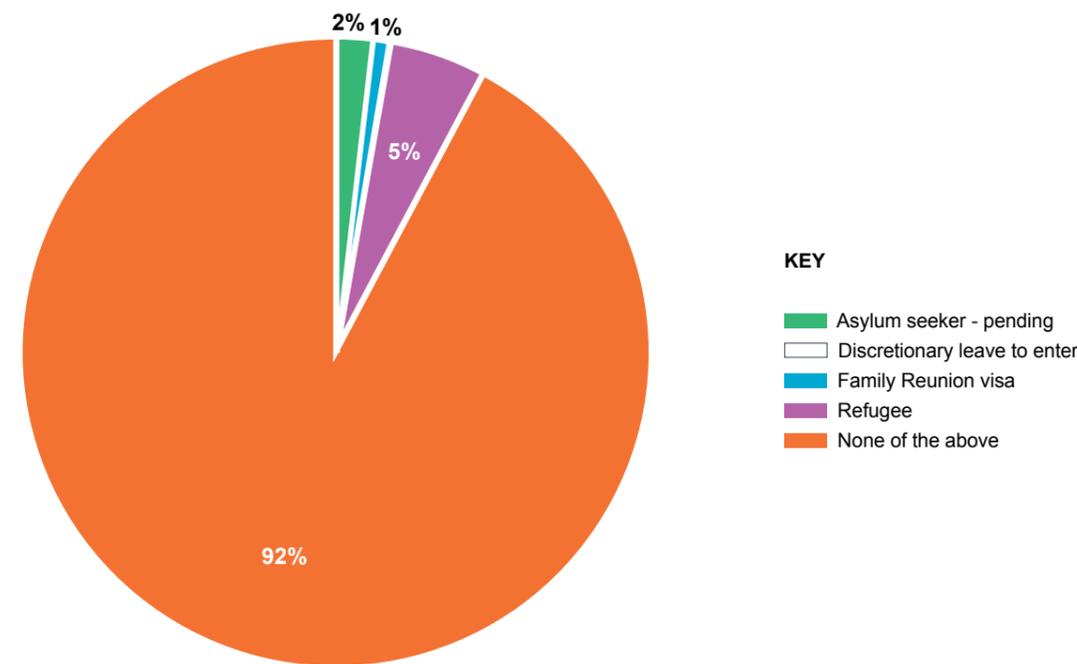


Figure 11: Origin of learners seeking protection in the UK

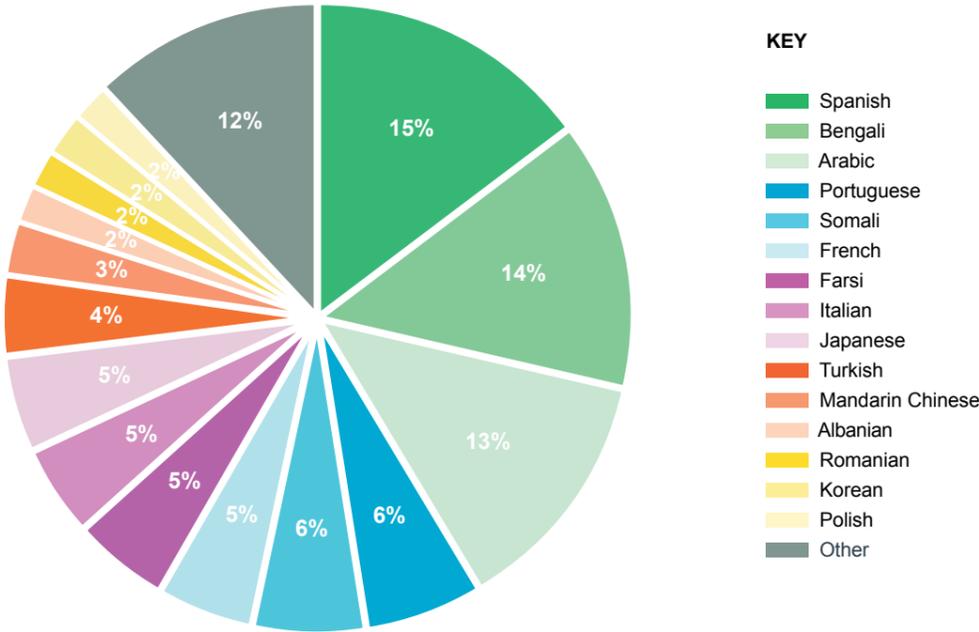
Country of origin	
Bahrain	Nigeria
Democratic Republic of the Congo	Somalia
Eritrea	Sudan
Iran	Syria
Kuwait	Venezuela
Total number: 25	

25 learners from 10 different countries were seeking protection in the UK.

Following the 2015 Government pledge to resettle 20,000 Syrian Asylum Seekers in the UK over a five year period, Camden committed to settling up to 22 families. 2% of all learners seen by the Camden EAS in 2019-20 were Syrian Asylum Seekers. Across the academic year, 46% of all Refugees and Asylum Seekers were placed into ESOL provision. The EAS continues to work with local organisations to support families seeking protection in the UK. We anticipate a significant increase in demand from the sector across the next academic year due to ever-rising demand for English language provision for learners with these statuses.

The 330 learners who were assessed by the Camden EAS in 2019-20 spoke and/or wrote in 52 languages between them. 41 of those were mother tongues (first languages).

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



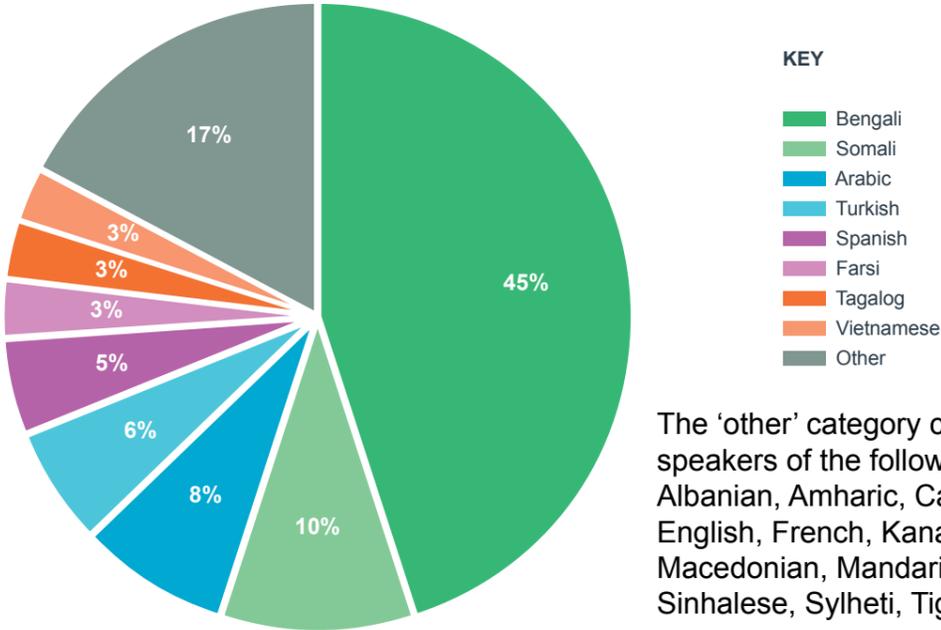
The 'other' category in the chart above comprises of the following languages: Amharic, Czech, English, Hindi, Lingala, Russian, Tagalog, Tigrinya, Urdu, Vietnamese (all 1%), as well as single speakers of the following: Afenmai, Aramaic, Bulgarian, Burmese, Cantonese / Yue, Dari, Filipino, German, Kanara, Kurdish, Macedonian, Punjabi, Sinhalese, Sylheti, Trinidadian Creole, Twi.

Figure 13: All languages spoken and/or written by our learners
Based on 477 responses



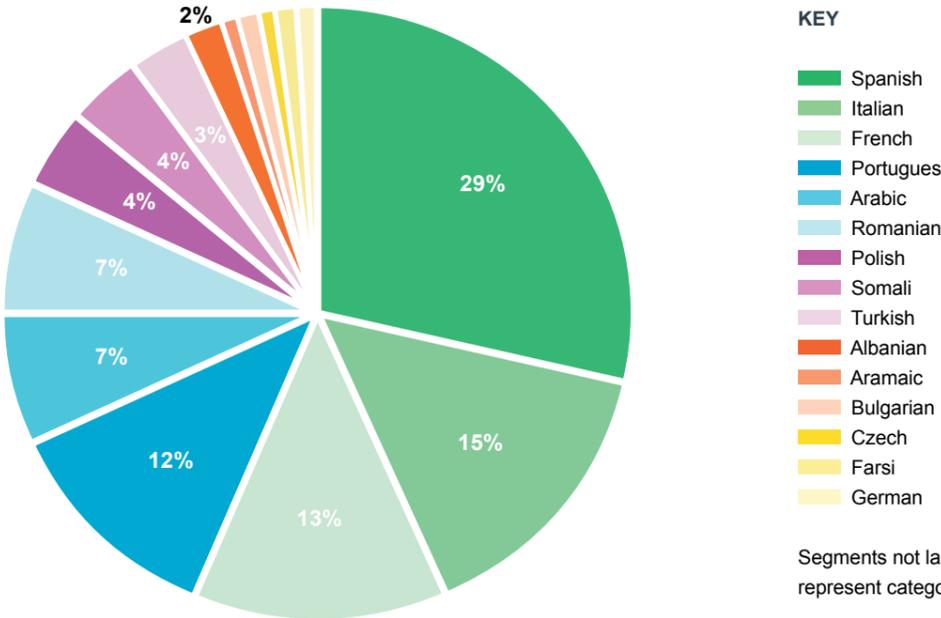
The word cloud above represents all languages spoken or written between all the learners assessed, therefore it takes into account those who are multi-lingual. Overall, the top five languages were Spanish, Arabic, Bengali, French and Italian, representing just over half (51%) of the total.

Figure 14: British Nationals - First languages (spoken and/or written)
Based on 78 records



The 'other' category comprises single speakers of the following languages: Albanian, Amharic, Cantonese / Yue, English, French, Kanara, Korean, Macedonian, Mandarin Chinese, Polish, Sinhalese, Sylheti, Tigrinya, and Twi.

Figure 15: EU Nationals - First languages (spoken and/or written)
Based on 108 records



Segments not labelled in the pie chart represent categories equalling 1% each

Between the 78 learners with British citizenship, 22 first languages were declared, compared to 15 first languages amongst the 108 EU nationals. The common languages across the two groups were Albanian, Farsi, French, Polish, Somalia, Spanish, and Turkish.

Figure 16: Gender

Almost three quarters of learners assessed by the Camden EAS in 2019-20 were female.

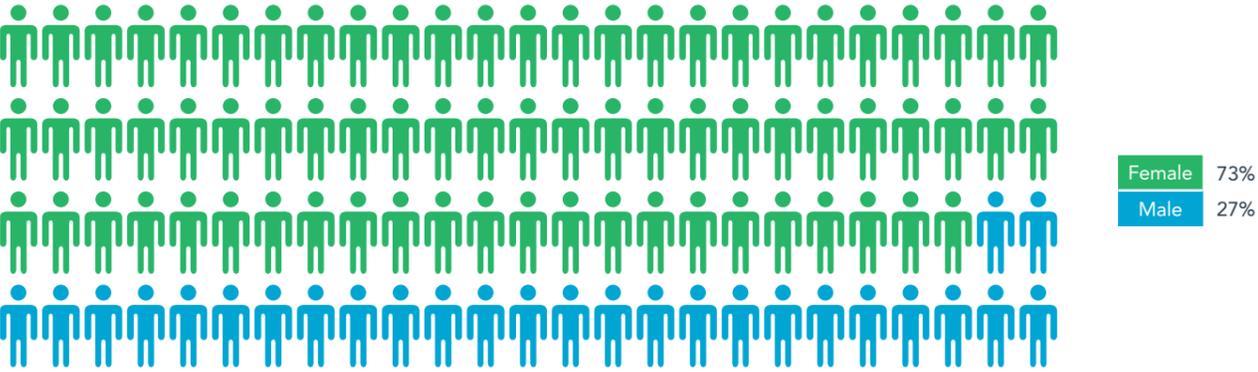
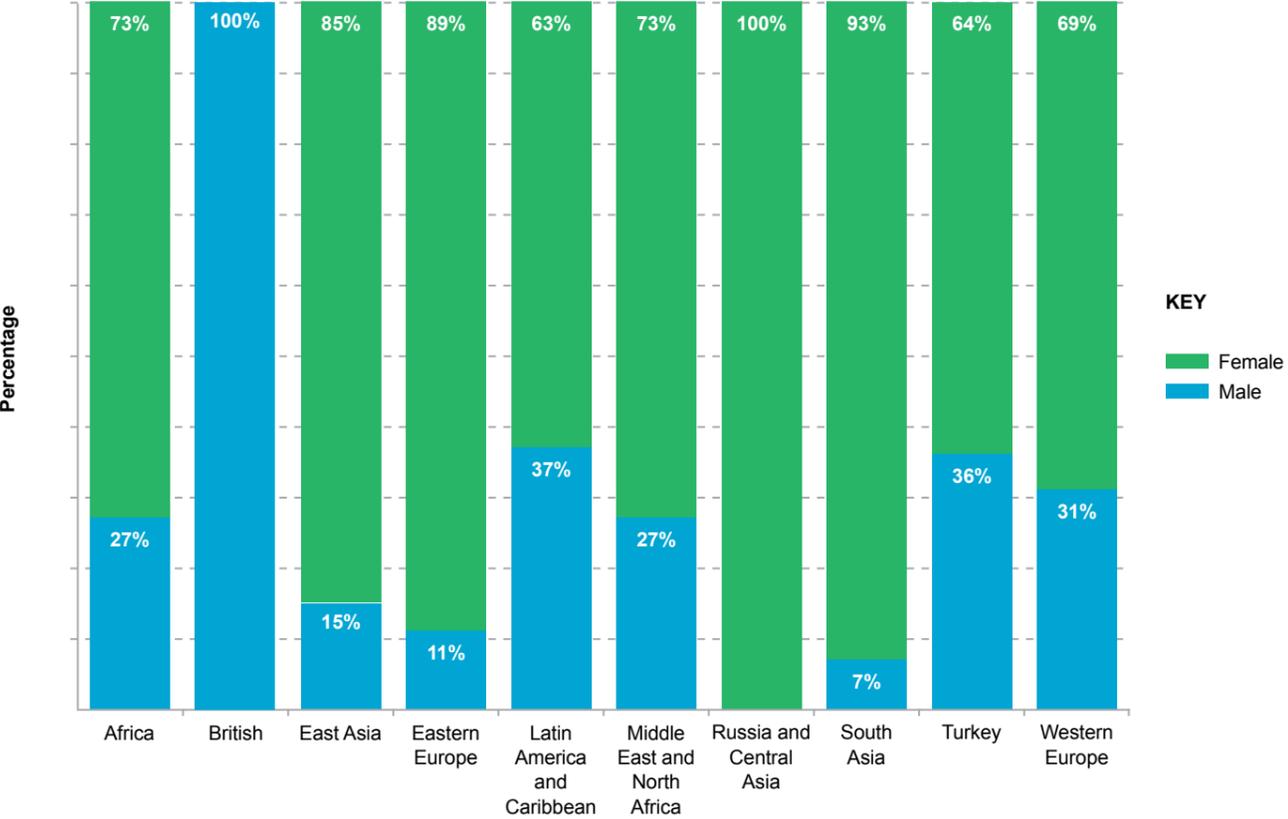


Figure 17: Gender split by region



The higher than average proportion of females from East Asia (85%) and South Asia (93%) could be explained by learners from those regions being more likely to be in the UK on spouse visas having married British citizens, or migrated here with their husband for work related reasons. The skew to female in the Eastern European category is a curiosity, as historically the gender split has been a lot closer to the average seen across the whole service.

Figure 18: Region by Gender - Female
Based on 253 records

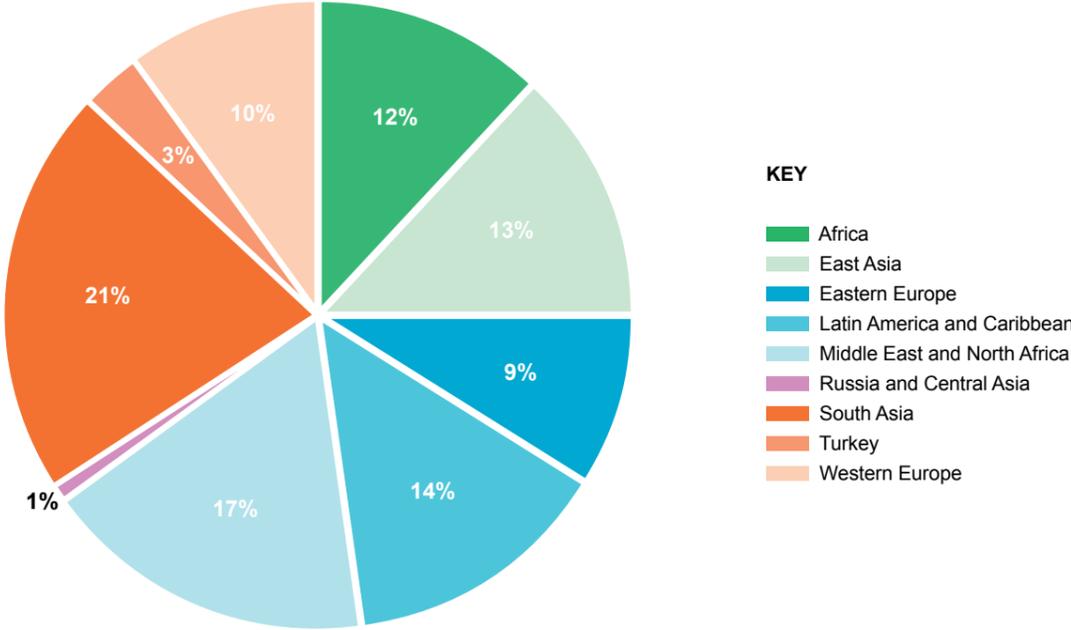
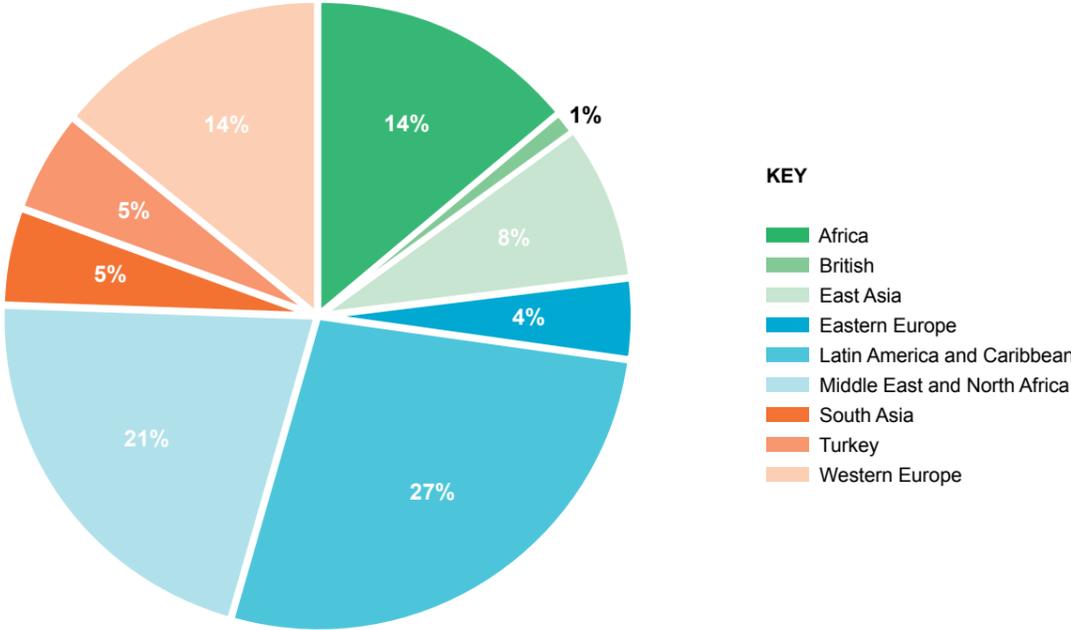


Figure 19: Region by Gender - Male
Based on 77 records



The ages of learners assessed by the Camden EAS in 2019-20 spanned from 19 all the way up to 88. The majority (33%) were in their 30s, and 75% were below the age of 50.

Figure 20: Age bands

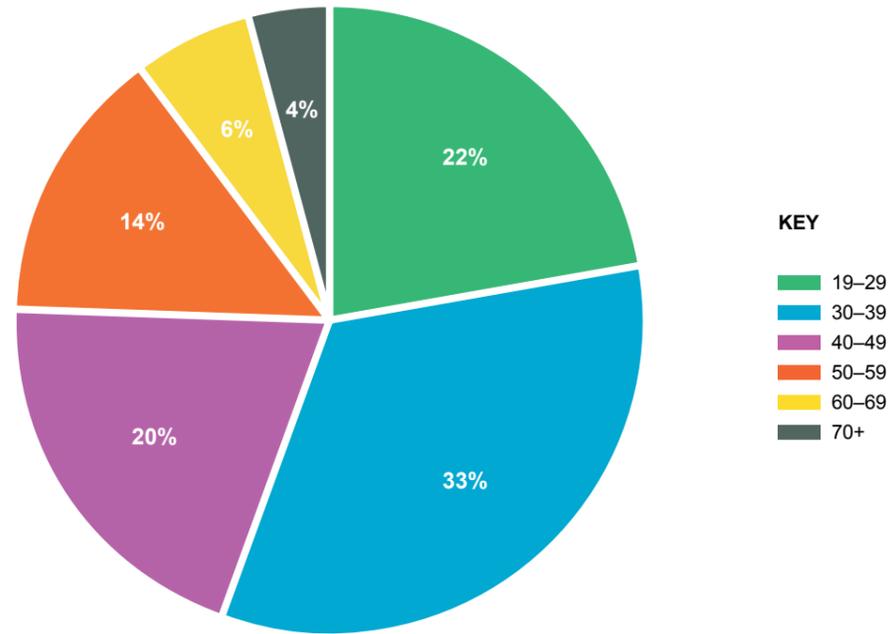


Figure 21: Gender and age

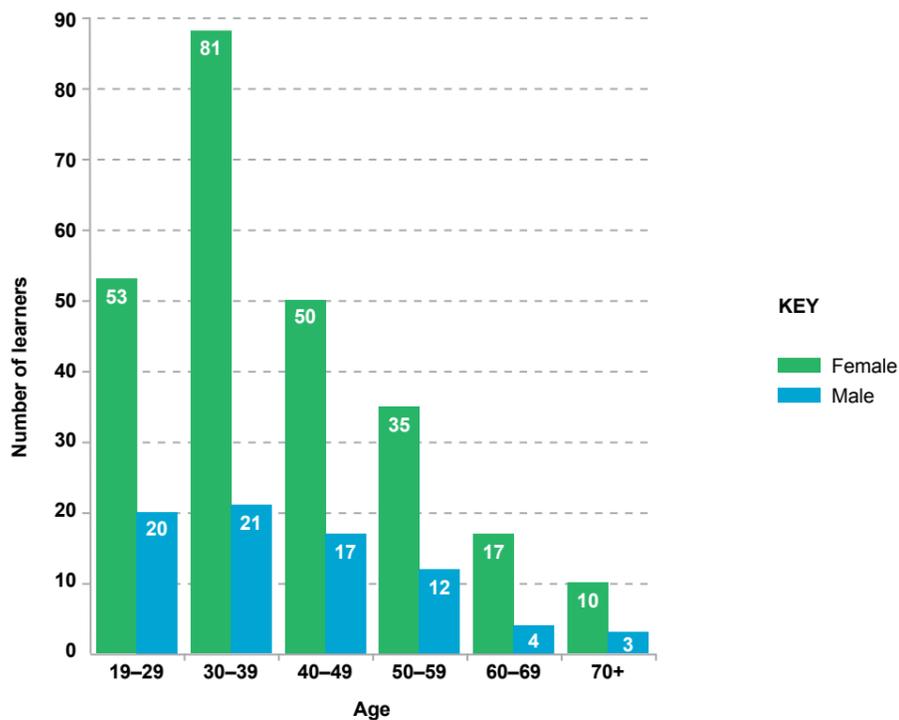
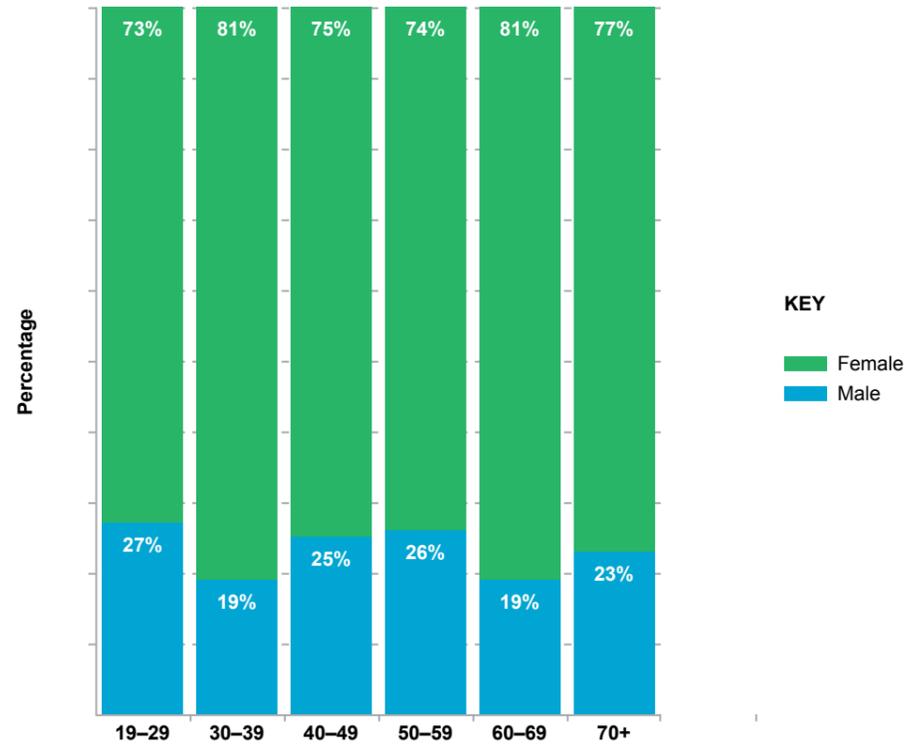


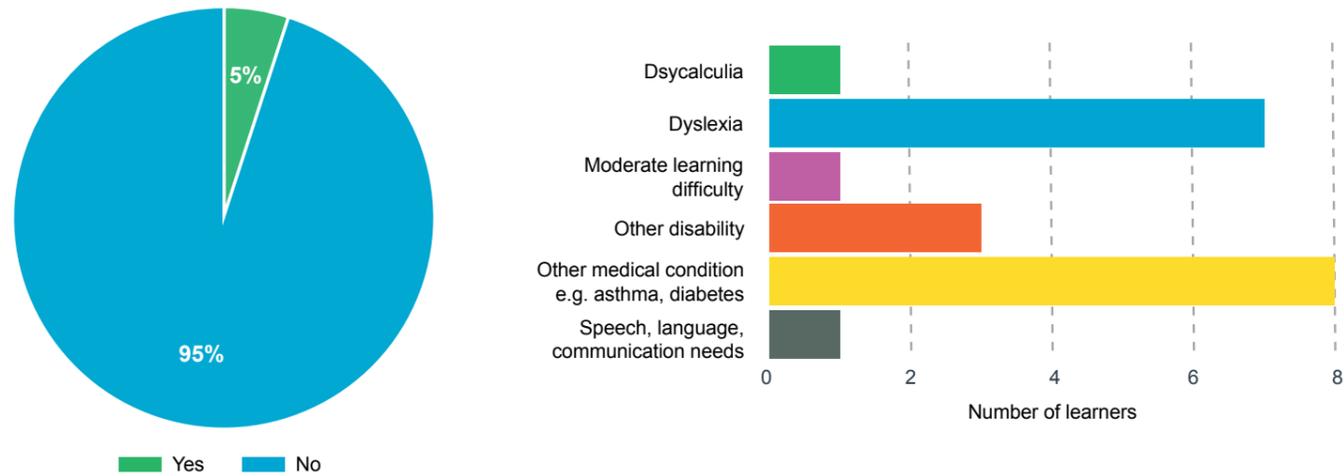
Figure 22: Gender split by age



Women were well represented across all age ranges, with slightly more than average being over the age of 30 overall. The proportion of men also didn't fluctuate that much, with the main dips compared to the average being in the 30-39 and 60-69 age brackets.

M.T. is a British Citizen who has lived in the UK for 25 years. He worked as a cab driver and was proud to support his family. Due to his long working hours, he never had time to study ESOL. Recent statutory changes in English Language requirements for taxi drivers, meant he was no longer able to continue his job. He feels at his age it is difficult for him to study ESOL, although he is keen. The class he was initially offered had to close due to lockdown. EAS offered him online classes, but as well as having limited IT skills, he was no longer able to afford an internet connection and became digitally excluded. He is waiting for English classes to be face-to-face before he can resume his studies. He continues to rely on Universal Credit.

Figure 23: Health problems and learning difficulties
Bar chart based on 21 declarations

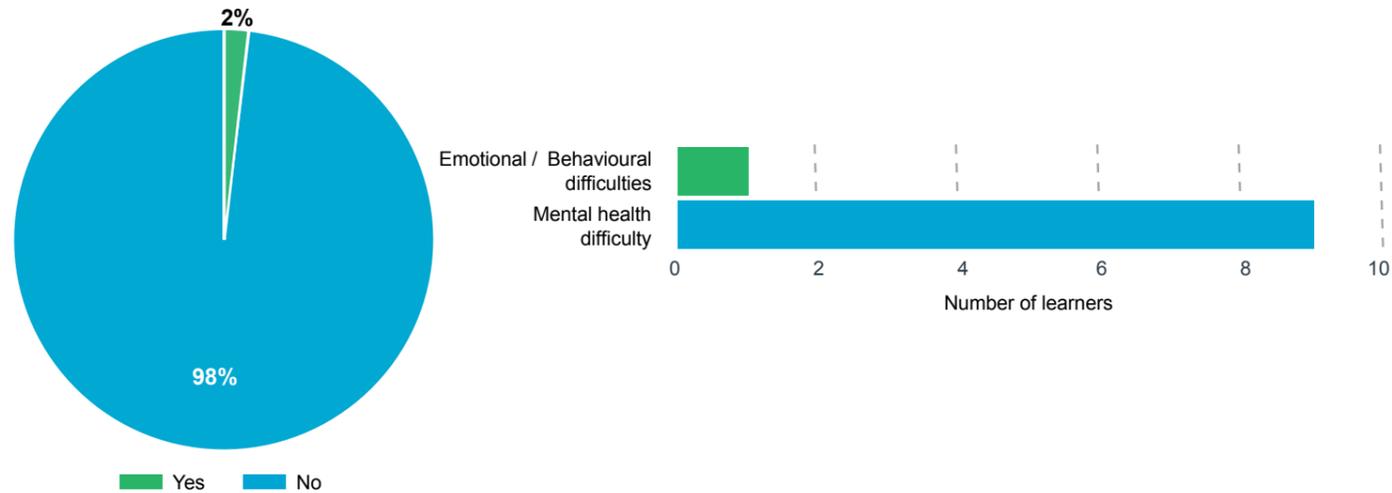


Health declarations are a sensitive topic for many learners and some will choose to not disclose this information to the EAS. Therefore, the statistics presented here may not be a true picture of the needs of the learners the service advises. ESOL course providers are informed about the health declarations of all learners referred to them and most are able to be absorbed into mainstream provision with no issues. Those with more complex needs may be placed in provision with smaller class sizes, giving the tutor more scope to support them closely.

Partnership working and Social Prescribing

The EAS works with several organisations to help disadvantaged and vulnerable learners such as the elderly, homeless, victims of domestic violence, asylum seekers and refugees. These learners are often traumatised, difficult to engage and would struggle within formal further education. The EAS is able to provide access to supportive, learner-focused provision, which allows learners to improve their mental health as well as gain independence through improved language and life skills. This support gives them the confidence to make long-term changes and succeed in their goals.

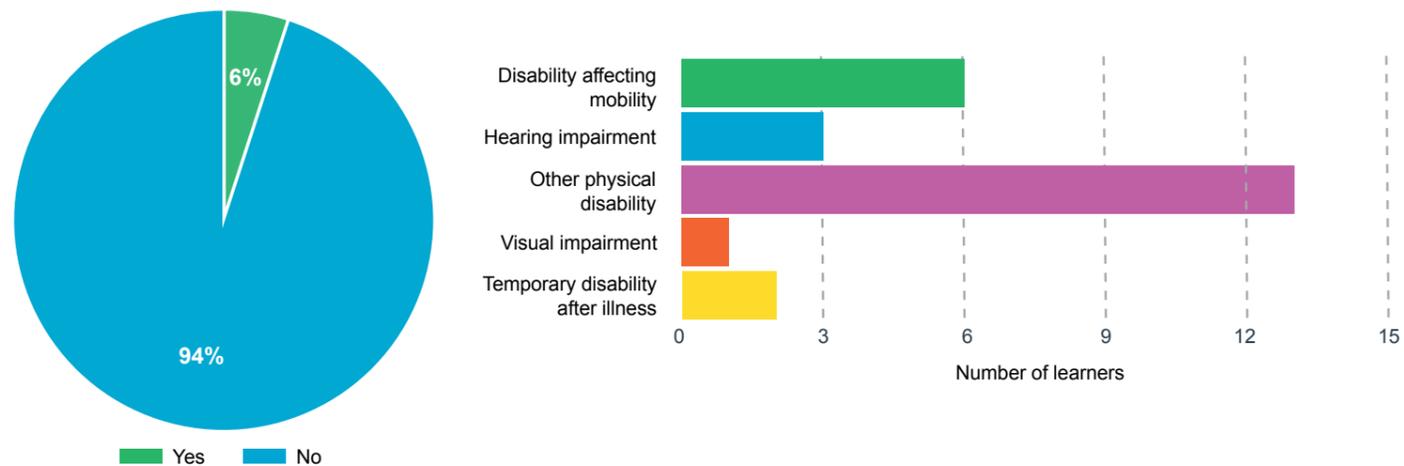
Figure 24: Mental health problems
Bar chart based on 10 declarations



EAS and the Care Sector

There is a need for ESOL support for care sector workers across north London. Louise Keane, Professional Education and Development Nurse, based at Whittington Hospital, highlighted this need in nursing homes across 5 boroughs i.e. Camden, Islington, Barnet, Haringey and Enfield. The nursing home staff had been unable to access ESOL due to the nature of their work and shift patterns. The EAS carried out free bespoke assessments at the Ash Croft Nursing Home in Camden with a view to setting up a bespoke ESOL class at the nursing home as well as at all the other nursing homes cross borough.

Figure 25: Disabilities
Bar chart based on 25 declarations



The nationwide plea for carers in the wake of the Covid-19 crisis once again highlighted the need for ESOL in the Health and Care sector. Carers from all over London were funnelled through the EAS to ascertain their English language levels and their suitability for care sector roles. This was a unique service that the EAS provided for the NHS free of charge during the height of the pandemic. The data collected by the EAS remains invaluable to the Health and Care sector in terms of recruitment and informing future policies.

In the middle of the first lockdown, EAS played a crucial role in the recruitment and training process for Health and Social Care by sourcing and screening potential clients' English language (capability) for essential worker roles.

Nicky Freeling, Adult Social Care Workforce Programme Lead for NCL

Working in partnership to improve the life of a blind learner

by Julie Hogarth, Vision Rehabilitation Worker, Adult Social Care (ASC), Camden

M.A. came to the UK 5 years ago, firstly living in Brent and then moving to the London Borough of Camden. M.A. has only a small amount of vision, just perception of light. Over the past years he has become withdrawn and unhappy. He is young and fit with no disability other than his sight loss and would like to be able to take care of himself and become more independent, [for example] finding his own way to the Mosque and the shops, cooking a meal for himself, playing sports. Eventually he would like to go to college and study.

When M.A. lived in Brent he was given some Orientation and Mobility lessons by a Vision Rehabilitation Worker, who advised that he would not go out on his own, as he could not speak English, and his family were very protective of him. In her opinion he 'would never' travel alone because of his vision loss and lack of communication skills. This is understandable, [as if he] should get lost when travelling alone along a learned route, he would be unable to gain assistance for directions. He would [also] be unable to ask for items at the shop, join sporting [activities] and 'Blind Sports' groups. M.A.'s sight loss is not a barrier [when it comes to the above independent activities], but his inability to speak English is.

When M.A. arrived in Camden, I completed a Vision Rehab Assessment and began to investigate ways for him to learn English. EAS was my first port of call where the very helpful team organised a meeting at the Library with M.A. and his brother. It became apparent that M.A. would find [mainstream] ESOL classes impossible as they use visual cues for learning... The need for an Interpreter would [also add more complexity]. I contacted all specialist colleges and support agencies, coming up against a barrier with every call, due to his 'lack of English speaking and understanding'.

EAS liaised with me and could not have been more helpful and supportive to this client when I was at my wits end as to how to help him on his journey to independence... [They] offered to provide one-to-one lessons if ASC supplied an interpreter. EAS support was pivotal to enable M.A. to start a journey to improve not only his independence, but [also] his physical and mental health.

