

# Annual Report 2018-19

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Lekcje angielskiego      Các Lớp Tiếng Anh      英文课  
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Klasa e Gjuhës Angleze      अंग्रेज़नā वर्गō      Brofo Kasa Adesua

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 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 in Camden and Islington 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 and beyond 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 registration point
- 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 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.

Thank you to Shao-Lan Yuen for her management of the service and inspiration throughout the year; Khadijah Amani for her passion for ESOL and her invaluable insight and experience; 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 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; Alison Lennox, Samiha Mabrouk and Debbie Lewis who all enabled us to reach isolated people in the community and collect and collate their data for use in this report; the EAS steering group, including 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, Holborn Library and Kilburn Library Centre for hosting regular ESOL advice sessions; our ESOL provider partners for accepting 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**  
January 2020

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

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As a gateway skill for accessing services, gaining employment and participating fully in their communities, ESOL (English for Speakers of Other Languages) is vital for the 320,000 Londoners unable to speak English well or not at all (Source: Census 2011).

ESOL courses provide opportunities for people who are settled or soon to be settled in the UK. The courses are delivered by organisations in the voluntary, state and private sectors, and take place in a variety of settings including colleges, schools, children’s centres, community centres, libraries and places of worship.

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.

Statistics published in mid-2018 record the population of Camden as 262,200. 216,400 residents are aged 16 or older and therefore the majority are in scope to access education provision for adults (aged 19+), including ESOL classes. (Source: Camden Profile July 2019)

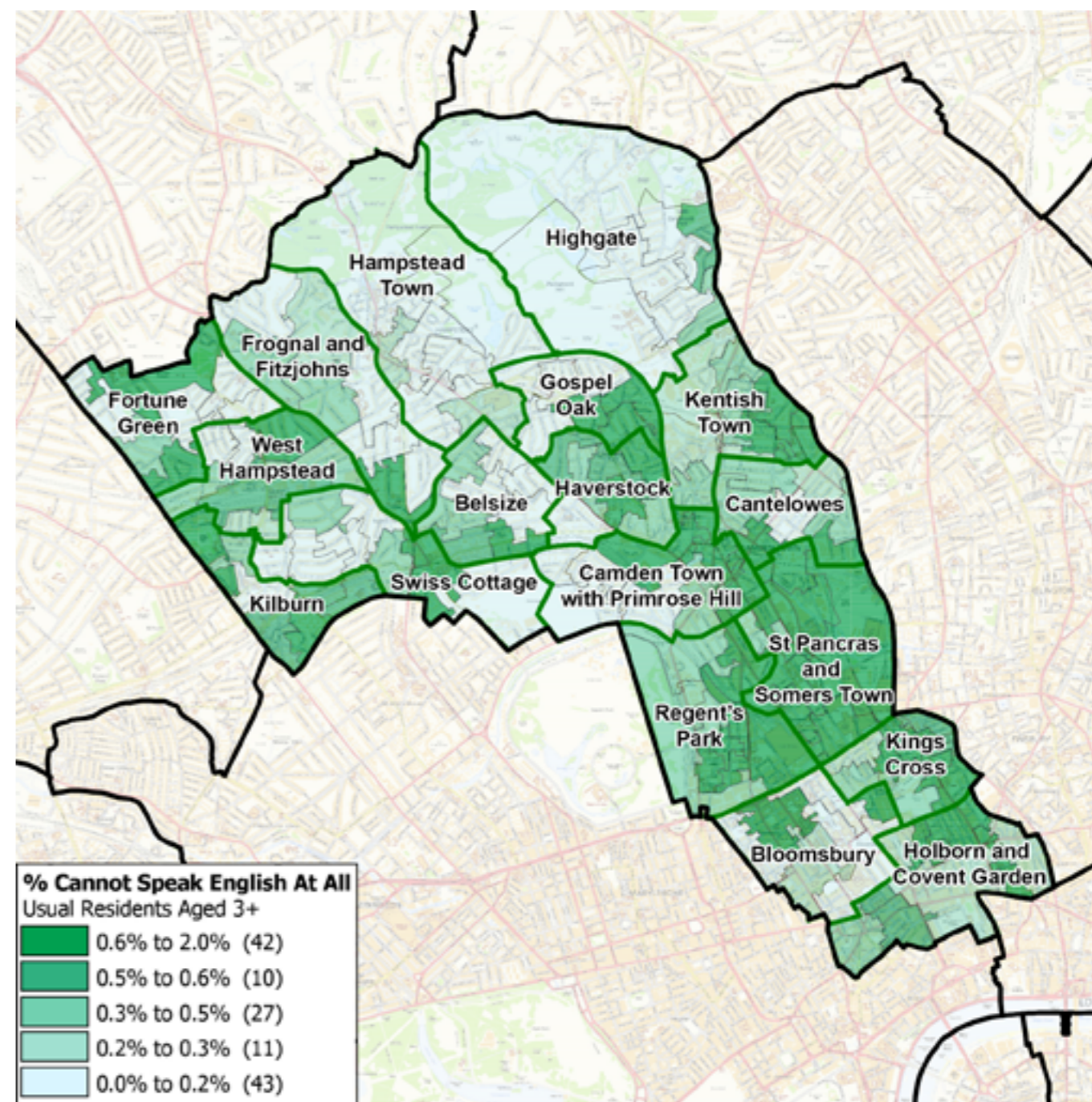
The last census, taken in 2011, provides valuable detail on proficiency in English. The table and map below demonstrate the number and geographic spread of Camden residents who are most in need of support with their English language skills.

**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 speak ‘no English at all’**



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

“Most [people] want to improve their English language proficiency, but often face barriers due to the limited availability, sufficiency and flexibility of [...] ESOL in London. Demand frequently outstrips supply and sometimes the courses do not meet the needs of learners.”

The Mayor’s Economic Development Strategy for London, December 2018, p71

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 (2010 to date) 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 believing that it would make 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 and this report analyses the data collated across that year.

## **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.

Weekly drop in assessment and advice sessions are delivered in libraries and bespoke sessions are delivered at the request of other organisations, such as community centres, for those who cannot attend regular advice or are better served in a familiar setting.

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 that no learner is left without options.

## **Initial Assessment and Advice**

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 on an Initial Assessment Form (see Appendix 1) to generate a comprehensive profile that enables the service to find (or set up) the course that best suits their needs. Advice sessions run from September to July throughout the academic year (term-time only).

If a space is available in a suitable class, the learner is referred directly to the class at the advice session and provided with a letter containing the course details. If no suitable provision is available at the time, they are offered a 10-week holding class programme run by an EAS advisor.

The data from the initial assessment form is entered into the EAS Excel database, and when a space becomes available on a course that matches a learner’s level and circumstances, they are contacted via phone and referred to an enrolment / assessment session with the relevant provider.

The aforementioned holding classes are similar to conversation clubs, and learners participate in a 10-week rolling offer of discussion topics. The sessions are designed with flexibility in mind and provide a stop-gap for learners who currently have barriers to enrolling on an ESOL course.

The barriers they face may be short-term, for example the learner may be waiting for a suitable course to begin. In this case, the holding class sessions give them more opportunity to use the English language than they may have in their everyday life, making it more likely they will take the step to enrol on a course when the time comes.

For those with more chronic barriers to enrolling on an ESOL course, the sessions are a great confidence boost and also allow the learner to further discuss their circumstances with a qualified advisor and investigate alternative course options. Barriers to learning are covered in more detail later in this report.

## **How do the right people find out about the EAS?**

A variety of marketing strategies are employed to raise awareness of the EAS across the borough. Large volume 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 there is scope to arrange a bespoke advice session at their venue.

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 at least eight staff members who need support.

The service also works closely with Jobcentre Plus to ensure their work coaches can refer their clients ultimately helping to improve their employment prospects.

Where possible, information about the service is submitted for publication online or in community newsletters, especially on housing estates, where residents are often unaware of existing support services.

All Council departments are kept up to date about the EAS via internal news outlets, and social media channels are used to raise awareness to the wider public who may know someone who needs support with their English language skills.

## Who does the EAS partner with?

In order to assist all learners who register with us, the EAS also develops and maintains partnerships with ESOL providers, both large and small, across Camden and in 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 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 data on unmet need in the community 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.

Learners who register with the EAS are made aware of a greater number of options across the borough, including accredited provision, and embedded offers such as ESOL with Childcare. This is because the EAS is committed to following a neutral, fair and transparent process in order to place learners in classes across the borough and beyond. Please see Appendix 4 for our Neutrality Statement which is shared with all providers.

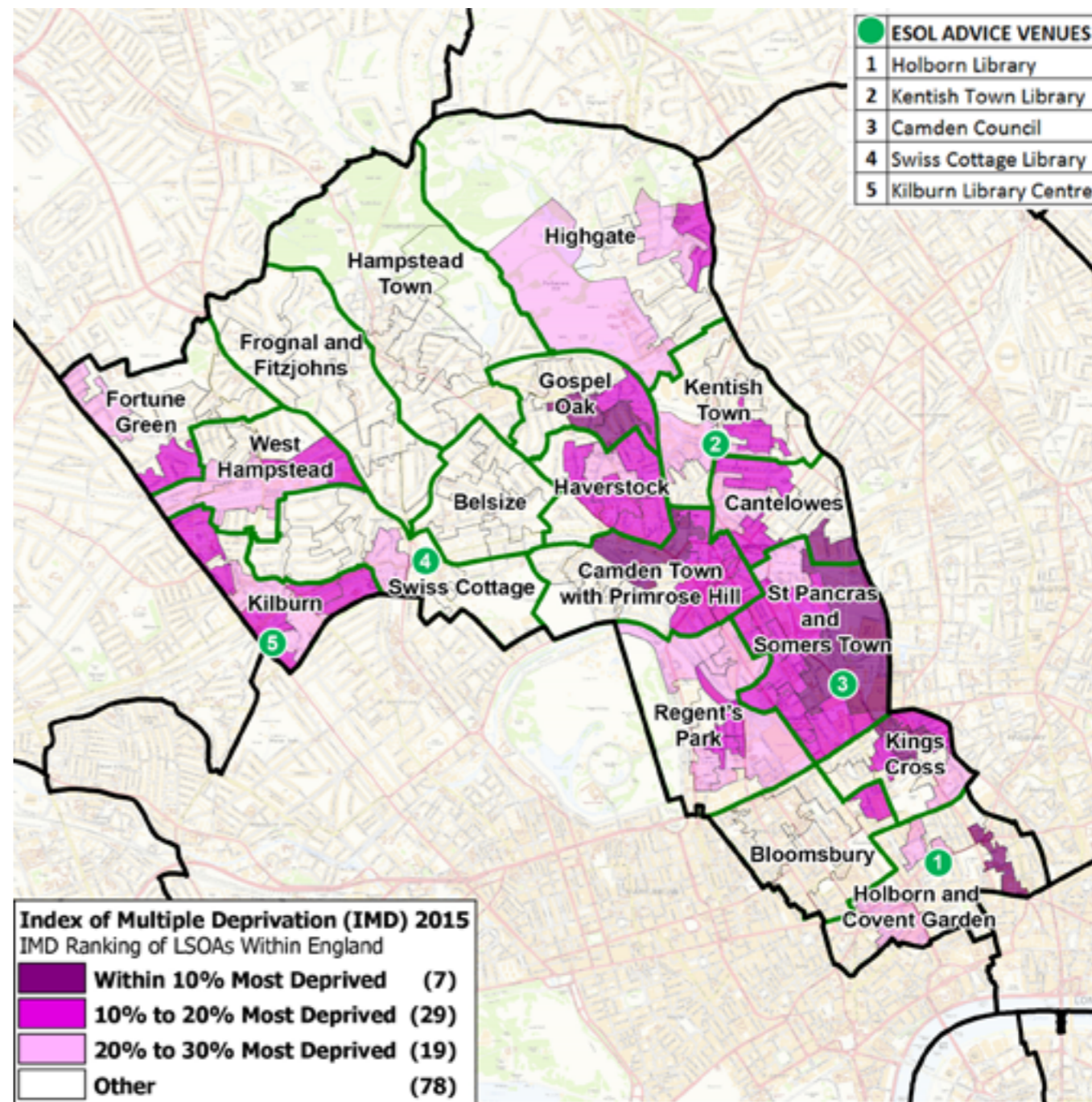
A single point of contact makes accessing ESOL easier, particularly for emerging English speakers. The service is aware of a range of provision, maintained via different funding streams, meaning learners are not held on waiting lists with one provider when classes they are eligible for exist elsewhere. Finally, where possible, the service always strives to find free or low cost provision for learners who need it.

“ [The ESOL Advice Service] is a perfect example of a very joined-up system - how working in partnership works for our learners. You find [the advice session], you have an assessment, [the advisor] contacts me: “I’ve got a learner, can she come to your class?” – “Yes, she can come to the class” – and from there everybody works very very hard to make sure learners feel welcomed. When you have a family, when you have children who are coming to school who will be speaking English at school, you need to be able to feel confident yourself, but also feel confident to help your children. ”

Sophie Wellstood, ESOL tutor

During the first two terms of the 2018-19 academic year, the Camden and Islington ESOL Advice Service ran six weekly advice sessions at four libraries across Camden, including an evening session for learners that have daytime commitments. Due to evidence of need, both anecdotal and research-based, an additional weekly advice session was added at Kilburn Library Centre in the Summer term. All sessions were term-time only, and ran from the last week of September until the last week of term in July 2019.

## Regular ESOL Advice Sessions and Indices of Deprivation

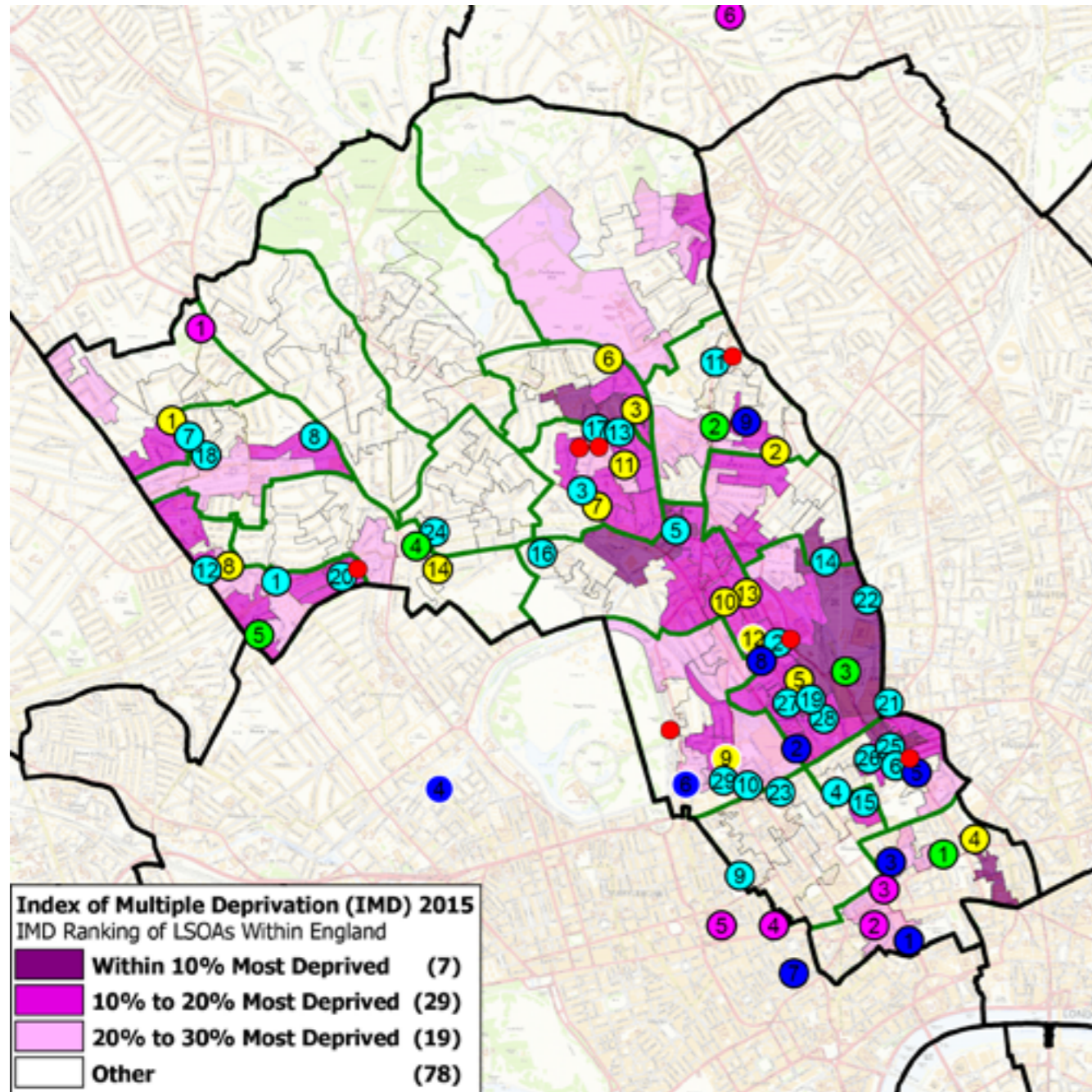


Data source: English Indices of Deprivation 2015, ©CLG, 2015

THE DATA

A total of 289 learners were seen by the service during the 2018-19 academic year. 253 learners (85%) attended the regular weekly advice sessions in local libraries. Additionally, 36 learners (15%) attended bespoke advice sessions that were requested by and set up at the following community venues: Hopscotch Asian Women’s Centre, Sidings Community Centre and Kingsgate Primary School.

The map below provides a quick visual of the reach of the service in the 2018-19 academic year, demonstrating wide coverage of the borough across a variety of venues, focussing especially on those in deprived areas. Please refer to Appendix 5 for the names of the locations on this map.



Data source: English Indices of Deprivation 2015, ©CLG, 2015

Please note the following when reading this report:

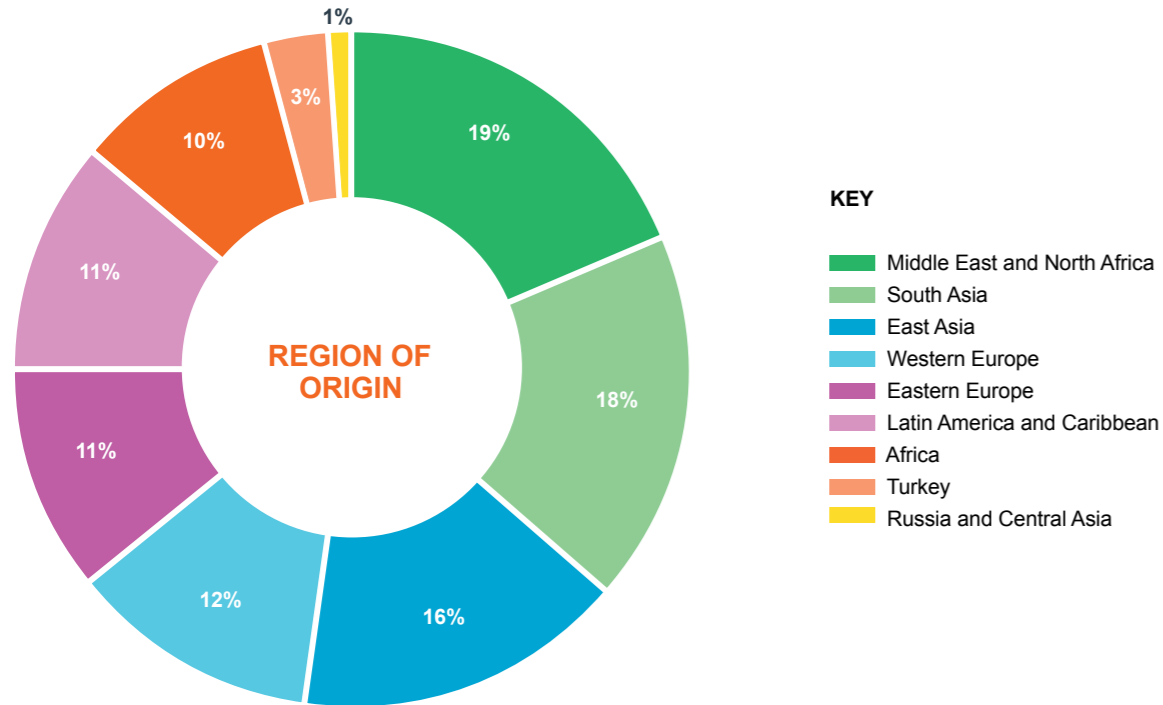
- The data are not based on all ESOL learners in the borough, only the sample seen by the Camden ESOL Advice Service.
- Calculations, unless otherwise stated, include the entire sample (289 learners), including any unspecified values.
- Due to rounding, for ease of presentation, some pie charts may not add up to exactly 100%.
- 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 number of times the option was selected by the learners.
- Quotes from learners throughout the report have not been edited for mistakes, unless their intended message was unclear.

“ For the first time starting to learn English I’m very shy because I understand but I can’t speak. I am very frightened and scared and I said ‘no I can’t’. [The ESOL Advice Service] said try and I come to try start with teacher. [My class] is very good. They understand me how to speak and how to learn English and the writing. I am very confident in myself now. I know much more. I know everything to learn my kids in home. I’m so happy. I am very lucky to know my teacher. It is very difficult to learn in adult, because I don’t understand same child, but you have support from teacher, you know how to learn and everything, and I’m very happy to learn. ”

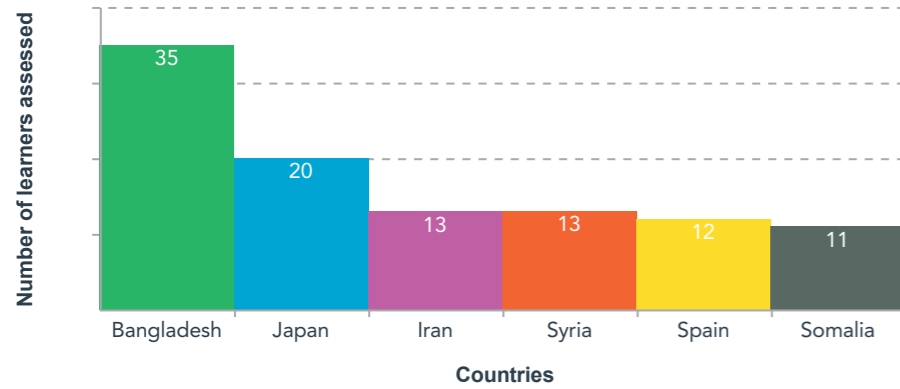
Nexhmije Hasaj, ESOL student

Over half of the learners seen by the EAS in 2018-19 were from the Middle East and North Africa, South Asia and East Asia.

**Figure 1: Region of origin**

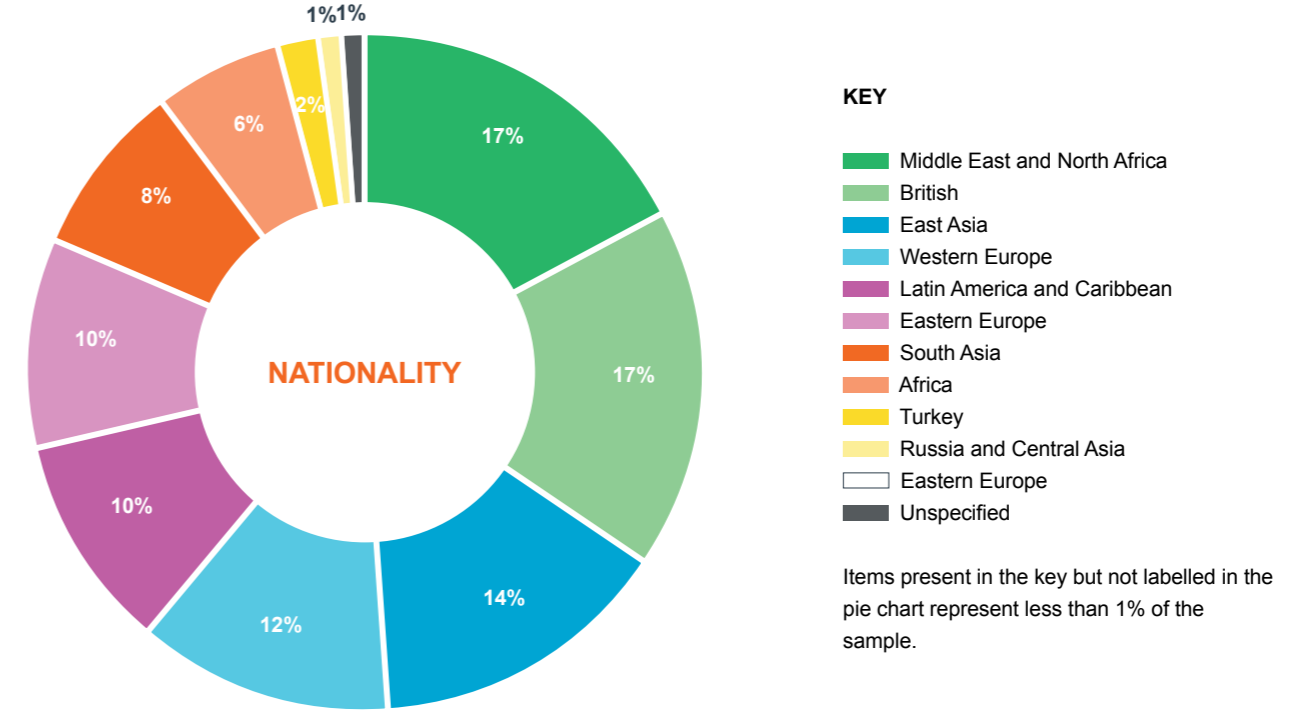


**Figure 2: Top six countries of origin**



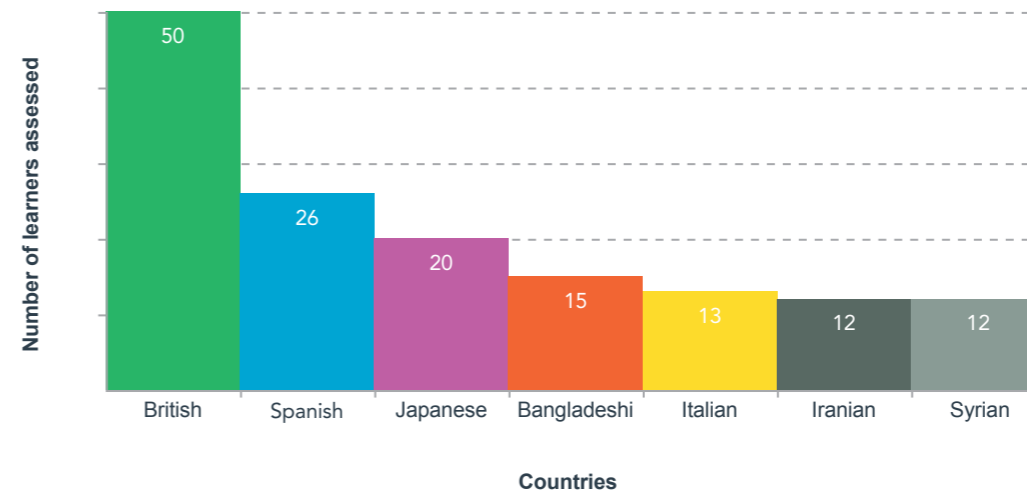
It is unusual for learners from East Asia to appear so high in the rankings for users of ESOL provision. In Camden, this can be explained by the amount of Japanese businessmen who relocate to the area and bring their families with them. Large Japanese corporations have relocation packages and assistance services. Swiss Cottage is one of the places they recommend for younger Japanese couples and families to live. There are businesses in the area that cater especially for the Japanese community including two estate agents and two private health clinics. 70% of the learners from Japan are spouses / dependents of work visa holders.

**Figure 3: Region of nationality**  
Based on 293 responses



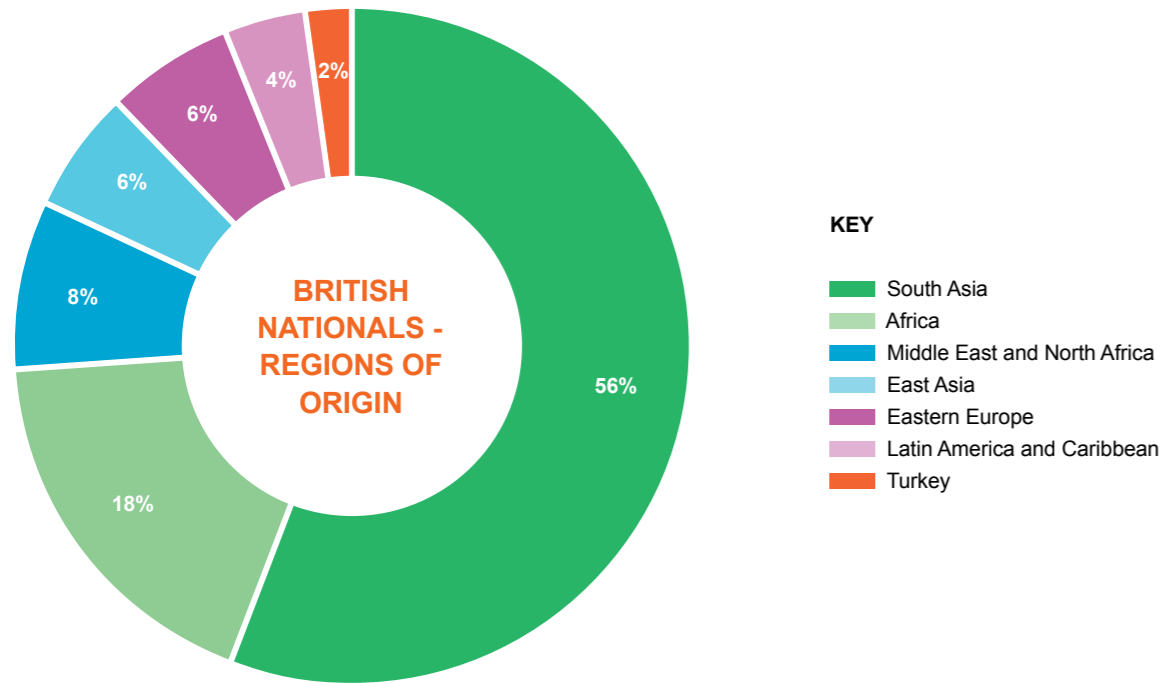
Four learners reported dual nationality.