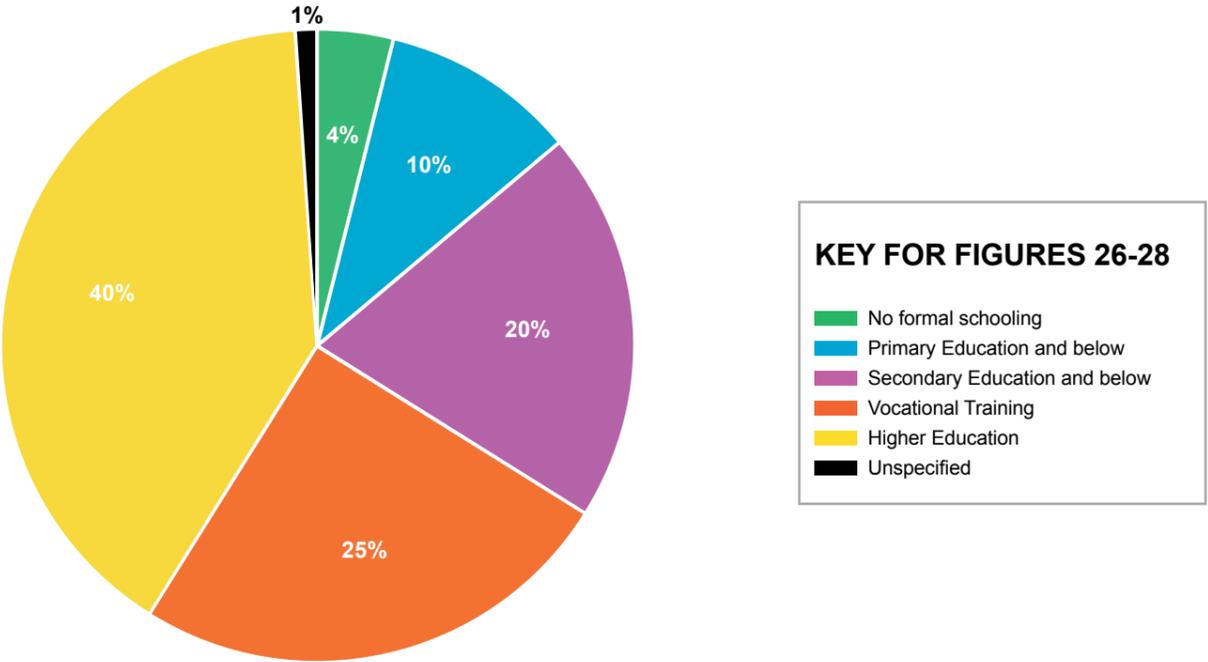
Then Covid-19 came along and the lessons were put on hold. Again, EAS came up trumps and offered another solution for M.A.'s learning journey! [They] offered [an advisor's] services to complete the English lessons over the phone for one hour a week. ASC [provided] an interpreter once a week to support [the advisor] to prepare the lessons. This has worked out very well and M.A. is very happy with the service. Without this support, I really don't know how he could have moved forward with his learning.

EAS and ASC have worked together to meet challenges... and come up with a plan that is ensuring M.A.'s needs are met. This blind resident's future now looks brighter and healthier and he is looking forward to it, knowing the London Borough of Camden is supporting him along the way.

40% of all learners assessed by the Camden EAS in 2019-20 had taken part in higher education.

The borough of Camden has more universities than anywhere else in the UK, and the largest student population in London, totalling 27,600 residents, 57% of which are from overseas. (Source: Camden Profile January 2021)

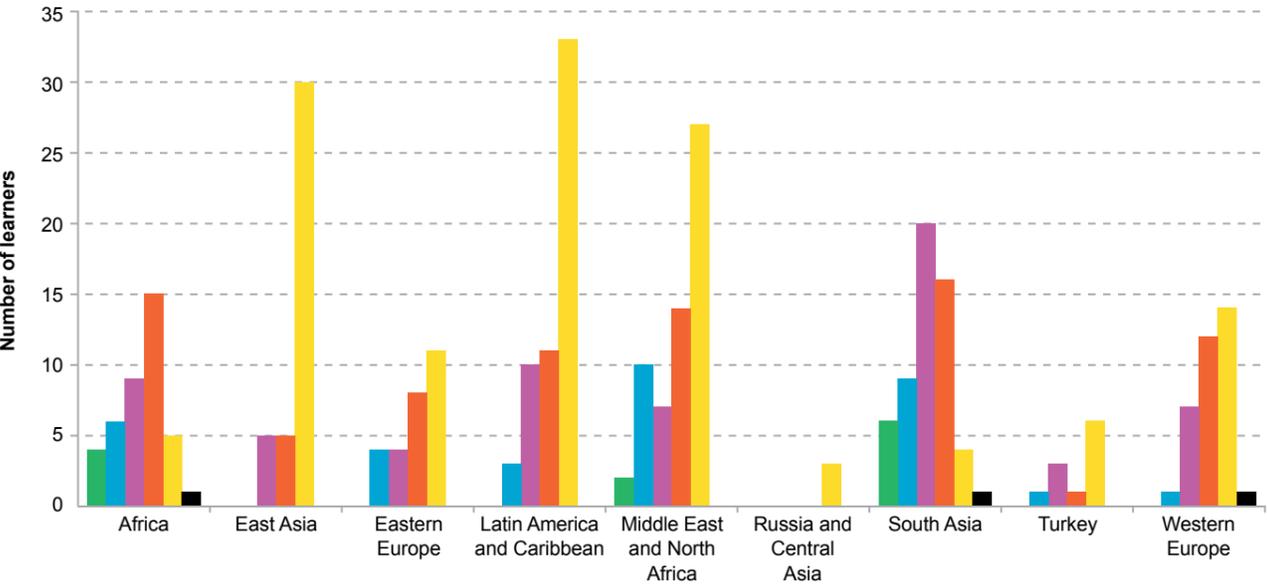
Figure 26: Level of schooling



KEY FOR FIGURES 26-28

- No formal schooling
- Primary Education and below
- Secondary Education and below
- Vocational Training
- Higher Education
- Unspecified

Figure 27: Schooling in regions



For ease of presentation, the chart above does not include one British learner whose highest form of education was vocational training.

Figure 28: Schooling in top six countries of origin

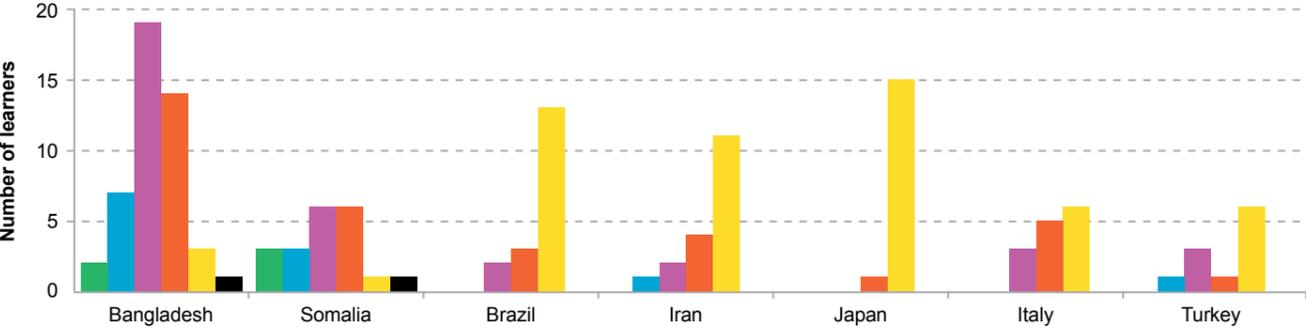


Figure 29: Post-secondary education course subjects
Based on 145 responses



EMPLOYMENT STATUS

Just over a third of learners (34%) assessed by the Camden EAS in 2019-20 were in paid employment in some capacity. This is significantly lower than the 71.2% employment rate reported for the borough in June 2020 (Source: Annual Population Survey, ONS, June 2020). However, the majority of learners (41%) reported circumstances that meant they were not currently looking for work.

Figure 30: Employment status

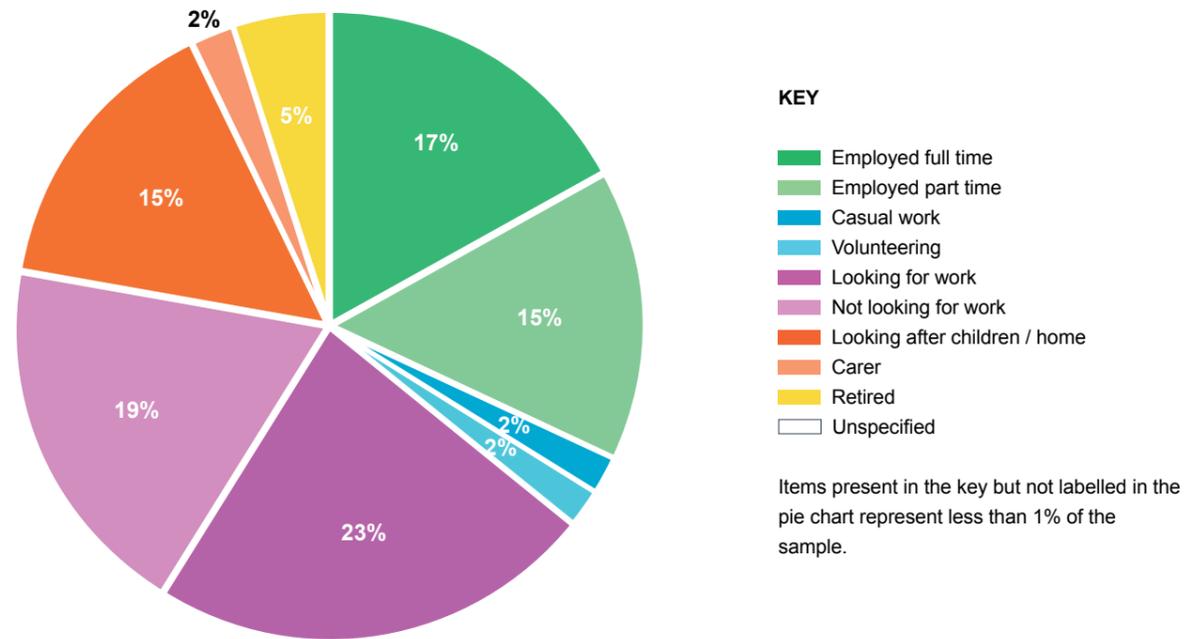


Figure 31: Reasons for 'not looking for work'
Based on 64 responses

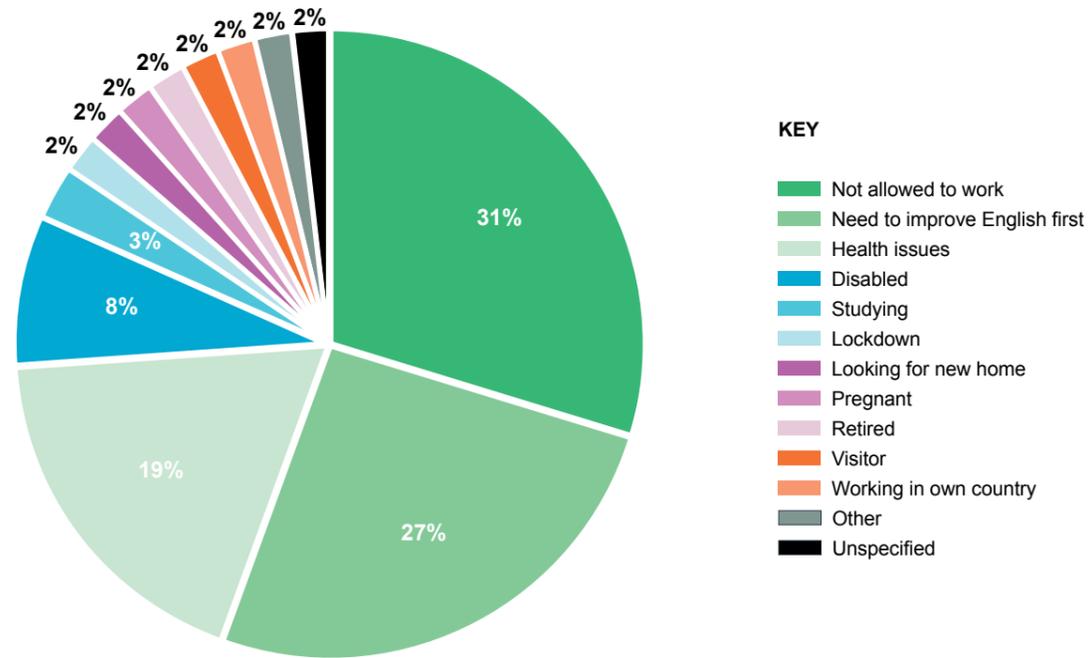


Figure 32: Work experience (UK and abroad)
Based on 356 responses



Figure 33: Current employment
Based on 108 responses



The most common job held by learners in the past was being a cleaner (9% of all responses), and the most common area of current employment was being a carer (27% of all responses).

INCOME AND BENEFITS STATUS

Figure 34: Receiving income-based benefits

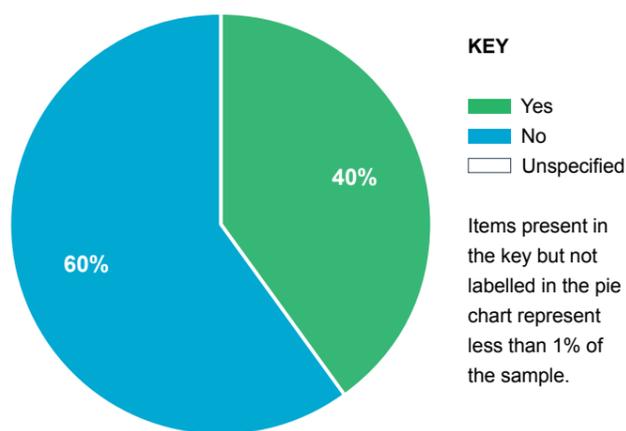


Figure 36: Low income?

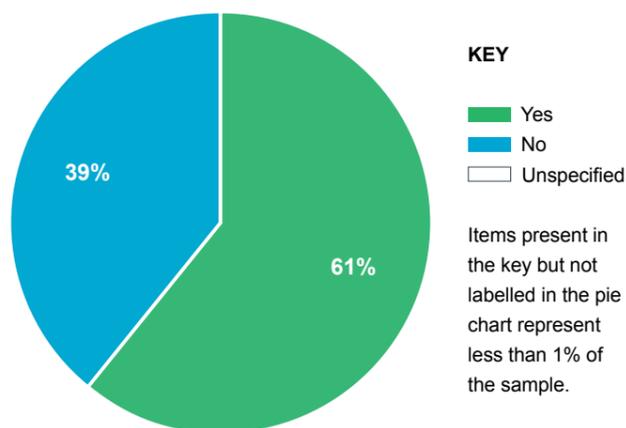


Figure 35: Benefits? Yes - Receiving Jobseeker's Allowance, Employment Support Allowance or Universal Credit?

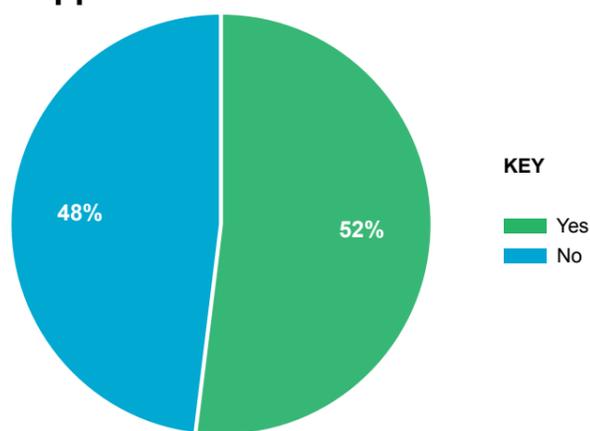
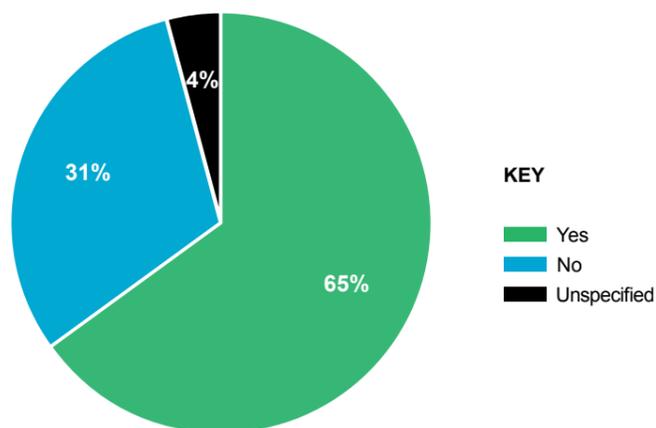


Figure 37: National Insurance Number?



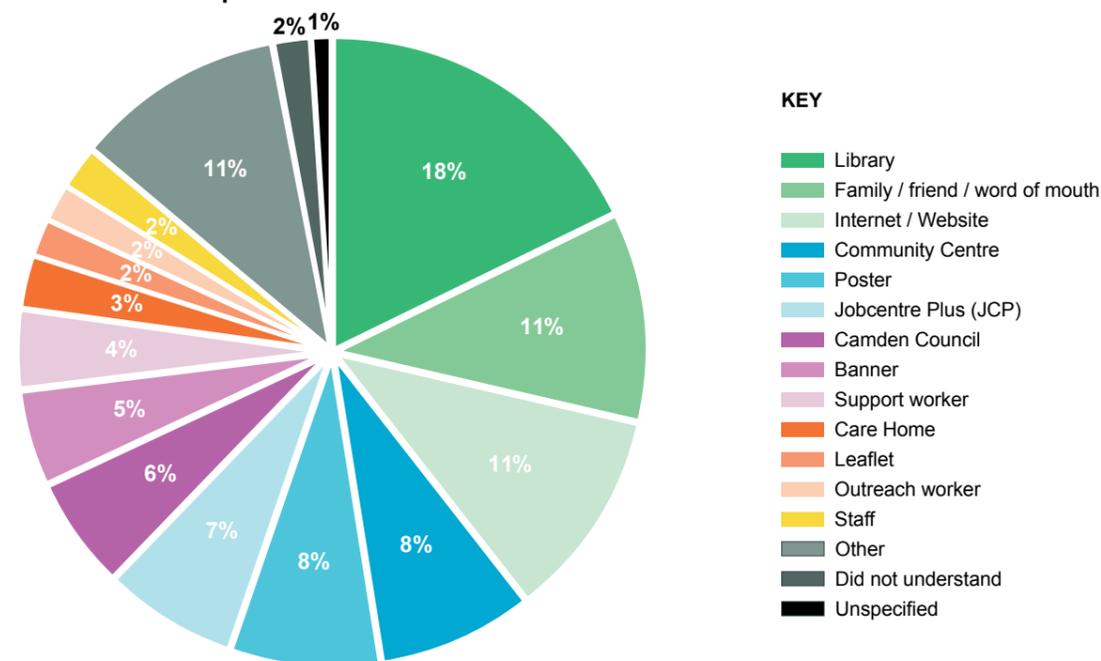
A clause in the funding rules provides greater flexibility to place low income learners in free provision. Low income is defined by the Greater London Authority (GLA) as those earning less than the annual London Living Wage, before tax. During the 2019-20 academic year this started off as £20,572 but rose to £20,962 in November 2019. 21% of households in Camden earn under £20,000 each year. (Source: Paycheck, CACI Ltd, reported in "Camden Business and Employment Databook", August 2020).

HMRC statistics published as the HBAI 'Local Measures' in 2016 stated that 28.5% of children in Camden live in low income households. This was higher than the London average of 19.3% and made Camden the fourth worst borough in London for income deprivation. In response, Camden Council implemented a Council Tax Reduction Scheme, now part of the Government's Council Tax Support scheme, which reduces the amount payable for low income households.

REFERRAL ROUTES

CAMDEN

Figure 38a: Referral Routes
Based on 430 responses

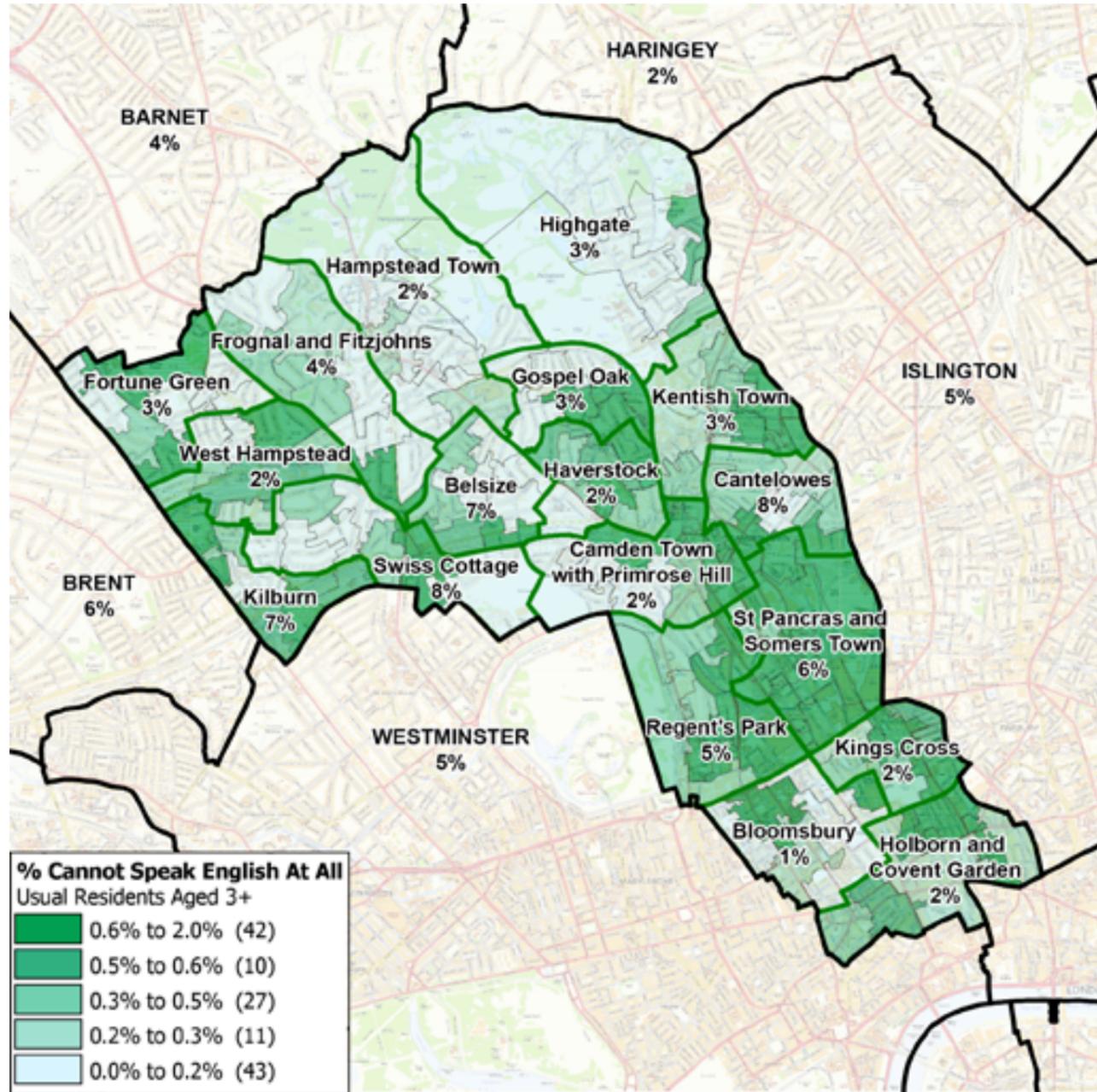


The 'other' category in the chart above contains the following wide range of additional referral routes, accounting for 46 learners: Employer, Primary School, Housing estate, Children's Centre, Camden ACL, Gym, Health Centre, Newsletter, NHS, Nursery, Refuge, Social Prescription, Sponsorship programme, Camden Job Hub, Careers Advice, College, EAS advisor, Lawyer, Refugee Council, and the RNIB.

Figure 38b: Referral Routes - additional detail
Based on 171 responses



Figure 39: Learner locations in Camden and concentration of those who 'do not speak English at all'

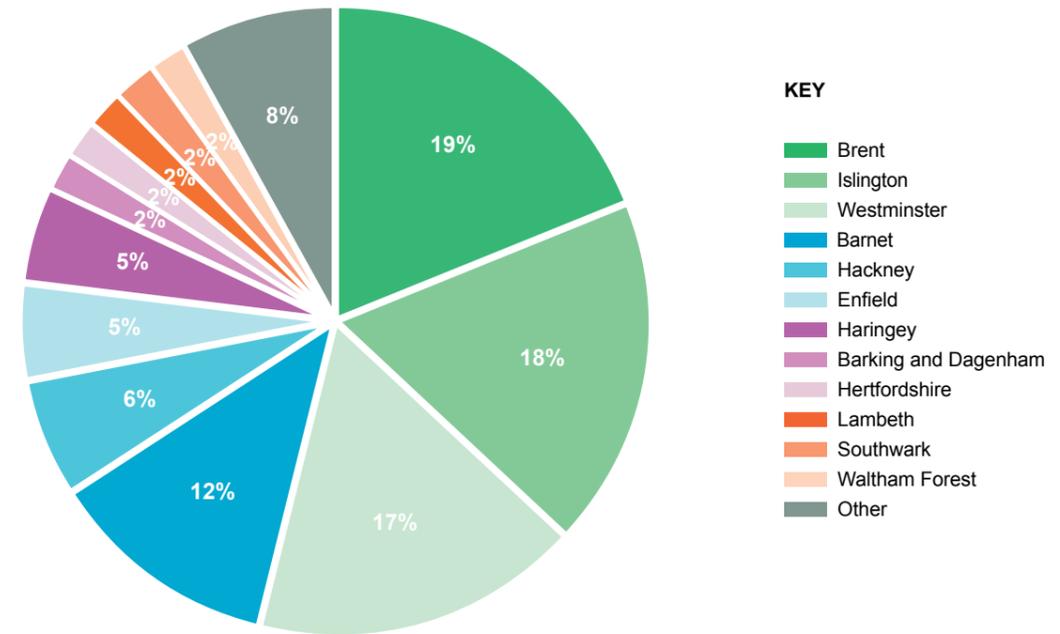


70% of learners assessed by the Camden EAS in 2019-20 lived in the London Borough of Camden and 30% resided elsewhere.

Of that 30%, the majority (71%) lived in bordering boroughs and 26% lived in other London boroughs. Two learners lived in Hertfordshire and one lived in Kent.

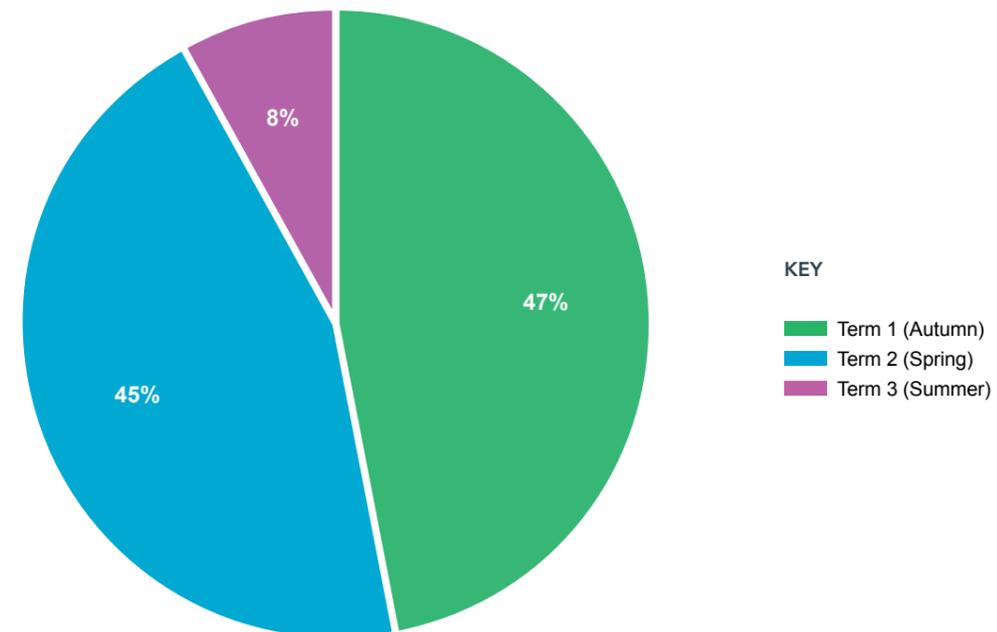
Last year, the top four wards correlated closely with the location of the EAS advice venues in the community, accounting for 27% of learners. This year, this reduced to 24%, demonstrating that the service is reaching a wider audience than previously and learners were prepared to travel further to get advice.

Figure 40: Out of borough learner locations
Based on 100 records



The 'other' category comprises of individual learners who reside in the following boroughs: Ealing, Greenwich, Harrow, Hillingdon, Kent, Kingston upon Thames, Newham and Tower Hamlets.

Figure 41: Term of registration



Registrations with the service were spread fairly evenly across the first two terms, but then the impact of the national Covid-19 lockdown becomes starkly apparent. This will be discussed further in later chapters of this report.

Figure 42: Time in the UK

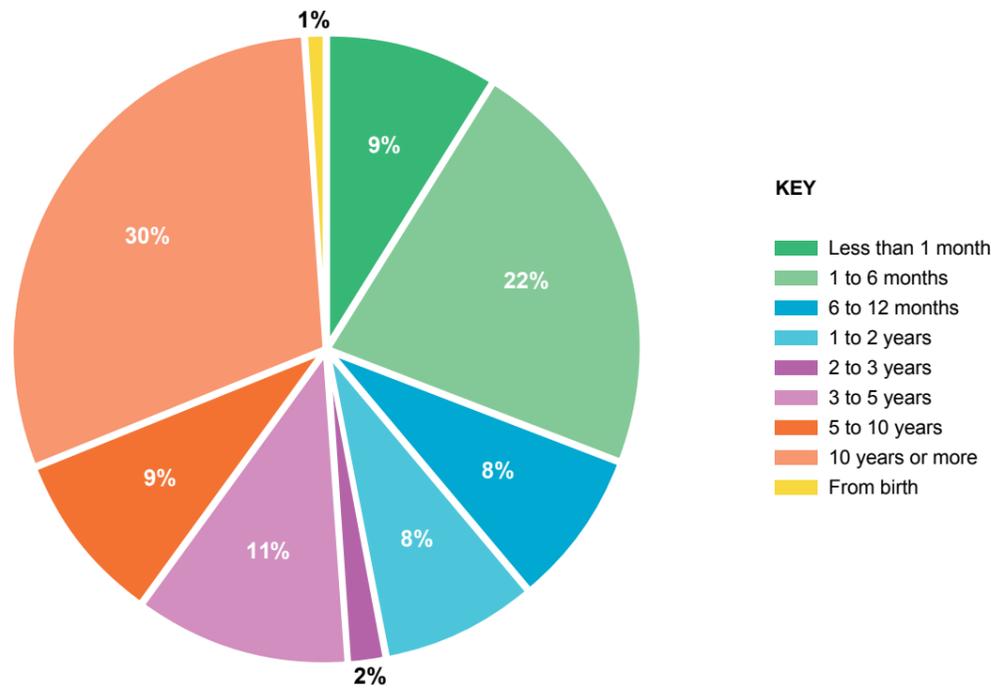
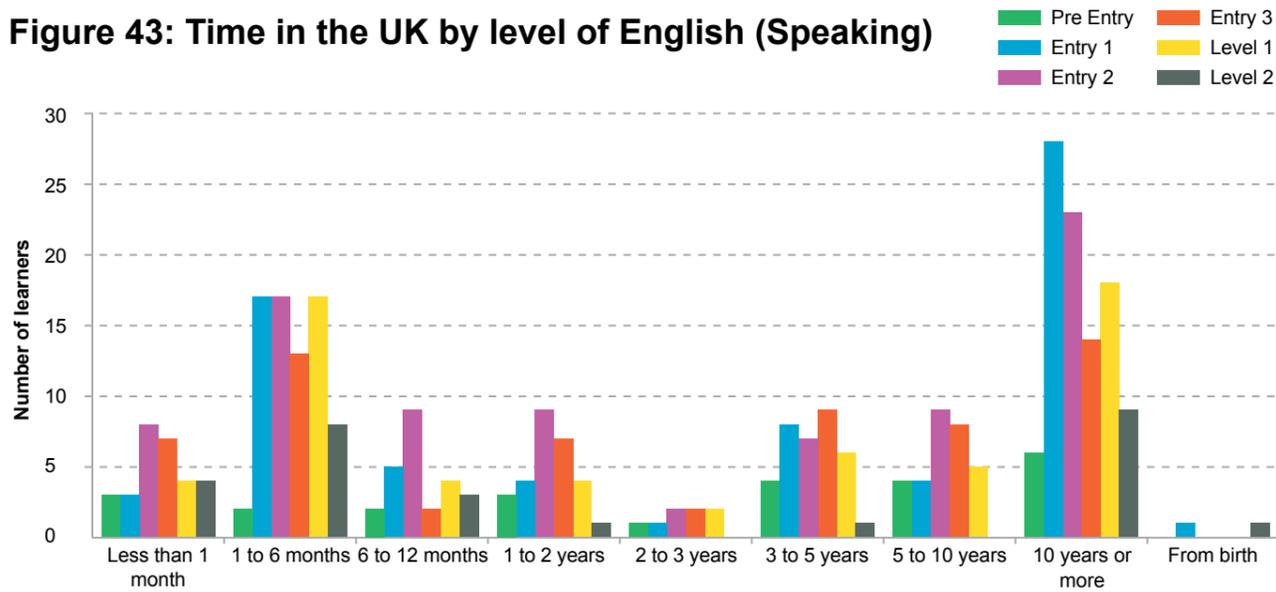


Figure 43: Time in the UK by level of English (Speaking)



The most vulnerable learners are those who have recently arrived in the UK, for example asylum seekers. At the other end of the scale, the learners who have been here for 10 years or more may have assumed that no learning opportunities were available until word-of-mouth about the EAS spread further into the community. Often those who have lived here for many years simply decide that they can survive with limited English skills as they live and work in an environment where they only need to speak their mother tongue. They also rely on family members who do speak English to help them in situations where it is important for them to understand.

Figure 44: Previous ESOL qualifications?

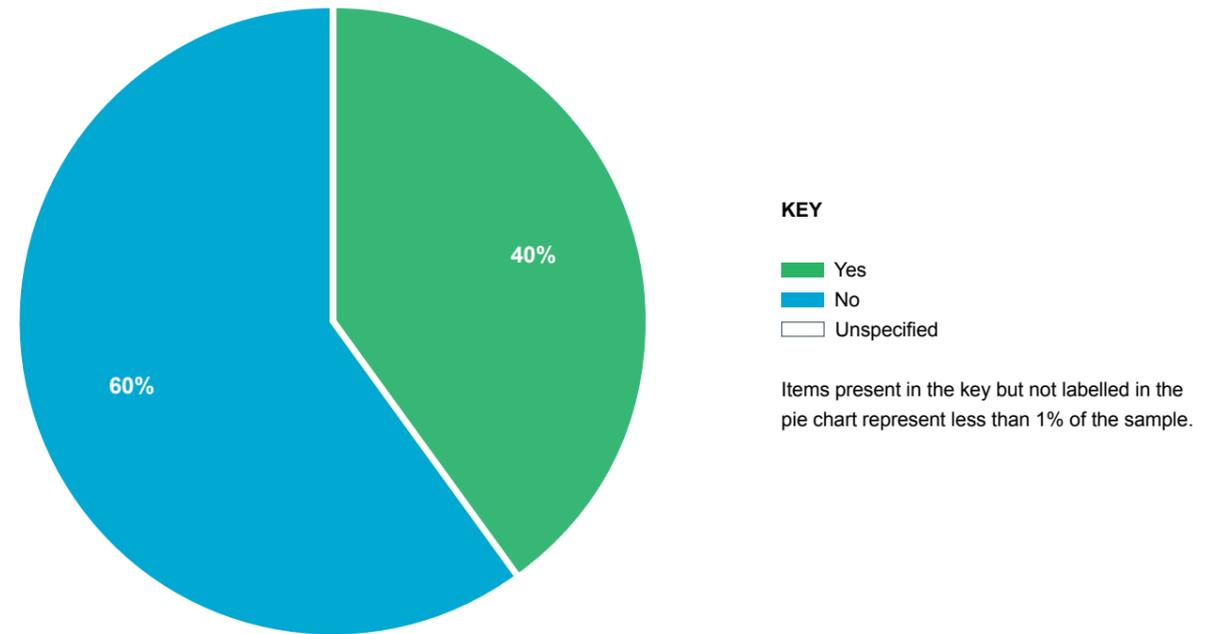
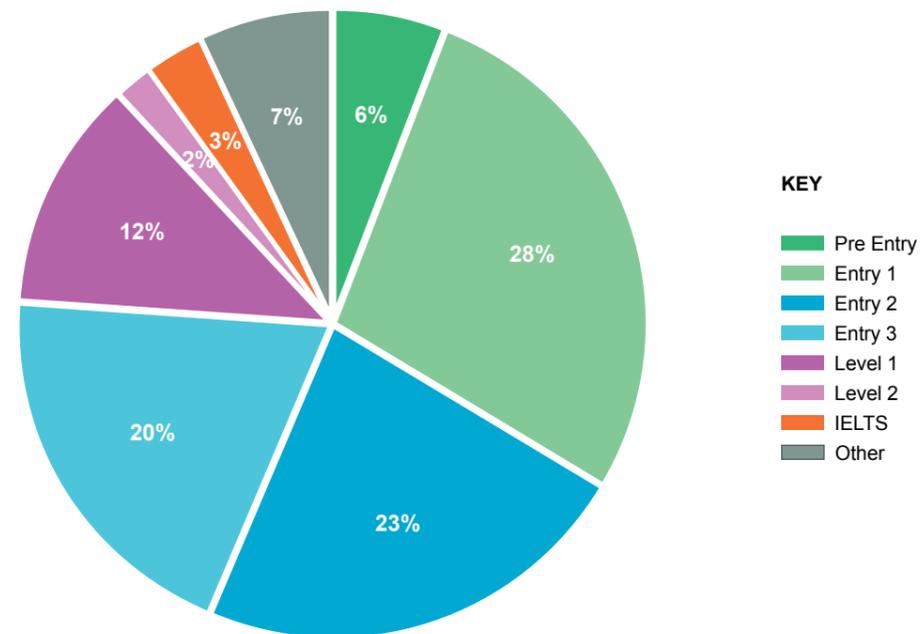


Figure 45: ESOL qualifications already attained
Based on 107 records



The 'other' category in the chart above comprises of learners reporting their proficiency in English using alternative terminology for their level. It is common for learners to use terms such as 'Beginner' or various forms of 'Intermediate', but some also refer to TOEIC scores which refers to an internationally recognised standard called the Test of English for International Communication. Other learners refer to failed attempts to pass Functional Skills English courses which are intended to improve the literacy skills of native speakers.

Figure 48: ESOL levels

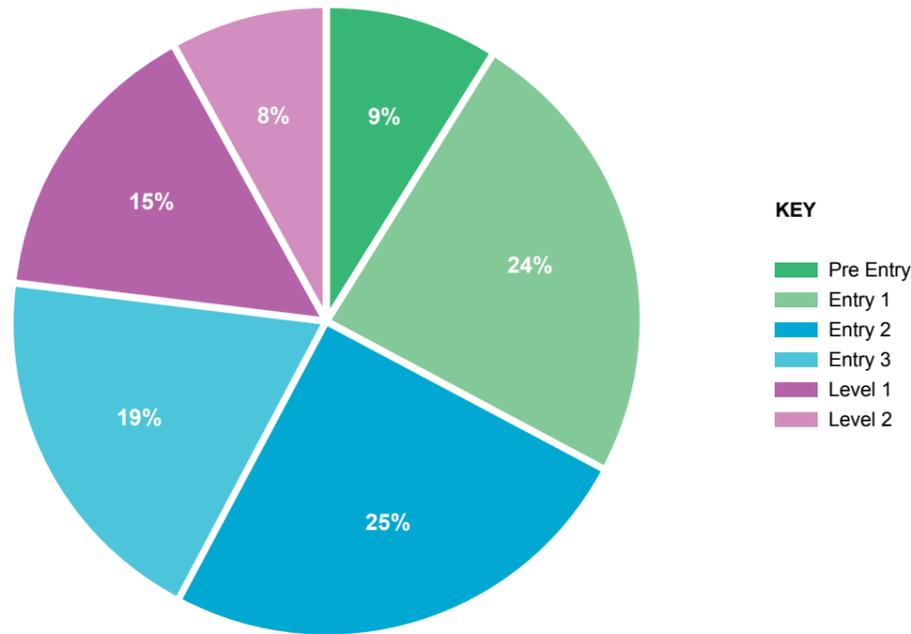
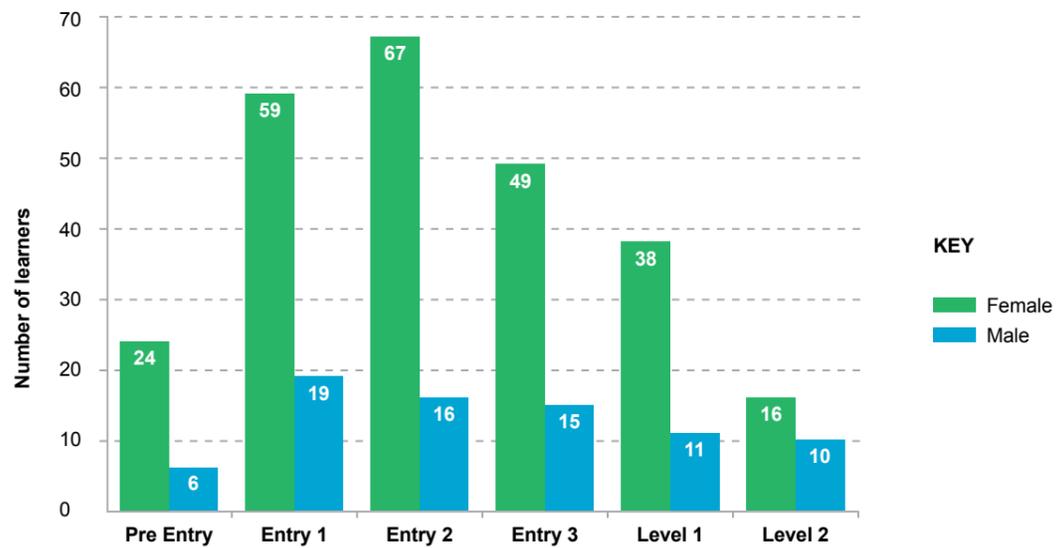


Figure 49: Levels by Gender

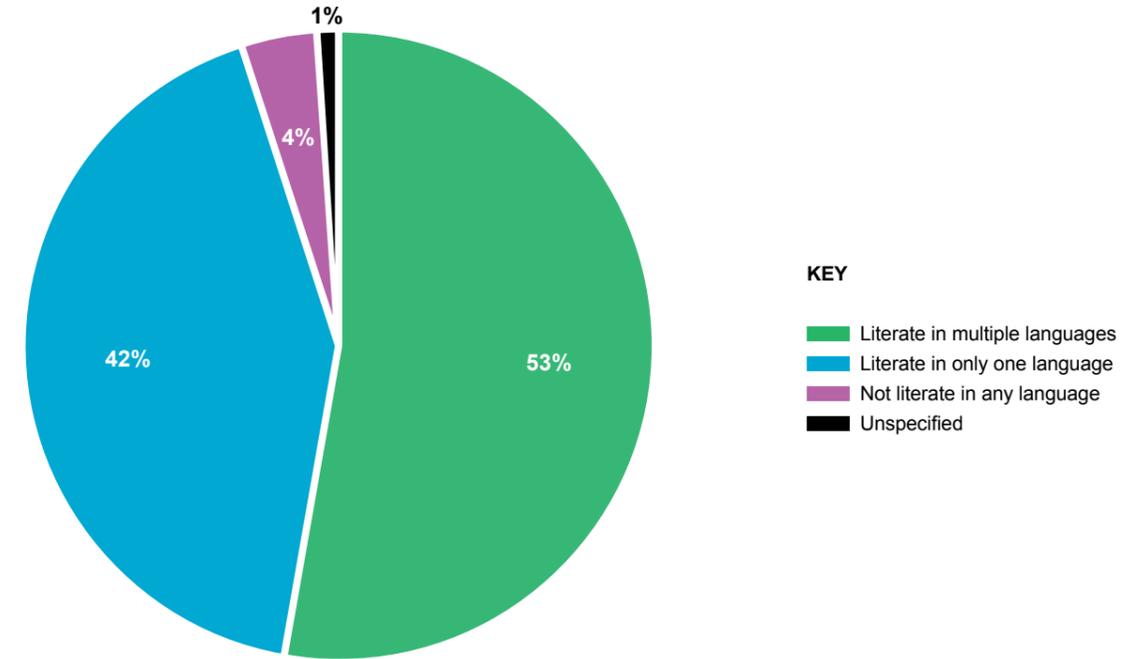


The majority of learners (77%) were assessed to be E3 or below.

80% of those assessed to be Pre Entry were female, however the highest proportion of females (81%) were E2 overall. The number of men assessed varied less across the levels. 92% were above Pre Entry level, but the numbers gradually decreased as the level increased. In comparison to the women, the proportion of men assessed at a particular level was highest (38%) at L2.

80% of the learners studying ESOL at the highest level lived in wards in the north of the borough, which has large areas that are generally considered to be more affluent and less deprived, compared to the rest of the borough.

Figure 50: Literate in first or other languages?



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. Low levels of education in learners' first languages can lead to problems acquiring other languages and factors such as a learner's mother tongue being in a different alphabet or script can make the issue more complex. 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.

Me and my wife are really happy to have your service. This is really good for the people who need to learn or improve their language skills. I'm telling about your service to all my friends. And you are great, Camden is lucky to have you :)

Omer Baran, ESOL learner

PREFERENCES

Figure 56: Travel preferences

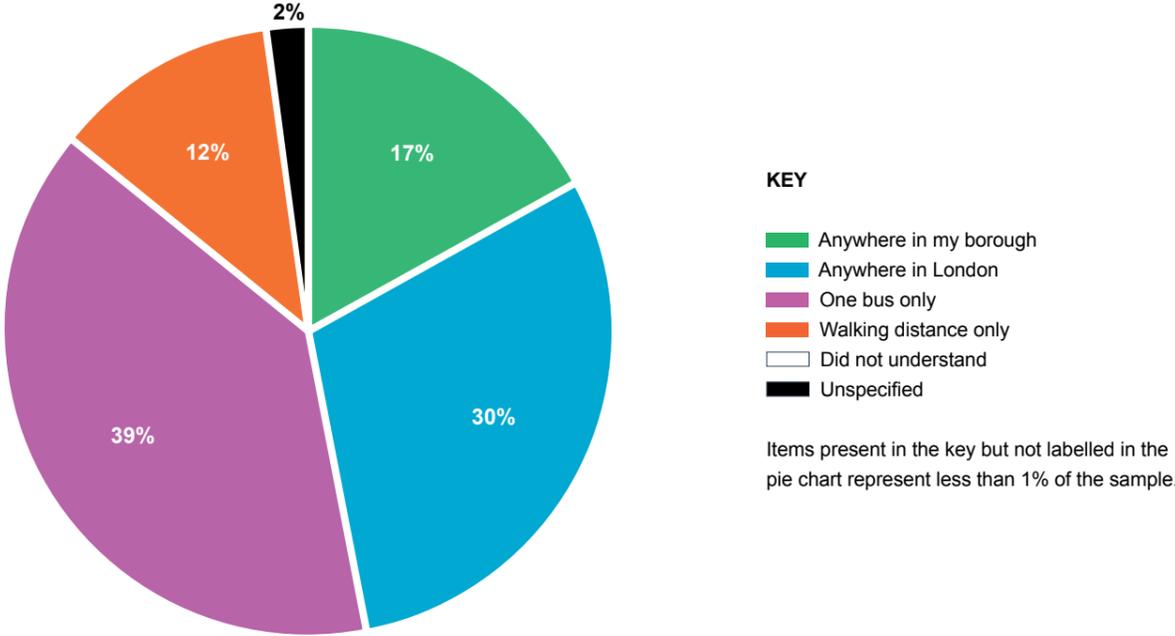


Figure 57: Walking distance only - Why?
Based on 38 responses



CHILDREN AND CRÈCHE NEEDS

CAMDEN

Figure 58: Parent?

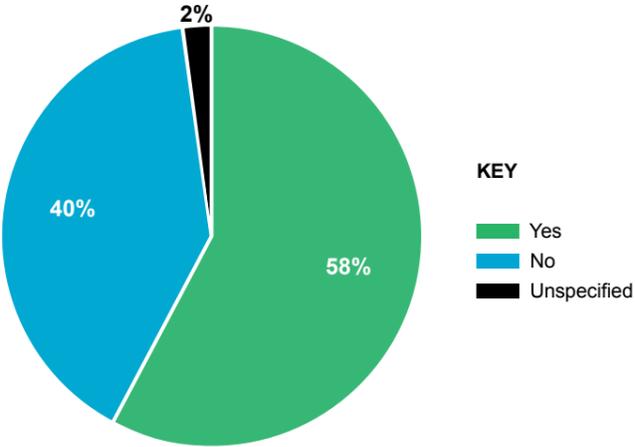


Figure 59: At least one child under 5?

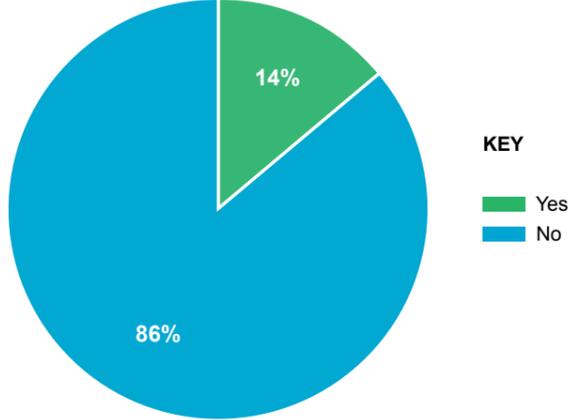


Figure 60: At least one child aged 5-10 years?

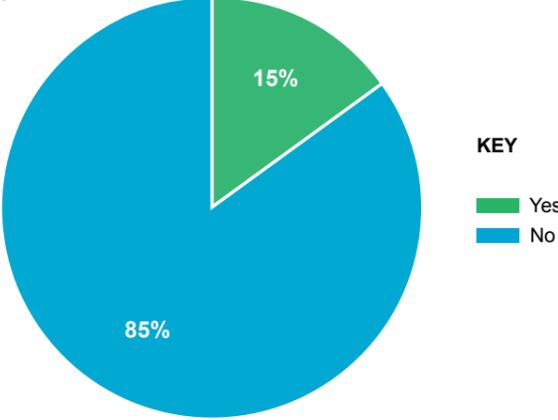


Figure 61: At least one child aged 11-18 years?

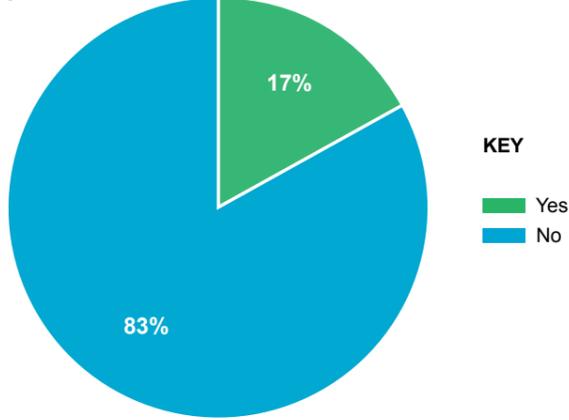
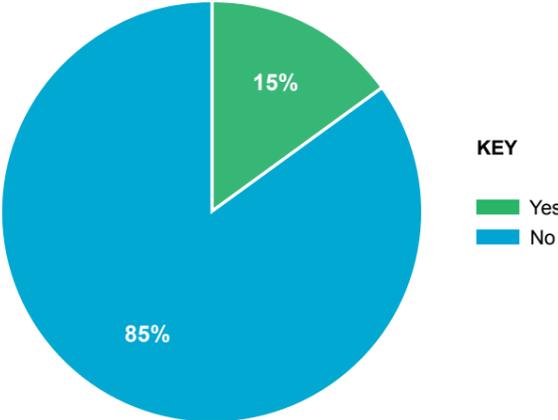


Figure 62: Crèche needs?



At the time of writing this report, the most recent statistics (published in mid-2019) estimate the population of Islington as 242,500. 82% of residents are 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-2019, ONS)

Whilst awaiting data from the upcoming Census in March 2021, we can refer back to the one taken in 2011 for information about Islington residents' proficiency in English. The table and map below show the number and geographic spread of those who are most in need of support with their English language skills.

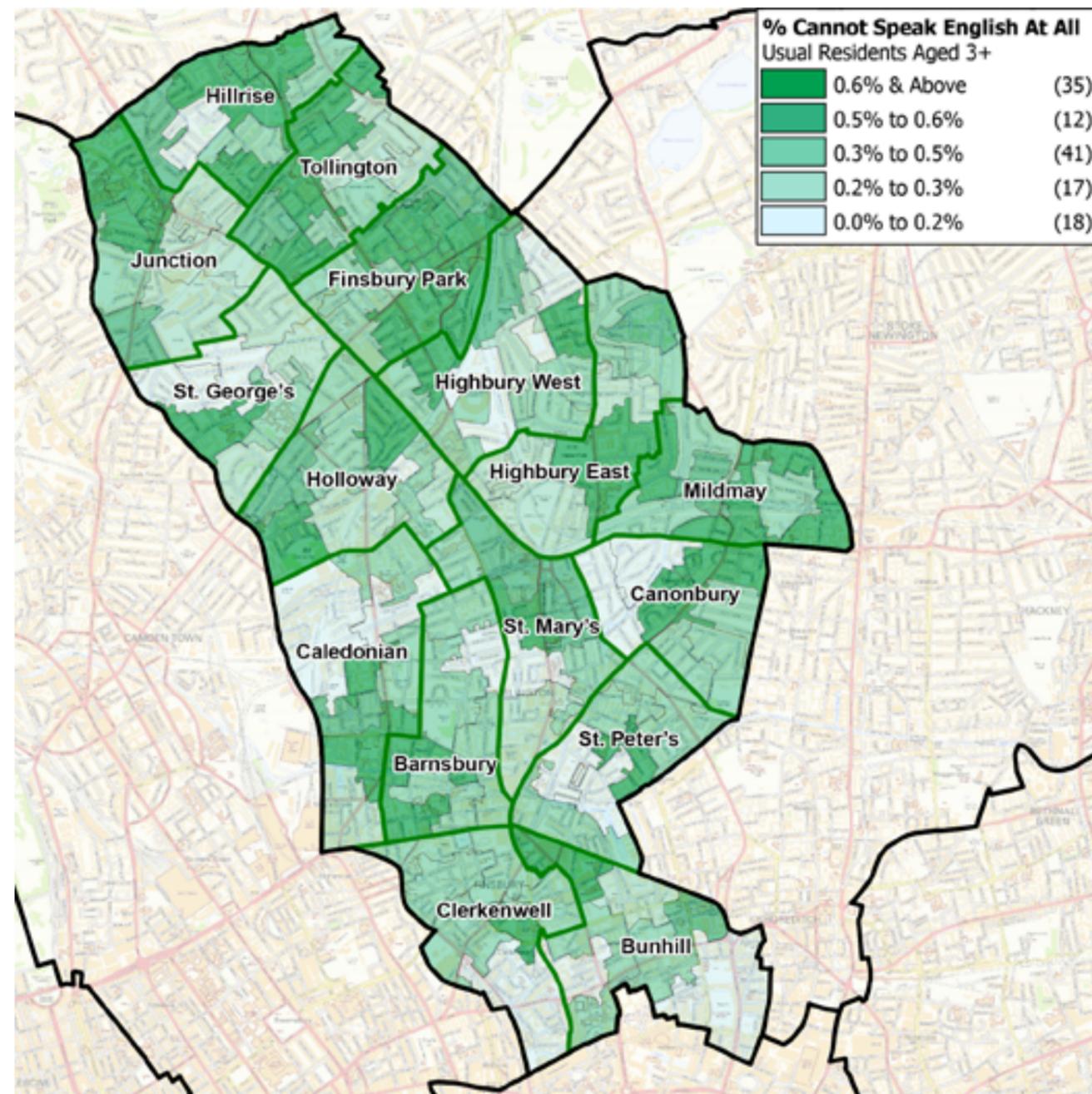
Islington Proficiency in English (Age 16+ in 2011)

(Source: Census 2011)

Response to Census question	Count	%	Count	%
Main language is English	136,986	79%		
Male			68,487	50%
Female			68,499	50%
Main language is not English: Can speak English very well or well	30,037	17%		
Male			13,920	46%
Female			16,117	54%
Main language is not English: Cannot speak English well	5,389	3%		
Male			2,028	38%
Female			3,361	62%
Main language is not English: Cannot speak English at all	888	1%		
Male			256	29%
Female			632	71%

Islington Proficiency in English (age 3+ in 2011)

Concentration of residents declaring that they 'cannot speak English at all'



Data source: 2011 Census Table QS205EW, © Crown Copyright.

The map above reflects the population aged 3 and over. 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. The map is therefore still a useful representation of the concentration of language needs across the borough.

It is essential that Job Hubs continue to work with the EAS to ensure that our clients can access the necessary language skills needed for employment. The unprecedented challenges posed by Covid-19 have made it harder for our clients to find jobs and not having adequate communication skills makes it all the more challenging for the current and future job markets. The EAS helps us to achieve our short and long term employability targets by providing our clients with suitable learning opportunities required for career progression and employment.

Anna Braybrooke, Job Hub Advisor

In 2019-20, the Islington EAS assessed learners from a fairly even spread across regions of the world. The most numerous regions were Africa, Eastern Europe and Latin Ameica and Caribbean (14% each).

Figure 67: Region of origin

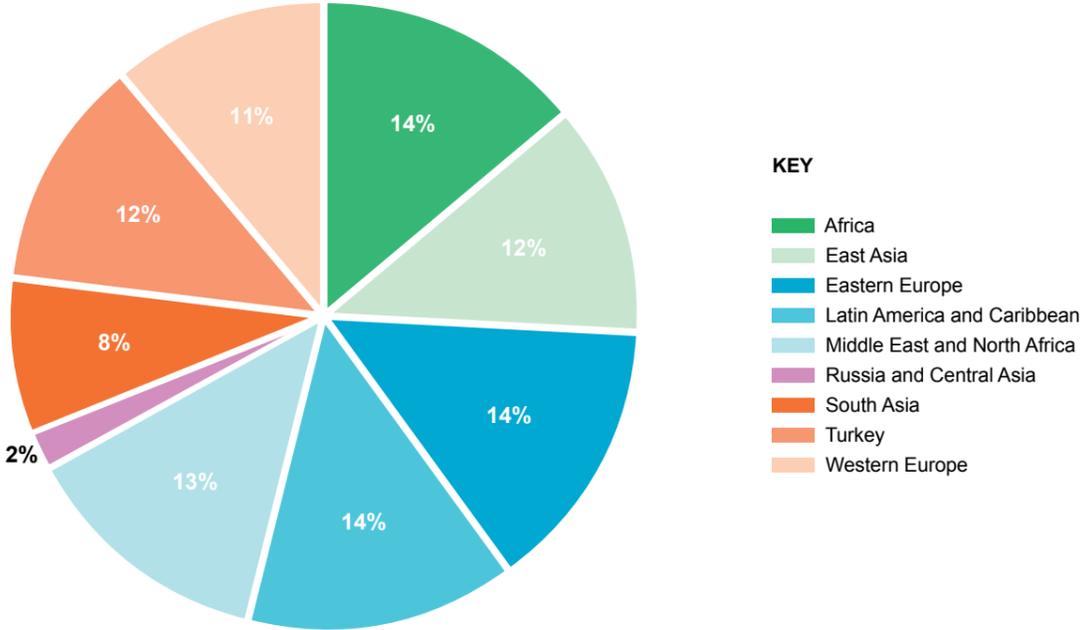
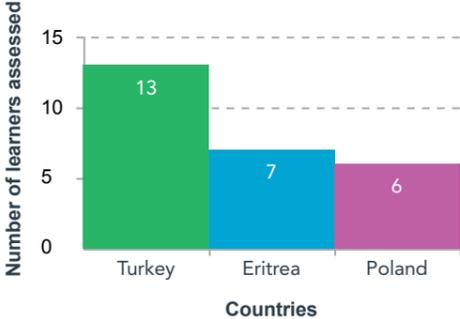
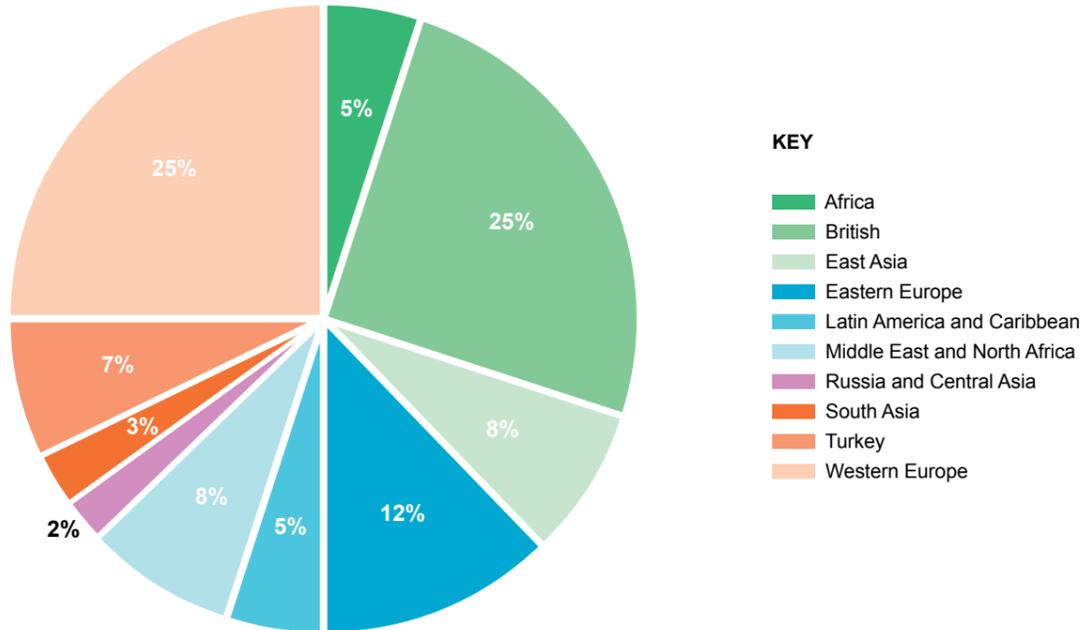


Figure 68: Top three countries of origin



12% of learners assessed were from Turkey. This is likely due to the large Turkish community living on the border between Islington and Hackney, in the Dalston Kingsland area.

Figure 69: Region of nationality
Based on 115 responses



Two learners assessed by the Islington EAS reported dual nationality.

Figure 70: Top four nationalities

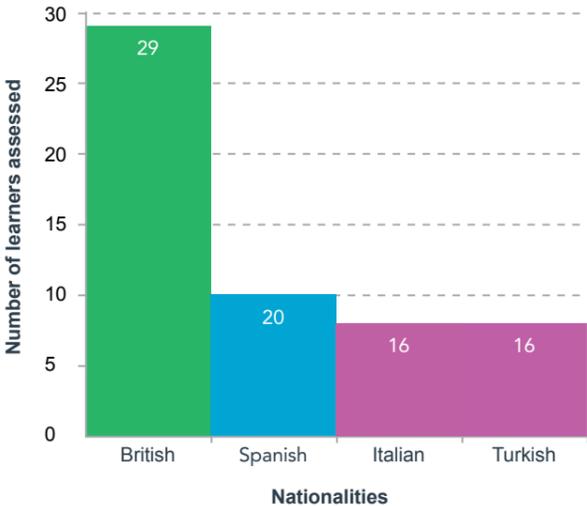


Figure 71: British Nationals - Regions of origin
Based on 30 records

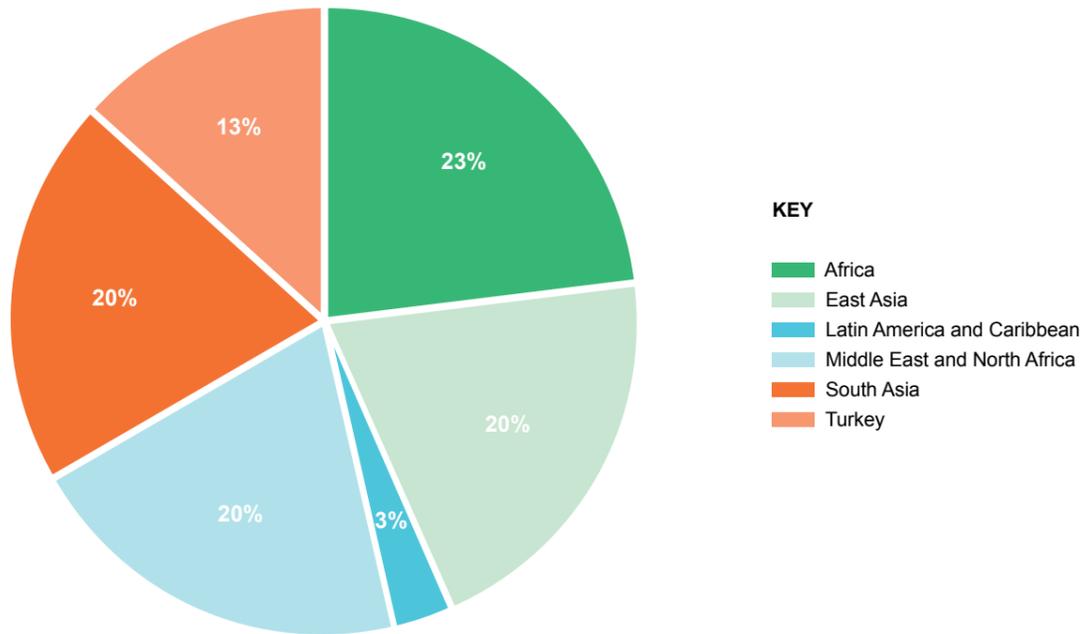


Figure 72: British Nationals - Countries of origin
Based on 30 records

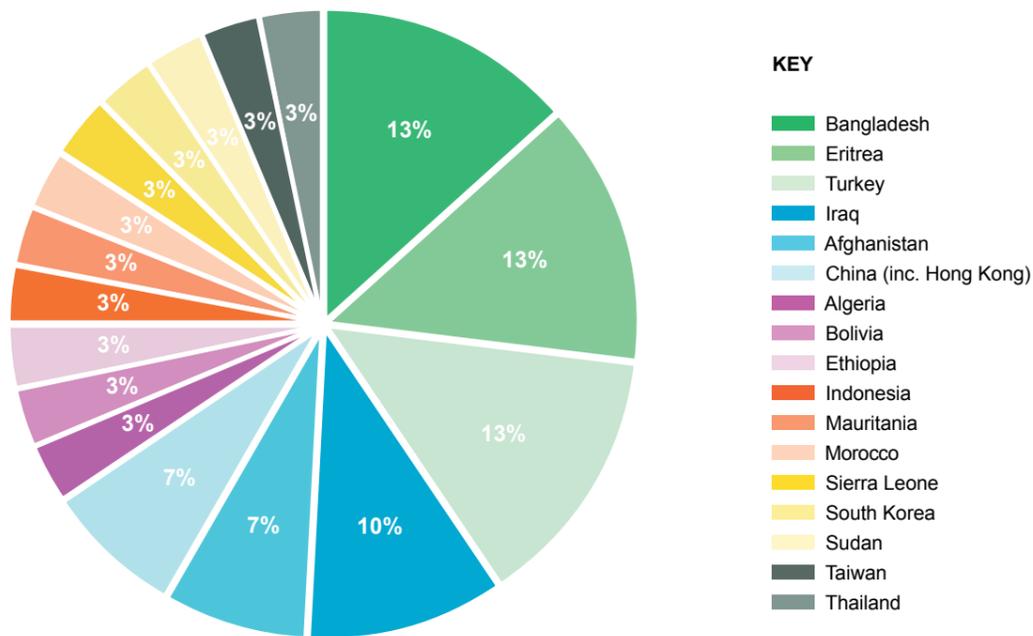


Figure 73: EU Nationals - Regions of origin
Based on 35 records

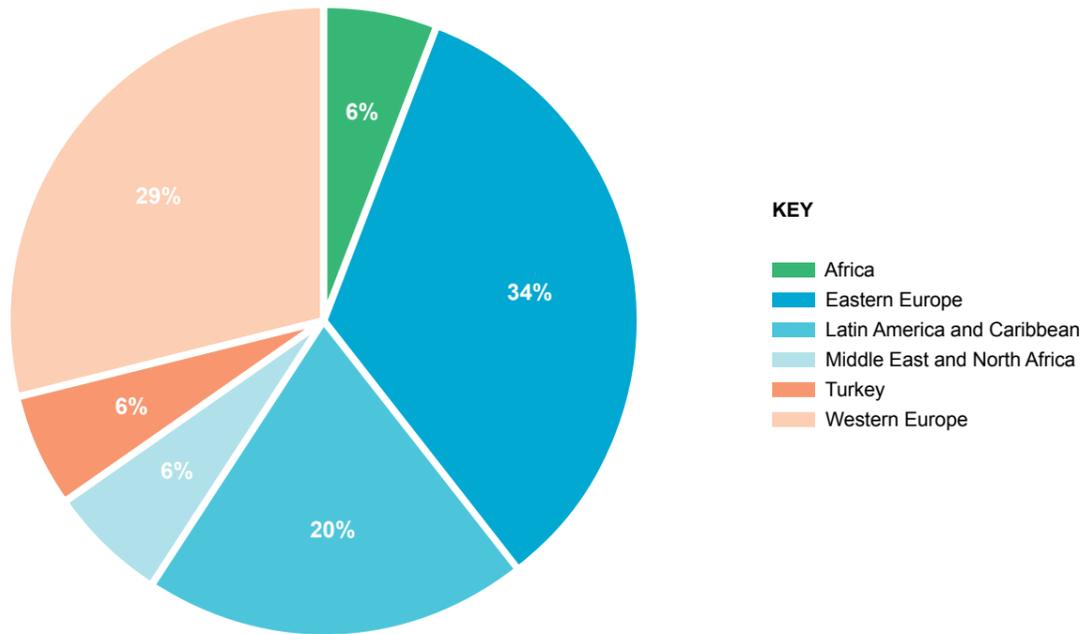
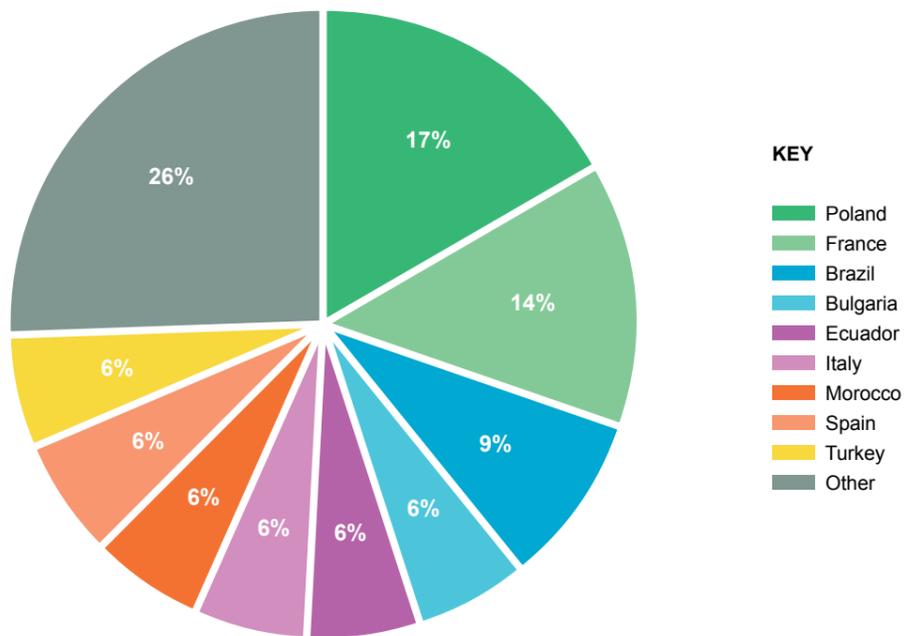


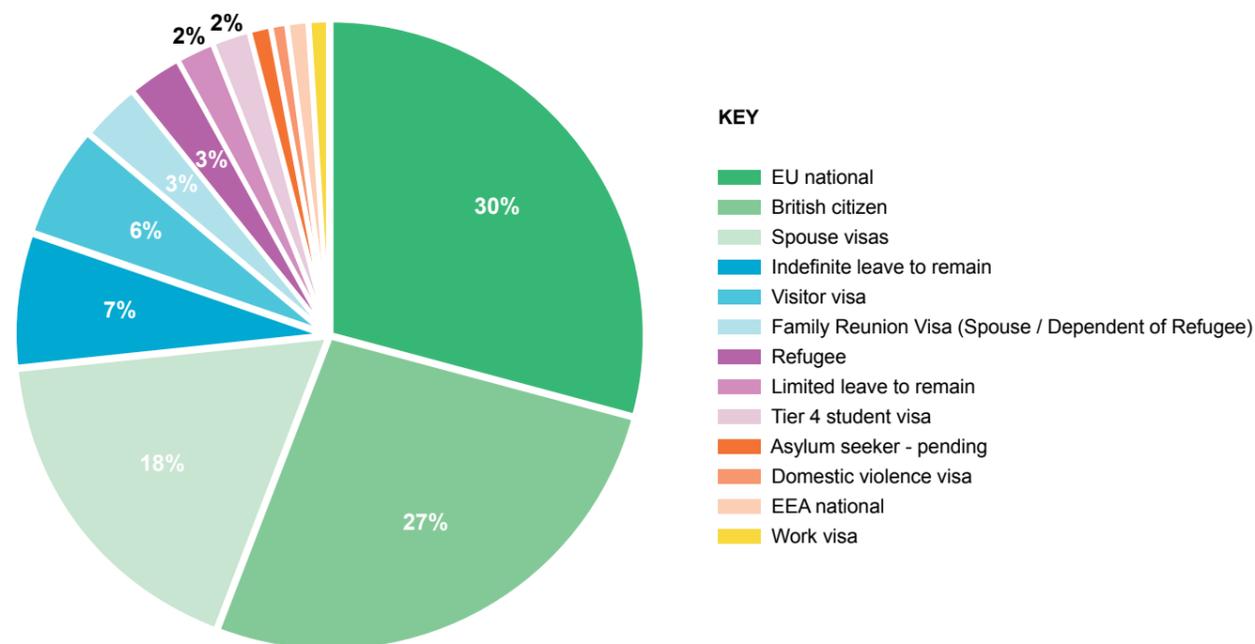
Figure 74: EU Nationals - Countries of origin
Based on 35 records



The 'other' category in the chart above comprises of individual learners from the following countries: Albania, Belgium, Colombia, Democratic Republic Of The Congo, Latvia, Moldova, Paraguay, Romania and Somalia.

43% of all EU nationals originated from a country outside of the EU/EEA.

Figure 75: Immigration Status



Over half of the learners assessed by the Islington EAS in 2019-20 were EU nationals (30%) or British citizens (27%).

The next most numerous category was Spouse visas (18%), Within this 18%, the most common visa was Dependent of British citizen (35%).

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

I came to the UK because I got married and my husband lives in UK. I have been in UK for nearly one year. I haven't had any experience of ESOL in the past. Actually I am very satisfied with the EAS. Now I have got good experience of ESOL and my English is improved so much. My plan for future is to improve my English language more and start learning higher levels of ESOL and to find a job.

Zineb Elmoustajir, ESOL learner

Figure 76: Refugees and their families and Asylum Seekers

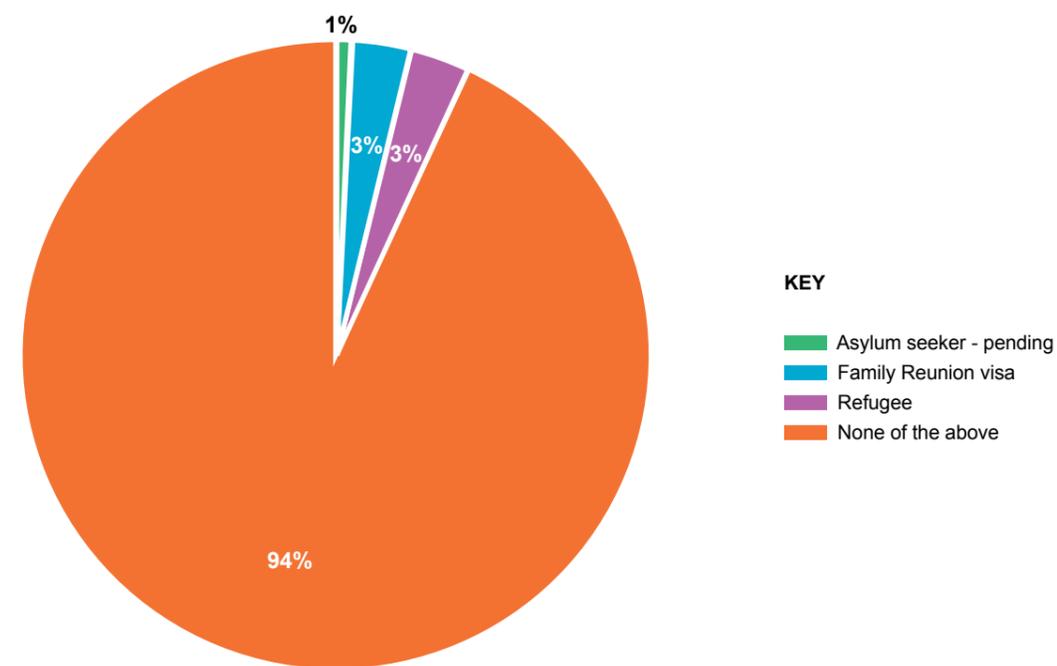


Figure 77: Origin of learners seeking protection in the UK

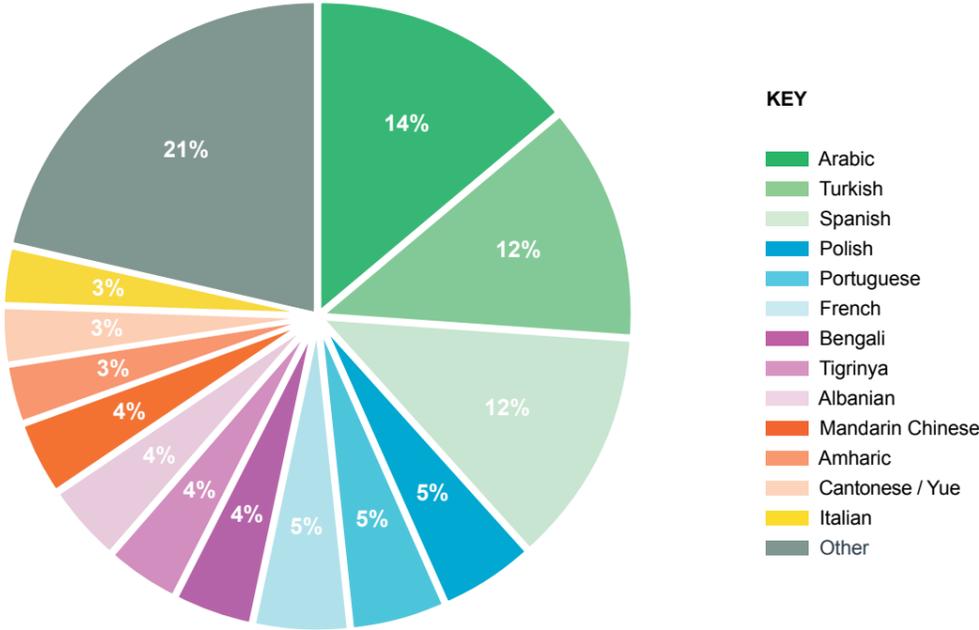
Country of origin
Albania
Ecuador
Ethiopia
Eritrea
Syria
Total number: 7

7 learners from 5 different countries were seeking protection in the UK.