**Figure 4: Top seven nationalities**

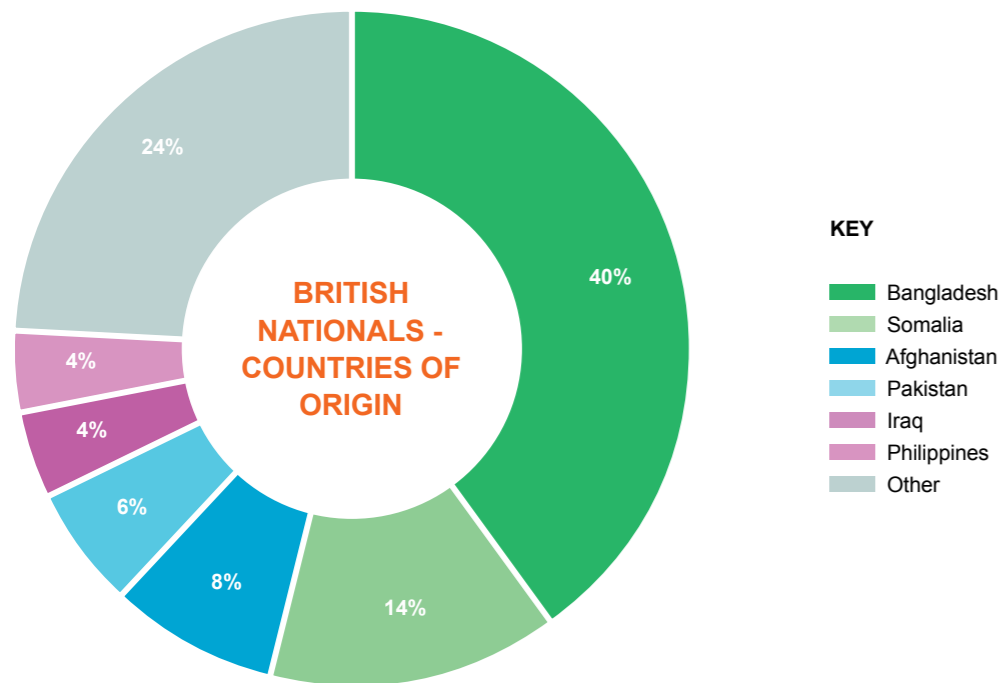




**Figure 5: British Nationals - Regions of origin**  
Based on 50 records

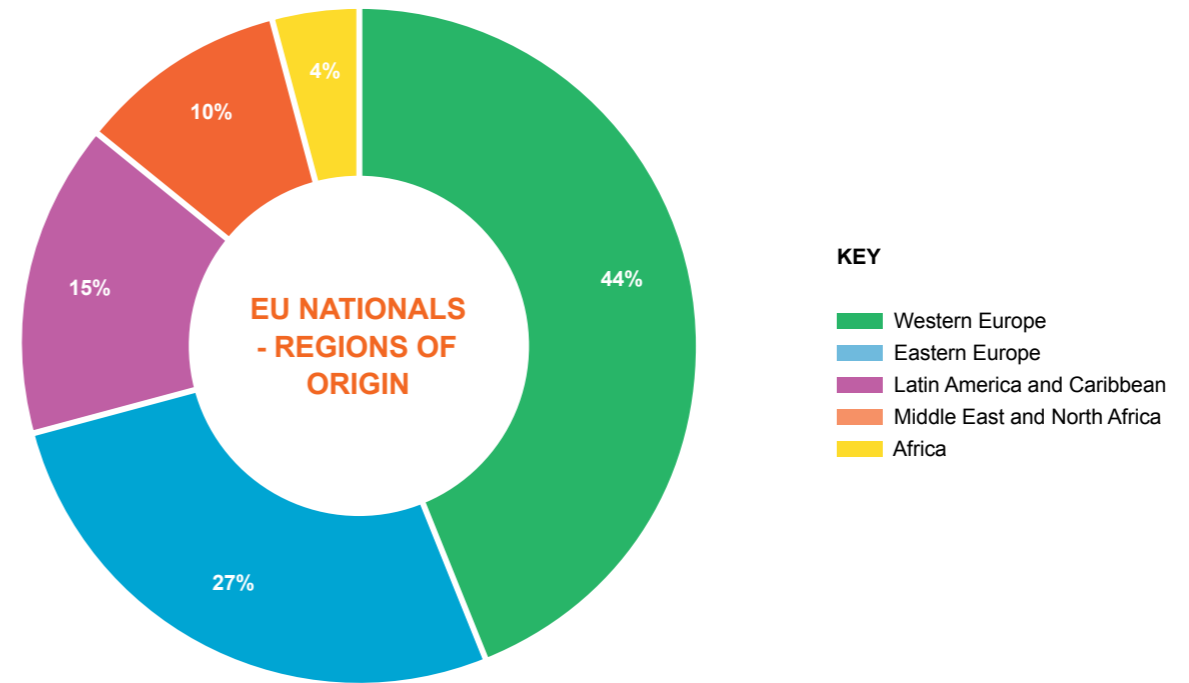


**Figure 6: British Nationals - Countries of origin**  
Based on 50 records

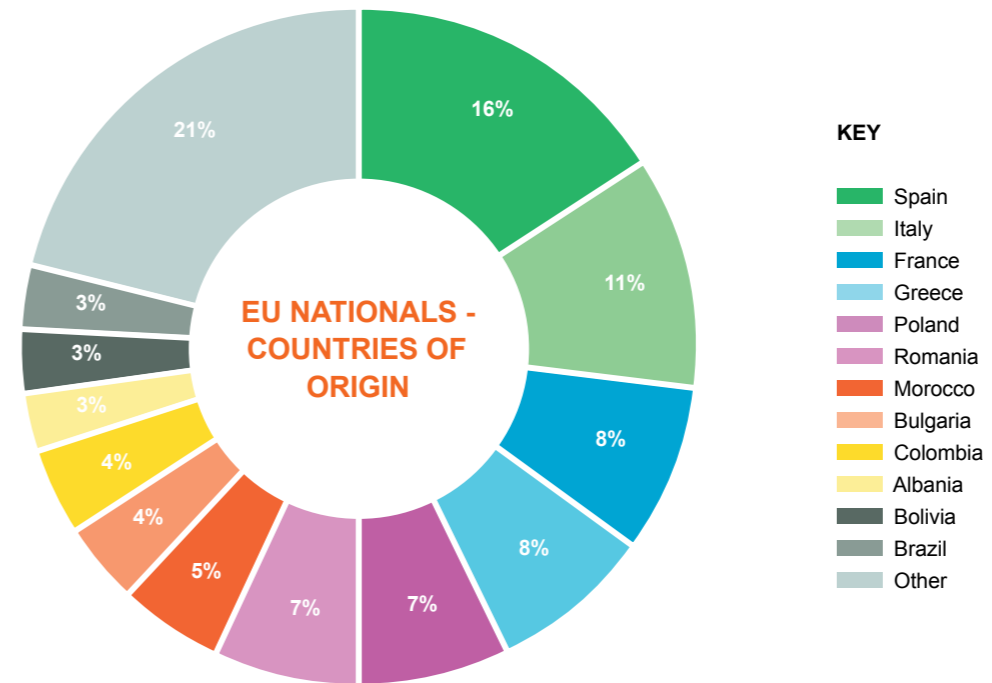


The 'other' category in the chart above contains learners from the following countries, in equal proportions: Albania, Bolivia, Brazil, Ethiopia, India, Iran, Israel, Kosovo, Montenegro, Turkey, Vietnam and Zambia.

**Figure 7: EU Nationals - Regions of origin**  
Based on 73 records



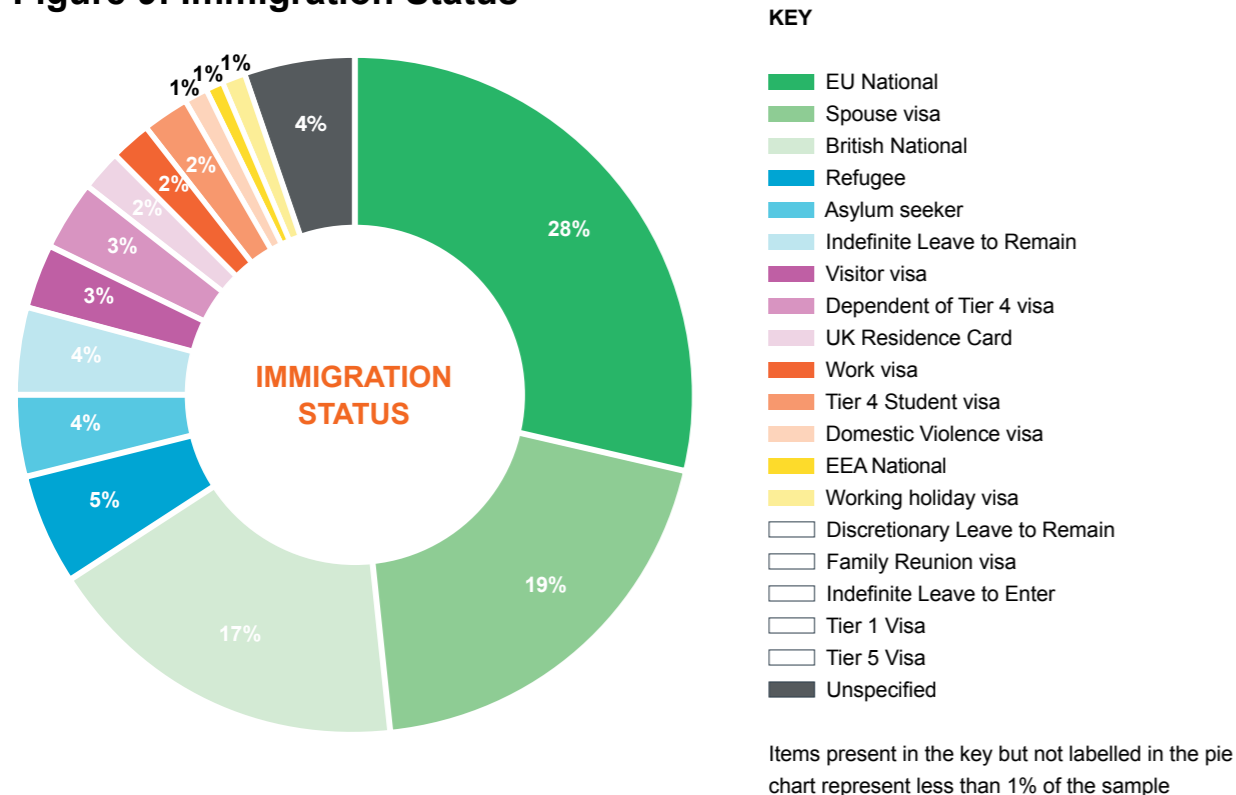
**Figure 8: EU Nationals - Countries of origin**  
Based on 73 records



The 'other' category in the chart above contains learners from the following countries, in equal proportions: Algeria, Argentina, Belarus, Cabo Verde, Croatia, Ecuador, Egypt, Honduras, Hungary, Latvia, Lithuania, Mozambique, Somalia, Tunisia and Venezuela.

A third (33%) of all European nationals originated from a country outside of the EEA.

**Figure 9: Immigration Status**



The majority of learners seen by the EAS in 2018-19 were EU nationals (28%) followed by those on Spouse Visas (19%).

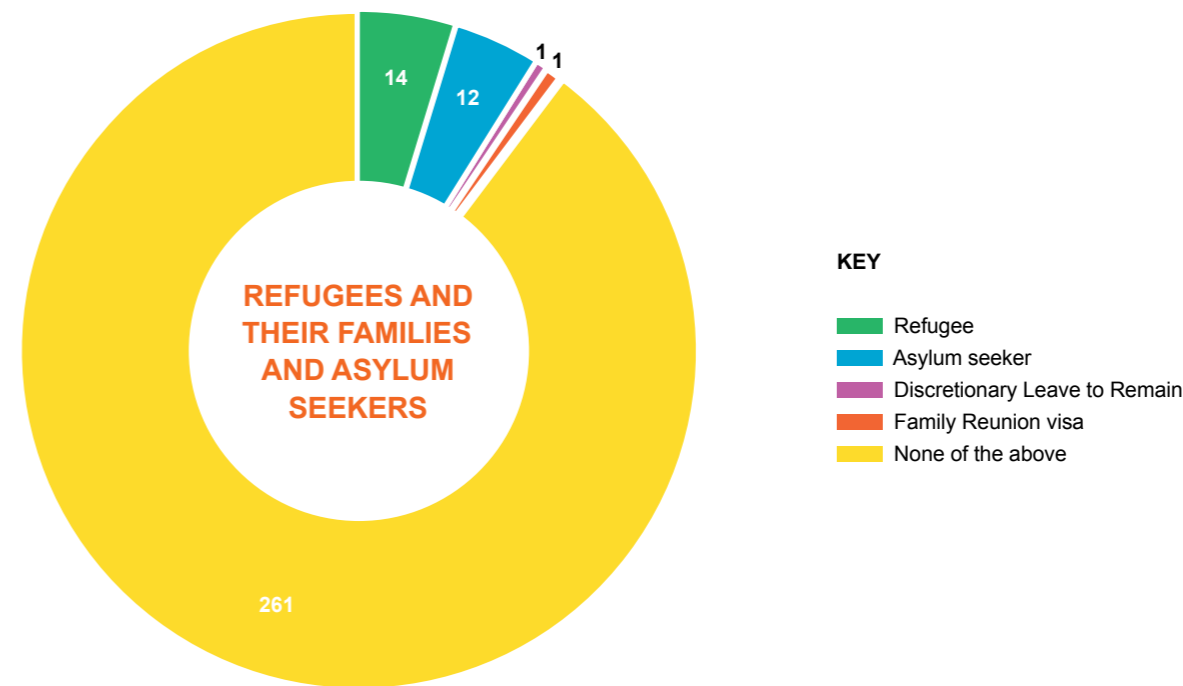
The most frequent Spouse Visa category was Dependent of British Citizen (37%), closely followed by Tier 2 Dependent (33%). Tier 2 dependents are the children or partners of a person who holds a Tier 2 work visa. Tier 2 visa holders usually work in high positions at global companies and therefore earn very well. Camden borough is the chosen UK base for many global businesses, who benefit greatly from access to highly-skilled workers from across the world, talented graduates, local partnership opportunities and the major national and international transport links.