Following the 2015 Government pledge to resettle 20,000 Syrian Asylum Seekers in the UK over a five year period, Islington committed to settling 10 families in the borough. 1% of all learners seen by the EAS in 2019-20 were Syrian Asylum Seekers. Across the academic year, 56% of all Refugees and Asylum Seekers were placed into ESOL provision. The EAS continues to work with local organisations to support families seeking protection in the UK.

The 113 learners who were assessed by the Islington EAS in 2019-20 spoke and/or wrote in 33 languages between them. 32 of those were mother tongues (first languages).

Figure 78: First languages (spoken and/or written)



The 'other' category in the chart above comprises of the following languages: Dari, Japanese, Korean, Romanian and Somali (all 2%), as well as individual speakers of Bulgarian, Chinese, English, Farsi, Greek, Indonesian, Kazakh, Kurdish, Latvian, Pashto, Punjabi, Russian, Thai and Vietnamese.

Figure 79: All languages spoken and/or written by our learners
Based on 137 responses



The word cloud above represents all languages spoken or written between all the learners assessed, therefore it takes into account those who are multi-lingual. Overall, the top five languages were Arabic, Spanish, Turkish, French and Portuguese, representing almost half (46%) of the total.

Figure 80: British Nationals - First languages (spoken and/or written)
Based on 30 records

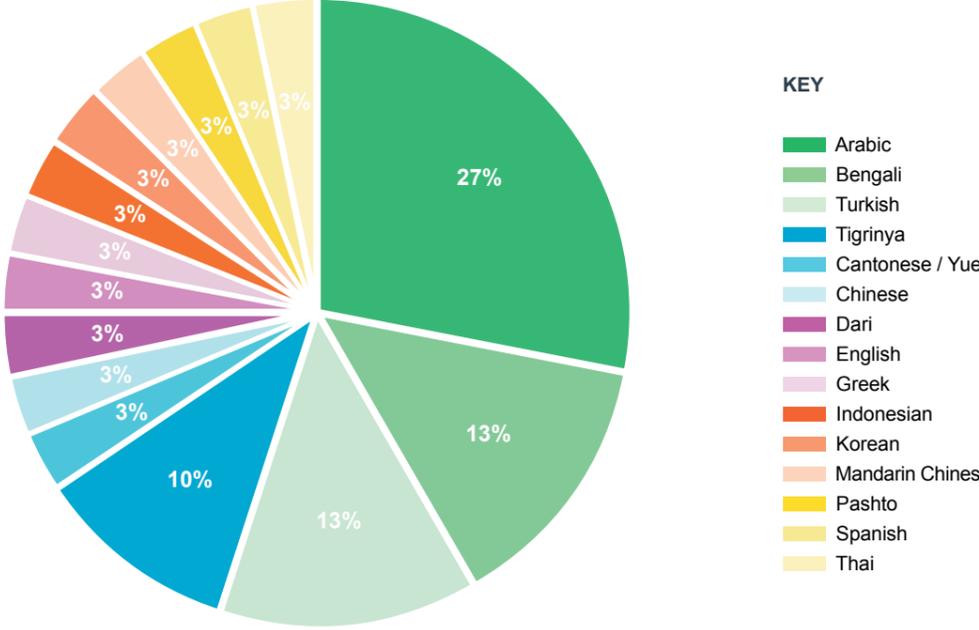
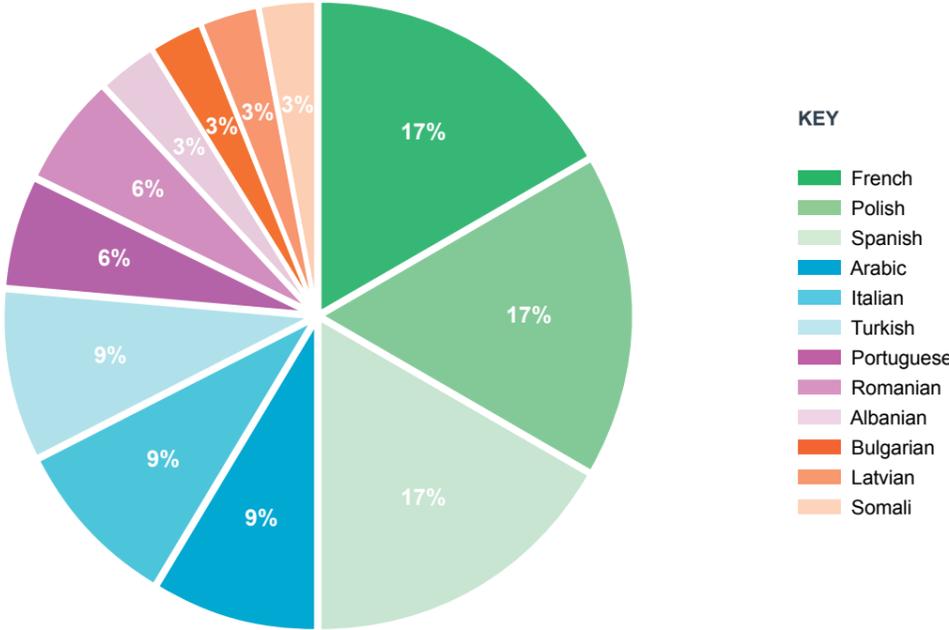


Figure 81: EU Nationals - First languages (spoken and/or written)
Based on 35 records



Between the 30 learners with British citizenship, 15 first languages were declared, compared to 12 first languages amongst the 35 EU nationals. The common languages across the two groups were Arabic, Spanish, and Turkish.

Figure 82: Gender

Over three quarters of learners assessed by the Islington EAS in 2019-20 were female.

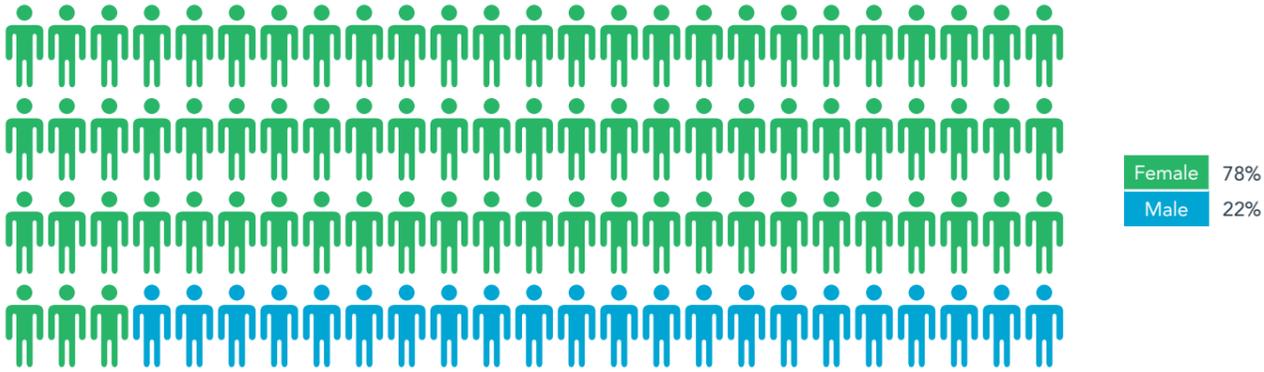
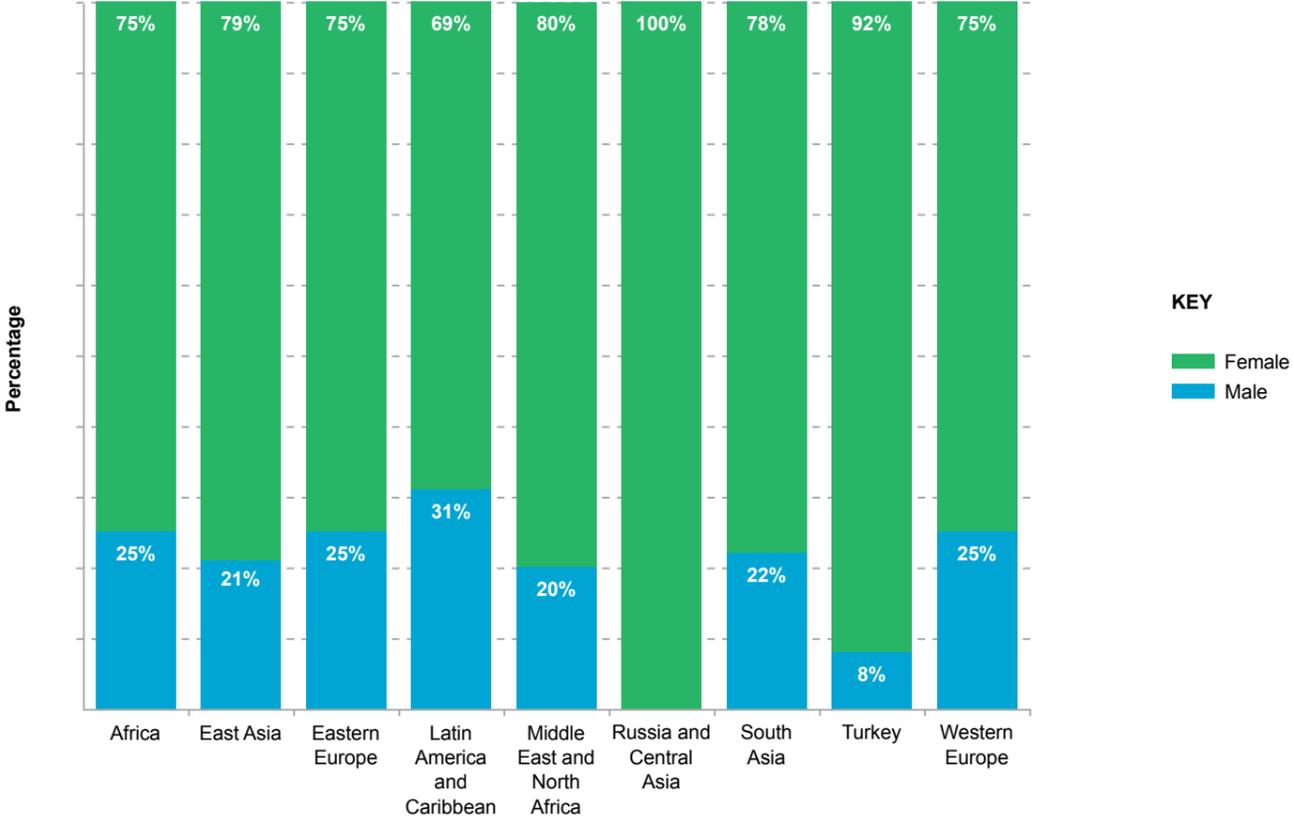


Figure 83: Gender split by region



The statistics for Islington EAS show a higher than average proportion of females from Middle East and North Africa (80%) and Turkey (92%) and higher than average skew to males from the Latin America and Caribbean region. More research is needed to identify whether this is a significant feature of the reach of the service is Islington or an anomaly due to the small sample size and the impact of the Covid-19 lockdown for certain groups of learners.

Figure 84: Region by Gender - Female
Based on 88 records

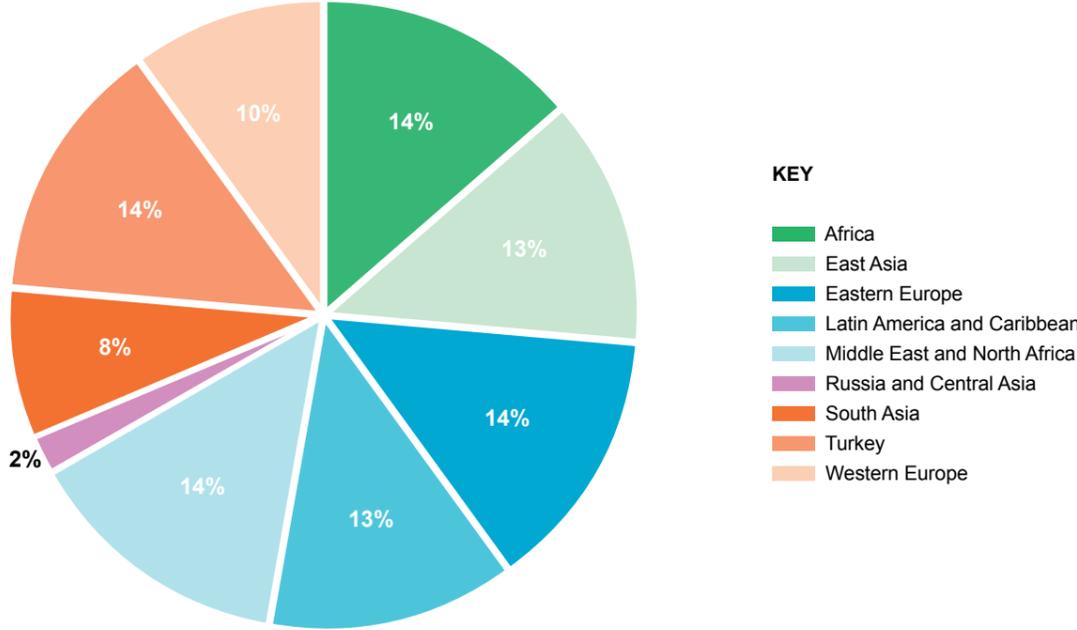
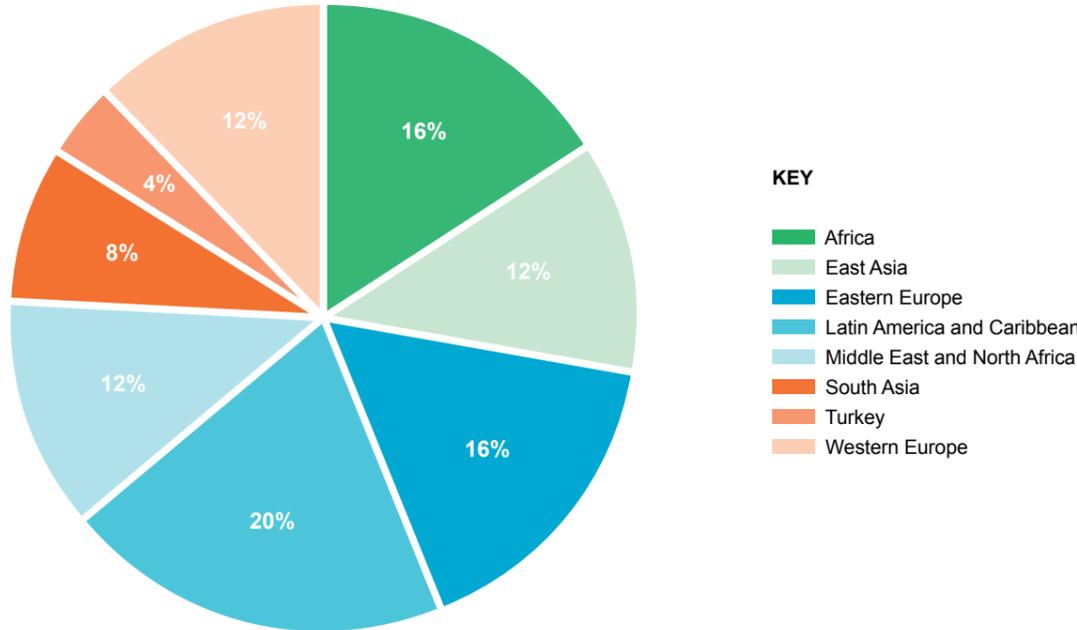


Figure 85: Region by Gender - Male
Based on 25 records



The ages of learners assessed by the Islington EAS in 2019-20 spanned from 18 to 69. The majority were in their 30s or 40s (28% and 27% respectively), and 77% were below the age of 50. One learner aged under 19 was seen. They were in the UK on a Family Reunion Visa. The service was able to place them in alternative provision as a stop-gap until they become eligible for government-funded ESOL classes.

Figure 86: Age bands

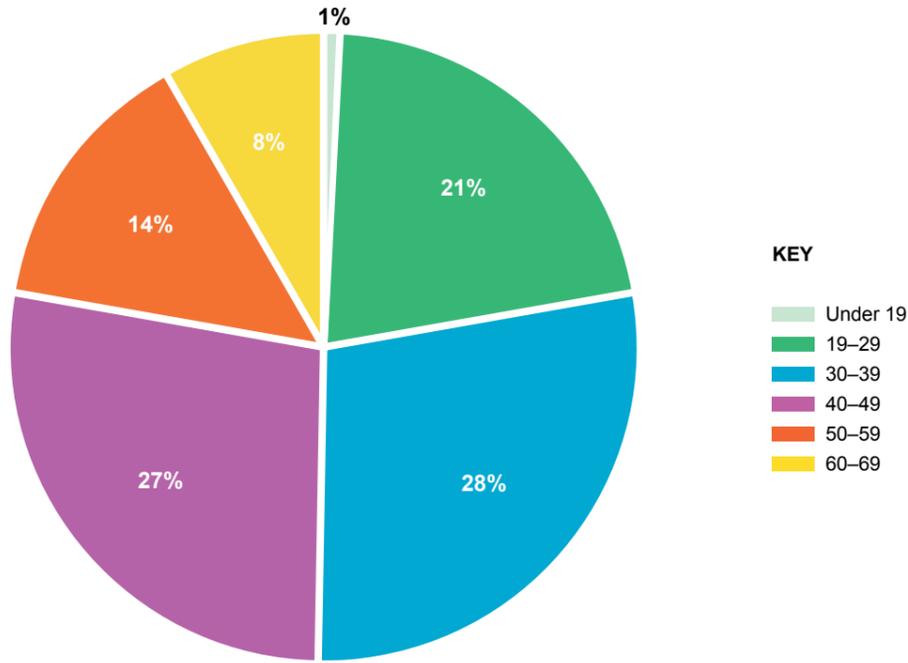


Figure 87: Gender and age

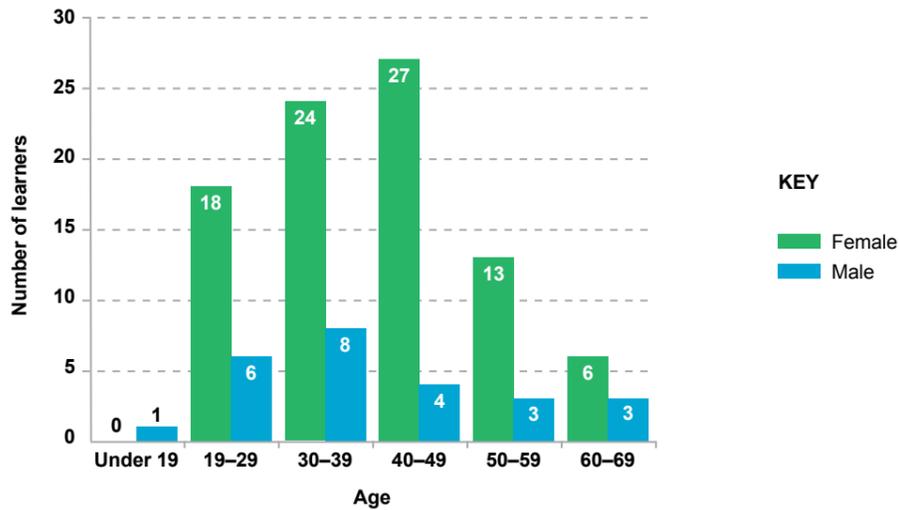
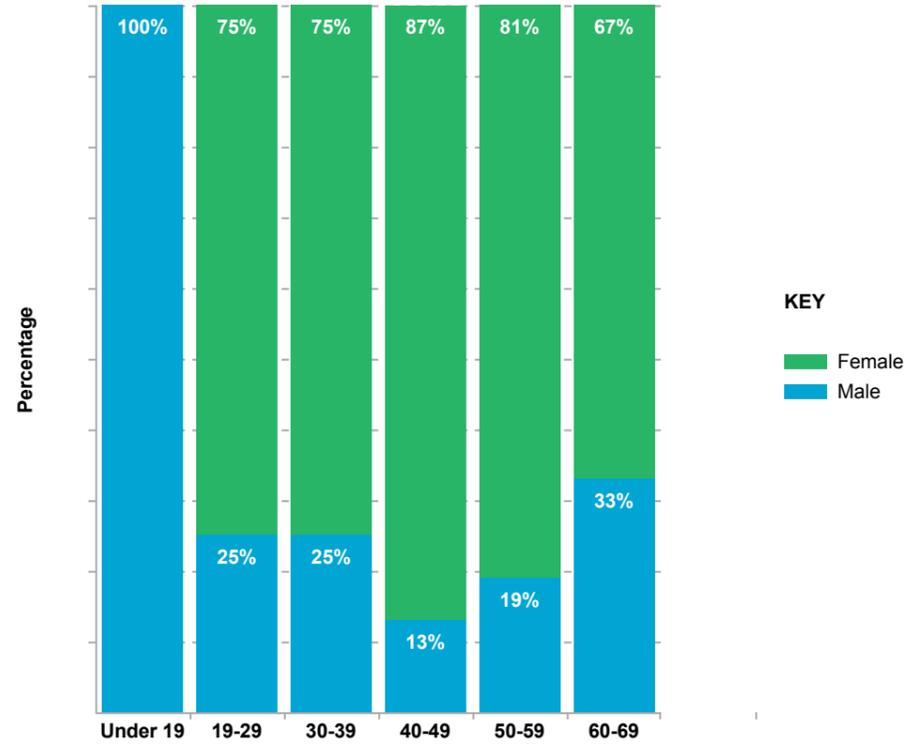
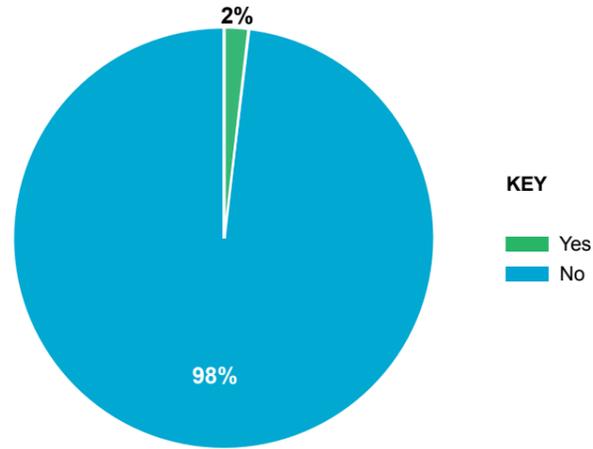


Figure 88: Gender split by age



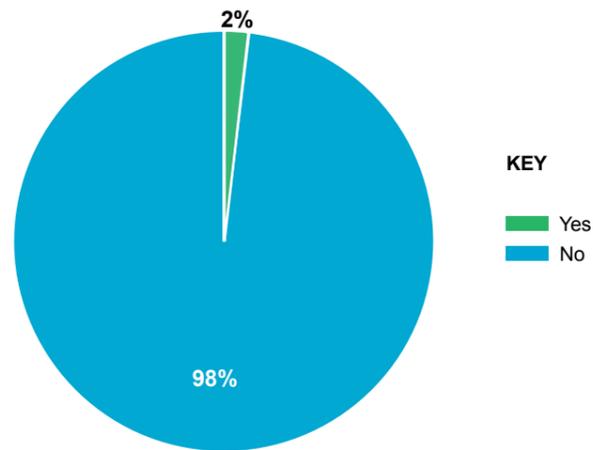
Aside from the one male learner who was under 19, women were well represented across all age ranges, with more than average being aged between 40 and 59. The proportion of men is higher than average in the age range of 19 to 39, as well as in the 60-69 age bracket.

Figure 89: Health problems and learning difficulties



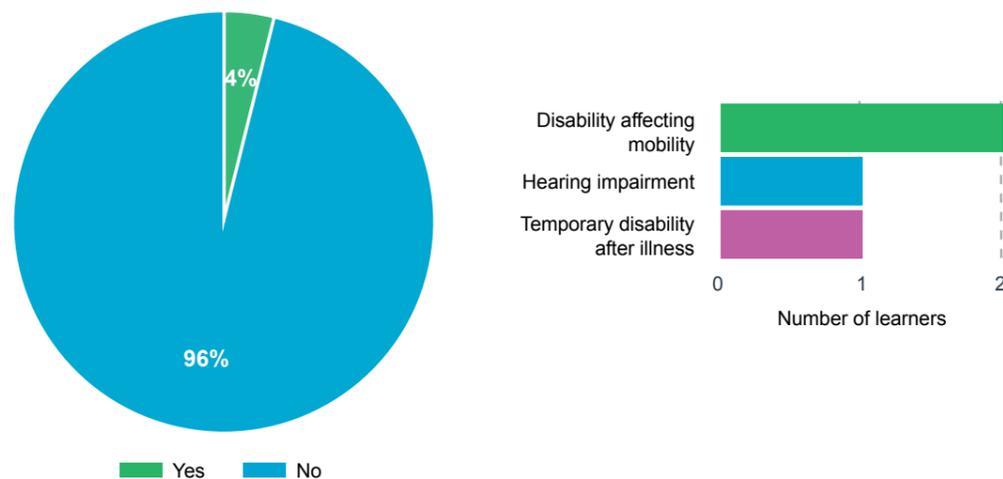
The pie chart above reflects 2 learners who disclosed that they had Dyslexia.

Figure 90: Mental health problems



The pie chart above reflects 2 learners who disclosed that they had Mental Health difficulties.

Figure 91: Disabilities
Bar chart based on 4 declarations



Health declarations are a sensitive topic for many learners and some will choose to not disclose this information to the EAS. Therefore, the statistics presented here may not be a true picture of the needs of the learners the service advises. ESOL course providers are informed about the health declarations of all learners referred to them and most are able to be absorbed into mainstream provision with no issues. Those with more complex needs may be placed in provision with smaller class sizes, giving the tutor more scope to support them closely.

Islington EAS also support vulnerable adults with ESOL needs, including victims of domestic violence who have been referred to our service through organizations like Solace, Kurdish and Middle Eastern Women’s Organisation (KMEWO) and Hestia. Additionally, there have been referrals from Islington Early Intervention Team and City & Islington NHS.

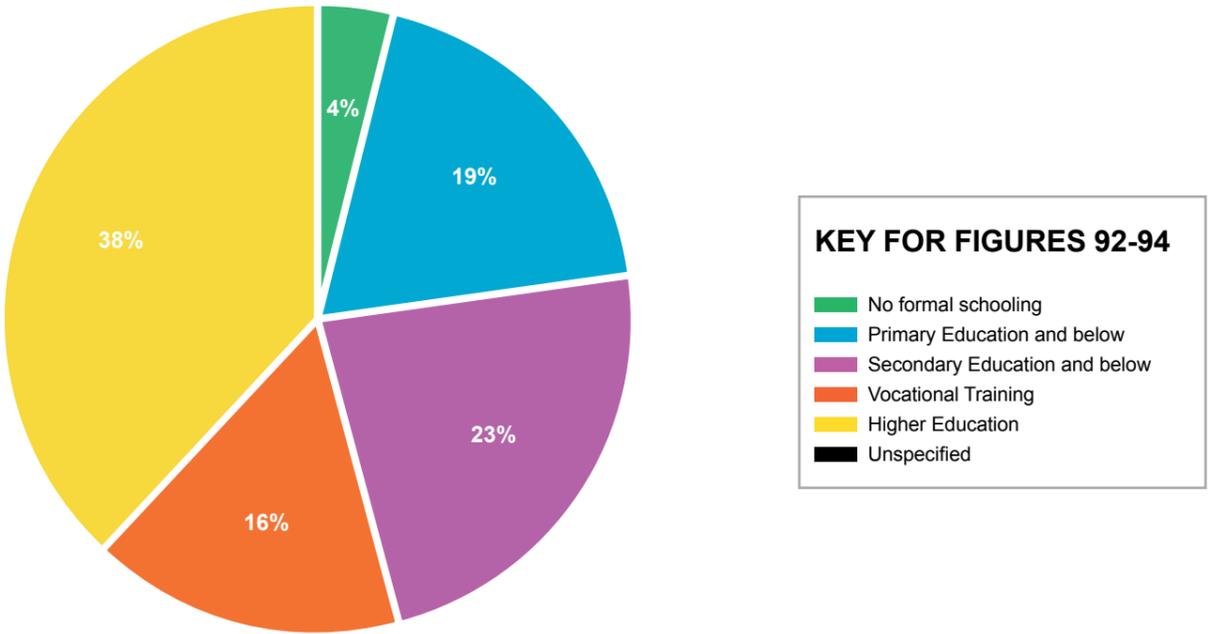
N.K. is a Camden resident who suffers from chronic back pain. Camden and Islington EAS worked together to find her a class close to her home.

“[The EAS advisor] was very helpful in getting me a place at the Islington ESOL class even though [I live in] Camden. She went out of her way to contact her manager to get me accepted at the Islington class as it was closer to me than the Camden class. I have learnt a lot in the class and met new people.”

When the provision moved online during lockdown, N.K. unfortunately stopped attending due to a lack of confidence in using technology as part of her learning. She has been struggling with her back pain more during the pandemic as physiotherapy sessions are not regular and this has a negative effect on her health and well-being.

38% of all learners assessed by the Islington EAS in 2019-20 had taken part in higher education.

Figure 92: Level of schooling



KEY FOR FIGURES 92-94

- No formal schooling
- Primary Education and below
- Secondary Education and below
- Vocational Training
- Higher Education
- Unspecified

Figure 93: Schooling in regions

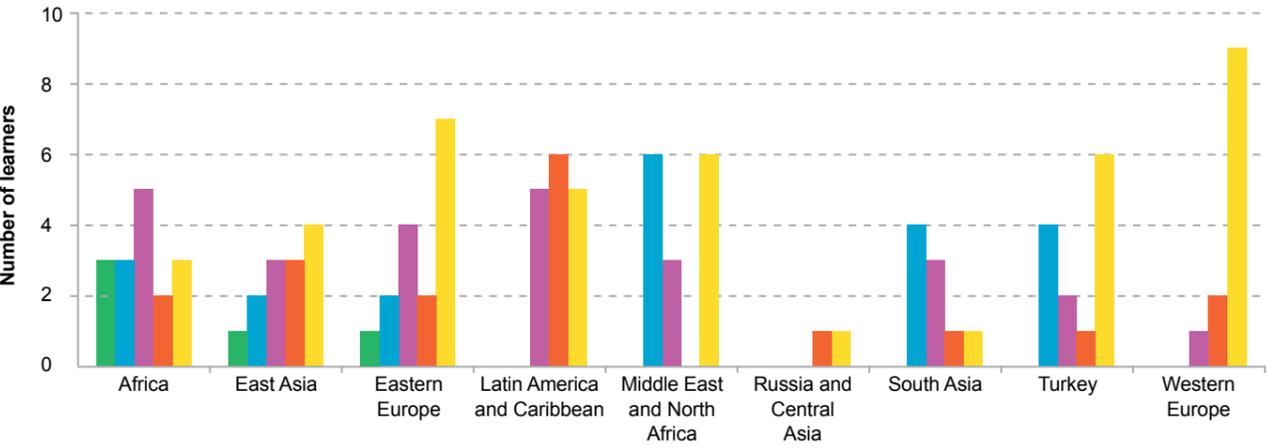


Figure 94: Schooling in top three countries of origin

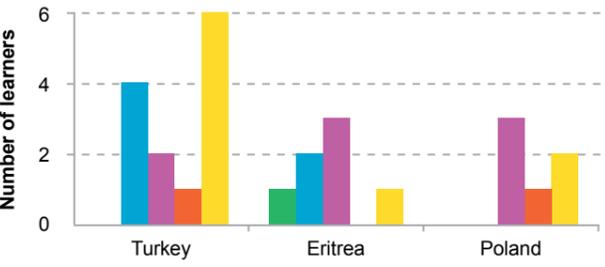


Figure 95: Post-secondary education course subjects
Based on 54 responses



INCOME AND BENEFITS STATUS

Figure 100: Receiving income-based benefits

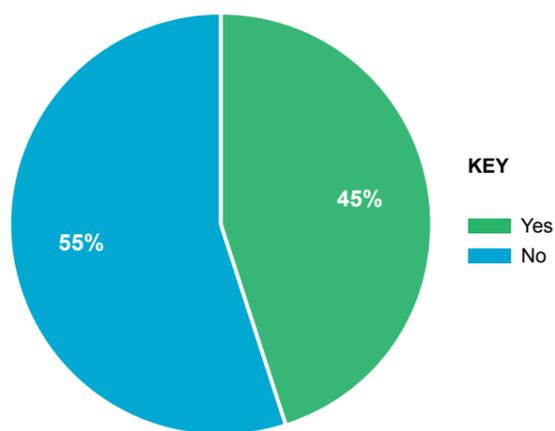


Figure 101: Benefits? Yes - Receiving Jobseeker's Allowance, Employment Support Allowance or Universal Credit?

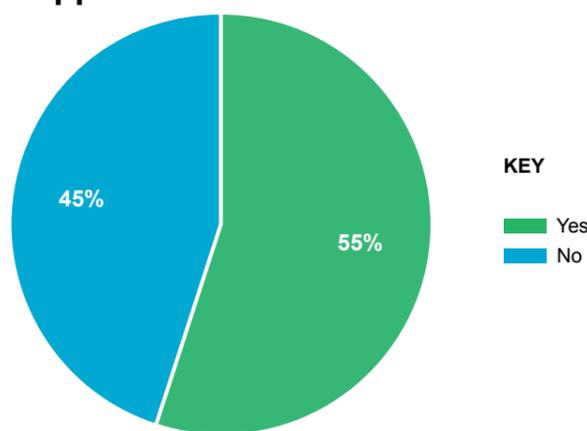


Figure 102: Low income?

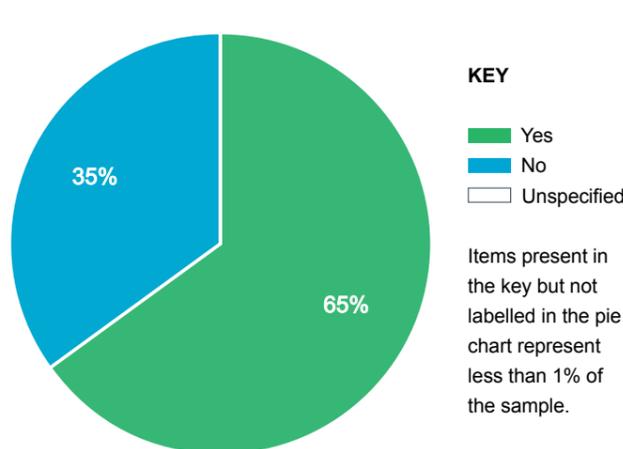
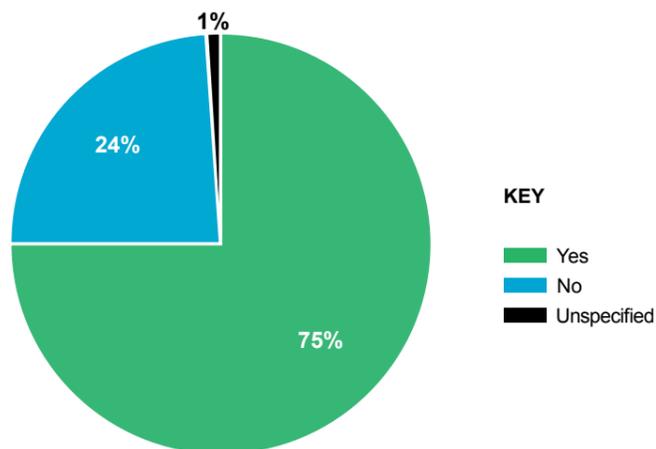


Figure 103: National Insurance Number?

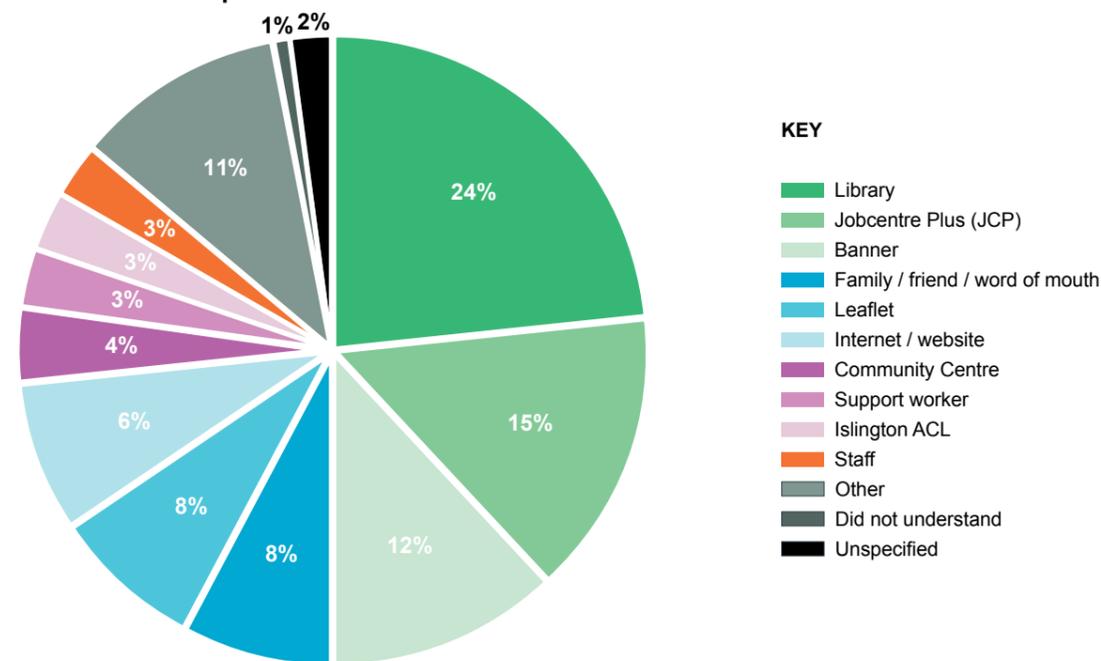


A clause in the funding rules provides greater flexibility to place low income learners in free provision. Low income is defined by the Greater London Authority (GLA) as those earning less than the annual London Living Wage, before tax. During the 2019-20 academic year this started off as £20,572 but rose to £20,962 in November 2019. 22% of households in Camden earn under £20,000 each year. (Source: Paycheck, CACI Ltd, reported in "Camden Business and Employment Databook", August 2020).

HMRC statistics published as the HBAI 'Local Measures' in 2016 stated that 31.1% of children in Islington live in low income households. This was higher than the London average of 19.3% and made Islington the third worst borough in London for income deprivation.

REFERRAL ROUTES

Figure 104a: Referral Routes
Based on 153 responses

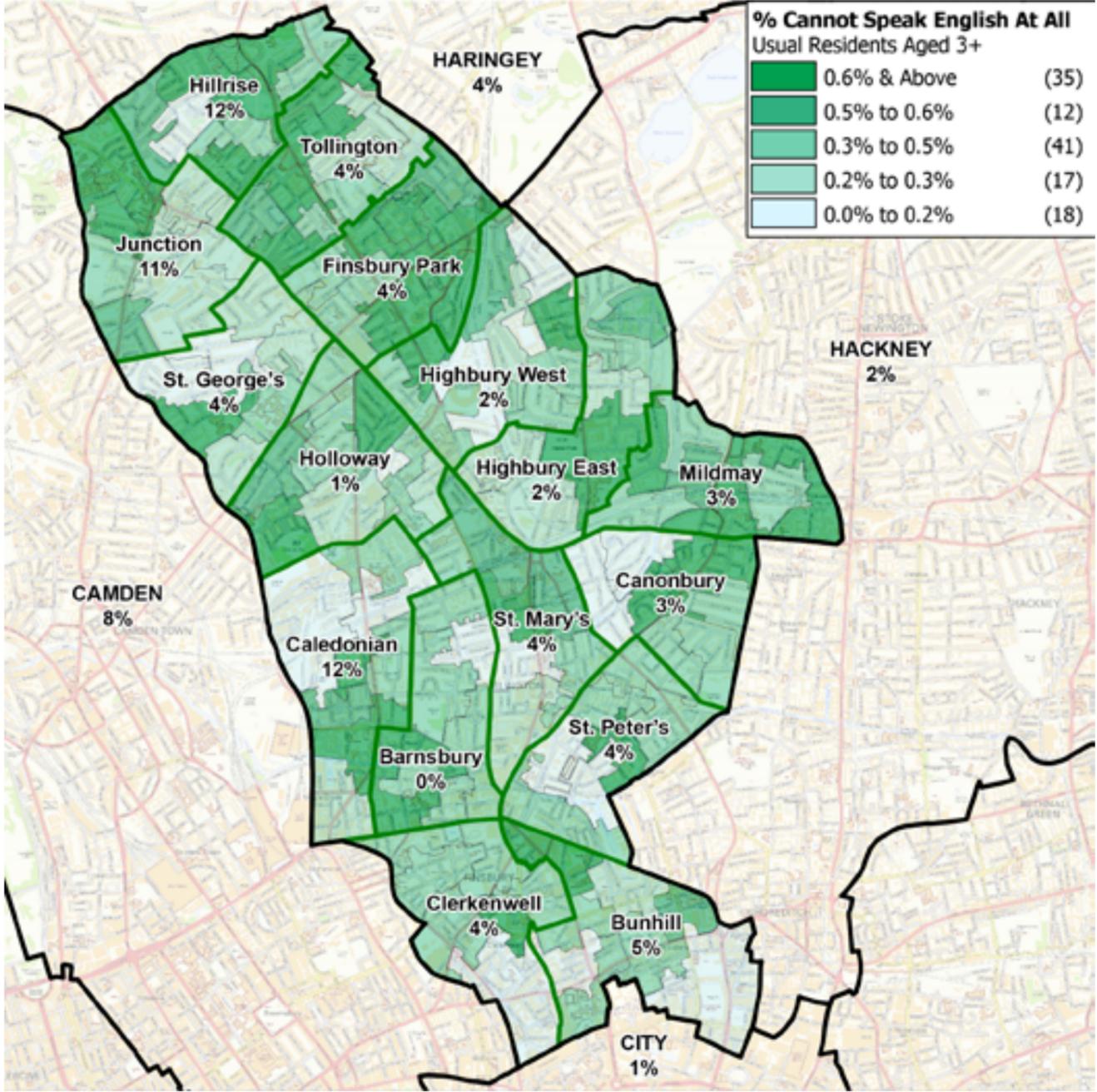


The 'other' category in the chart above contains the following additional referral routes: Children's Centre, EAS advisor, Refuge (all 2%), and Camden Council, Islington Council, Health Centre, Poster, Primary School, Shop (all 1%).

Figure 104b: Referral Routes - additional detail
Based on 57 responses



Figure 105: Learner locations in Islington and concentration of those who 'do not speak English at all'



Data source: 2011 Census Table QS205EW, © Crown Copyright.

73% of learners assessed by the Islington EAS in 2019-20 lived in the London Borough of Islington and 27% resided elsewhere. Of that 27%, the majority (55%) lived in bordering boroughs and 45% lived in other London boroughs.

Almost a quarter of learners assessed in Islington resided in the northern-most wards of the borough, Junction and Hillrise. This correlates with the location of the regular advice session at Archway Library. The next most popular area for learners to live was the Caledonian ward (12%). Again, the location of a regular advice session at West Library likely accounts for that. This demonstrates that learners were likely not travelling far from home to visit the EAS.

Figure 106: Out of borough learner locations
Based on 31 records

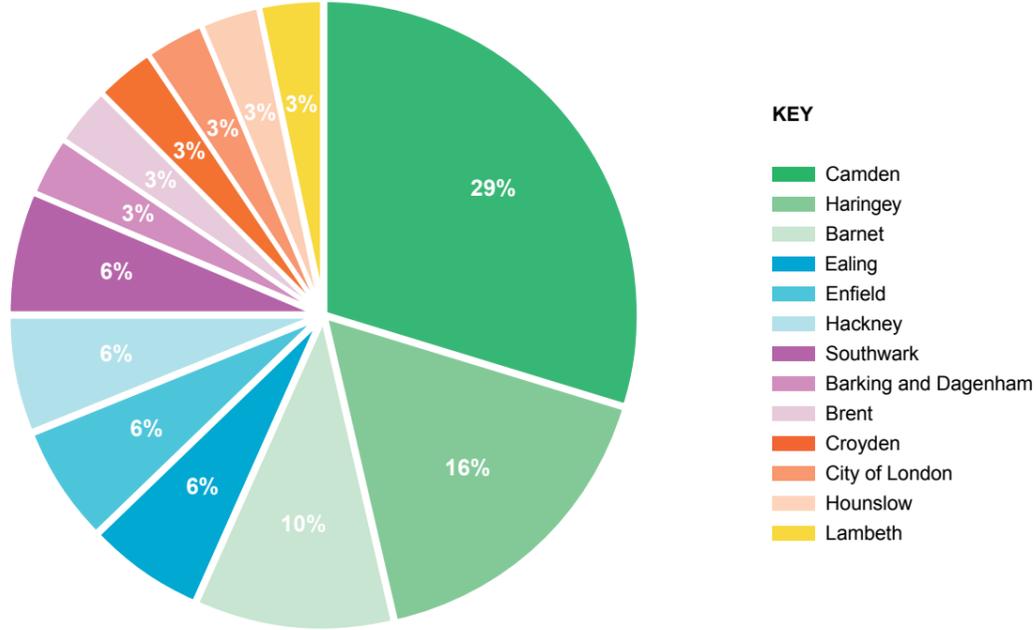
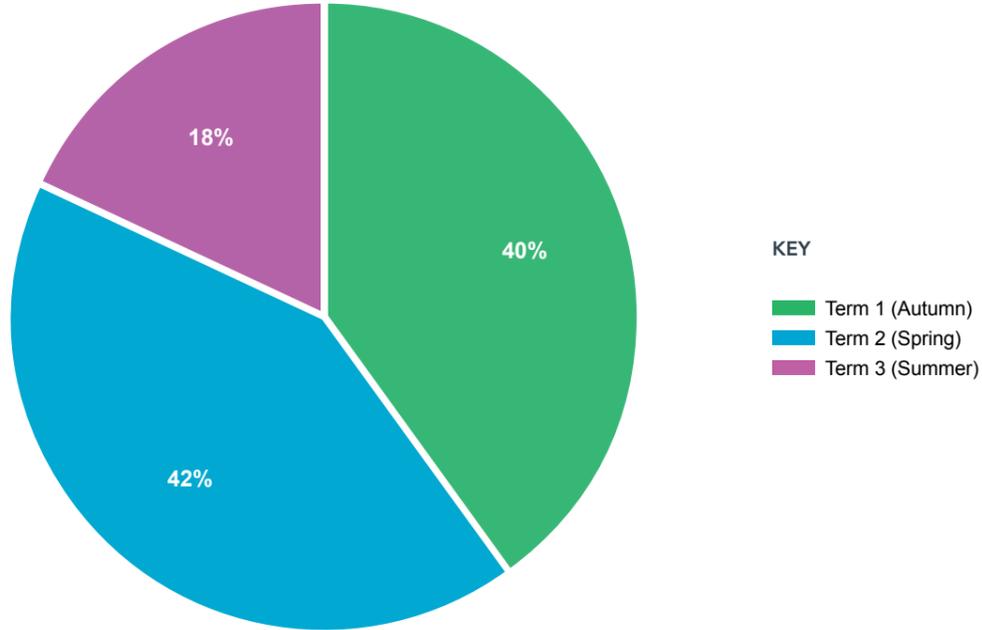


Figure 107: Term of registration



Registrations with the service were spread fairly evenly across the first two terms, but then the impact of the national Covid-19 lockdown becomes very apparent. This will be discussed further in later chapters of this report.

Figure 108: Time in the UK

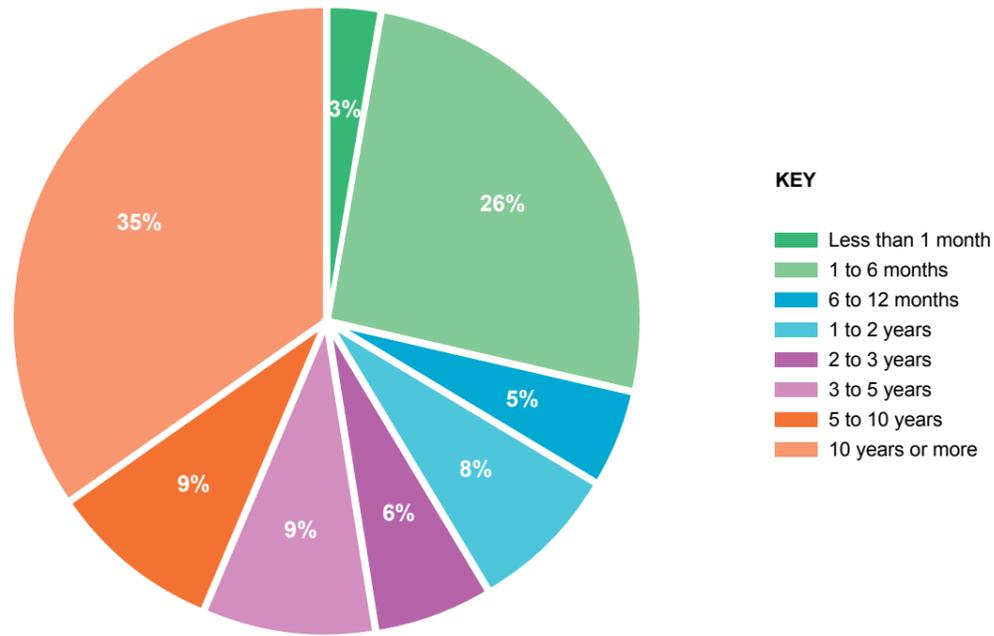
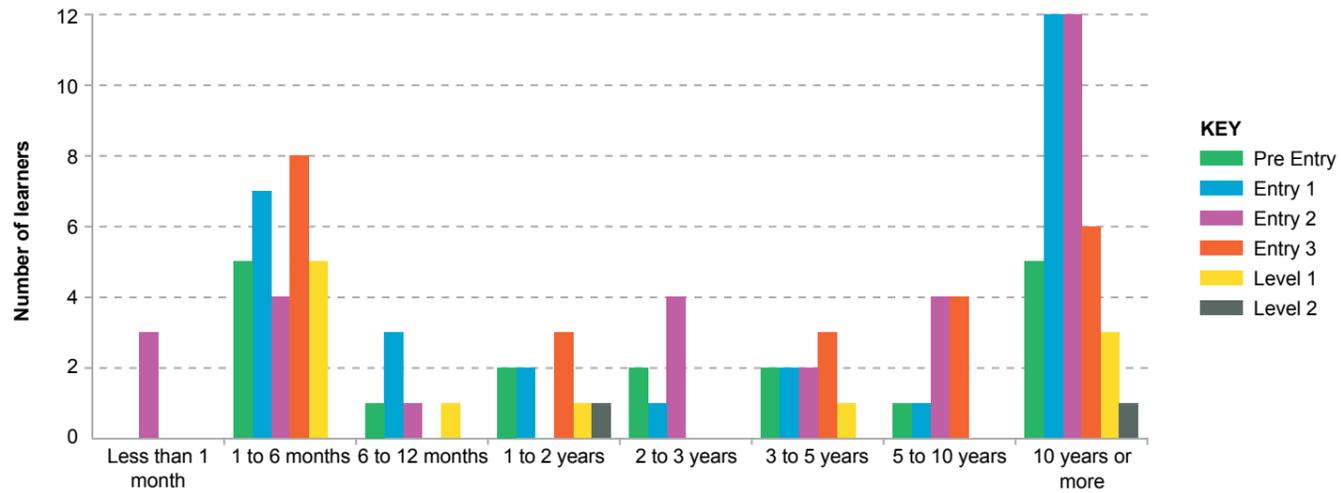


Figure 109: Time in the UK by level of English (Speaking)



The most vulnerable learners are those who have recently arrived in the UK, for example asylum seekers. At the other end of the scale, the learners who have been here for 10 years or more may have assumed that no learning opportunities were available until word of mouth about the EAS spread further into the community. Often those who have lived here for many years simply decide that they can survive with limited English skills as they live and work in an environment where they only need to speak their mother tongue. They rely on family members who do speak English to help them in situations where it becomes important for them to understand.

Figure 110: Previous ESOL qualifications?

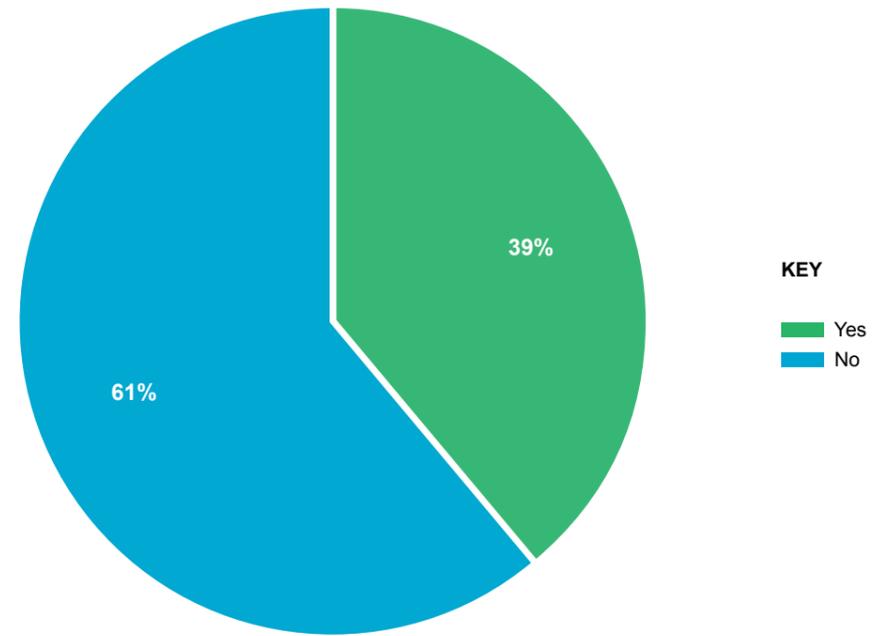


Figure 111: ESOL qualifications already attained
Based on 34 records

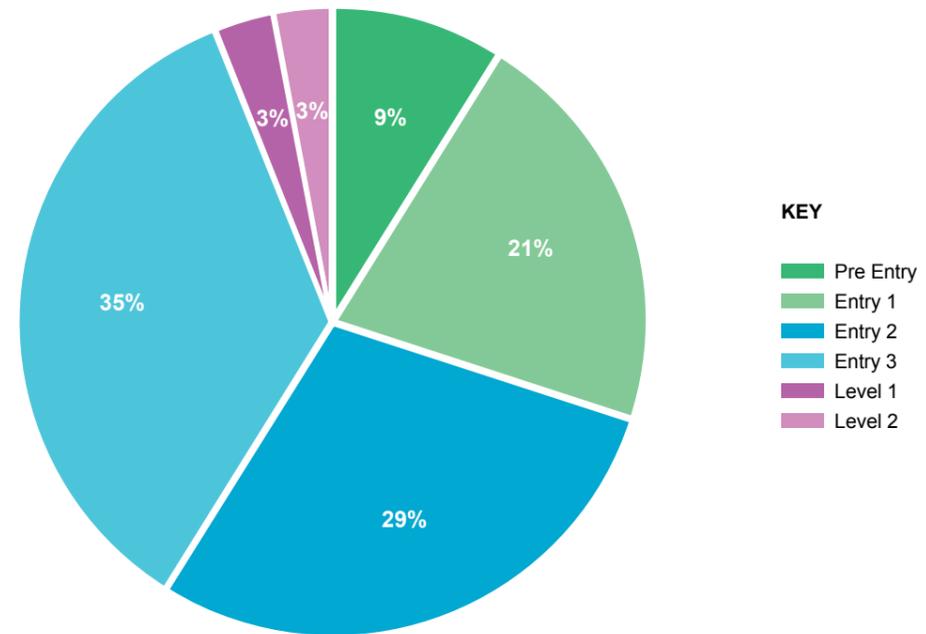


Figure 114: ESOL levels

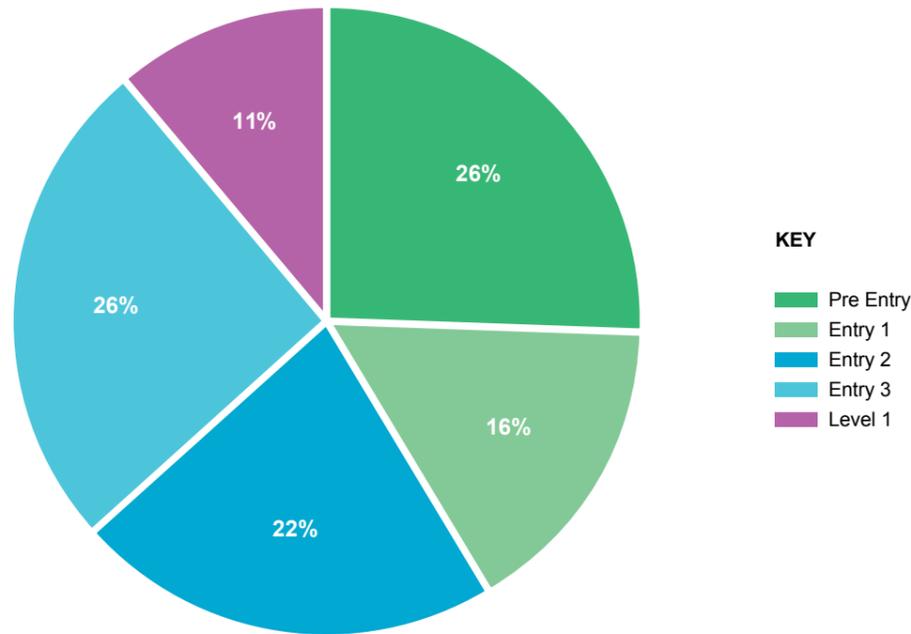
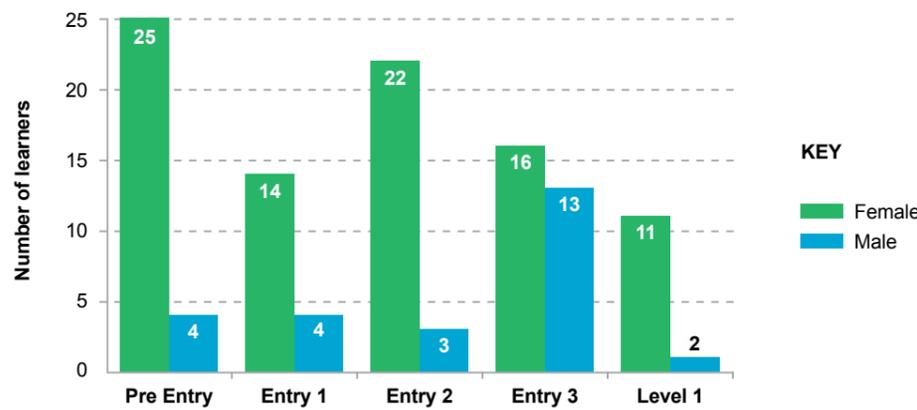


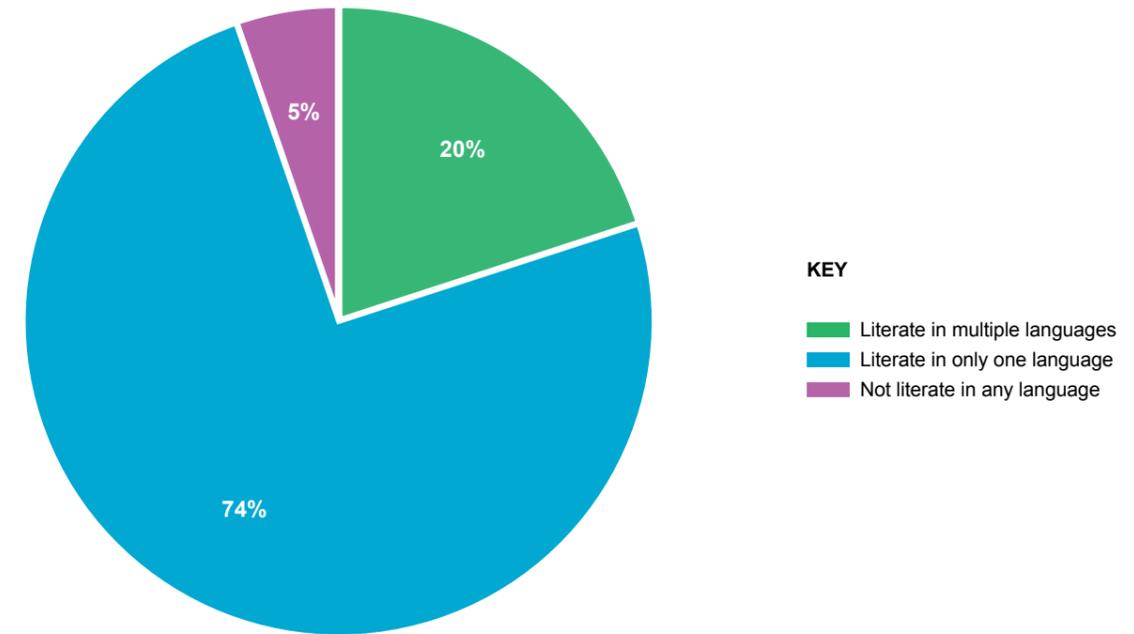
Figure 115: Levels by Gender



Almost 9 out of 10 learners were assessed to be E3 or below. No learners were assessed to be Level 2. Over 85% of those assessed to be Pre Entry were female. The proportion of males rose to its highest (45%) at E3.

There was no particular pattern to the geographic spread of levels across the borough. As to be expected, the data shows that learners of all levels reside in the wards where regular advice sessions take place or very near to them. The service only saw Pre Entry learners from the Holloway ward, and only Pre Entry or E1 learners from Highbury East. Learners seen from Clerkenwall ward were all assessed to be E2 or above. This indicates a potential link between affluence and ESOL levels attained, but the dataset held by the EAS is not large enough to infer anything further than pure conjecture regarding this.

Figure 116: Literate in first or other languages?



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. Low levels of education in learners' first languages can lead to problems acquiring other languages and factors such as a learner's mother tongue being in a different alphabet or script can make the issue more complex. 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.

Teacher best, everything perfect... very good, speak very slowly, very clearly.
Seyyed Ahmed, ESOL learner

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, whereas the word cloud represents additional reasons the learners provided on paper registration forms.

Figure 117: Main reasons for learning English

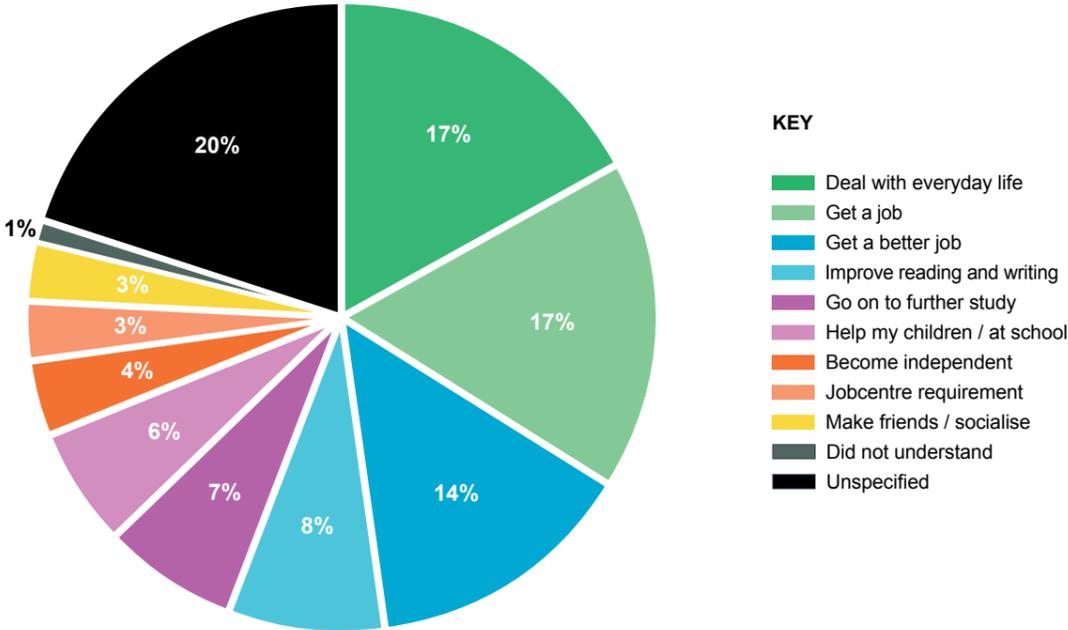


Figure 118: Other reasons for learning English
Based on 24 responses



Ikram is a British Citizen who originally came to the UK as an asylum seeker. She speaks English well, but struggles to read and write. She never had any education in her native country and is illiterate in her first language. She worked in retail but has struggled to find a new job. She wants to improve her reading and writing so she can apply for jobs and improve her employment prospects. When her job coach referred her to EAS, she was already studying at college, but wanted more study options so she could improve more quickly and return to work. Unfortunately, all classes in Camden were closed when the national lockdown began.

Ikram was referred to Islington EAS, and was able to be placed in online ESOL provision run by Islington ACL, who agreed to accommodate some learners from Camden. Ikram attends her classes regularly, despite caring for a relative at home and also working as a carer, and is very enthusiastic about her learning experience. She is hoping to take her ESOL exams in 2021 and would like to progress and to work as a nurse in the future.

WEP and the EAS work in partnership to support and enable clients access employment opportunities. Language barriers are a key barrier to work with my clients and it also affects their confidence. EAS has proved an easy and time-effective way of helping my client's access the appropriate ESOL training to meet their needs and has been particularly useful during lockdown when support was in shorter supply. The EAS refers unemployed clients to our employability training hub so that they can develop their skills and find jobs. Ranging from highly skilled learners to those with only basic skills, these clients benefit from becoming job ready as well as with opportunities for social mobility and integration. The EAS therefore helps us achieve our employability targets both short-term and strategic. The partnership has been mutually beneficial and the EAS can be viewed as an extension to the employability service!

David Hermanstein, IAG Employment Outreach Officer, West Euston Partnership

PREFERENCES

Figure 122: Travel preferences

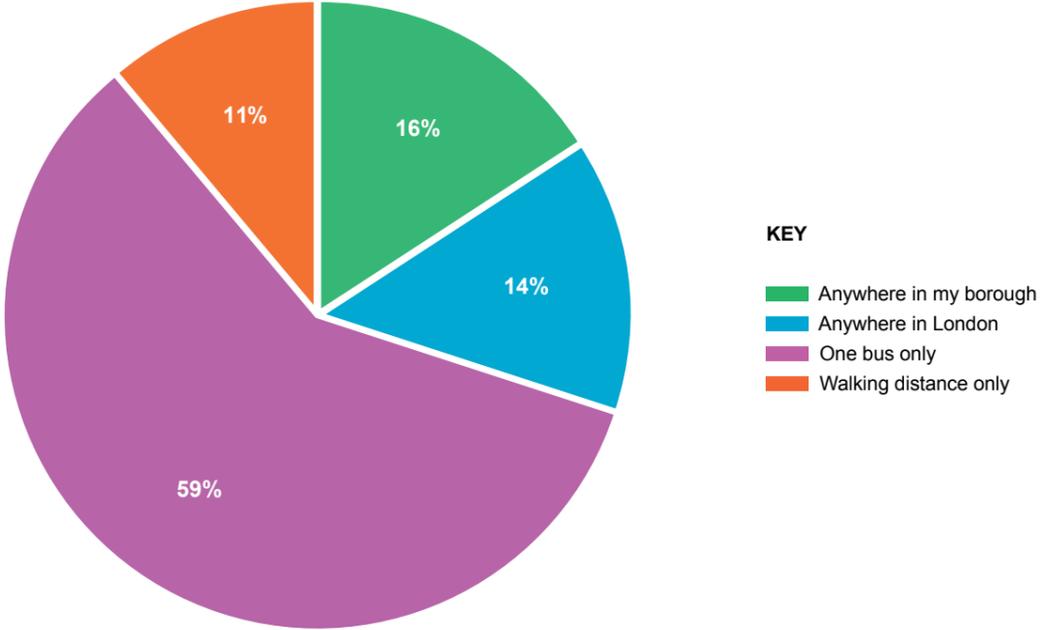


Figure 123: Walking distance only - Why?
Based on 12 responses



CHILDREN AND CRÈCHE NEEDS

ISLINGTON

Figure 124: Parent?

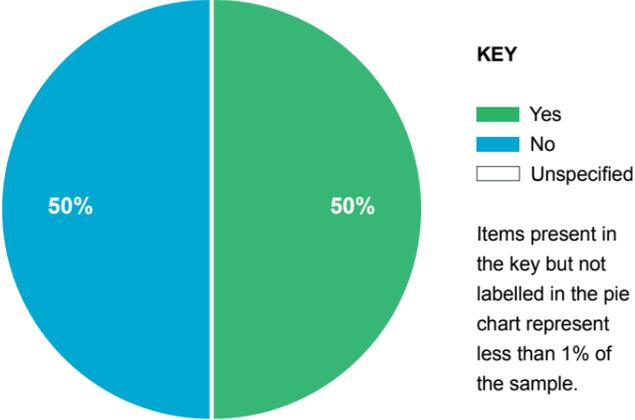


Figure 125: At least one child under 5?

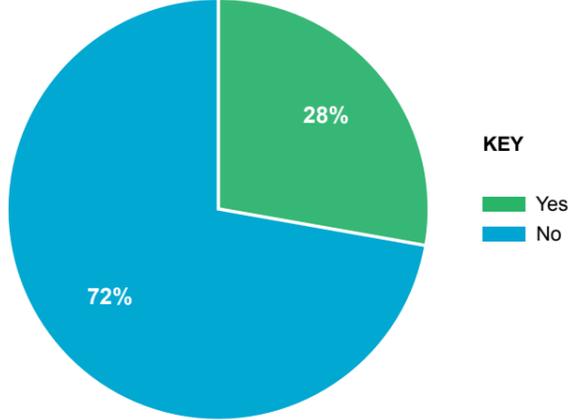


Figure 126: At least one child aged 5-10 years?

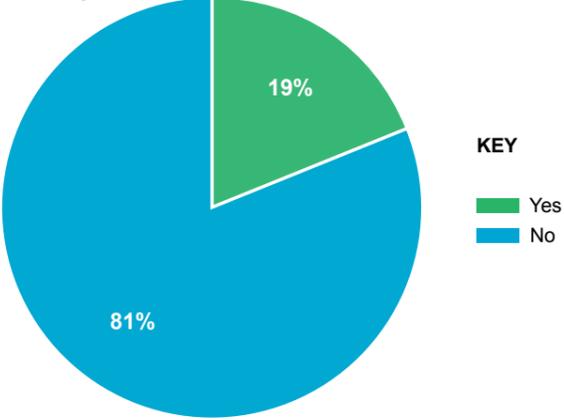


Figure 127: At least one child aged 11-18 years?

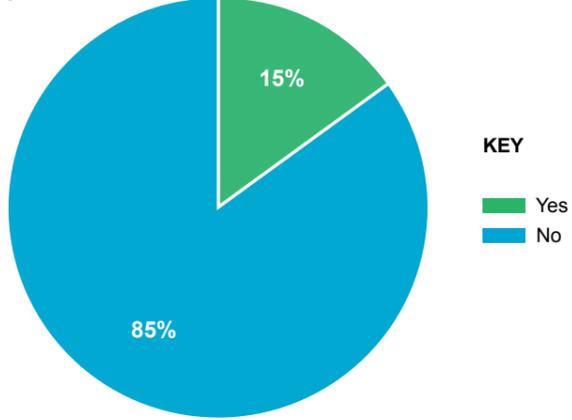


Figure 128: Crèche needs?

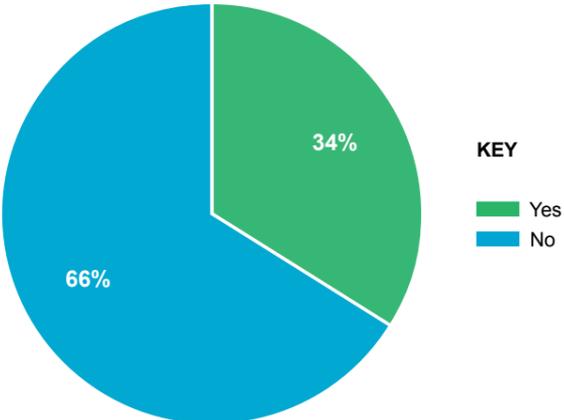
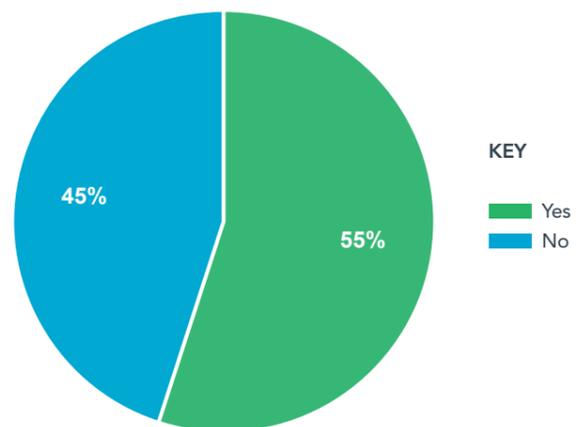


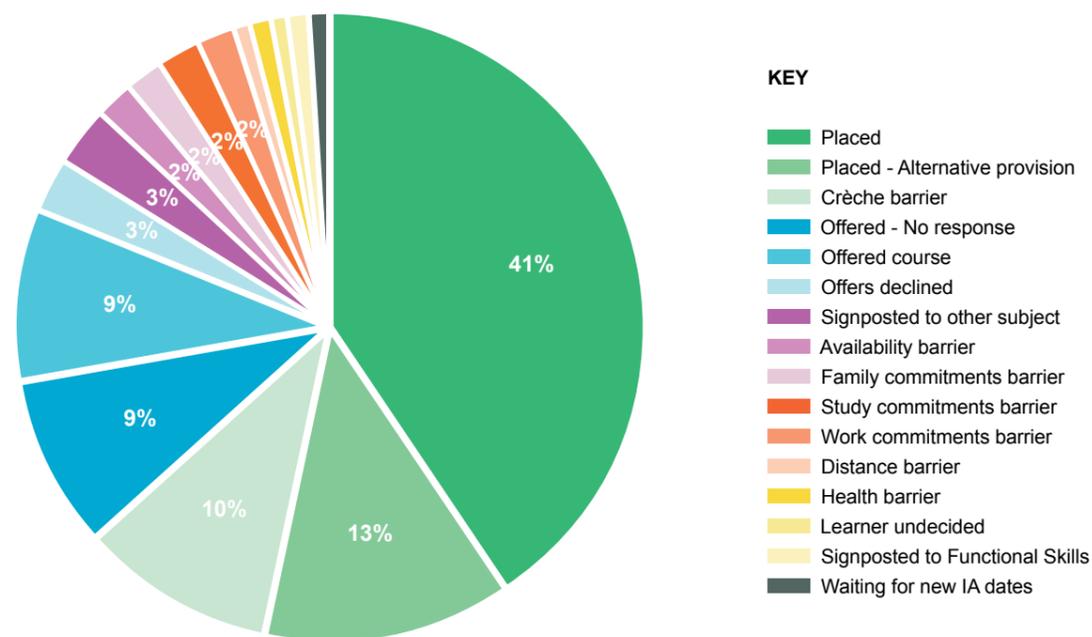
Figure 129: Placed in a class within academic year?

Based on 128 advice records



55% of learners were placed into ESOL provision by the Islington EAS within the 2019-20 academic year. The placed statistic has increased to 59% at the time of writing this report. This is due to learners waiting for courses that were delayed to the next academic year because of complications surrounding measures put in place during the Covid-19 pandemic. This will be discussed further in later chapters of this report. Another reason for the rise is that offers made in the Summer term often relate to courses that will be enrolling in September, so complete placement data isn't available until part way through the Autumn term of the following academic year.