It is common for learners from outside the EEA to have ‘no recourse to public funds’ stamped in their passport. Whilst this does not restrict them from enrolling on ESOL classes in itself, it does mean they are not eligible for benefits and therefore will not be eligible for free ESOL provision. The EAS does not require learners to present their documentation during a session, so holds no data on the frequency of this.

“ I moved to here for my husband’s work. My son goes to school so I have to speak English with his teacher and [other] mum’s. I learned a lot of English words. They were useful for me to buy something, talk with someone. ”

ESOL student

**Figure 10: Refugees and their families and Asylum Seekers**



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

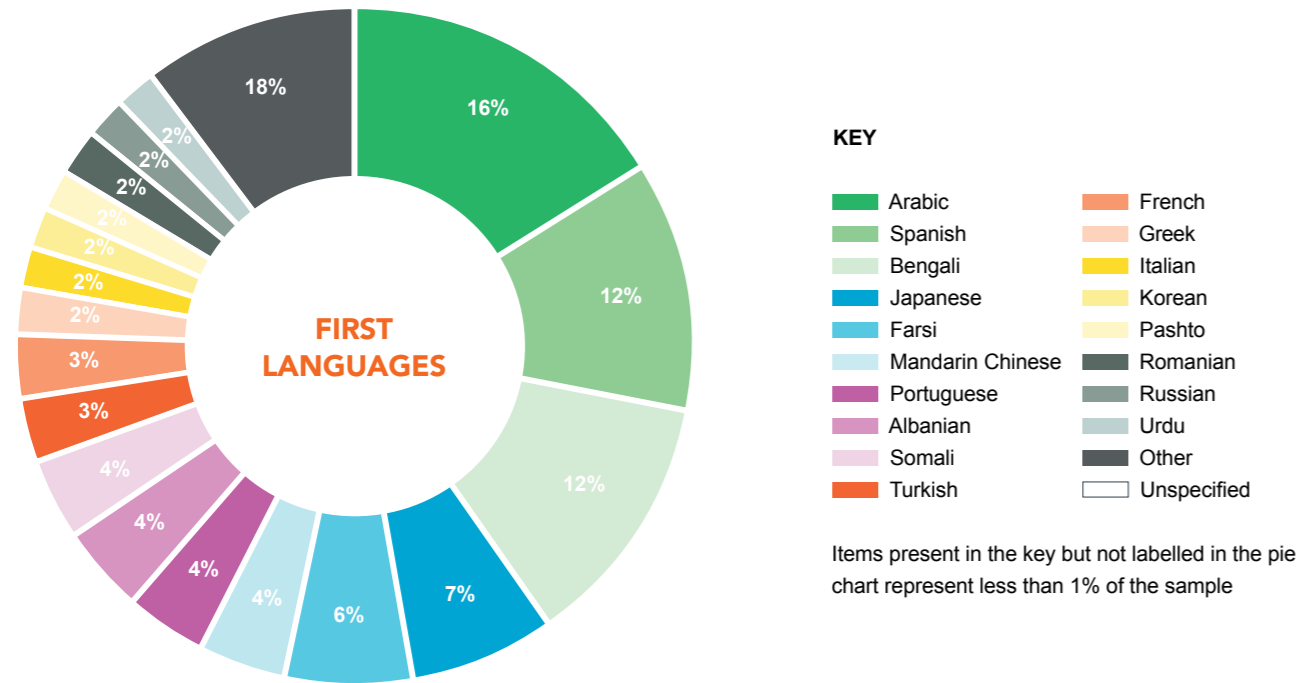
Country of origin	
Afghanistan	Iran
Albania	Iraq
Bangladesh	Kuwait
Burundi	Pakistan
Democratic Republic of the Congo	Sudan
Eritrea	Syria
<b>Total number: 28</b>	

28 learners from 12 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. 4% of all learners seen by the EAS in 2018-19 were Syrian Asylum Seekers. Across the academic year, 57% 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 289 learners who registered with the EAS in 2018-19 spoke 43 languages between them. 39 of those were categorised as first languages (mother tongues), most of which are detailed in the pie chart below.

**Figure 12: First languages**



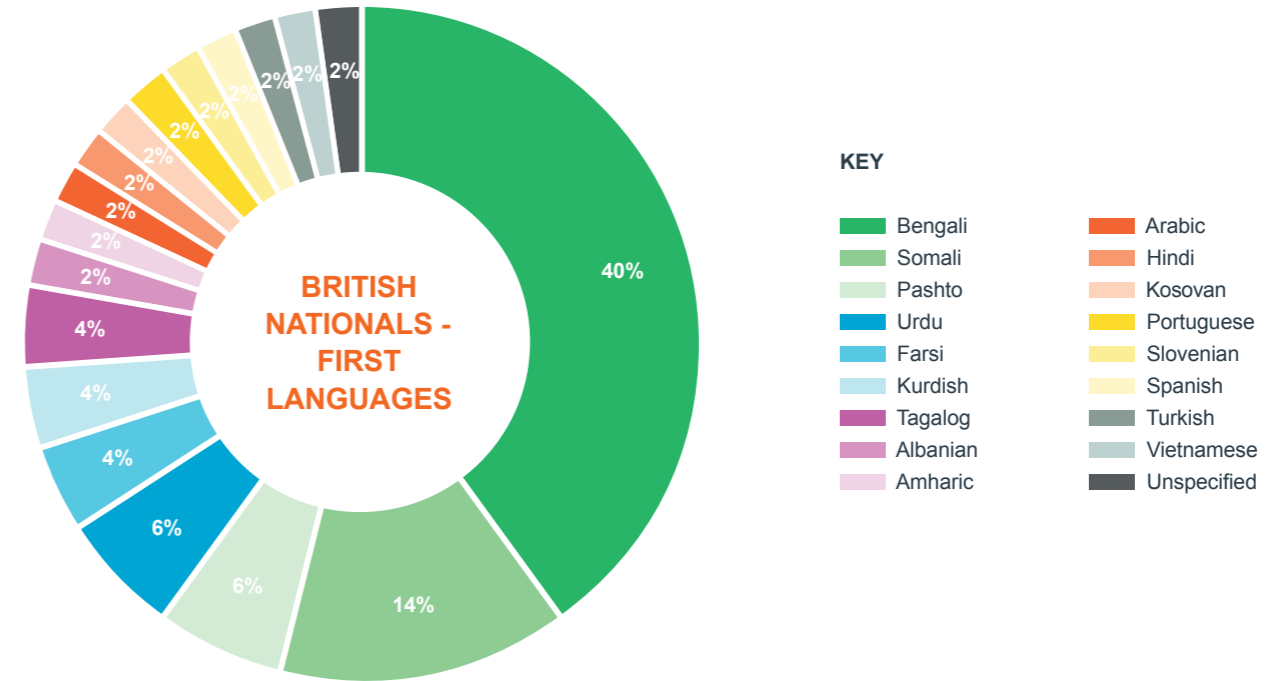
The 'other' category in the chart above contains the following languages: Amharic, Bulgarian, Cantonese / Yue, Croatian, Dari, English, Hebrew, Hindi, Hungarian, Kirundi, Kosovan, Kurdish, Lingala, Lithuanian, Polish, Sinhalese, Slovenian, Tagalog, Thai, Tigrinya and Vietnamese.

**Figure 13: All languages spoken by our learners**  
Based on 376 responses

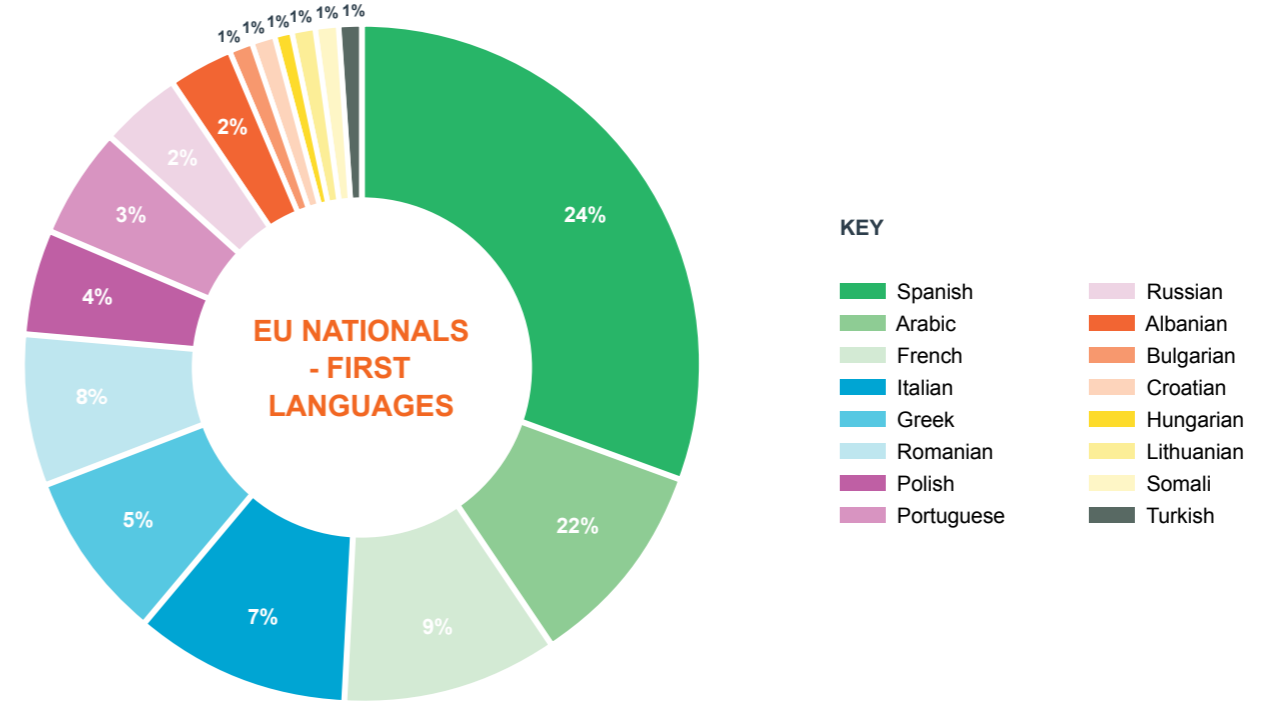


The word cloud above represents all languages spoken between all the learners seen, therefore it takes into account those who are multi-lingual. Overall, the top five languages spoken are Arabic, Spanish, Bengali, French and Japanese, representing almost half (48%) of all learners.

**Figure 14: British Nationals - First languages**  
Based on 50 records



**Figure 15: EU Nationals - First languages**  
Based on 73 records



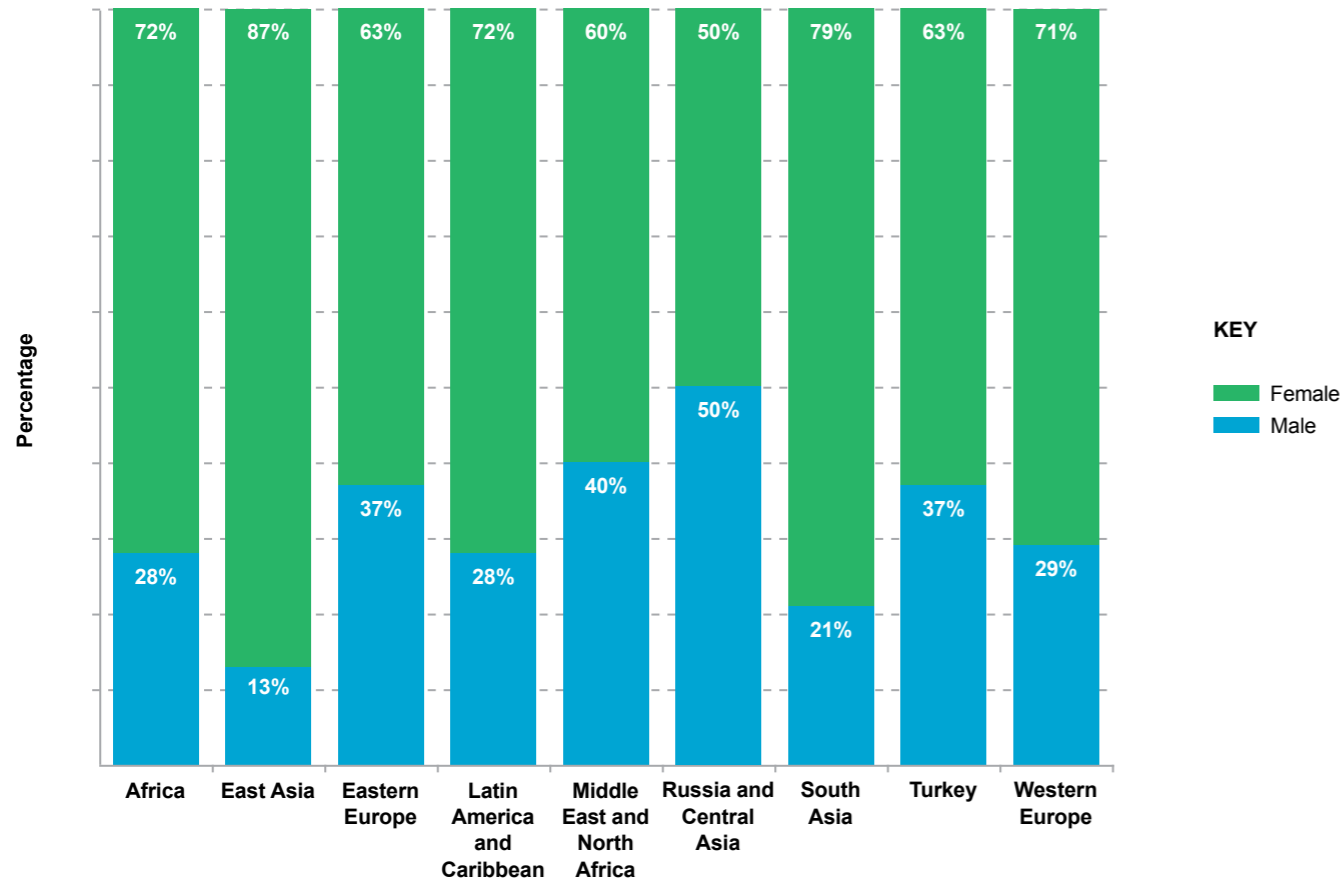
Between the 50 learners with British nationality, 17 first languages were declared, compared to 16 first languages amongst the 73 EU nationals. Albanian, Arabic, Portuguese, Spanish and Turkish were the common languages across the two groups.

**Figure 16: Gender**

Almost three quarters of learners seen by the EAS in 2018-19 were female.