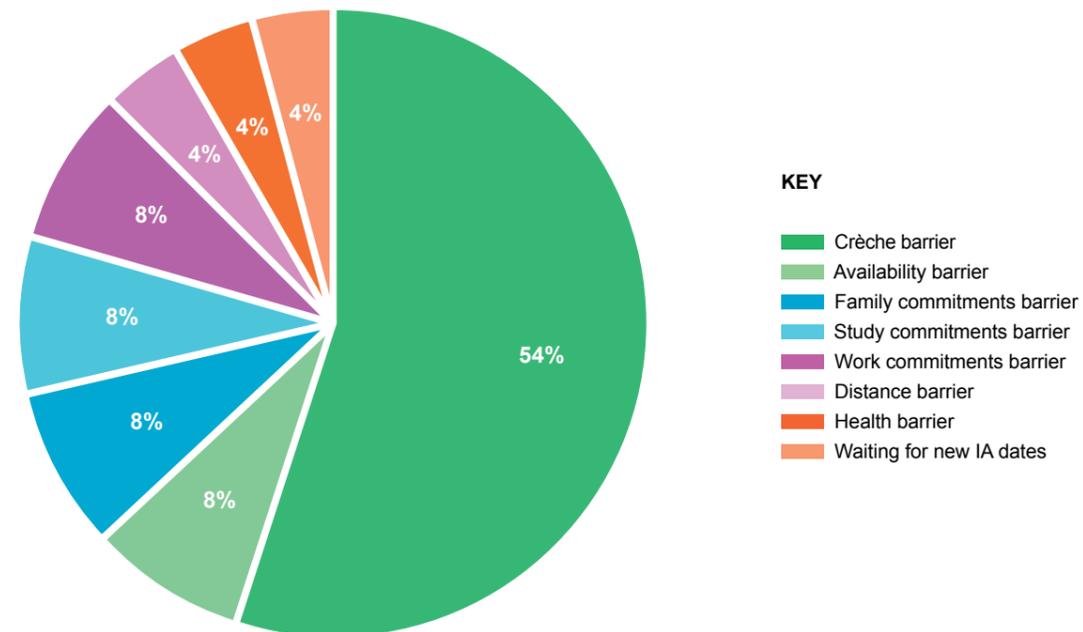
Figure 130: Status of all advice records (August 2020)



Of the few learners who declined course offers, two stated availability barriers, one wanted face-to-face classes only and the other was unable to accept due to work commitments.

Figure 131: Barriers to engaging in learning

Based on 24 responses



Islington ACL are convinced that the ESOL Advice Service offers an invaluable and cost-effective way of locating and engaging with the hardest to reach ESOL learners in the borough. The nimble and responsive way that the advisors are able to move their sessions around the community means that we are getting a steady flow of learners referred to us that [we] would not normally be engaged with. For us, the EAS has become a vital part of our provision.

Simon Fuller, Curriculum Manager for English & Maths, ESOL and Family Learning, Islington Adult & Community Learning

In this section, data from Camden and Islington have been combined to provide an overview of service impact related to the initial Covid-19 lockdown period of March to August 2020.

For context, the pie chart below shows the distribution of advice sessions across the three terms in the academic year. Although lockdown began in March, just before the Easter break at the end of Term 2 (January to March 2020), for ease of presentation, the whole lockdown period effectively takes the place of Term 3 (April to July 2020). Contrary to the norm, the ESOL Advice Service continued to run a full service until the middle of August 2020. This was due to a higher than usual number of enquiries for this time of year. Even so, the impact of the lockdown on the total number of advice sessions provided is clear.

Figure 132: Number of advice sessions per term

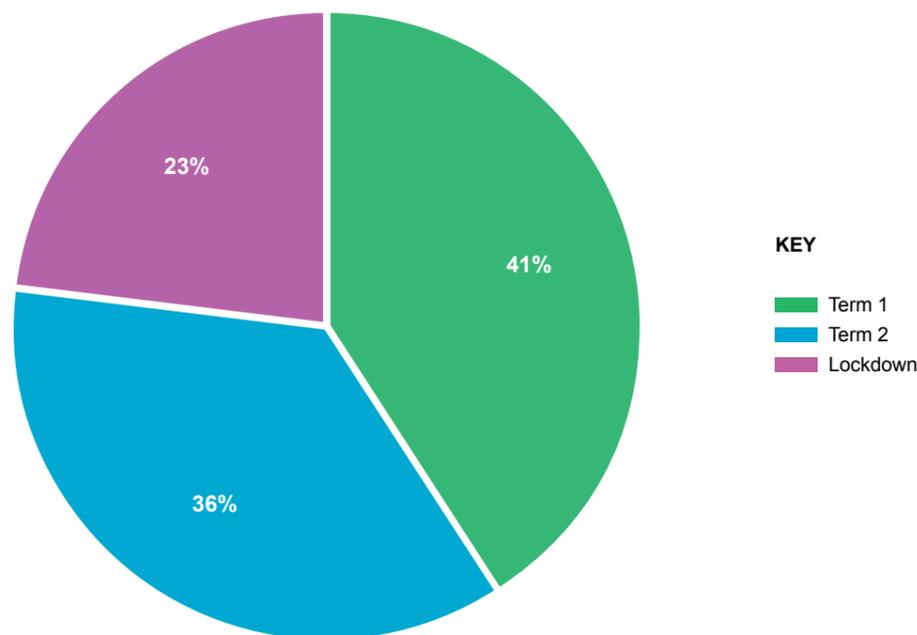
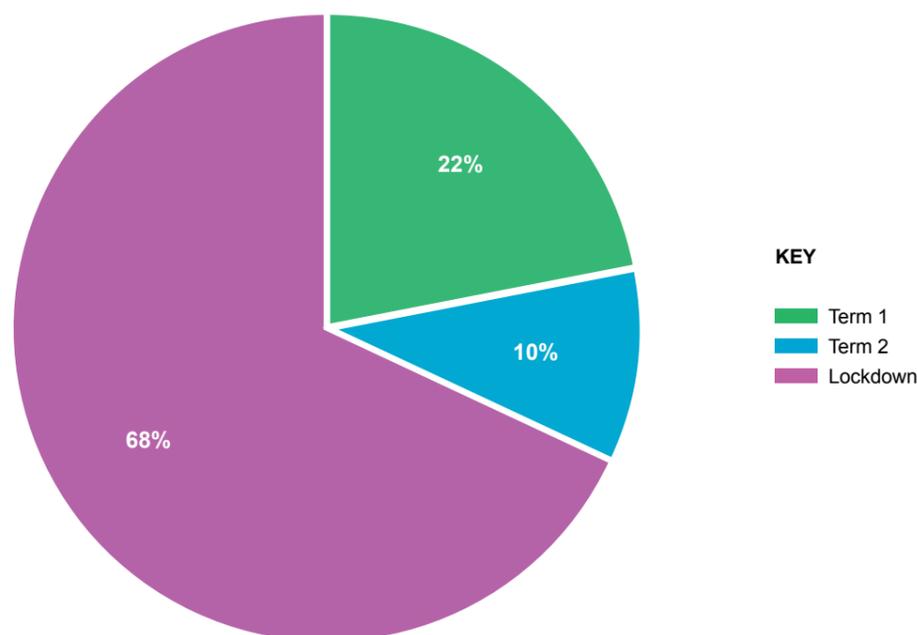


Figure 133: Returners by term of registration



In reality, only 59 new learners were assessed during lockdown, but Figure 133 demonstrates the slew of returners to the service during the same period. Over two thirds of all returners came back during lockdown. This is understandable considering that the majority of learning providers closed down immediately and learners wanted to find out how they could continue their studies whilst still taking into account rapidly changing circumstances in their lives. Without clear guidance from their existing learning providers, the EAS was the natural port of call.

Following the usual Easter break, providers did begin to offer online provision and this exposed a new barrier not normally so apparent for ESOL learners - access to and proficiency in technology.

Figure 134: Willingness to learn online?

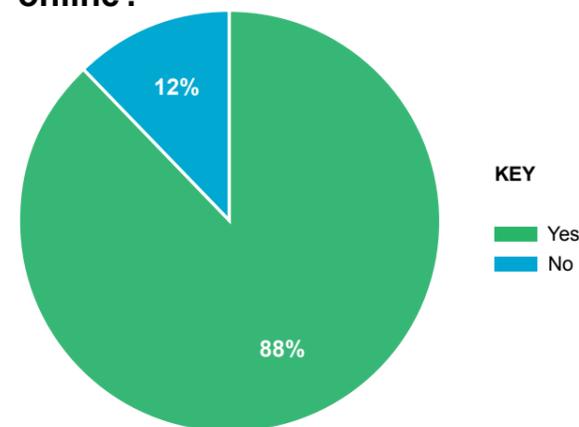
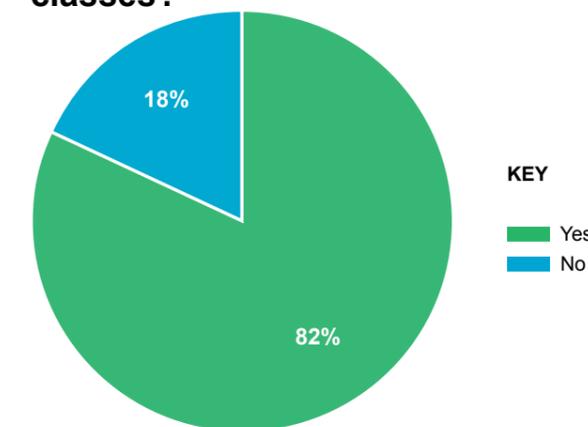


Figure 135: Able to access online classes?



The EAS surveyed as many learners as possible who had previously registered, as well as those who were contacting the service for the first time, to find out if they were interested in learning online. Almost nine out of ten learners (88%) were eager to continue or begin their studies and were confident to embrace technology to do so, however, a small but not insignificant number of those were only able to do this with assistance from others, such as members of their family, or only via a mobile device that wasn't best suited for the learning that was on offer. Therefore only 82% of those surveyed were deemed suitable to be offered online provision.

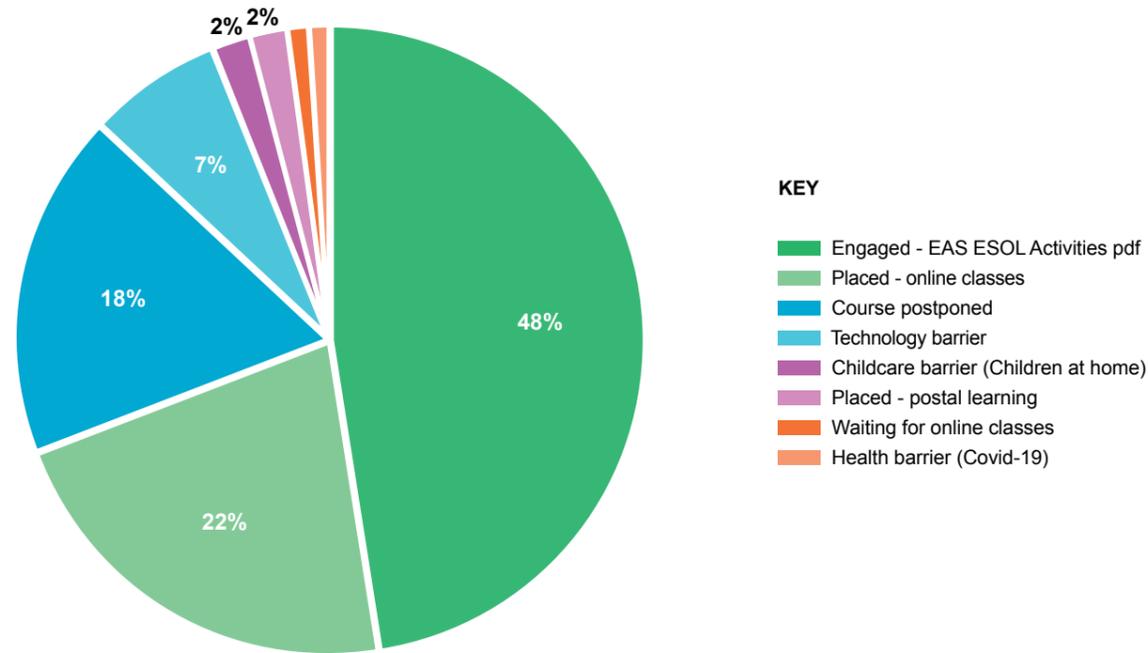
Other learners were relying on access to computer loan schemes, or charitable donations from the community to start or continue their learning. For example, a local charity called West End Welcome Refugees were able to provide a laptop to two refugee sisters who had recently arrived in the country and needed to continue their classes online.

West End Welcomes Refugees was pleased to help settle two adult sisters who came from Syria via Iraq in January 2020. The ESOL Advice service directed us to free classes in Islington. When lockdown meant that physical attendance at the classes was no longer possible, they were eventually able to continue on Zoom and have attended regularly ever since. The tutor was friendly and welcoming and continued contact with the two learners during the term breaks.

Jean Jameson, Volunteer, West End Welcomes Refugees

In late April, the EAS began to produce a weekly 'ESOL Activities' publication to distribute via email to all learners who were interested. Covering a new useful topic each week, such as 'When You Need Help' and 'Digital World', the publication collects together self-teaching materials from trusted online sources across all levels, along with useful links to additional websites for learning and to promote community support services available. The back catalogue of issues is also available online on the ESOL Advice Services series of webpages. By the end of the academic year, 111 learners had subscribed. At the time of publishing this report, subscription rates have more than doubled.

Figure 136: Learning status during lockdown



During lockdown, advisors also began to collect additional status information pertaining to learners' current situation to pair up with their 'current status' data, as seen in Figures 64 and 130 earlier in this report. The pie chart above demonstrates the range of additional statuses, although the categories are not exclusive of each other. Just under a quarter reported that they were actively continuing their ESOL courses online or via postal packs, and almost half of those surveyed were engaging with the EAS's 'ESOL Activities' publication. For 53% of learners, this bespoke publication was the only form of learning they were taking part in. 69% of those who were waiting for courses to start were faced with them being postponed.

The [ESOL Activities are] very good. I studied it for 2 hours. Our whole family studied together. Your services is excellent and good for everyone.

Sameh Rashed, Asylum Seeker

Figure 137: Placed previously - Learning status during lockdown

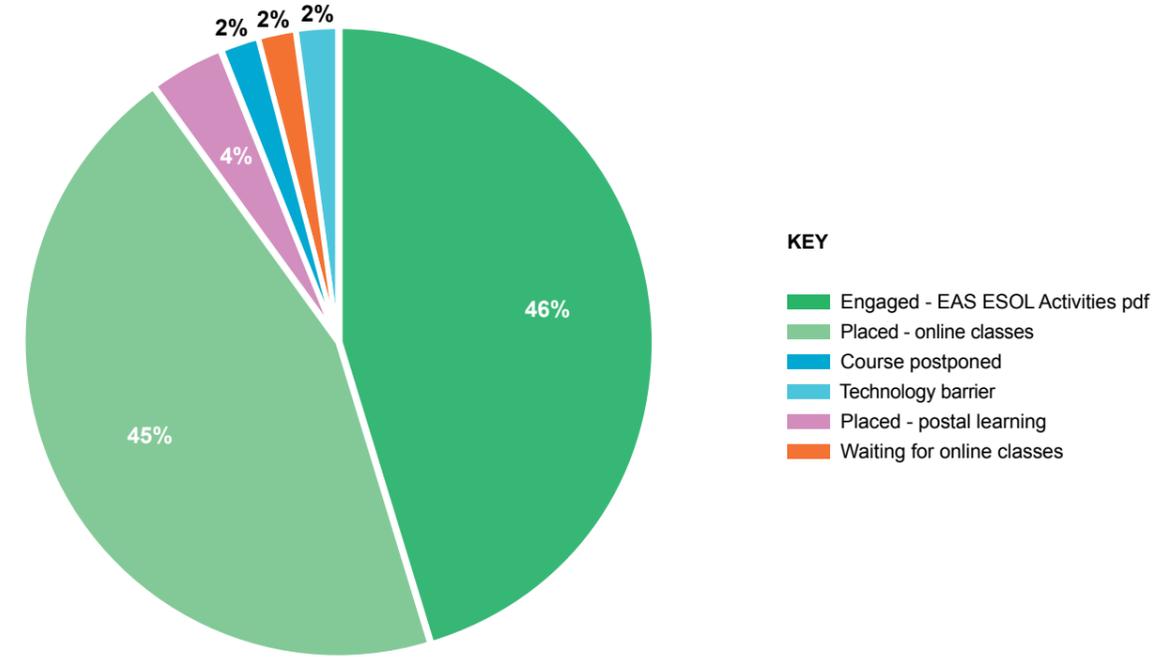


Figure 136 related to all learners, including those who had refused course offers previously, or had barriers preventing them from enrolling. The pie chart above is filtered to represent only those who were placed on a course prior to lockdown. Again, the categories are not exclusive of each other, but the vast majority reported that they had been able to continue learning, whether that be via online or postal learning, or through the weekly 'ESOL Activities' releases.

In response to limited access to mainstream courses during this initial lockdown period, the EAS commissioned three bespoke classes. Working Men's College and LPPI hosted the courses and they were attended by a total of 22 learners.

Since September 2020, another three online courses have been specially commissioned, hosted by Working Men's College, Camden ACL and Minik Kardes Children's Centre. Future courses are planned on behalf of British Somali Centre and other community organisations.

We do the ESOL Activities every week. Some are easy and some harder. I help my wife when she needs it.

Husband of ESOL learner

Figure 138: Gender comparison

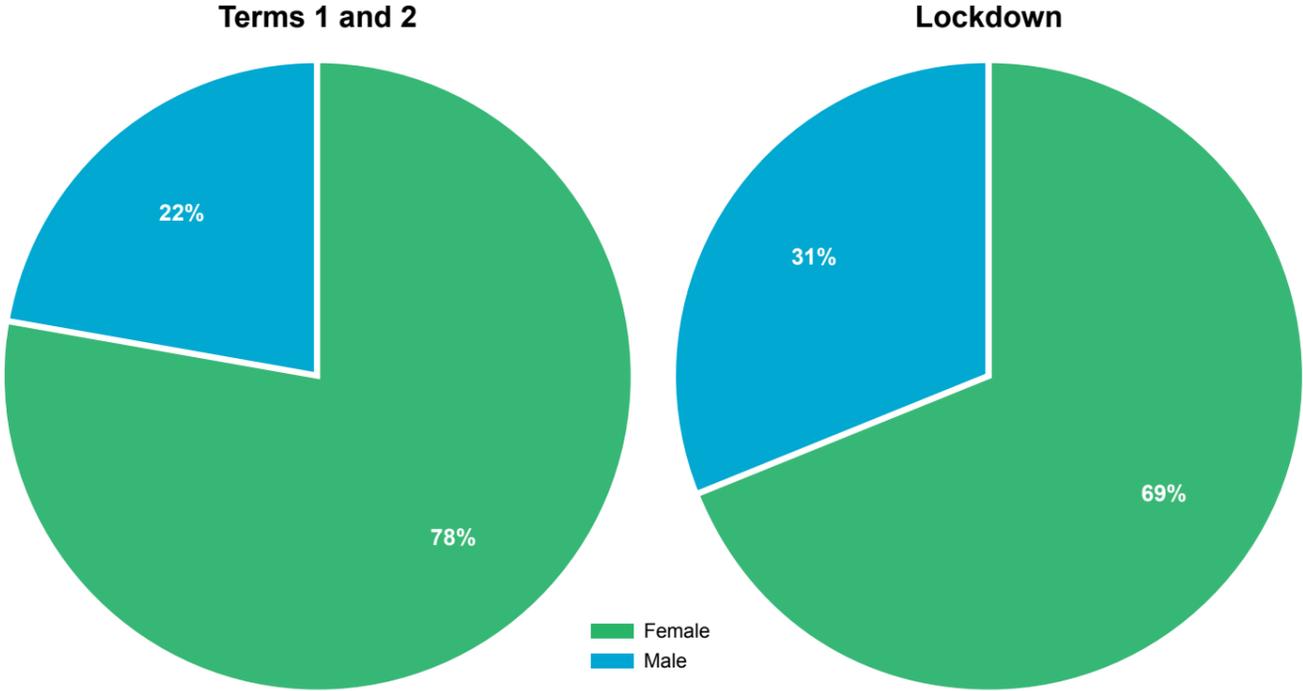
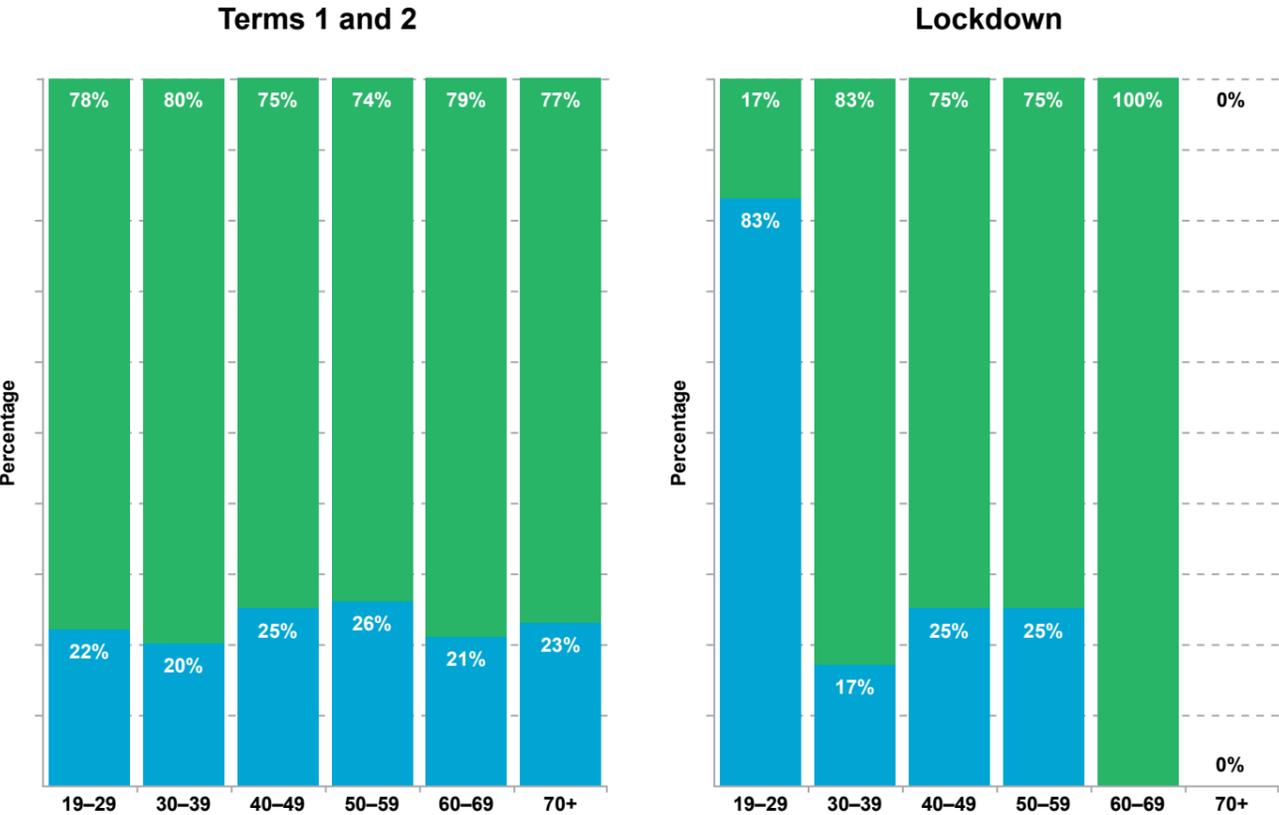
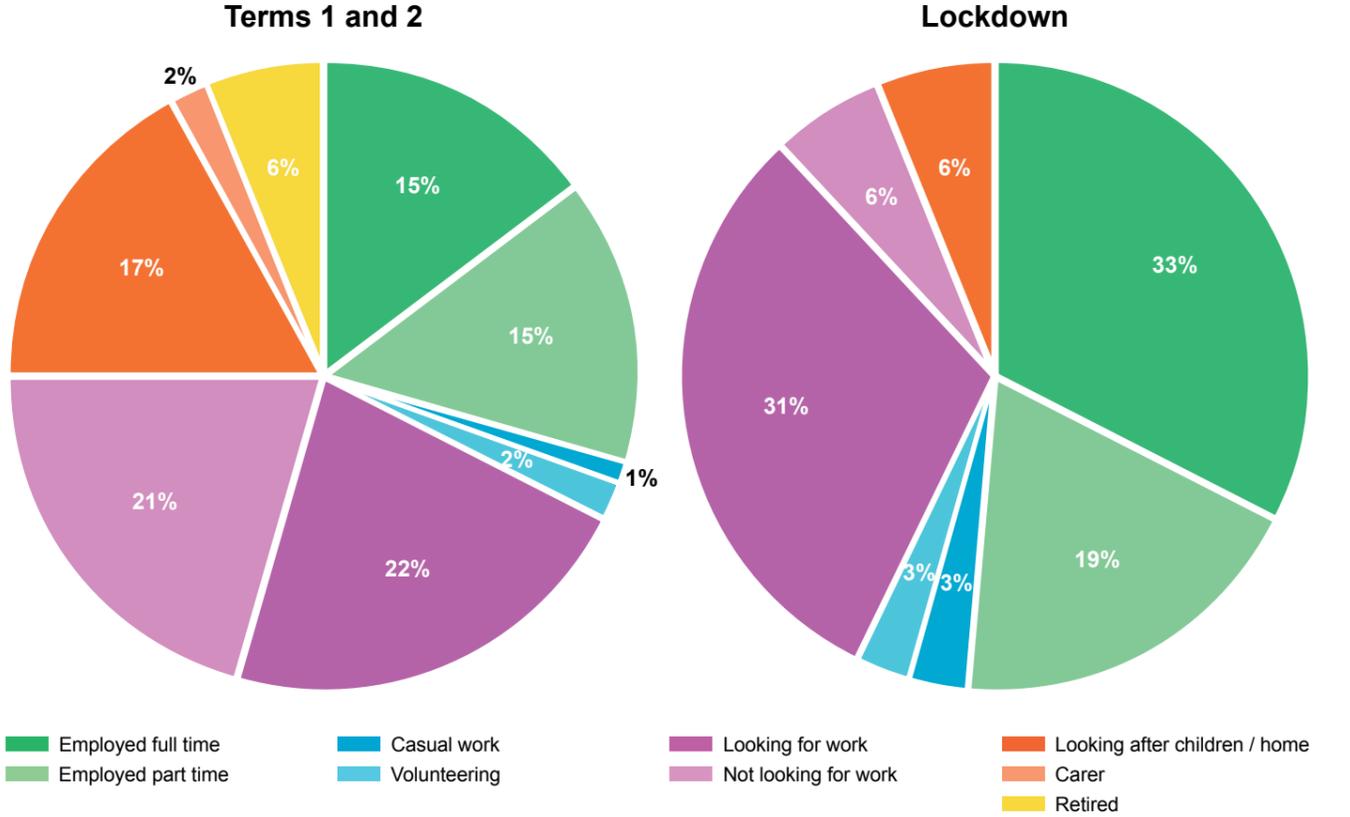


Figure 139: Gender split by age comparison



As expected, due to Government advice on shielding for the over 70s, the Camden EAS assessed no new learners in that age band during lockdown. Similarly, there were no learners assessed who had health issues or serious disabilities. The percentage of males assessed rose by 9%, and men were far more numerous in the 19-29 age band, although the sample size was small. The rise may be due to females of that age being more likely to have childcare commitments at home, including now having to home-school those older than 5 years. Alternatively, it could be that the men in that age band were in job roles that were furloughed, and they chose to use that time to improve their English language skills.

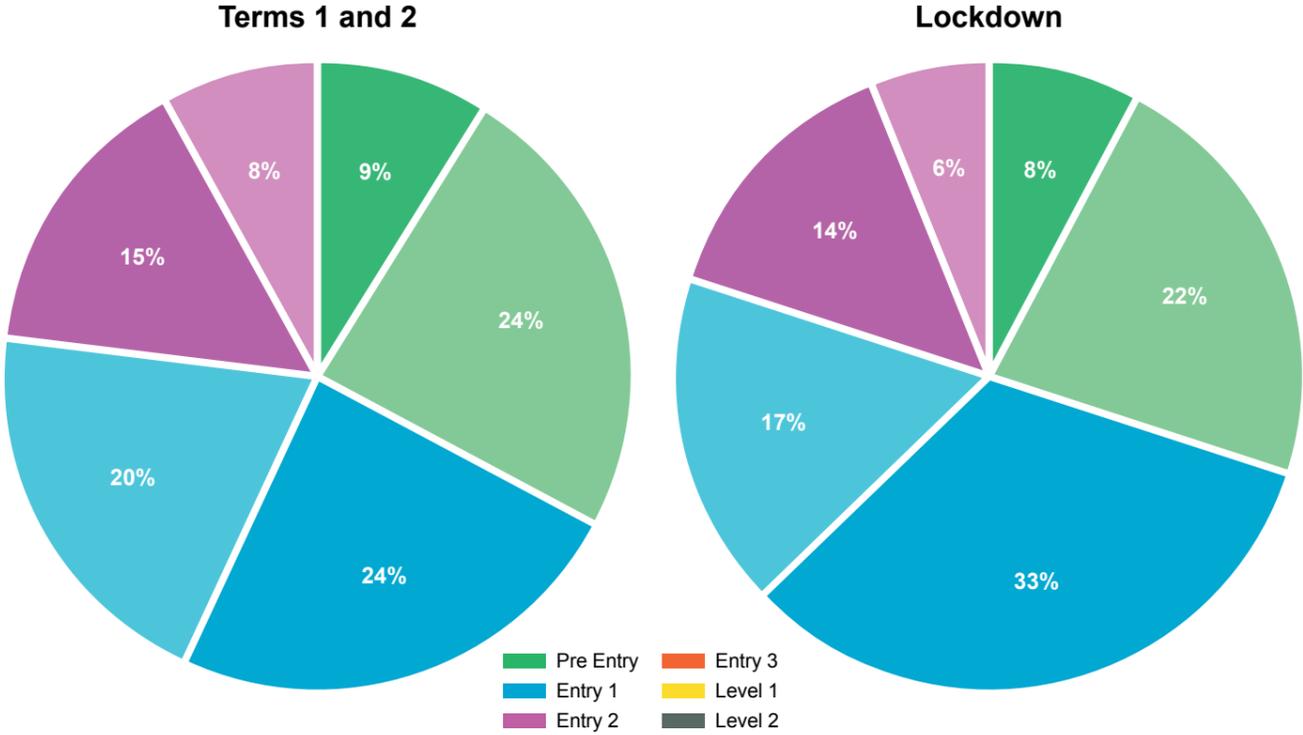
Figure 140: Employment status comparison



During lockdown, the Camden unemployment rate rose by 175%. However, the charts above demonstrate a surprising rise in the number of learners stating they were employed during the lockdown period. However, this is largely due to the data from a group of carers assessed at Hopscotch Asian Women’s Centre just prior to lockdown arriving in the EAS data system. This distorts the rest of the data somewhat, but a large increase in learners looking for work is still apparent, as is the associated decrease in those not looking for work. The decrease in those looking after children or the home could be explained by learners with this status being less likely to approach the EAS during this time due to having to commit more time to family life because of schools being closed, or having to support relatives and friends. No carers were assessed during lockdown, the likelihood being that they were too busy with their dependents. Neither were any retired learners assessed, likely due to them being in the age range advised to shield.

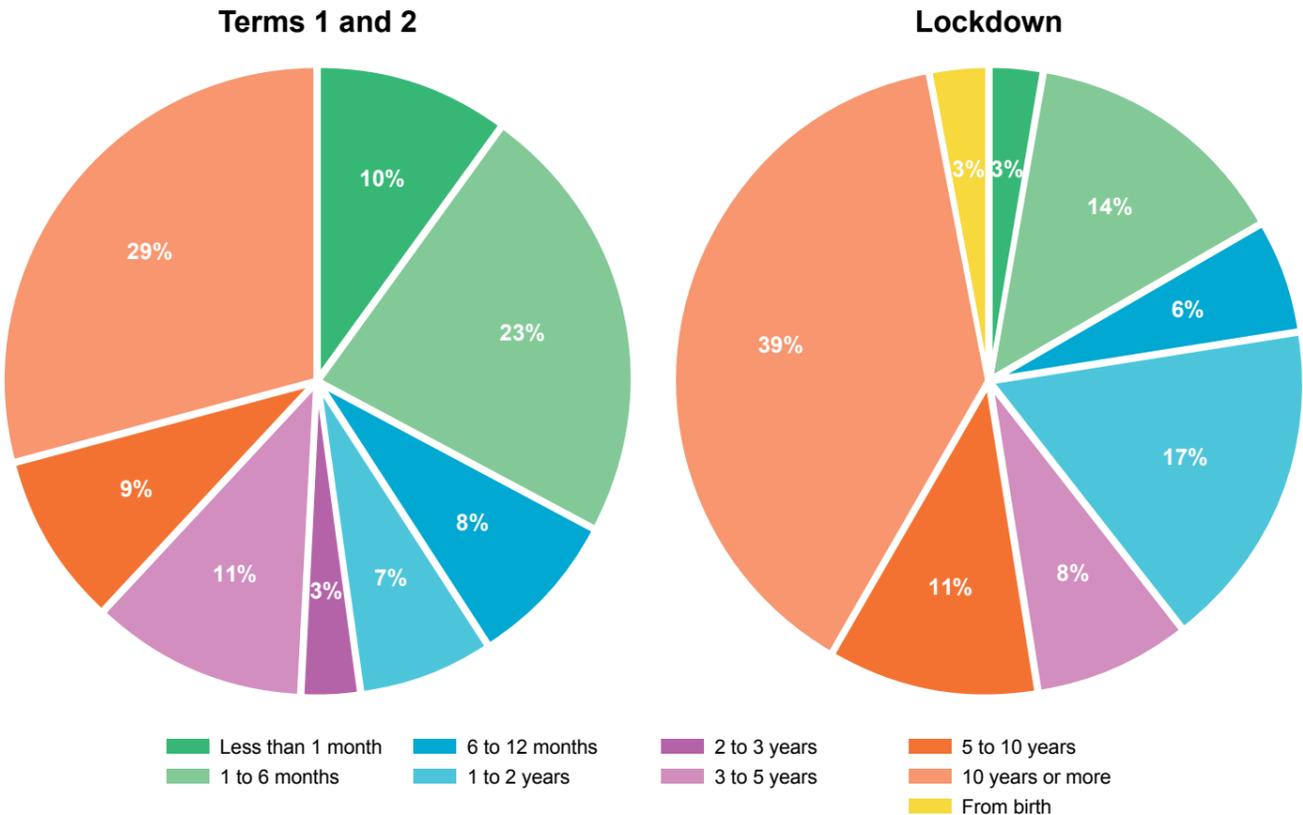
There was an 11% rise in Camden EAS learners claiming income-based benefits. Nationally, nearly two thirds of working adults stated their employment had been affected by Covid-19. One of the main impacts was being asked to work reduced hours, making many people eligible to claim benefits. (Source: Coronavirus (Covid-19) Review: March to October 2020, ONS)

Figure 141: Levels comparison



There was a 9% increase in the number of learners assessed at E2 during lockdown.

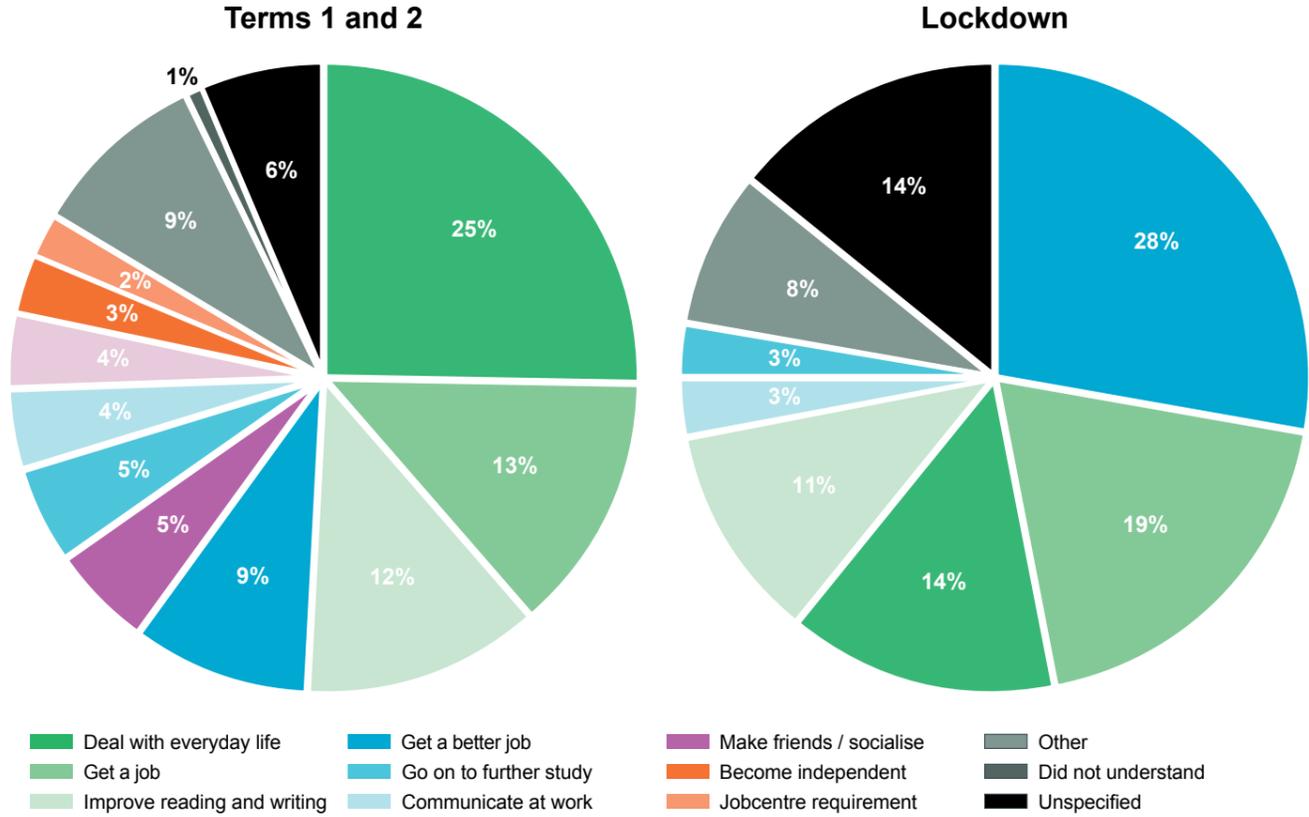
Figure 142: Time in the UK comparison



The number of learners who had been in the UK for less than a year decreased by 18%. Many may have assumed that all learning had shut down, due to the schools being closed and were possibly unaware of the work going on to move learning online. The Camden EAS saw an increase in learners who had been in the UK for 10 years or more. It's possible that the lockdown afforded them more time to spend on education than previously, or maybe circumstances meant that they finally needed to take the opportunity to improve their English to give them a better chance of getting a job or finding a better one so they could continue to support their family.

Clarity about the above may be possible by drilling down into the data the EAS holds to correlate the length of time a learner has been in the UK with their age and their employment status. It would also be useful for this to be analysed in conjunction with public data held on sectors of employment.

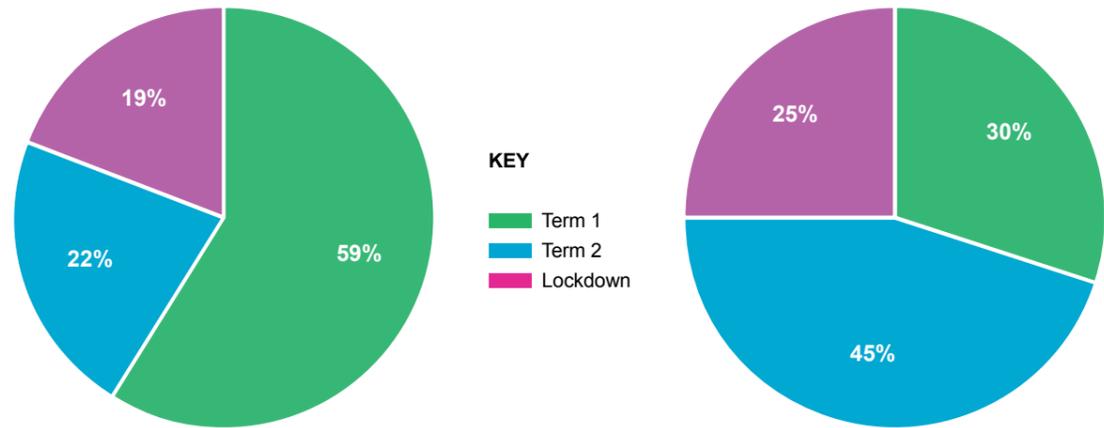
Figure 143: Reasons for learning English comparison



The percentage of learners stating that they wanted to learn English to help them deal with everyday life decreased by 11% and the percentage of those want to learn to help them get a job or find a better one rose by 25%. This clearly demonstrates the shift in priorities towards creating more opportunities for work. This could be due to learners having their work hours reduced, or someone in their household suddenly being out of work meaning they need to improve their own salary to help keep the family finances afloat.

This section compares the instances of learners seen by the Camden EAS being placed onto courses within the academic year (157 records), to instances of learners still waiting for suitable provision at the end of the year (250 records).

Figure 144: Term of registration - Placed vs. Waiting for suitable provision

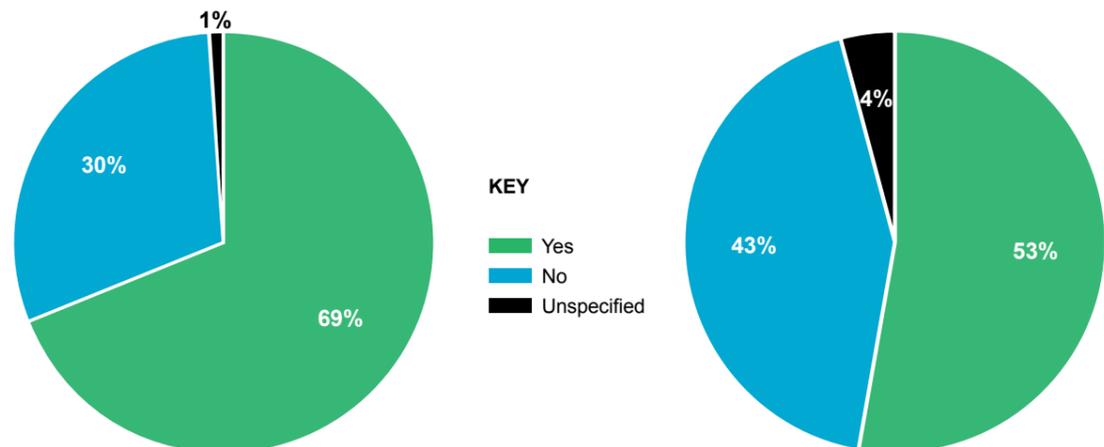


The majority of learners placed (59%) registered with the EAS in Term 1, dropping off to 22% in Term 2. As ESOL courses are usually arranged to start at the beginning of a term, learners tend to be placed onto them at the end of the previous term. The drop off reflects the lack of placement opportunities available when lockdown hit the country.

The majority of those waiting for suitable provision (45%) registered in Term 2. Again, this highlights the impact of the lockdown. Learners in Term 2 were more likely to be adversely affected. Those placed in Term 1 had established relationships with their course provider and were able to rely on them to support them to continue their learning journey, whereas those registering in Term 2 had nowhere to turn, other than the EAS, clearly demonstrated by the slew of returners to the service discussed earlier in this report.

19% of placed learners were made up of those who registered during lockdown, compared to 25% of all waiting list learners. Although there were the national restrictions to contend with this year, this pattern is also very common in a normal academic year, due to many courses closing enrolment during the final academic term, forcing learners to wait until September for new courses to begin.

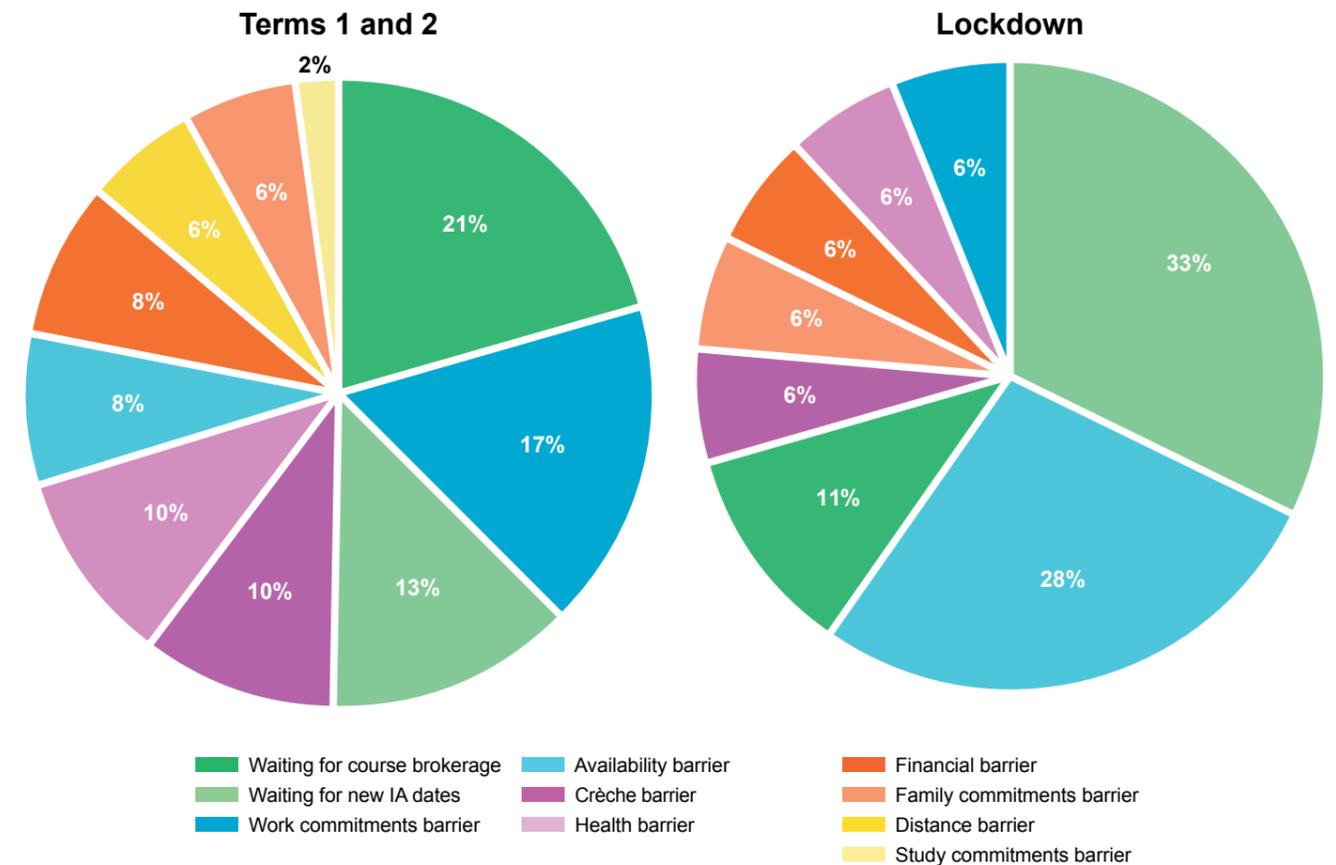
Figure 145: Low income - Placed vs. Waiting for suitable provision



This academic year, the Adult Education Budget funding rules were updated to bring the low wage threshold in line with the London Living Wage. Learners earning below £20,962 per year, before tax, are now eligible for free provision. This allowed many more people access to the learning they needed, starkly reflected by the percentage of learners with a low income being placed onto courses rising from 27% last year to 69% this academic year. However, more than half of those still waiting for provision were also on a low income, showing that other barriers still remain for many learners. During lockdown, the Camden EAS saw a 16% rise in the percentage of low income learners contacting the service, compared to the previous two terms.

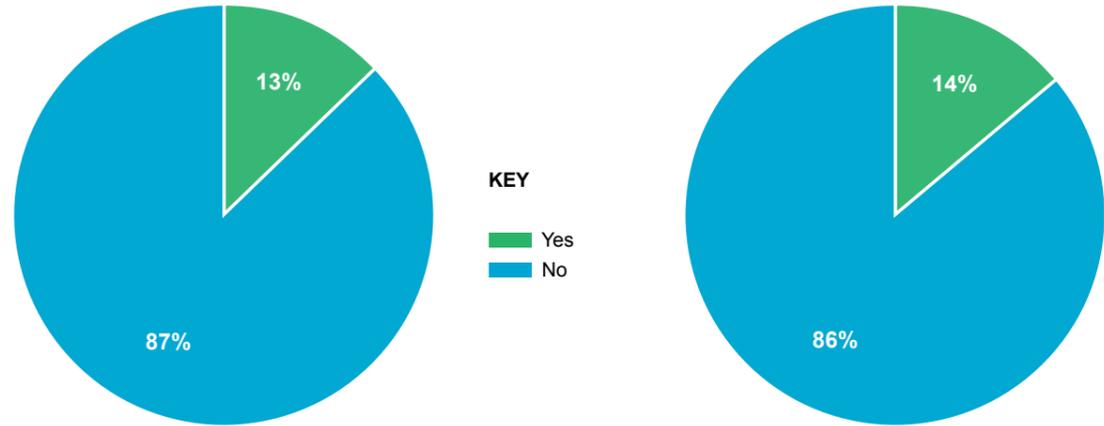
The pie chart below reiterates the barriers faced by learners whilst also comparing the differences between the Terms 1 and 2 data and that of the lockdown period.

Figure 146: Barriers comparison



A lower percentage of learners were waiting for course brokerage during lockdown. This is likely due to the bespoke classes commissioned by the EAS to absorb some of the need. Learners waiting for new IA dates became the most common barrier, up by 20%. This is largely due to existing provision being postponed. Being available for courses that were offered to them also became more of an issue for learners (also up 20%), possibly because they were more focused on home schooling their children or maintaining their jobs. However, this latter option becomes less likely considering that 11% less reported work commitments as being a barrier to learning.

Figure 147: Crèche needs - Placed vs. Waiting for suitable provision



There was no significant difference between the crèche needs of learners who were placed compared to those still waiting. Camden’s Adult Community Learning (ACL) department only offers ESOL at three venues with crèche facilities, meaning many parents miss out on the ESOL they require to improve the lives of themselves and their children. One of those venues was Westminster Kingsway College’s Regent’s Park Centre. Towards the end of the 2018-19 academic year, the Camden EAS trialled block booking system in partnership with the college, with a view to securing crèche places early for those learners most in need of it. The system was successful and continued across terms 1 and 2 of 2019-20.

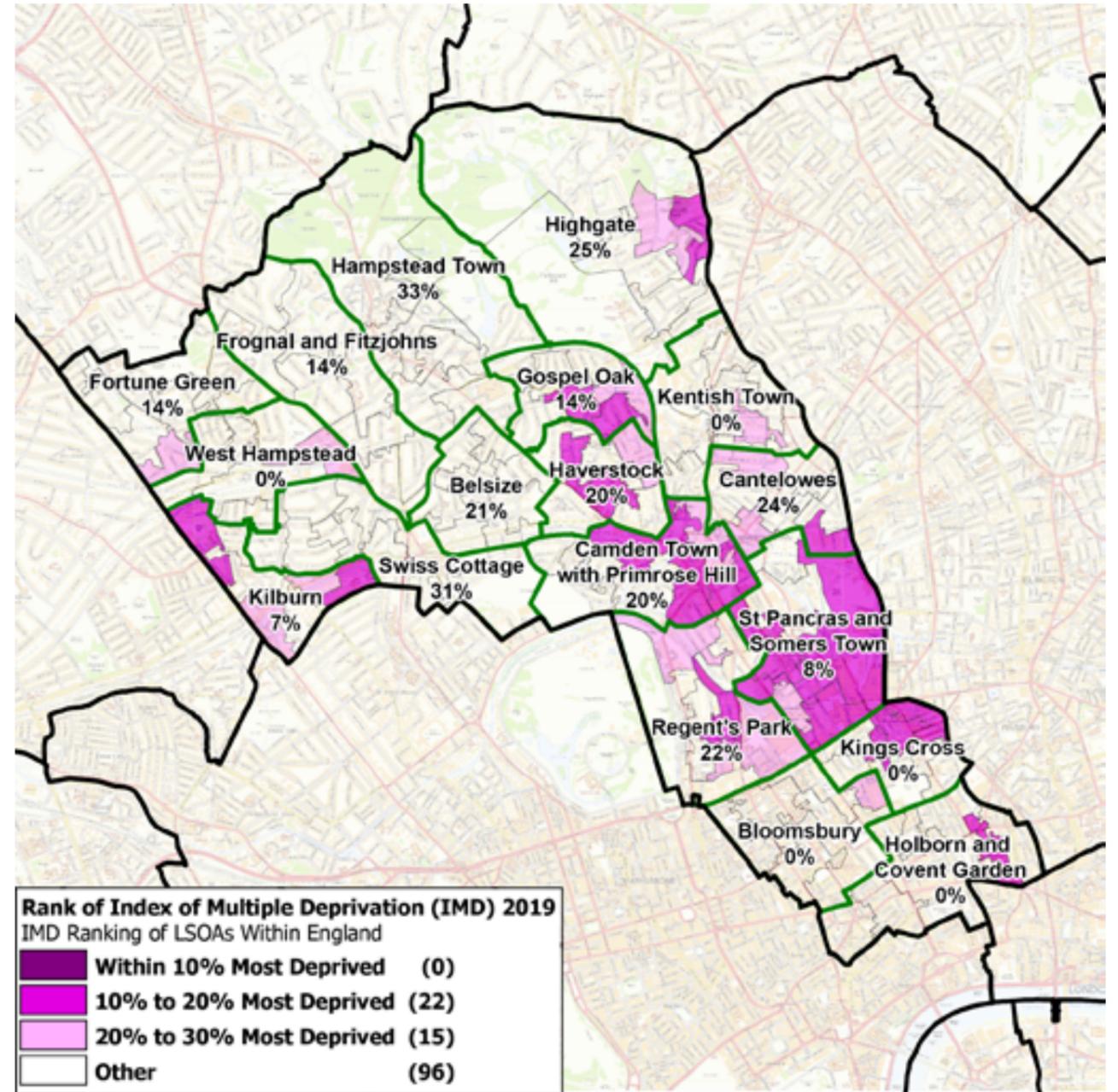
At the time of writing, taking into account the updated placement data, the percentage of learners who require crèche facilities and are still waiting for suitable ESOL provision has risen to 21%.

S.E. is a highly experienced Civil Engineer from Brazil. Despite being entitled to benefits, he is not eligible for a funded place at college until he has lived in the UK for 3 years. Not wanting to rely on benefits, he works long hours as a driver to support his family. He could not afford the high fees he would have to pay for ESOL classes at college or a private language school.

Utilising the highly localised provision network EAS has built, S.E. was able to be offered 10 hours of face-to-face classes a week, improving his confidence and conversational skills, until classes stopped during lockdown. By this time, his English had improved to the point where he was able to benefit from online one-to-one tuition in Professional English.

Without the EAS, S.E. would not have been able to access an English class. Now he will soon be able to resume his career in the UK as a highly skilled professional.

Figure 148: Crèche needs by ward
Based on 28 responses



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

The map above shows the percentage of residents in each ward who stated they need access to crèche facilities to be able to take part in ESOL courses. There is no clear correlation between the current picture of crèche needs and the 2019 deprivation statistics.

Figure 149: Gender comparison

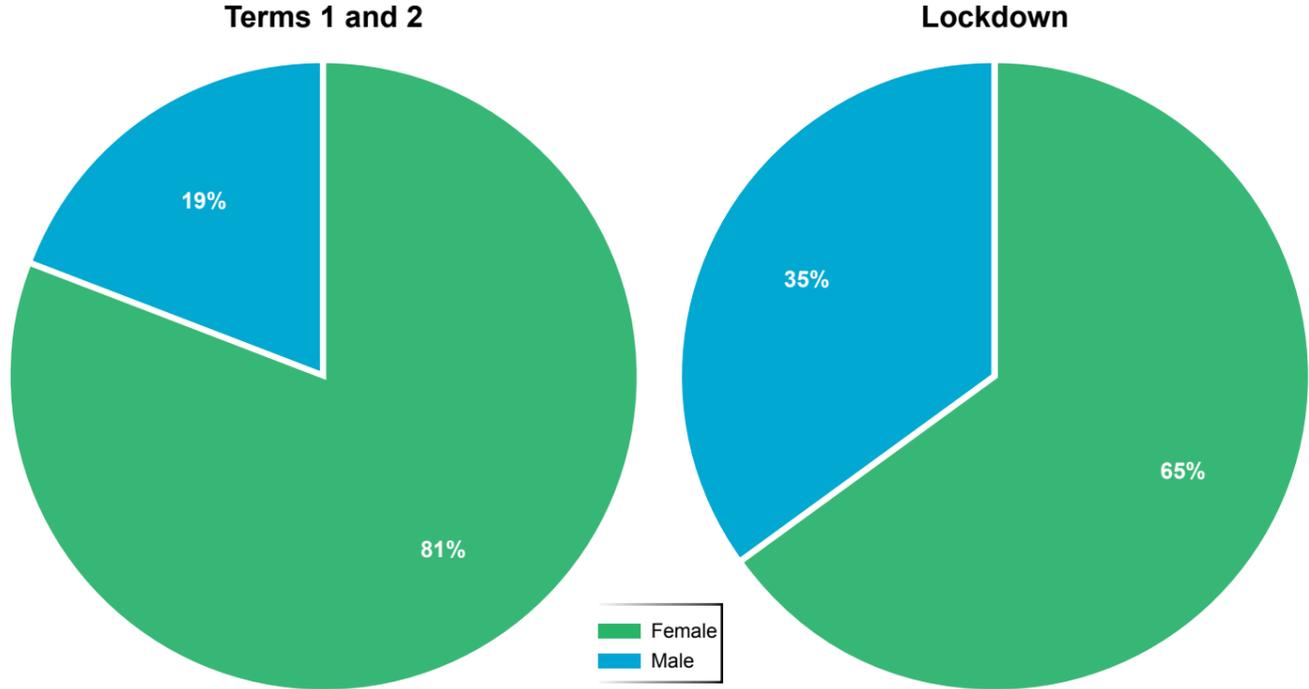
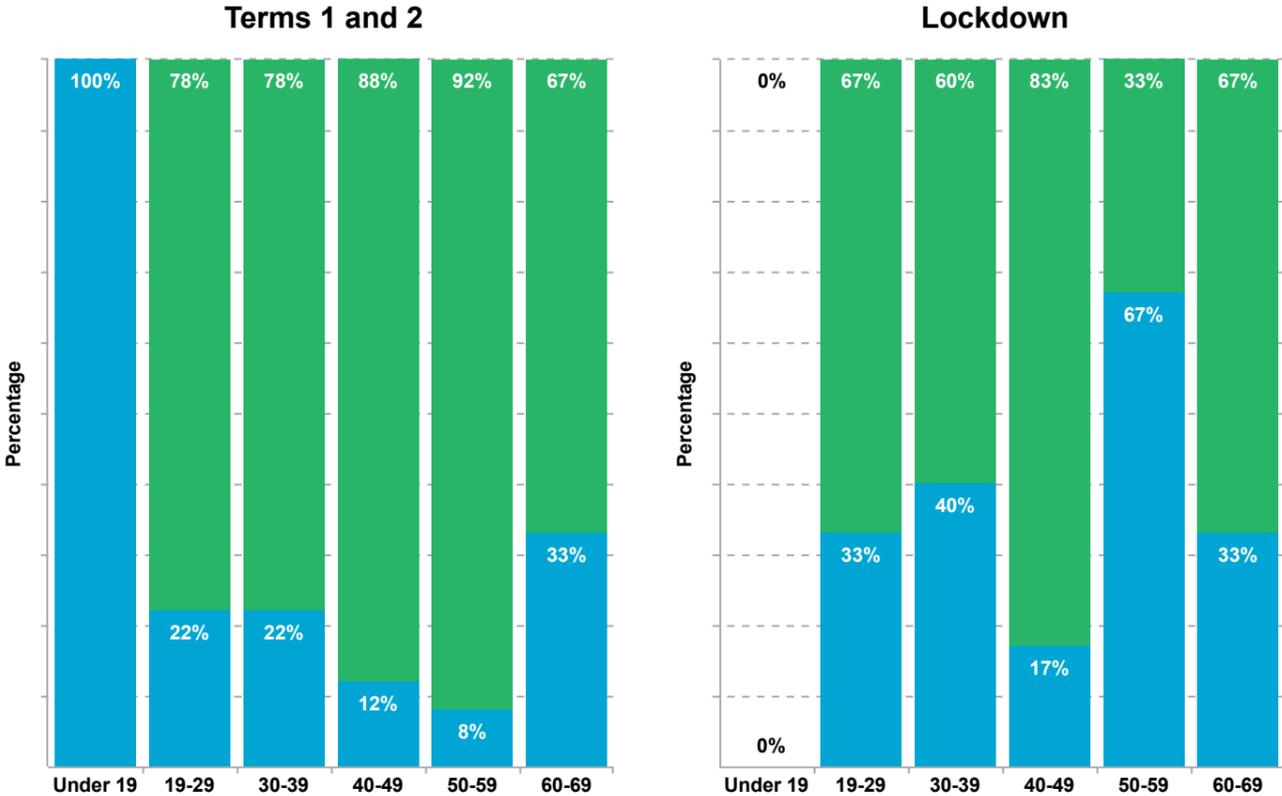
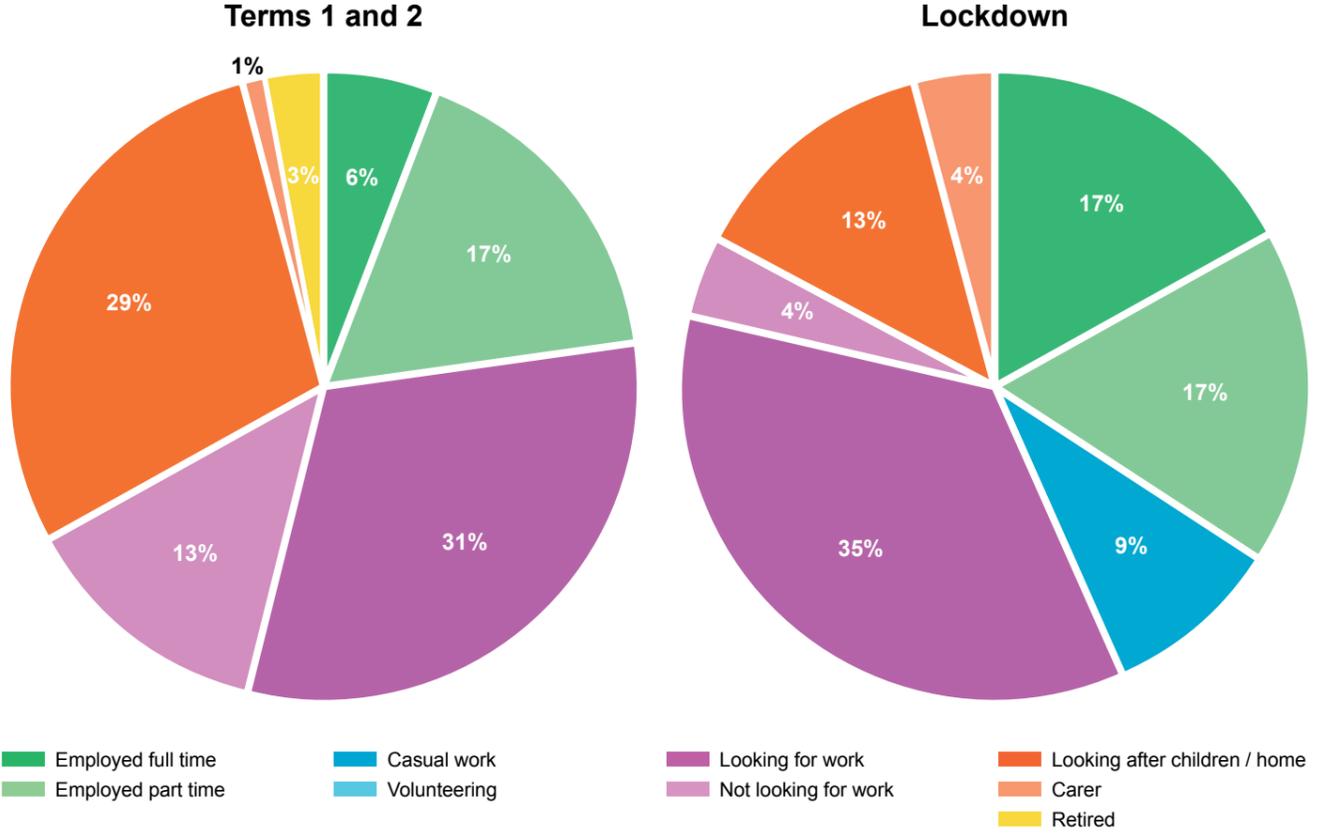


Figure 150: Gender split by age comparison



The Islington EAS saw no learners in the 70+ age bracket during Terms 1 and 2. As expected, in line with Government advice regarding shielding, this situation continued during lockdown. Similarly, the Islington EAS assessed no learners with ongoing health issues or serious disabilities during the lockdown period. The percentage of males assessed rose by 14%, and there were more men in the 50-59 age band, although the sample size was extremely small.

Figure 151: Employment status comparison

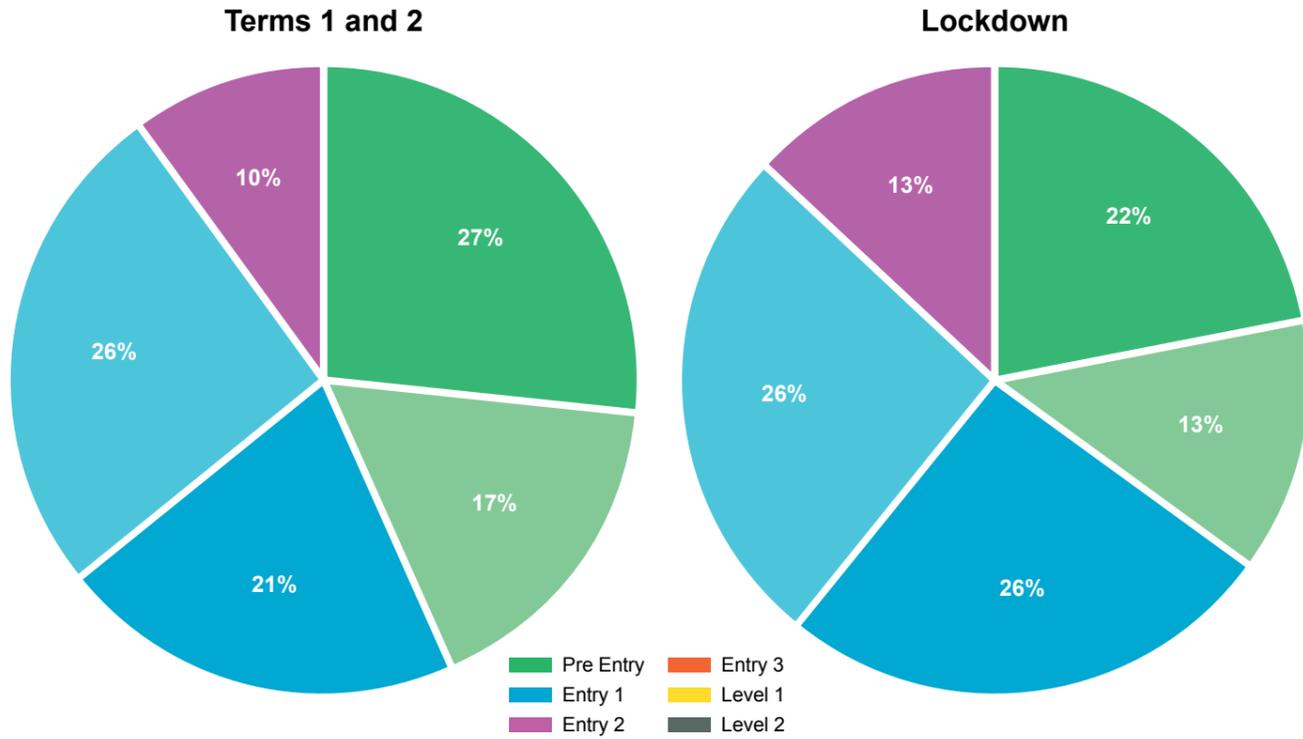


The charts above show an interesting rise in the number of learners declaring they were employed. This seems to go against the expectations around the Covid-19 situation, however the sample size was small and could reflect those who are already working and want to improve their English language skills to enable them to get a better job with a higher salary, enabling them to be better placed to support their families. Interestingly, it wasn't until the lockdown period that the Islington EAS assessed any learners who were only taking part in casual work. This could be an indication that some learners had their work contracts changed to zero hours to help employers save money.

The percentage of learners stating they were at looking after children and the home reduced by 17%. This could be explained by learners with this status being less likely to approach the EAS during this time due to having to commit more time to family life because of schools being closed, or having to support relatives and friends. No retired learners were assessed during lockdown, likely due to them being in the age range advised to shield.

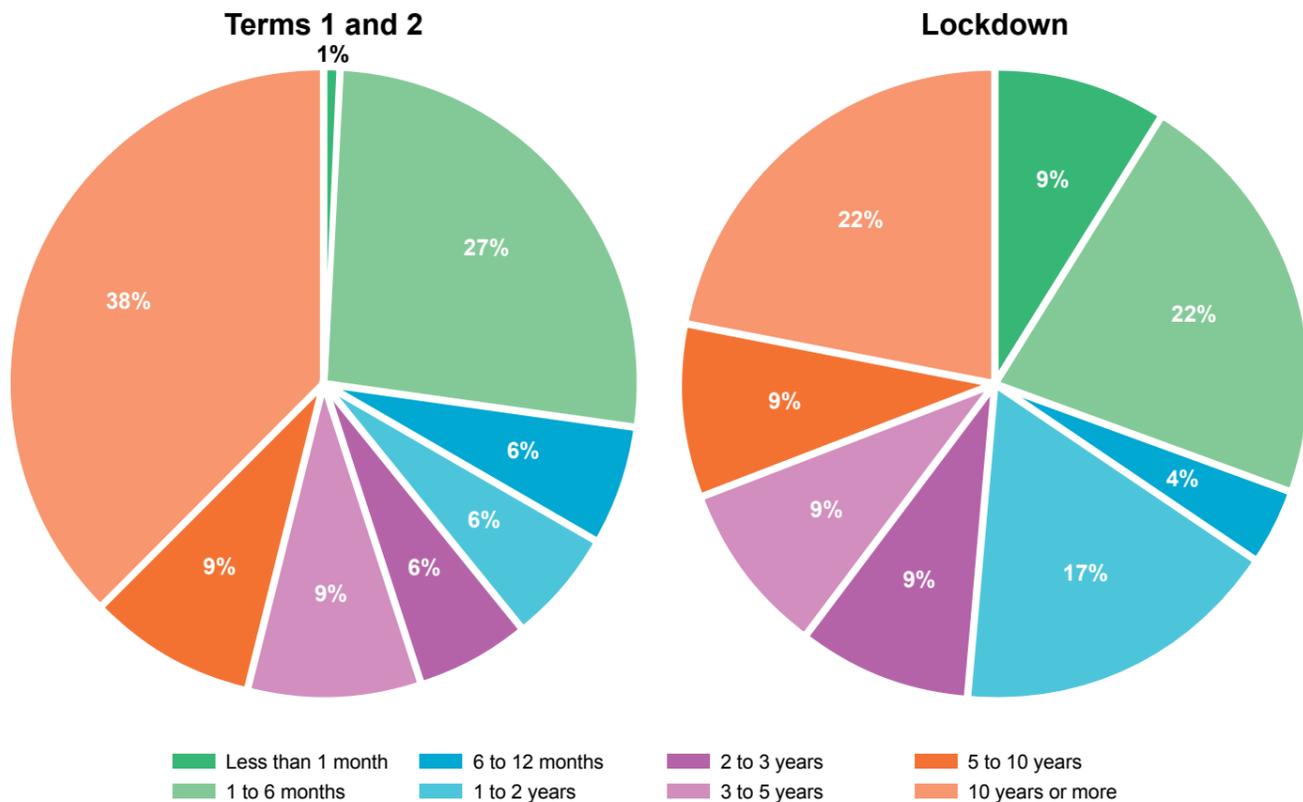
There was a 46% rise in Islington EAS learners claiming income-based benefits, however the sample size was very small. Nationally, nearly two thirds of working adults stated their employment had been affected by Covid-19. One of the main impacts was being asked to work reduced hours, making many people eligible to claim benefits. (Source: Coronavirus (Covid-19) Review: March to October 2020, ONS)

Figure 152: Levels comparison



The percentage of learners assessed to be Pre-Entry reduced by 5% and the percentage at E2 increased by 5%.

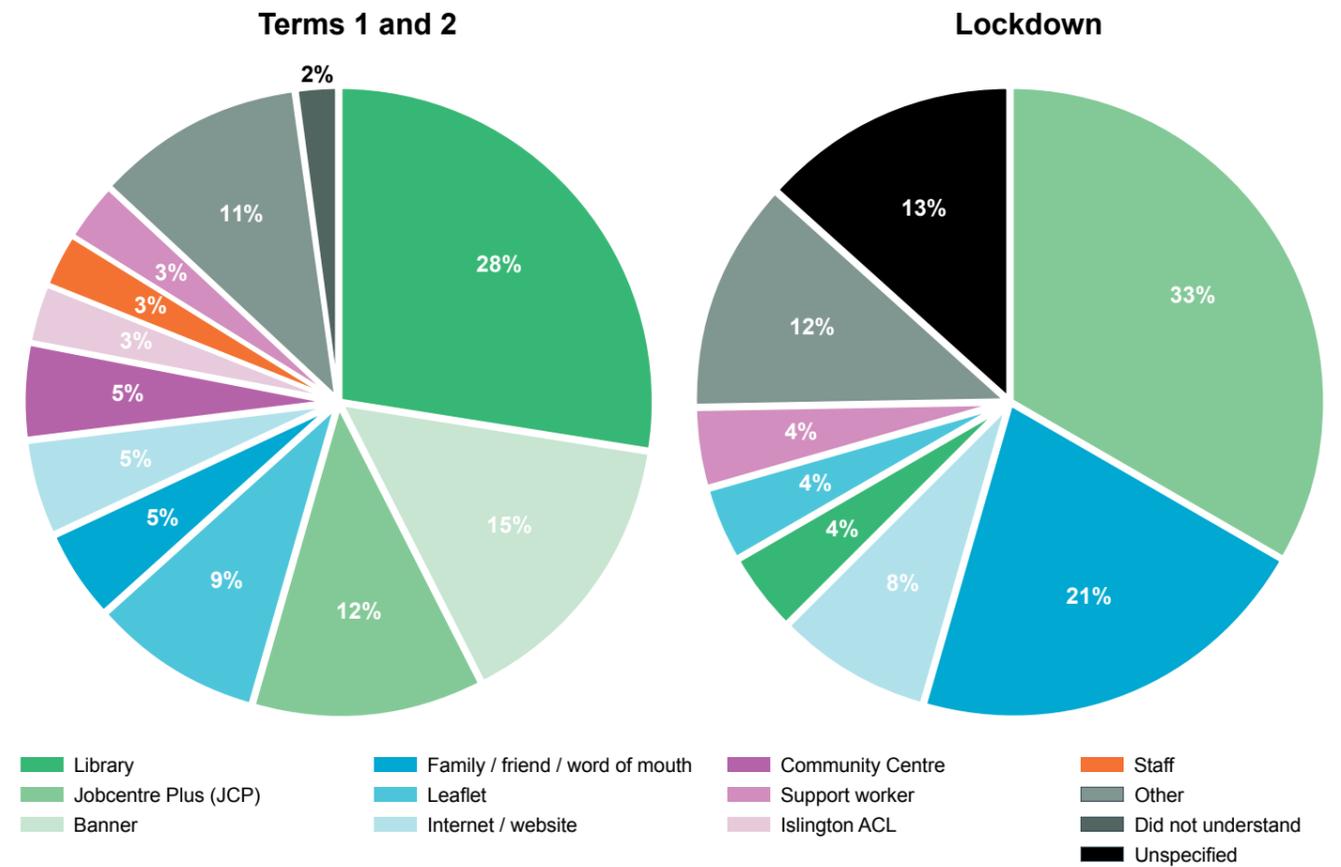
Figure 153: Time in the UK comparison



The percentage of learners who had been in the UK for less than a month increased by 18%. Arriving in the UK during a pandemic and trying deal with that situation may have influenced them to improve their level of English more quickly than usual.

The percentage of learners who had been in the UK for 10 years or more decreased by 16%. More analysis is required to discover why this category of learners were affected this way. It is possible that this section of the community were more isolated from learning due to the national lockdown and clarity about this could be gained by drilling down into the data the EAS holds to corrolate the length of time a learner has been in the UK with their age.