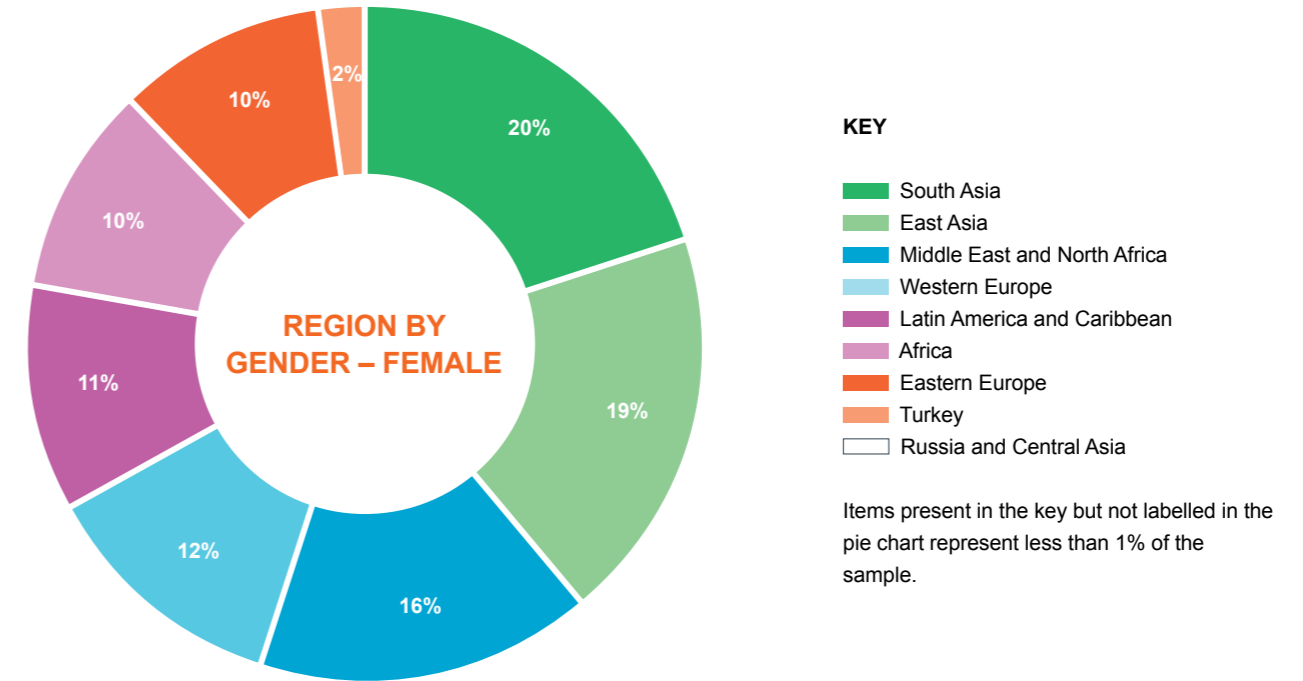


**Figure 17: Gender split by region**

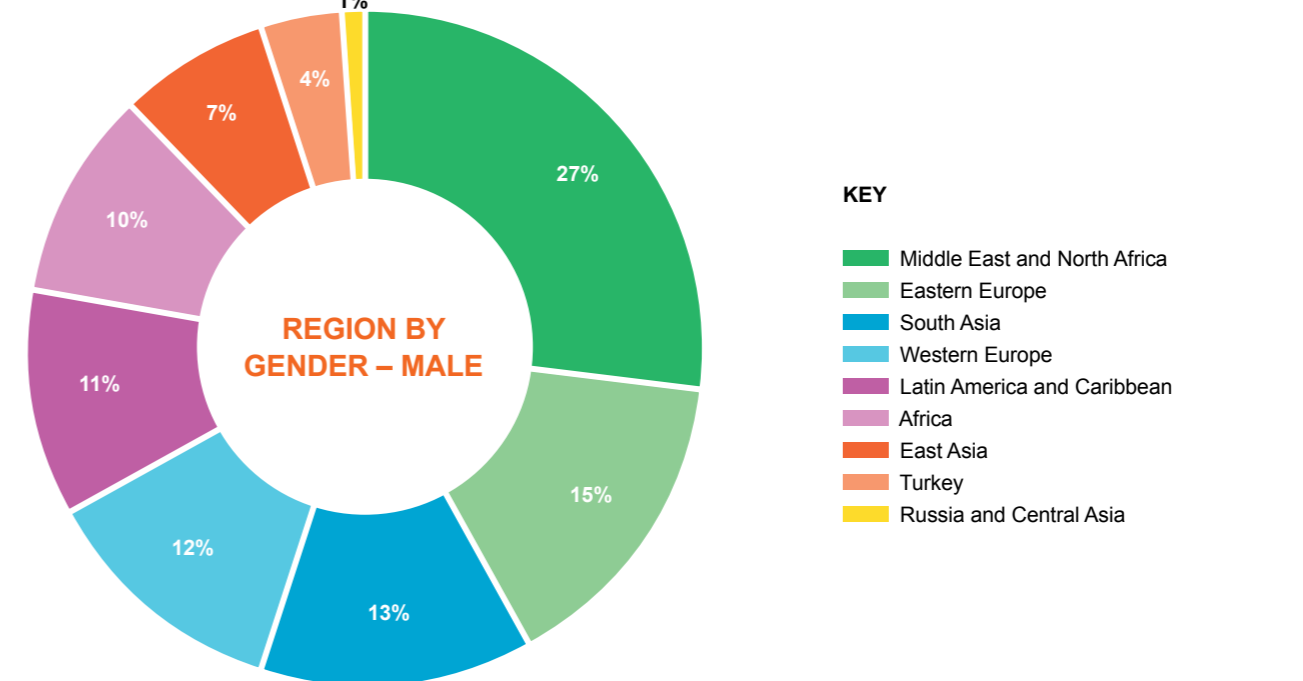


The higher than average skew to females from East Asia (87%) and South Asia (79%) can be explained by learners from those regions being more likely to be in the country on spouse visas having married British citizens, or migrated to the UK with their husband for work related reasons.

**Figure 18: Region by Gender - Female**  
Based on 207 records



**Figure 19: Region by Gender - Male**  
Based on 82 records



The ages of learners seen by the EAS in 2018-19 spanned from 20 up to 79. The majority (33%) were in their 30s, and 80% were below the age of 50.

Figure 20: Age bands

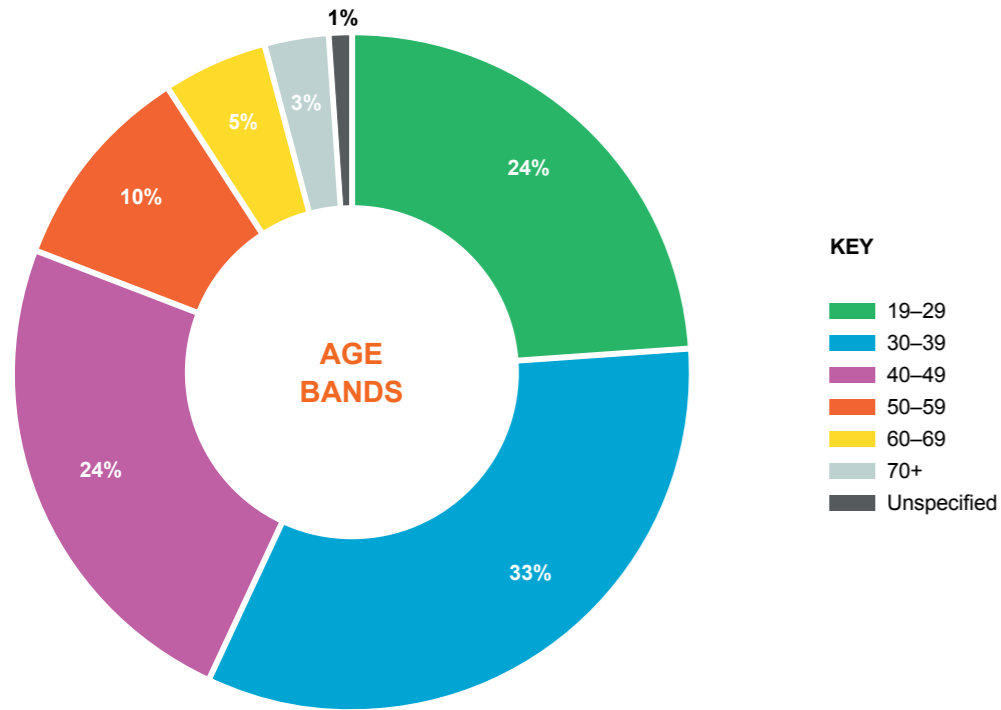


Figure 21: Gender and age

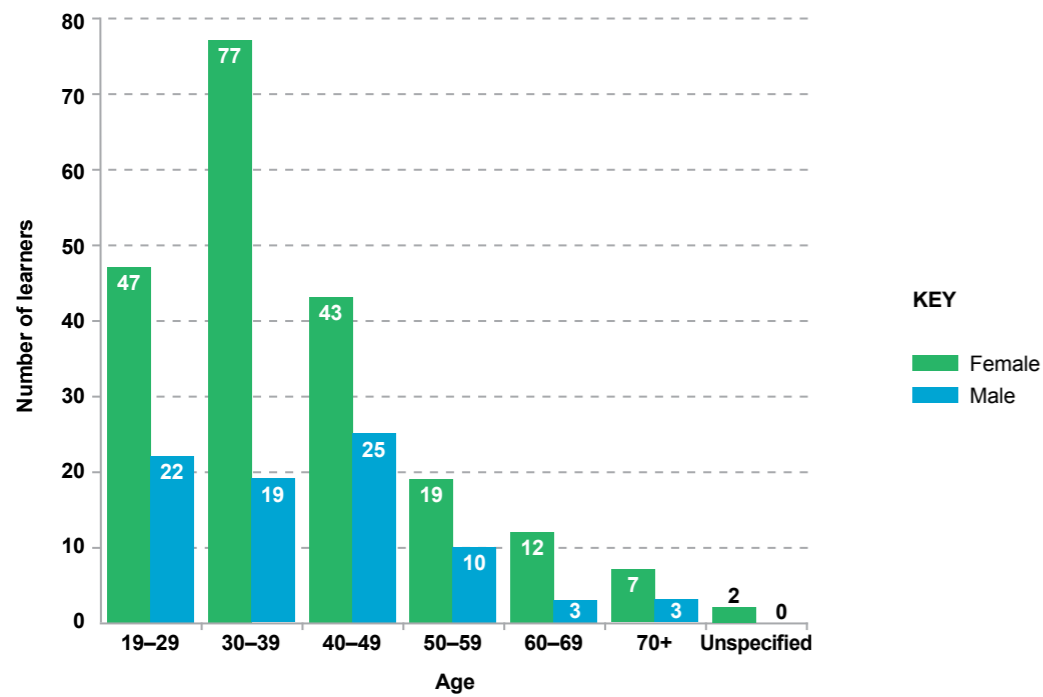
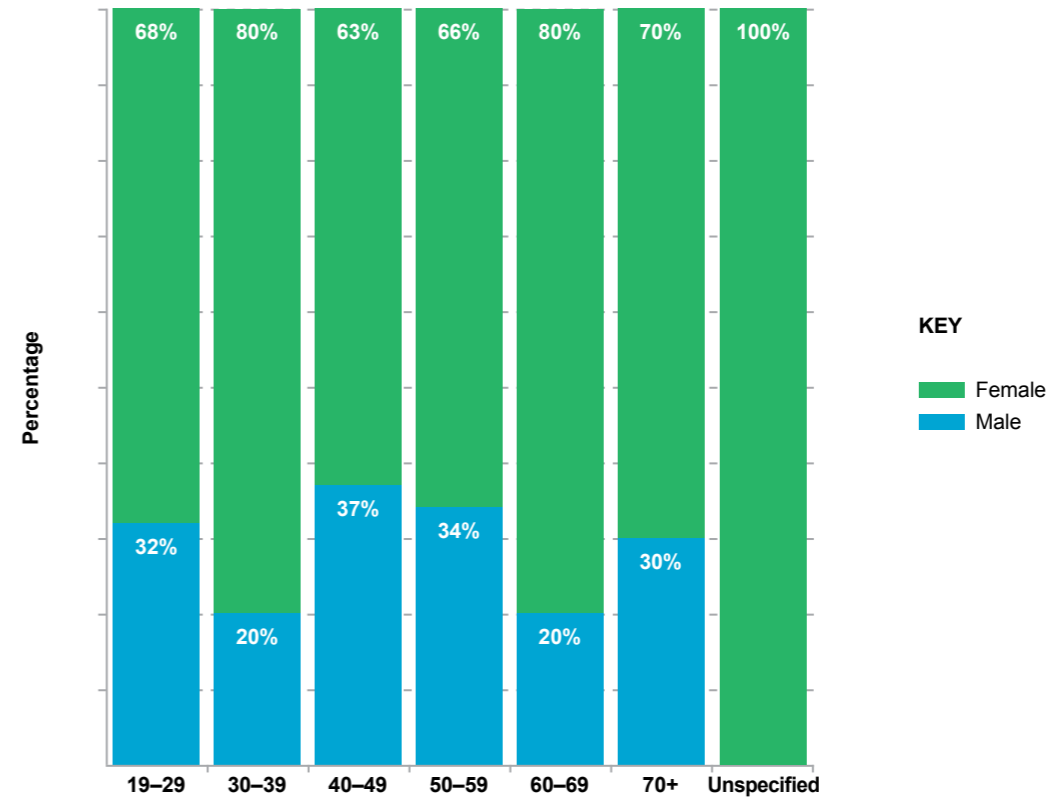


Figure 22: Gender split by age

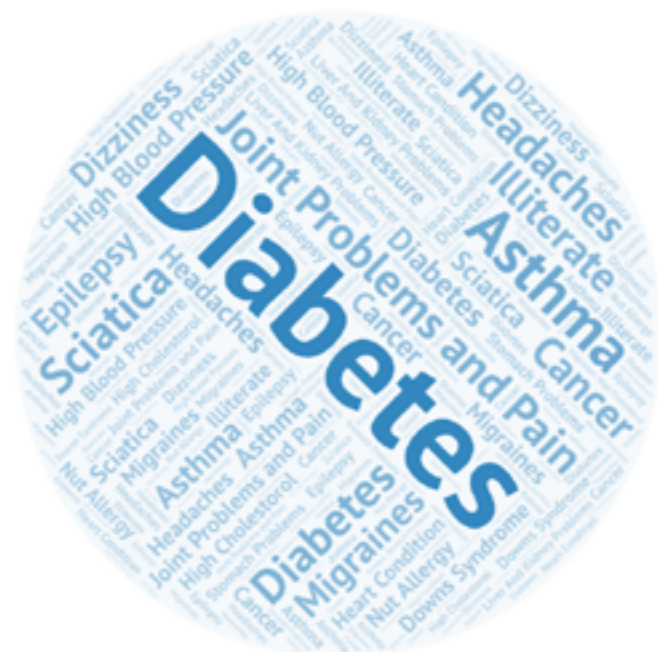
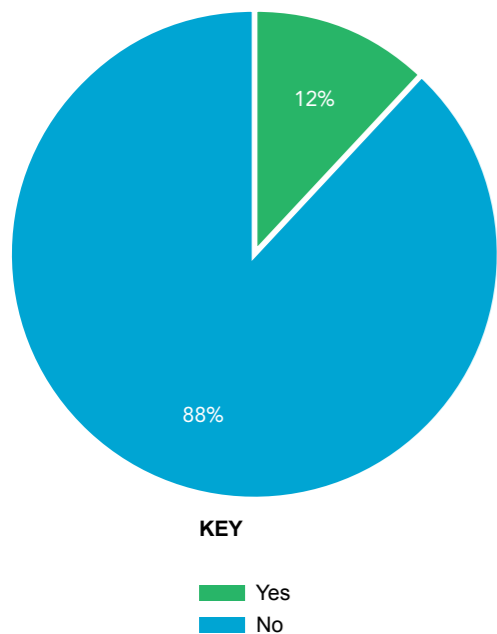


The majority of women were in their 30s, whilst the majority of men were in their 40s.

“ I am very so happy to meet ESOL Advice Service. They gave me a good welcome to help to learn English. Now I want to perfect my English. Very important the pronunciation to communicate with people to find a good job. Thank you. ”  
ESOL student

**Figure 23: Health problems and learning difficulties**

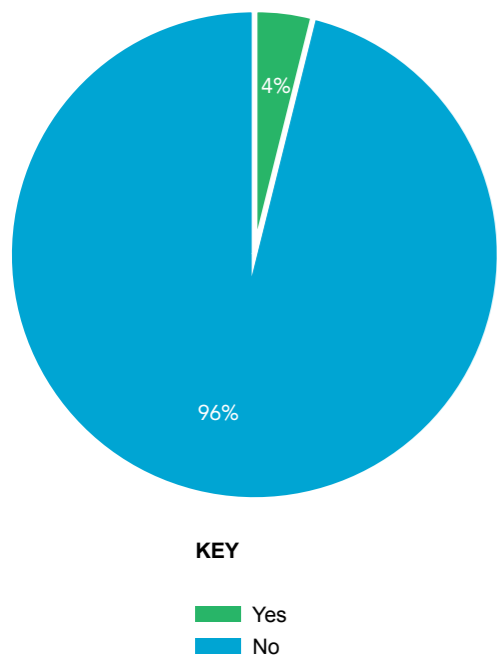
Word cloud based on 41 responses



The most declared health problem was Diabetes, closely followed by joint problems and pain.

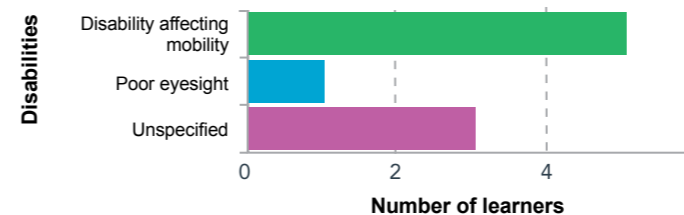
**Figure 24: Mental health problems**

Word cloud based on 12 responses



The most common mental health problem declared was Depression.

**Figure 25: Disabilities**



Providers are informed about the health declarations of all learners referred to them, and the majority are able to be absorbed into mainstream provision with no issues. It is common for those with more complex needs to be placed into provision with smaller class sizes, enabling the tutor to support them more closely.

**Partnership working and Social Prescribing**

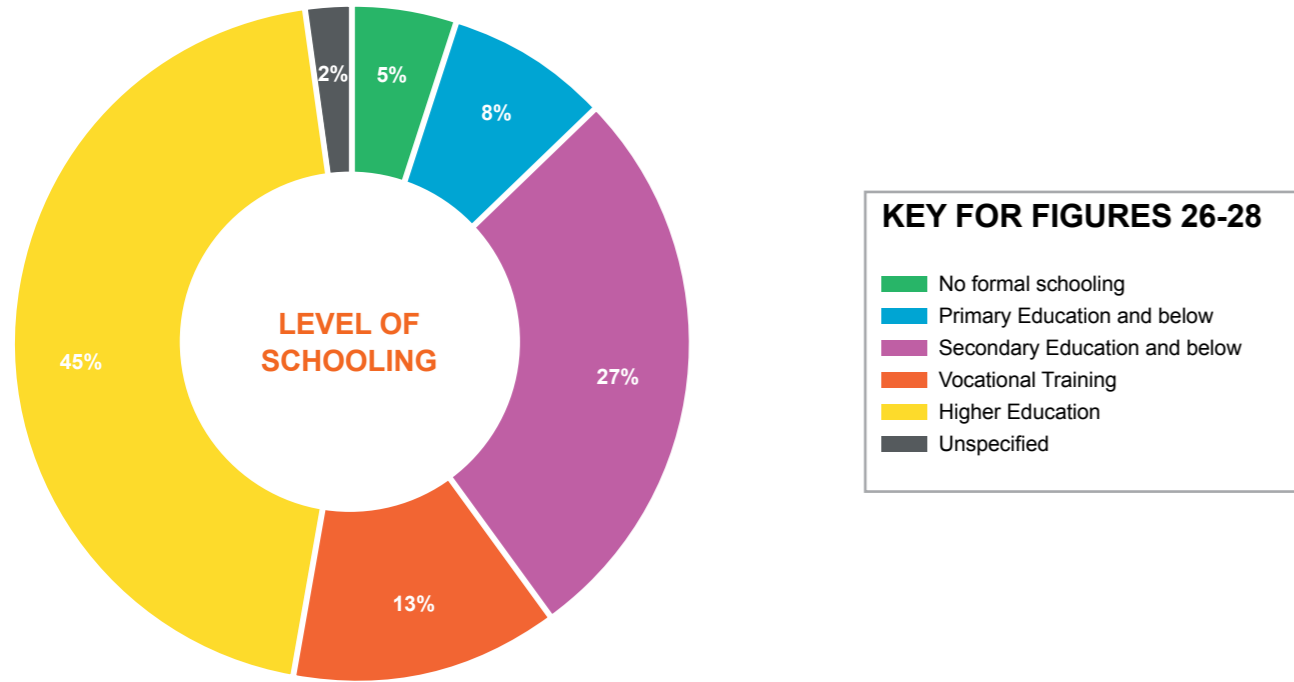
The EAS works with several organisations to help disadvantaged and vulnerable learners such as the elderly, homeless, victims or domestic violence, asylum seekers and refugees. These learners are often traumatised, difficult to engage and would struggle within formal further education. The EAS is able 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.

“ I feel my life is difficult in the UK because I can't speak English. So I wanted to study. I found out you at library's poster and mid-wife tell me at Health Centre. ”  
ESOL student

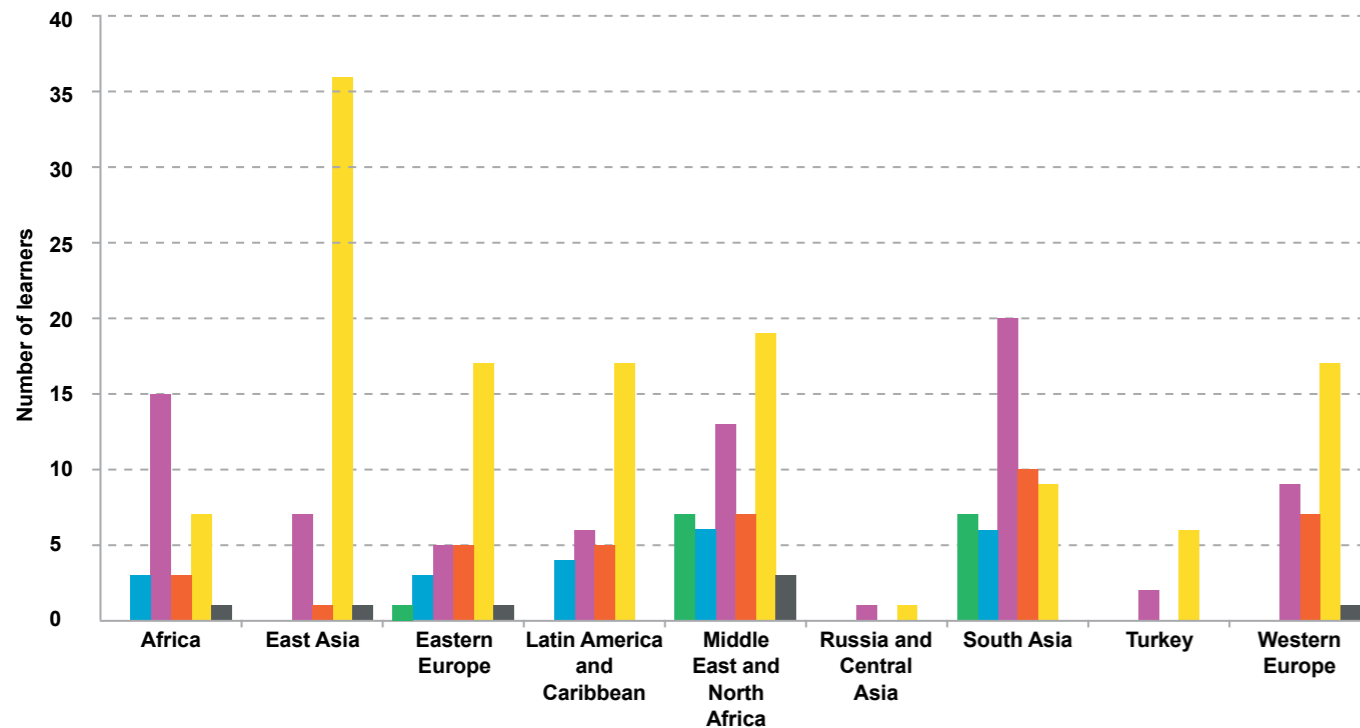
Almost half of all learners seen by the EAS in 2018-19 had taken part in higher education.

The borough of Camden has more universities than anywhere else in the UK, and the largest student population in London, totalling 27,000 residents, 56% of which are from overseas. (Source: Camden Profile July 2019)

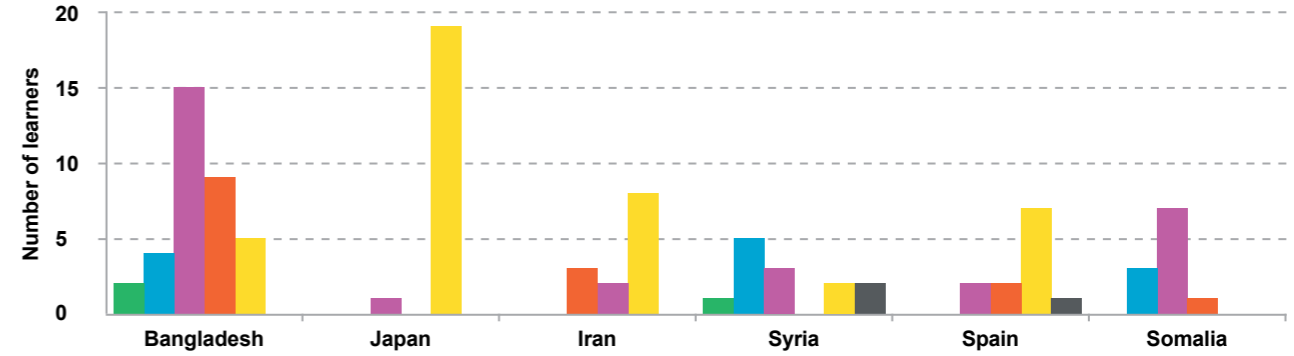
**Figure 26: Level of schooling**



**Figure 27: Schooling in regions**



**Figure 28: Schooling in top six countries of origin**



**Figure 29: Post-Secondary Education Course Titles**  
Based on 92 responses



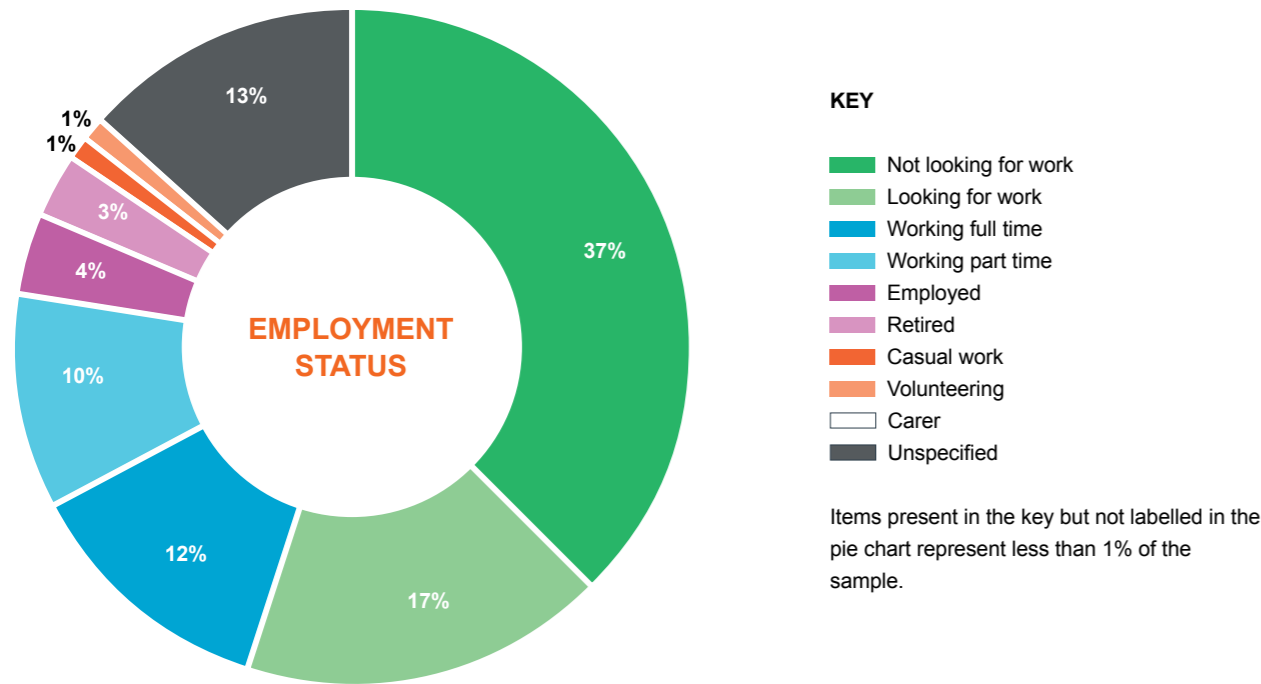
“ I’m very pleased with all the [ESOL Advice Service has] done for us. It will help a lot to improve the life of my parents here, also to me to try to get into a higher education. Bless you! ”