Figure 154: Referral routes comparison

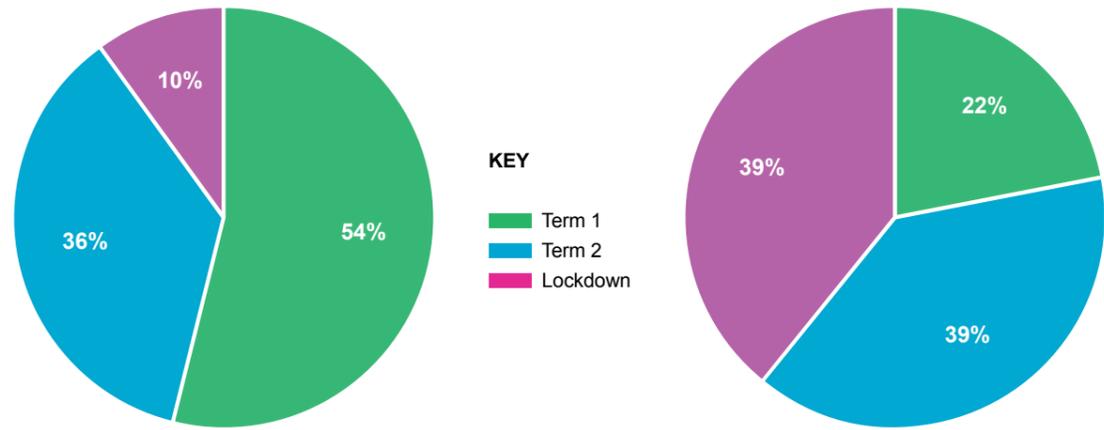


Jobcentre referrals rose from 12% to 33% during lockdown, replacing libraries as the main referral route. Islington EAS began offering a weekly advice session at Barnsbury JCP in January 2020. JCP clients were booked into advice slots by their job coaches. Plans to expand the service to Finsbury Jobcentre, offering advice in both venues on alternate weeks, were postponed due to the Covid-19 pandemic, but job coaches continued to email referrals to the EAS.

Jumping to second place during lockdown was word-of-mouth referrals. This is an encouraging statistic, demonstrating that knowledge of the service in Islington is slowly permeating deeper into the community. This may be due to the networking done just prior to lockdown with popular community centres on estates with a high ESOL need. Bespoke advice sessions were due to be run at both Ringcross Community Centre and Jean Stokes Community Hall, but when national restrictions came into force they had to be postponed.

This section compares the instances of learners seen by the Islington EAS being placed onto courses within the academic year (70 records), to instances of learners still waiting for suitable provision at the end of the year (58 records).

Figure 155: Term of registration - Placed learners vs. Waiting for suitable provision

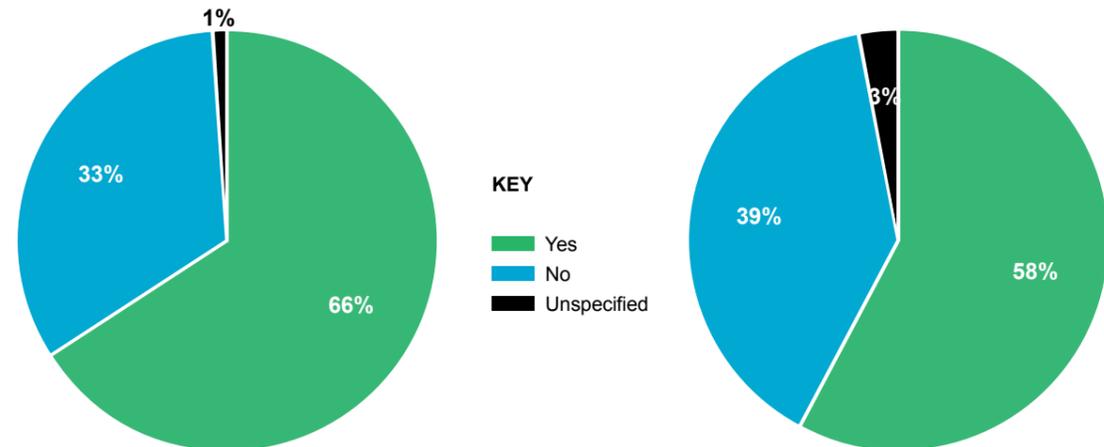


The majority of learners placed (54%) registered with the EAS in Term 1, dropping off to 36% in Term 2. Some ESOL courses have termly intakes of new learners, whilst others allow people to join ongoing year-long provision at any time.

An equal percentage of learners (39%) registered in Term 2 and 3 were still waiting for suitable provision at the end of the academic year, and the rate of successful placements reduced by 41% compared to terms 1 and 2. This likely highlights the impact of the national lockdown forcing provision to move online, meaning learners with technology barriers may have been dissuaded from joining ESOL courses. In terms of those who were already taking part in face-to-face provision prior to lockdown, many were able to continue their studies online, but preliminary analysis reveals that there may be a correlation between the level of a learner and the likelihood of them being IT literate and those working at lower levels were more likely to be isolated from learning opportunities.

10% of placed learners were made up of those who registered during Term 3, compared to 39% of all waiting list learners. Although there was the lockdown situation to contend with this year, this pattern is also very common in a normal academic year, due to many courses closing enrolment during the final academic term, forcing learners to wait until September for new courses to begin.

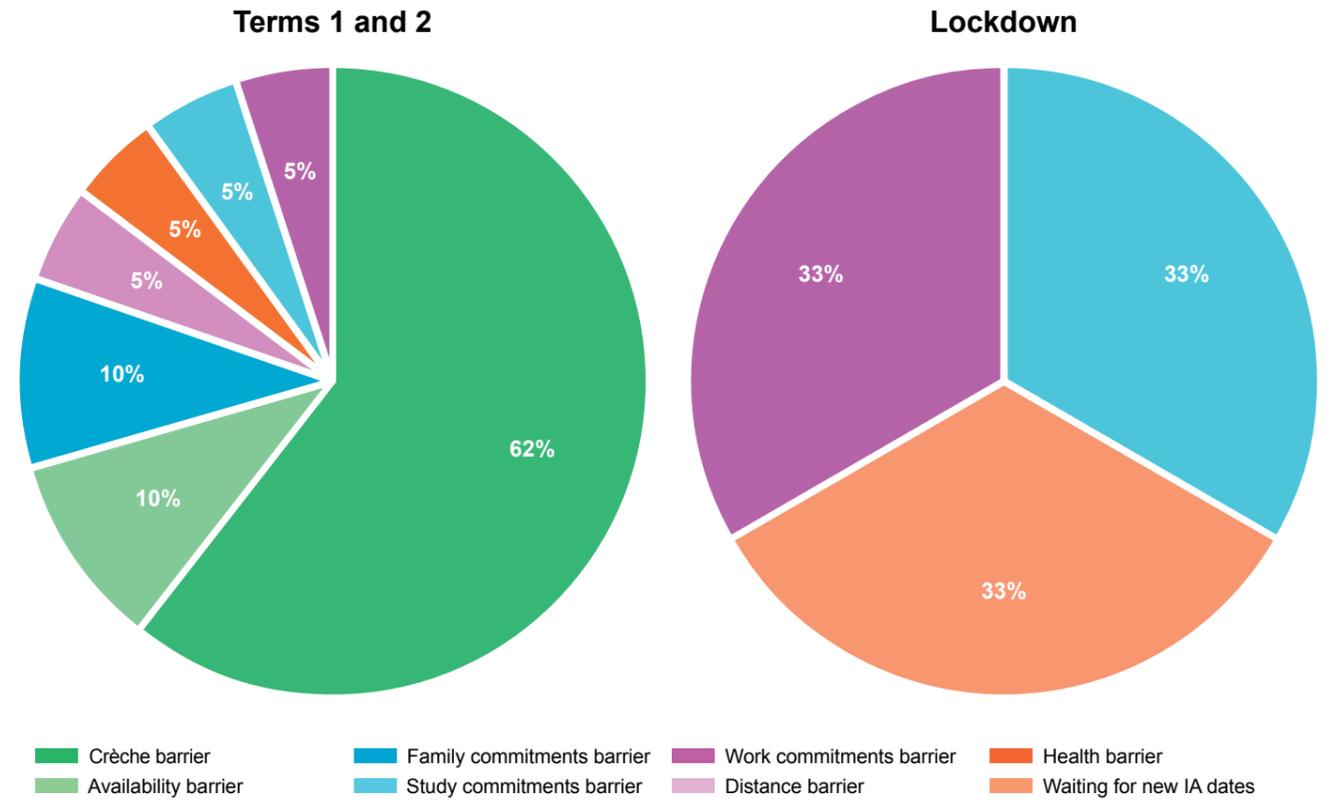
Figure 156: Low income - Placed learners vs. Waiting for suitable provision



This academic year, the Adult Education Budget funding rules were updated to bring the low wage threshold in line with the London Living Wage. Learners earning below £20,962 per year, before tax, are now eligible for free provision. This allowed many more people access to the learning they needed. 66% of learners with a low income were placed onto courses in Islington this academic year. However, 58% of those still waiting for provision were also on a low income, showing that other barriers still remain for many learners.

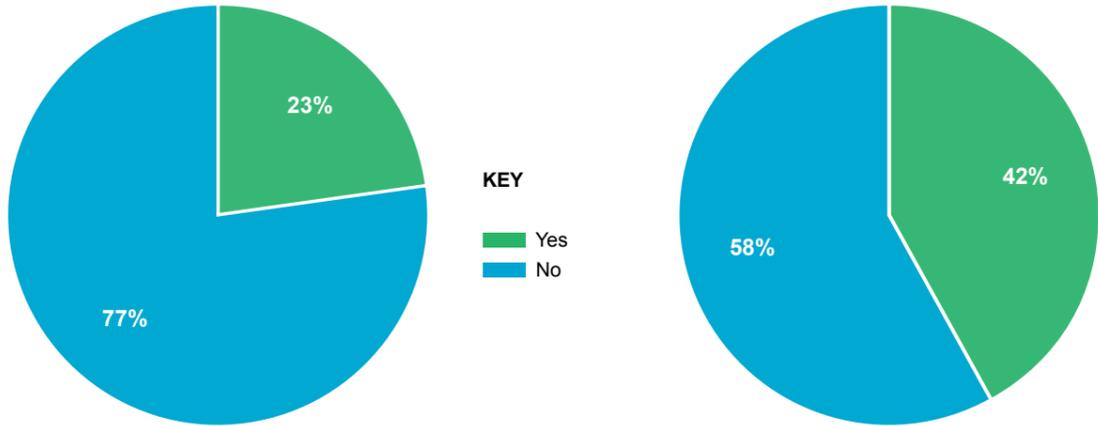
The pie chart below reiterates the barriers faced by learners whilst also comparing the differences between the Terms 1 and 2 data and that of the lockdown period.

Figure 157: Barriers comparison



Childcare issues were clearly less of a hinderance during lockdown, with many learners balancing continuing their studies online with home schooling their children. However, the sample size reflected in the chart above is very small, and any skew it shows towards particular barriers is not significant. 'Waiting for new IA dates' fits with expectations, but neither the large increase in 'study commitments barrier' or 'work commitments barrier' tallies with patterns across the rest of London and the UK.

Figure 158: Crèche needs - Placed learners vs. Waiting for suitable provision



Access to crèche provision was by far the most common barrier faced by learners assessed by the Islington EAS and those affected were twice as likely to be waiting for suitable provision than those who did not have young children to consider.

Many ESOL courses in Islington offer crèche facilities for those that need them, especially if the venue is a Children’s Centre, however some have to charge a small fee, or have long waiting lists, therefore barriers to accessing provision remain for many learners.

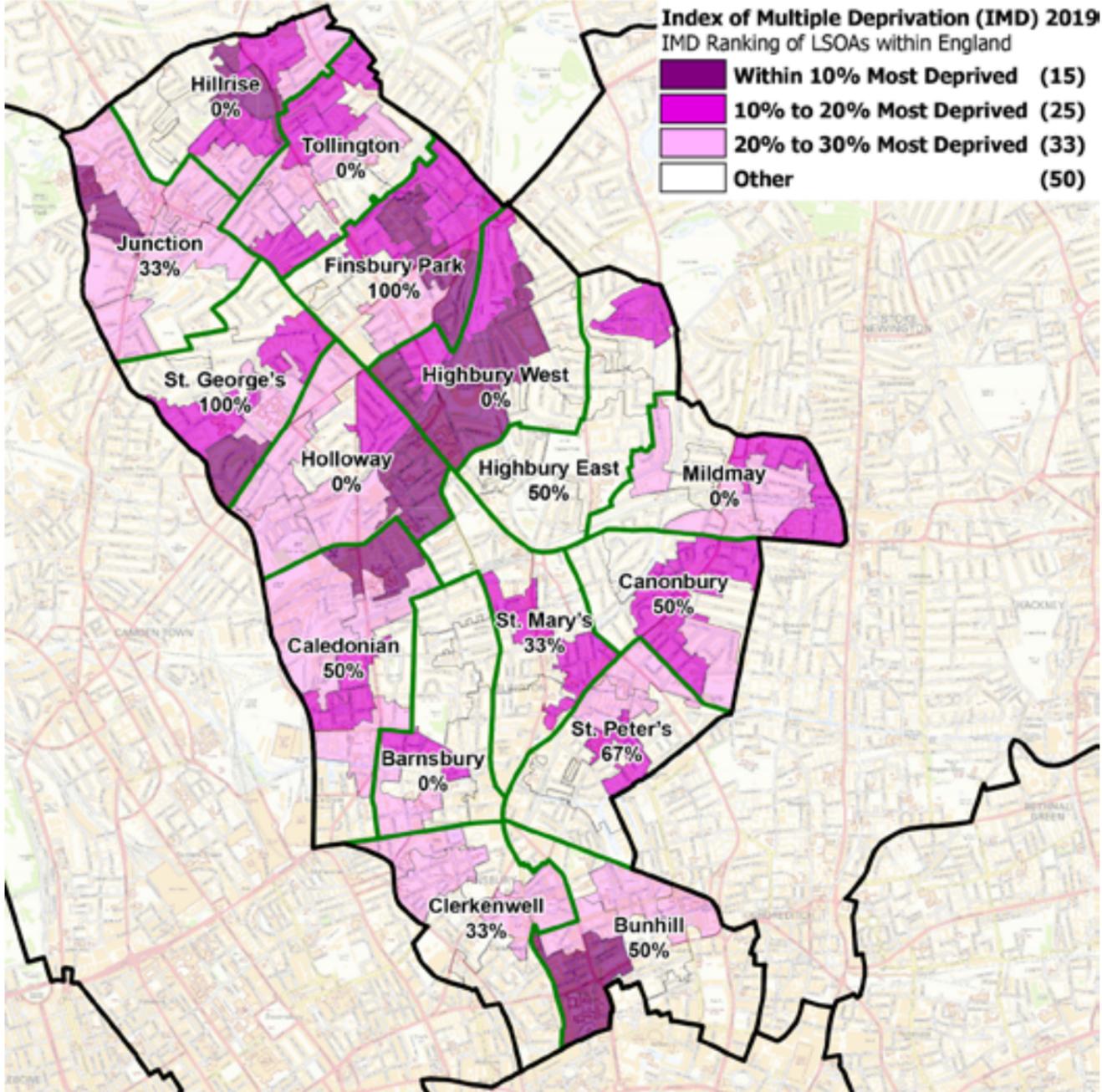
Siham came to the UK from Eritrea 5 years ago to join her husband. She attended ESOL classes but stopped when she got pregnant. Siham visited the EAS at Archway Library in January 2020, but wasn’t able to secure a place on an ESOL class due to the lack of crèche support available. She was placed on the waiting list for two crèche spaces at a children’s centre.

During lockdown, Islington ACL moved their ESOL provision online and the EAS offered Siham a place on a course, which she joined at the beginning of May. Following the Summer break, she re-enrolled and is still attending the same online ESOL provision.

Siham is happy with her course and is an active learner with good attendance. She is hoping that in a few months’ time she will be able to take her ESOL exams.

Siham is also interested in designing clothes and she has been referred to a sewing class by her ESOL tutor.

Figure 159: Crèche needs by ward
Based on 59 responses



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

The map above shows the percentage of residents in each ward who stated they need access to crèche facilities to be able to take part in ESOL courses. There appears to be a correlation between the current picture of crèche needs and the areas of high deprivation, but more detailed analysis is required across a larger cross section of ESOL learners before any clear conclusions can be drawn.

Summary of key findings

This year, the Camden and Islington ESOL Advice Service supported 443 unique learners across 569 advice sessions. Over three quarters of learners (77%) were female. The average age was within the 30-39 age band. Most originated from the Middle East and North Africa or Latin America and the Caribbean, had Western European or British nationality, and 95% were literate in one or more languages, not including English. 5% of learners declared health problems or learning difficulties, 2% declared mental health problems, and 5% declared disabilities.

Out of all learners who were of working age, 67% were unemployed and 85% of the remaining third were on a low income. Of those who were unemployed, 40% were actively looking for work. 28% cited looking after the home, children or other dependents as the main reason for not working and a further 10% were not allowed to work due to their immigration status. 56% were in the UK as a British or EU national, 19% had Spouse Visas and 7% were seeking protection in the UK. 37% of all learners had been resident in the UK for less than one year. 60% had no ESOL qualifications at the time of registration. The majority of learners (80%) were assessed to be at levels from Pre Entry up to E3.

56% of all learners were parents, and of those, 32% had at least one child under the age of five. 19% declared they needed crèche provision to be able to study ESOL and at the end of the academic year, of those still facing barriers to learning, 19% were still quoting lack of access to crèche provision as preventing them from attending classes. However, some of these learners will have been engaging in learning at all levels via the EAS 'ESOL Activities' mailout scheme.

Most learners wanted to learn English to help:

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

Most learners who had employment experience had worked as cleaners or in restaurants. The most common current job role was working as a carer closely followed by cleaning work.

The ESOL lessons [have helped] our clients be able to manage their everyday living, such as being able to communicate when doing shopping or receiving phone-calls from other agencies. They have [also] helped our clients who speak minimal English to be able to integrate within the refuge by being able to communicate with the other residents and staff.

EAS has helped our service achieve its strategic goals of social integration and empowerment by enabling the women to use the skills and language they have learnt through the lessons and transfer this to their daily lives, helping the clients work towards independency as the end goal.

Kalina Shah, Solace Women's Aid

Of those who had an interest in embedded ESOL, most wanted to study ESOL with ICT. Accountancy and Economics were the most cited areas of study for learners who had post-secondary education in their home countries. 40% had taken part in higher education.

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 high 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. Otherwise they were asked to pay a minimal fee of up to £40. Additionally, there were a range of free drop-in conversation clubs run by volunteers that learners could attend.

42% of all learners seen by the EAS were placed onto an ESOL course. This rose to 49% after taking into account provision that didn't start until the 2020-21 academic year. Of those not placed, 39% had not responded to or declined all offers made to them. A further 5% were not contactable. The remaining learners were prevented from learning for a range of reasons. The most commonly cited barrier to joining an ESOL class was access to crèche provision, closely followed by 'waiting for course brokerage' and 'work commitment barriers'.

Growing support for SPoCs

In September 2019, the EAS launched fully in the London Borough of Islington. The Islington EAS co-ordinator, who has in depth experience as an ESOL tutor in the borough, laid the foundation for the launch by building on and developing local partnership networks of providers, community centres and JCPs.

With her invaluable local knowledge of the area and the feasibility research conducted to identify the best advice venues for drop in sessions, the Islington service soon became "an invaluable and cost-effective way of locating and engaging with the hardest to reach ESOL learners in the borough" (Curriculum Manager for English & Maths, ESOL and Family Learning, Islington Council, Adult Community Learning).

In March 2020, Camden EAS was invited to present an example of how a regional model of the service could be developed. The presentation highlighted the costs of dormant learners' inability to access ESOL. Of particular interest to those in attendance was the link between ESOL need and dependence on public funds.

The EAS helps JCPs meet our short-term and strategic employability targets. The effectiveness of the DWP's response to the predicted increase in unemployment as a result of the Covid-19 crisis depends on a fully functioning EAS. DWP will struggle to cope under this pressure without the support that EAS provides for our claimants with ESOL needs who will be left behind if we don't have an advice service to refer them to.

Dawood Ghanti, Jobcentre Plus

The Camden and Islington EAS is regularly consulted by other local authorities setting up or hoping to set up their own services and potentially use the bespoke software developed to match learners with local provision (see 'The EAS website and database' section below).

The EAS has contributed to the GLA's Community Response Survey since the beginning of the pandemic.

Remaining agile and responsive to changes in need

In January 2020, the EAS began holding regular advice sessions within JCPs. Whereas earlier in the academic year work coaches referred claimants to nearby advice sessions in local libraries, this development streamlined the relationship enabling learners with ESOL needs to access help onsite.

When the national lockdown restrictions announced in March 2020 forced JCPs to close, EAS anticipated dramatic changes to employment particularly for low level ESOL learners in precarious or low income employment. In response, the service expanded and strengthened relationships with employability hubs, care homes and other health and social care settings in order to support the most vulnerable residents and as far as possible keep them engaged in learning.

In addition, EAS liaised with careers services and HR departments across London to reach those most vulnerable to redundancy/unemployment. As a result, several bespoke courses were brokered and multilingual mandatory training commissioned to keep the jobs of those with low level English viable. The cost of this would otherwise have been prohibitive for the employer.

The impact of not having the EAS will be significant for parents with children trying to access training and work locally. The service has reduced the time I have spent sourcing and accompanying parents with children to access ESOL, especially for residents in the Kilburn area and other areas of very high deprivation. The EAS provides a stepping stone for parents to access a range of other Camden services, including the Health Visiting Team, Early Help Service, the 2 and 3-year childcare offer, and the Housing Team. This helps to build and develop resilient families and communities by encouraging and empowering those with a different voice and language to consider how they contribute, for example volunteering in the community, including acting as Parent and Community Champions. Others will go on to consider training and working with the IEYS Employability support team to consider apprenticeships with Camden and beyond, as well as considering Camden Scholarships to complete a degree and/or masters programme with a local university.

Stephen Beckford, Employment Officer, Camden

The EAS website and database

September 2019 saw the launch of the www.learnenglish.london website and database designed by Camden and Islington EAS and built specifically to automatically match learners to provision in real time.

This web-based tool is designed for use by multiple boroughs to help streamline registration of learners and speed up the matching process. Providers upload information to the system about their upcoming courses or vacancies on existing courses, enabling eligible learners to be matched to them in real time.

In contrast to the original manual process, this saves several hours of advisors' time which they use to build local community partnerships, sourcing alternative provision for learners with complex needs and those who are not eligible to be funded through mainstream adult learning budgets.

As the website is rolled out across Camden and Islington we will continue to develop the site for maximum effectiveness and wider use providing an evidence base for decision making that has historically been limited or unavailable in ESOL. We are liaising with a number of other local authorities with the long term goal of enabling the site to be used across London.

Responding to legislative changes

Nationally, most community ESOL provision is funded via the Adult Education Budget (AEB) via the Education & Skills Funding Agency (ESFA), however, in London, the AEB is controlled by the Greater London Authority (GLA). The rules remain largely the same, aside from caveats dictating that the budget can only be used to fund learners resident in London.

As discussed earlier, the major benefit for ESOL learners in Camden and Islington is that the low wage clause has been brought in line with the London Living Wage, allowing many more learners access free provision that they were ineligible for when using the ESFA's national minimum wage calculation.

The UK has now officially left the EU, although no funding or eligibility rule changes have been announced by the GLA in relation to this. In response to Brexit, many more learners have been pursuing legal citizenship status in the UK. Non-EU learners, such as spouses, academics, skilled workers and professionals now face a more difficult immigration process with language requirements. The EAS is able to signpost learners to law centres and advise them about a Secure English Language Test (SELT) which they must evidence they have passed as part of their citizenship application.

Language and literacy requirements for sectors such as health, social care, hospitality and transport industries mean those currently or previously working in those sectors are struggling to complete paperwork and mandatory training, and therefore need ESOL provision to retain their jobs or become economically active again.

All of these legislative changes create a greater need for ESOL in the community and an independent advice service to help learners make the best choice for themselves.

It remains to be seen how Brexit will affect the overall demographic of the ESOL Advice Service during 2020-21.

Responding to demographic changes

In September 2019, the MHCLG released an updated report on the English Indices of Deprivation. This was the first update since 2015 and showed a shift in statistics for both Camden and Islington, with the difference in Camden being starker. There are no longer any areas in Camden that fall within the 10% most deprived in the country.

The service's advice sessions are plotted against this deprivation data earlier in this report in the Camden Context and Islington Context chapters. The regular advice sessions in libraries are still located in areas of high deprivation, or adjacent to them.

Whilst the overall data may have shifted, the service is very much aware that this doesn't directly relate to the demographic of the learners who register. They may be identified as living in an affluent area, but still experience core difficulties in life and feel isolated from the wider community due to language barriers.

As awareness in the community of the service becomes wider, especially through partnerships with estates and community halls, the location of where learners live becomes secondary to the main aim of the service: to help every learner who would like to access English to find a course that suits their needs so that they can take the next step in their lives, jobs and communities without being held back by language barriers.

Widening and strengthening the local partnership network

By constantly updating its directory of all known ESOL provision in Camden, Islington and surrounding boroughs as well as supporting community centres to build relationships within the sector, the EAS local partnership network makes huge efficiency savings and creates pathways for people with complex needs and organisations with very limited resources.

During the 2019-20 academic year, the reach of the Camden and Islington EAS grew significantly, as demonstrated by the local partnership network map (see Appendix 4).

Since joining Camden in October 2019 to develop the Good Work Camden programme, and indeed prior to this whilst working in Somers Town, the EAS has been essential to the success of supporting residents to move into employment.

Residents with language barriers inevitably have access to fewer opportunities and are more likely to remain in low-paid jobs. The benefits that learning English can bring can't be overestimated.

The EAS team provide a flexible, accessible service which we have always referred to with absolute confidence, and the feedback from residents has always been excellent.

Julia Marcus, Job Hub Lead, Gospel Oak

The service is embedded across the education, healthcare, employment sectors, and beyond. From January 2020, advisors began to run weekly advice sessions from the Jobcentre, simplifying the process for learners by allowing their work coaches to book them into an ESOL advice session in conjunction with their regular Jobcentre appointment.

This relationship with the Jobcentre continued and strengthened during lockdown, with clients being booked in for telephone assessments and bespoke courses set up for specific JCP cohorts as a result.

Partnerships with the NHS and care homes were established and a series of bespoke advice sessions were planned to run in a local care homes. Only one of these was able to be arranged before the lockdown came into force in March 2020, but these locations will still be targeted as soon as the current restrictions allow it to happen in a safe way.

Finally, contacts on estates became more important, to raise awareness of gaps in provision, untangle confusion about eligibility for local provision, and help give a voice to marginalised communities. For a learner with chronic isolation, whether that be due to health issues or confidence, being able to attend an advice session at a location familiar to them was the step needed to get them outside their front door and be more active in their local community

Plans that were put on hold during lockdown are due to be revived as soon as possible. Early data for 2020-21 show a significant swing towards learners accepting that taking part in online courses and facing their technology barriers is the best way to improve their English language skills.

Over the past year, we have had several of our clients assessed by the ESOL Advice Service for English. As I work on a project that supports participants stuck in low-paid jobs, English plays a crucial role in their progression – i.e to access courses and also to apply for higher paid roles. The team at EAS have worked hard to stay in touch with our clients and offer them various options throughout the year. After the assessment, EAS would offer individual support to each candidate - explaining the options available, eligibility criteria, and booking appointments for them. The service provided by EAS is an easy one point contact which makes our targets easier to meet. They have been flexible enough to do multiple group assessment sessions for our large audience, even coming to our centre for the sessions. Otherwise, we would have to send each and every candidate to a different college depending on their requirements, book appointments for them, and search for the available courses in their areas. This becomes a very time consuming exercise.

Ekta Joshi, Hopscotch Asian Women's Centre

CONCLUSION

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

So far, the EAS has achieved many of its aims. The model:

- is supported by council leaders and MPs
- is inexpensive compared to its impact
- has achieved Matrix accreditation
- has seen demand double since the first national lockdown
- uses a bespoke website and database whose design can be replicated to perform complex matching functions such as matching job seekers to vacancies
- contributes to savings estimated at over £200 million per year
- contributes to the Mayor of London's Recovery plan: Helping Londoners into Good Work
- addresses some of the structural inequalities highlighted by the BLM movement

As a Single Point of Contact (SPoC) collecting data on complex needs, barriers to learning and gaps in provision, the EAS is both a pipeline for existing provision and a resource for funders to gain a multi-dimensional picture of the structural issues within the ESOL sector and make evidence based decisions accordingly.

The ever-expanding EAS community network enables referrals to a wide range of ESOL provision and the bespoke offer brings the service direct to the doorsteps of users including supporting employers to improve the English language skills of their staff.

In addition, EAS data is an invaluable resource for understanding one aspect of the lives of some of the most marginalised people in society who otherwise remain voiceless. With both learner-led and community-led initiatives, if the EAS continues to operate beyond 2021, it aims to use the advantages of local authority infrastructure to boost grassroots efforts to serve residents with chronic barriers to learning.

We continue to pursue funding avenues but at the time of publication the Camden and Islington ESOL Advice Service is due to close on 30 June 2021 owing to lack of 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 2020-21.

Since the creation of the ESOL Advice Service, my team at Camden ACL (CACL) has been able to deliver a greatly improved collaborative assessment and placement offer to many of the most vulnerable and hard to reach learners in the borough. The EAS staff have consistently provided flexible, sensitive, expert advice and guidance and referred learners to courses that with our very limited resources, CACL would not otherwise have been able to engage with. For many learners, this first step into learning is life-changing.

As Programme Manager for CACL ESOL and Employability, I understand very well the difficulties and complexities involved in reaching, supporting and retaining learners who are in the most challenging life circumstances and who have the greatest skills gaps. These learners are CACL's core target group. Many of these learners are women with children, who have little or no access to digital inclusion, who may be in vulnerable or dangerous domestic situations, who may be living in insecure housing, in poverty or with a multiplicity of complex physical and mental health needs. The EAS has provided these learners, and many others, with a crucial in-road into secure, welcoming and high quality learning at a level that is right for them. There is no comparable advice and guidance service offering this anywhere across London.

I am proud of - and grateful to - the collaborative, 'extra-mile', can-do approach of all the team at EAS. The impact of the Covid pandemic has been extraordinarily challenging. We simply had no means to assess potential learners other than by face-to-face meetings. The EAS has stepped up and supported us throughout this crisis by offering individual assessments by phone, maintaining a clear and detailed database of potential learners, and providing me in every instance with swift and accurate information for placing learners in classes. This is a win-win all round, including for meeting my funding targets.

The EAS has more than proved its worth as a model for skilled, objective advice and guidance for all adults wishing to learn English in London. The need for this skilled and unique service to continue cannot be overstated, for the benefit of both learners and providers, and I offer my wholehearted support for their bid for extended funding.

Sophie Wellstood, ESOL and Employability Coordinator, Camden Adult Community Learning

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.

We will signpost 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.

We encourage providers to share their models and locations of delivery so that where possible, we can complement rather than duplicate them.

We also welcome any questions and concerns providers have about the Service so that we can ensure neutrality, fairness and transparency and positive working relationships that enable all learners to identify the most suitable provision for their needs.

Please send all questions and concerns 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

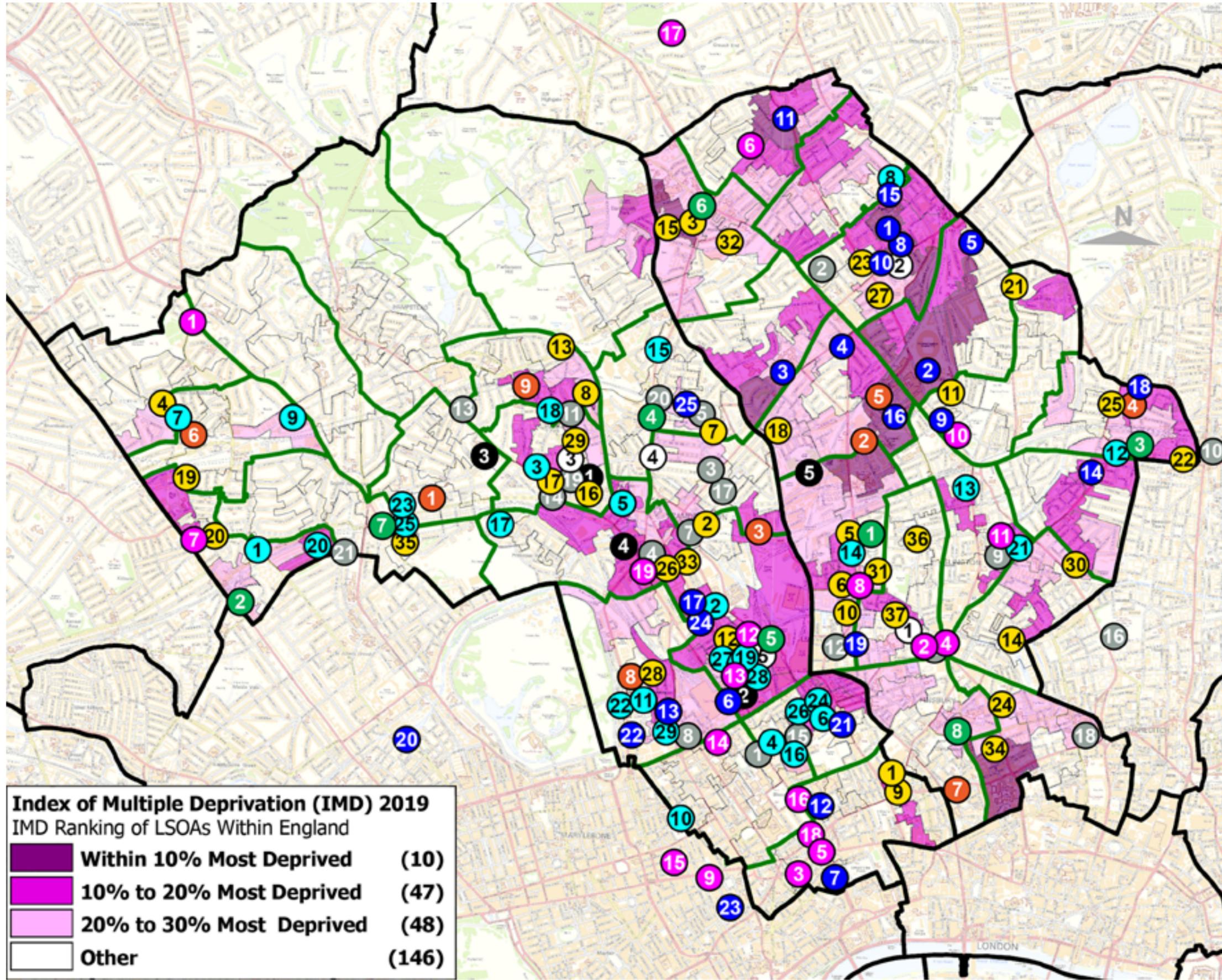
APPENDIX 3: REGIONS

COUNTRY	REGION
Afghanistan	South Asia
Albania	Eastern Europe
Algeria	Middle East and North Africa
Argentina	Latin America & Caribbean
Azerbaijan	Russia and Central Asia
Bahrain	Middle East and North Africa
Bangladesh	South Asia
Belgium	Western Europe
Bolivia	Latin America & Caribbean
Brazil	Latin America & Caribbean
Bulgaria	Eastern Europe
Chad	Africa
Chile	Latin America & Caribbean
China (inc. Hong Kong)	East Asia
Colombia	Latin America & Caribbean
Congo, Democratic Republic Of The	Africa
Czech Republic	Eastern Europe
Ecuador	Latin America & Caribbean
Egypt	Middle East and North Africa
Eritrea	Africa
Ethiopia	Africa
France	Western Europe
Germany	Western Europe
Ghana	Africa
Guinea	Africa
Guinea Bissau	Africa
India	South Asia
Indonesia	East Asia
Iran	Middle East and North Africa
Iraq	Middle East and North Africa
Italy	Western Europe
Japan	East Asia
Kazakhstan	Russia and Central Asia
Kosovo	Eastern Europe

COUNTRY	REGION
Kuwait	Middle East and North Africa
Latvia	Eastern Europe
Lebanon	Middle East and North Africa
Macedonia	Eastern Europe
Malaysia	East Asia
Mauritania	Africa
Mexico	Latin America & Caribbean
Moldova	Eastern Europe
Morocco	Middle East and North Africa
Myanmar (Burma)	East Asia
Nigeria	Africa
Pakistan	South Asia
Paraguay	Latin America & Caribbean
Peru	Latin America & Caribbean
Philippines	East Asia
Poland	Eastern Europe
Portugal	Western Europe
Romania	Eastern Europe
Russia	Russia and Central Asia
Senegal	Africa
Sierra Leone	Africa
Somalia	Africa
South Korea	East Asia
Spain	Western Europe
Sudan	Middle East and North Africa
Syria	Middle East and North Africa
Taiwan	East Asia
Thailand	East Asia
Togo	Africa
Trinidad and Tobago	Latin America & Caribbean
Tunisia	Middle East and North Africa
Turkey	Turkey
Uganda	Africa
United Kingdom	British

COUNTRY	REGION
Uruguay	Latin America & Caribbean
Venezuela	Latin America & Caribbean
Vietnam	East Asia
Yemen	Middle East and North Africa

APPENDIX 4A: EAS LOCAL PARTNERSHIP NETWORK MAP



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

APPENDIX 4B: EAS LOCAL PARTNERSHIP NETWORK MAP KEY

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

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

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

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

EMPLOYMENT SECTOR	
1	Barnsbury JCP
2	Finsbury Park JCP
3	Gospel Oak Job Hub
4	Kentish Town JCP
5	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	Englands Lane Residence
4	One Housing
5	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	Newington Green Primary School
7	Brecknock Primary School	26	Our Lady's Primary School
8	Carlton Primary School	27	Pakeman Primary School
9	Christopher Hatton Primary School	28	Regents Park Children's Centre
10	Copenhagen Primary School	29	Rhyl Primary School
11	Drayton Park Primary School	30	Rotherfield Primary School
12	Edith Neville Primary School	31	St Andrew's (Barnsbury) CE Primary School
13	Gospel Oak Primary School	32	St John's Upper Holloway Primary School
14	Hanover Primary School	33	St Michael's C of E Primary School
15	Hargrave Primary School	34	St Peter's and St Paul's RC Primary School
16	Harmood Children's Centre	35	Swiss Cottage School
17	Haverstock Secondary School	36	Thornhill Primary
18	Hungerford School	37	Vittoria Primary School
19	Kilburn Grange Children's Centre		

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

OTHER NETWORK PARTNERS IN LONDON (not within map area)	
Central & Eastern European Homelessness Assistance Service (CEHAS)	Refugee Council
Hestia	Renaisi
Migrant Help	West End Welcomes Refugees
PDRYP	Xenia

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