ESOL student

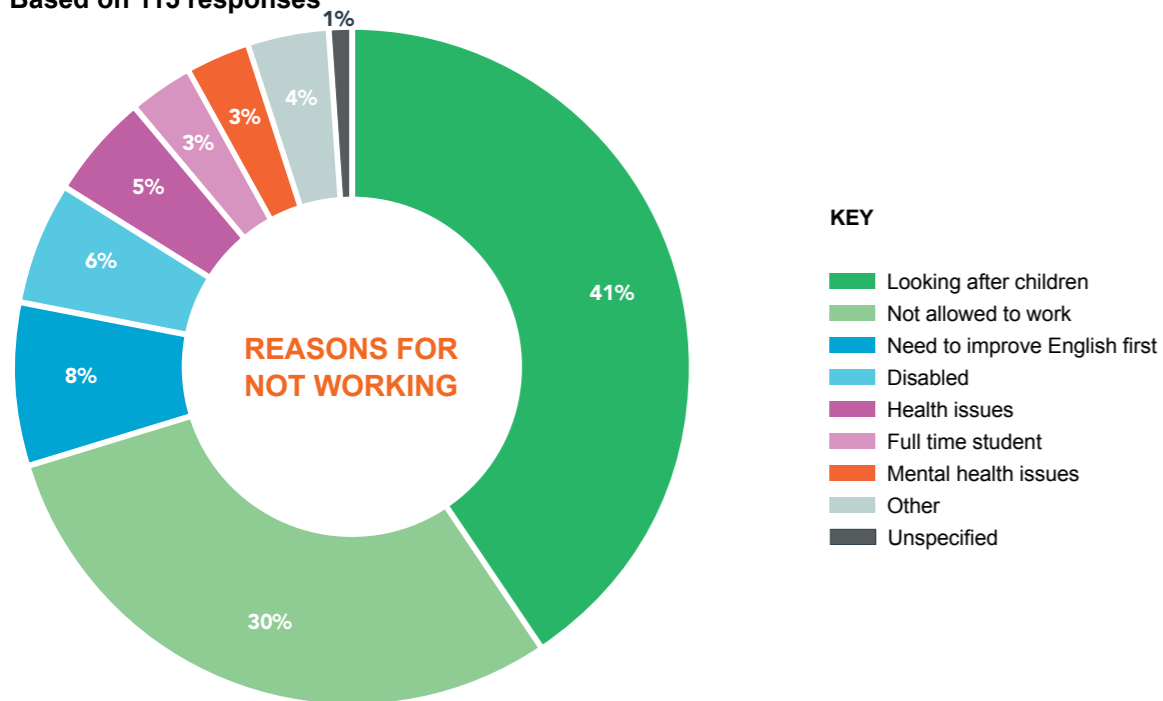
## EMPLOYMENT STATUS

Just over a quarter of learners seen by the EAS in 2018-19 were employed. This is significantly lower than the 72.6% employment rate reported for Camden in December 2018. (Source: Camden Demographic Databook) However, the majority of learners, over a third, reported circumstances that meant they were not currently looking for work.

**Figure 30: Employment status**



**Figure 31: Reasons for not working**  
Based on 115 responses



Over 40% of learners declared they were unable to work due to looking after their children. Another 30% were not allowed to work due to their immigration statuses. The 'other' category includes learners who are carers, on maternity leave, planning to work in the future, newly arrived in the UK, and one who stated they were training for their football career.

**Figure 32: Work experience (UK and abroad)**  
Based on 252 responses



**Figure 33: Current employment**  
Based on 78 responses



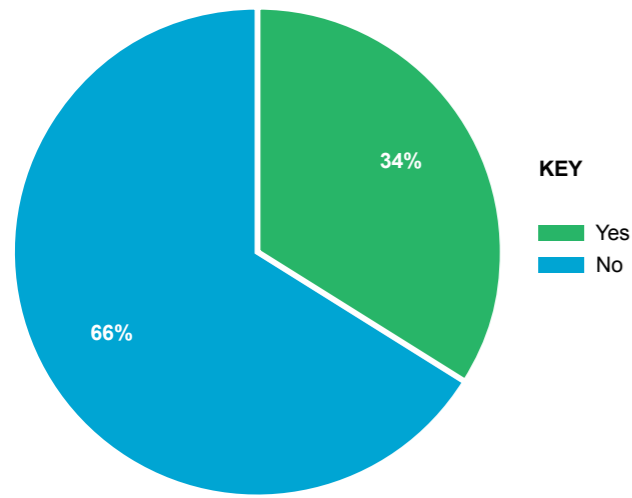
The most common job held by learners in the past was being a waiter or working in retail, and the most common area of current employment was cleaning, followed by working as a nanny or au pair.

“I decided to learn English to help my children with their homework and to find a job like I have been in France. This course helps me to be more confident when I speak with other people.”

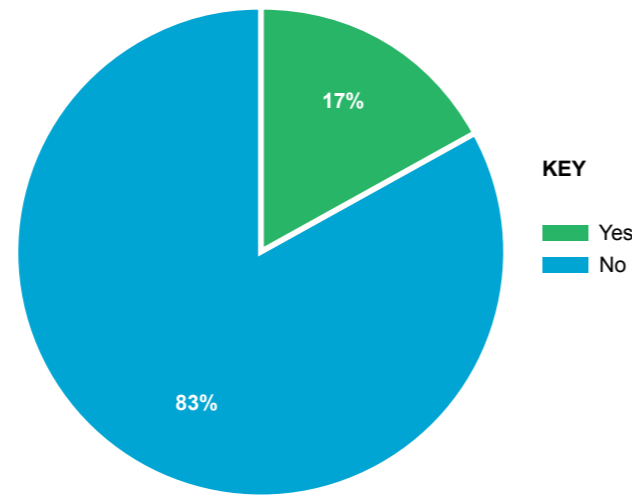
ESOL student



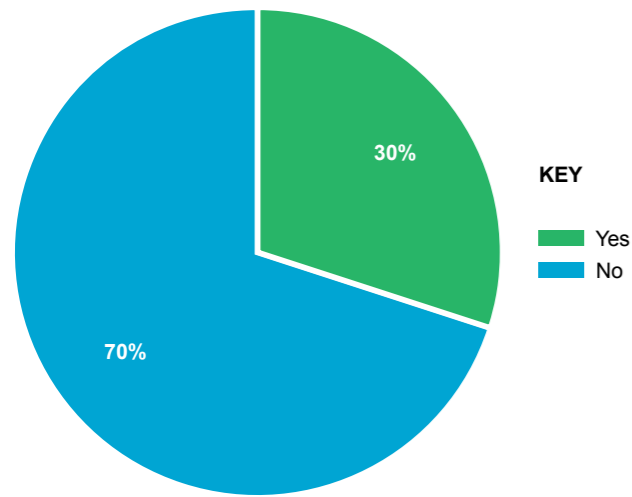
**Figure 34: Receiving income-based benefits**



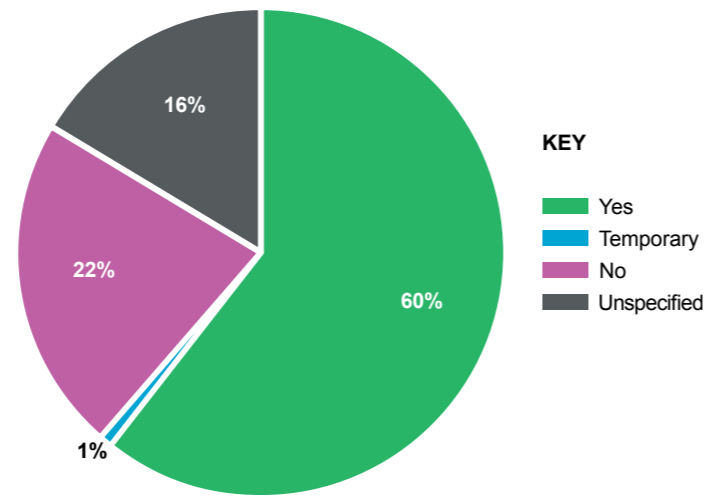
**Figure 35: Benefits? Yes - Receiving Jobseeker's Allowance or Employment Support Allowance?**



**Figure 36: Low income?**



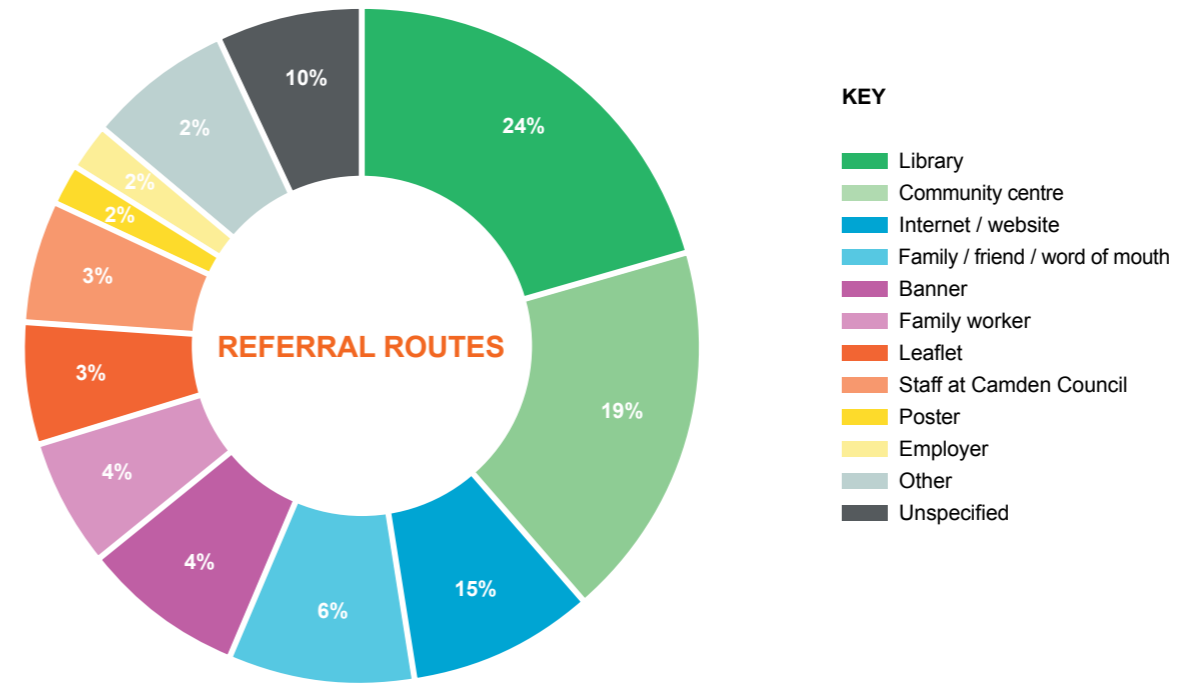
**Figure 37: National Insurance Number?**



Low income is defined by the Education & Skills Funding Agency (ESFA) as those earning under £15,736.50 per year, before tax. This clause in the funding rules provides greater flexibility to place these learners in free provision. CACI's Paycheck Equivalised Household Income 2018 research found that 9.1% of households in Camden earn under £15,000 each year. (Source: Camden Demographic Databook)

'Local Measures' research published by the HBAI in 2016 states that 28.5% of children were living in low income households. This was higher than the London average of 19.3% and placed Camden as the fourth worst borough in London for income deprivation. This statistic had been worsening since 2011. (Source: Camden Demographic Databook). In response, a new Council Tax reduction scheme was introduced in Camden, resulting in the 12,000 lowest income households being exempt from paying Council Tax. (Source: Camden Profile July 2019)

**Figure 38a: Referral Routes**  
Based on 356 responses

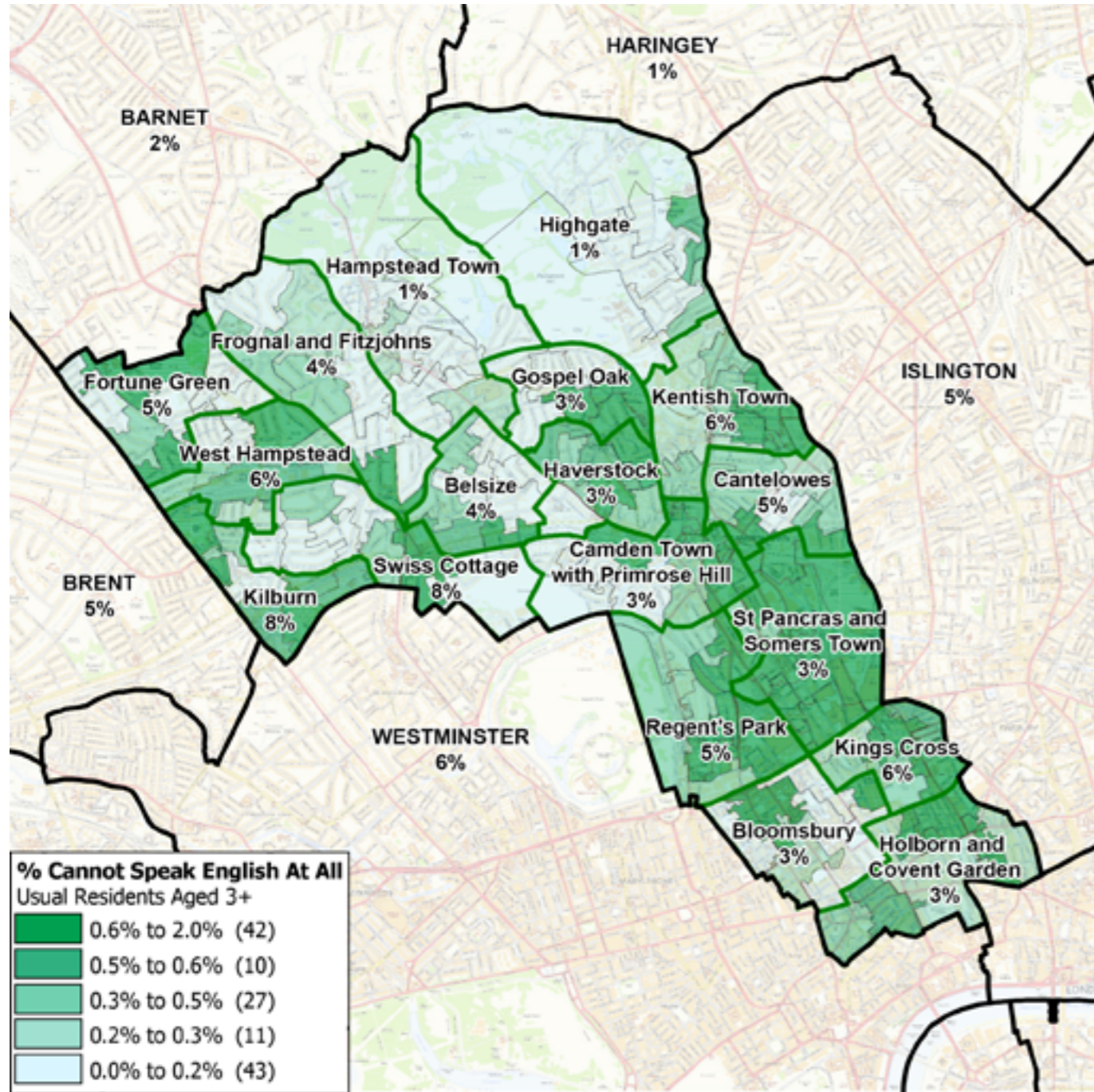


The 'other' category in the chart above contains an interesting range of referral routes, accounting for 26 learners. This includes referrals from faith centres, health centres, refuges, hostels, Jobcentre Plus and local shops.

**Figure 38b: Referral Routes - additional detail**  
Based on 331 responses



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

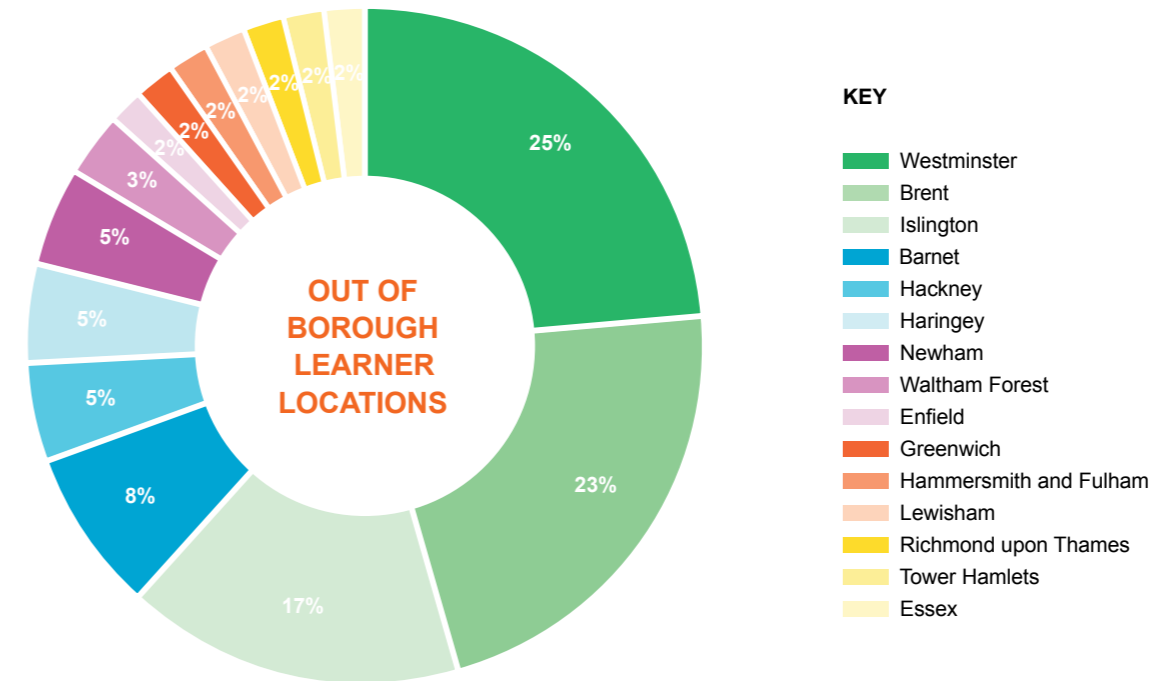


78% of learners reside in the London Borough of Camden and 22% live elsewhere.

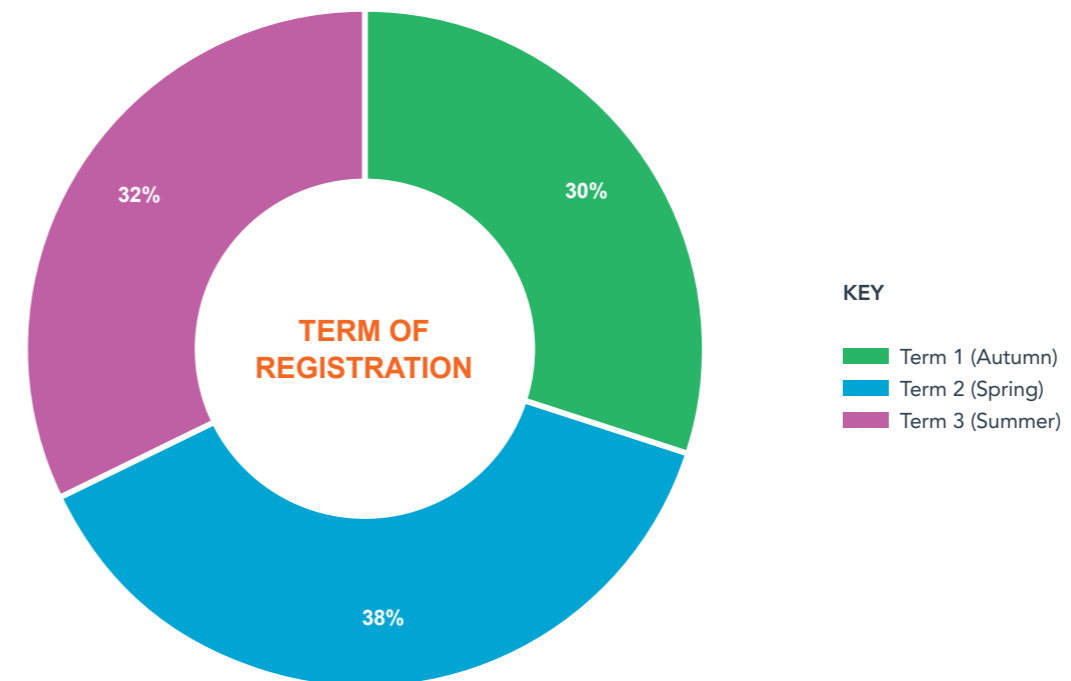
Of that 22% the majority (77%) are in bordering boroughs, 22% are in other London boroughs, and one learner (2%) was living in Essex.

The top four wards where our learners reside are Swiss Cottage, Kilburn, Kentish Town and Kings Cross, making up 27% of all learners. This correlates closely with the locations of our most popular advice sessions.

**Figure 40: Out of borough learner locations**  
Based on 65 records

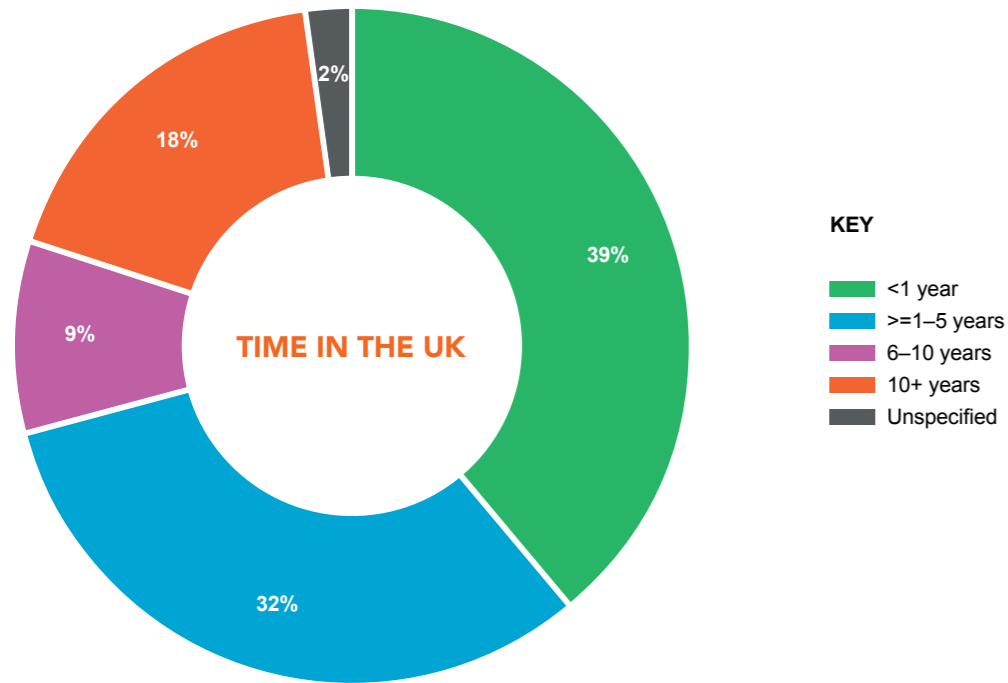


**Figure 41: Term of registration**

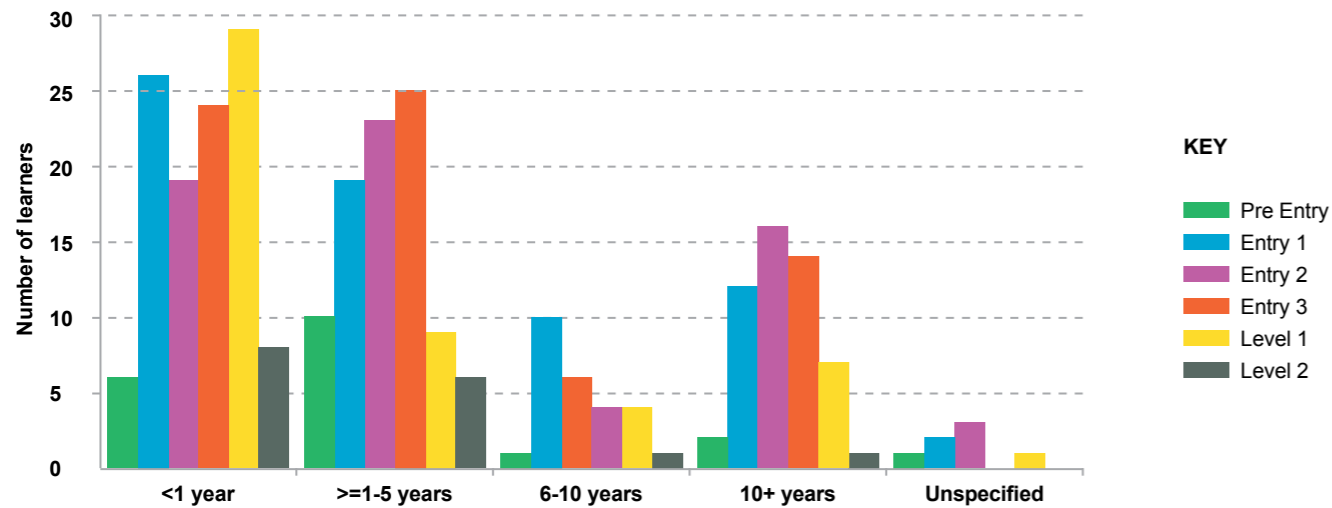


Registrations with the service were spread fairly evenly across the academic year with the majority (38%) attending advice sessions during the Spring term.

**Figure 42: Time in the UK**

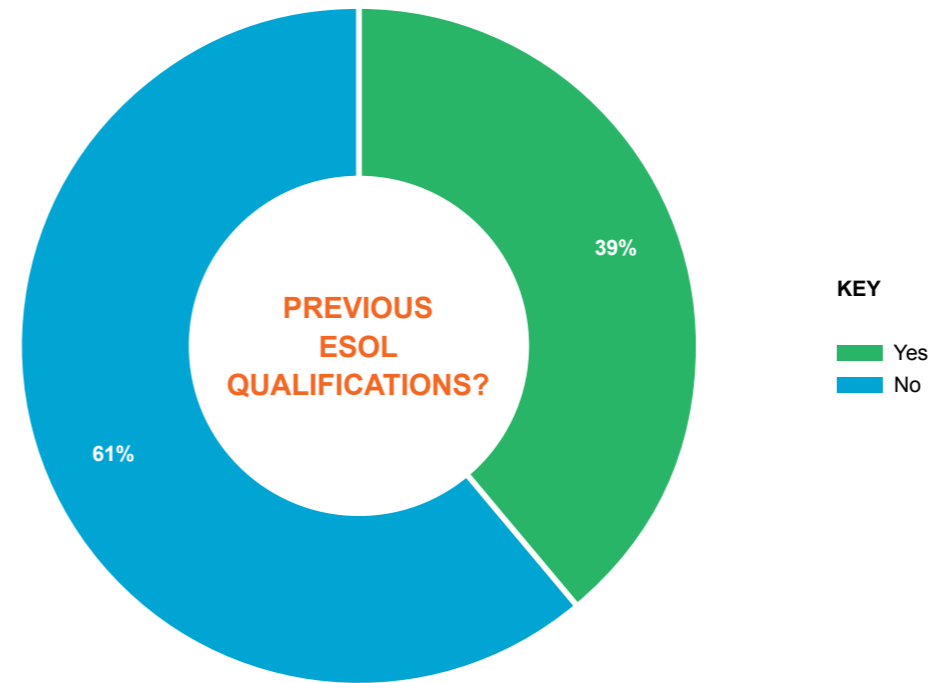


**Figure 43: Time in the UK by level of English (Speaking)**

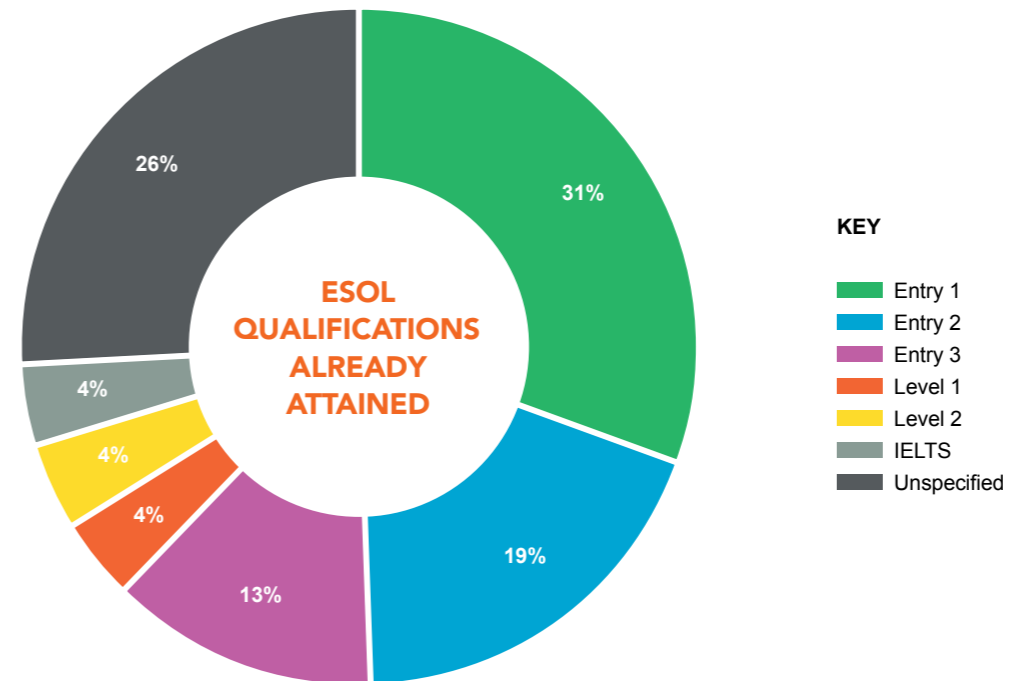


The most vulnerable learners are those who have recently arrived in the UK, for example asylum seekers. At the other end of the scale, the learners who have been here for 10+ years may have assumed that no learning opportunities were available, or simply decided that they can survive on limited English as they live and work in an environment where they just speak their mother tongue. They can also rely on family members who do speak English to help them in situations where it is important.

**Figure 44: Previous ESOL qualifications?**



**Figure 45: ESOL qualifications already attained**  
Based on 113 records



**Figure 46: Barriers to joining / progressing**  
Based on 28 responses



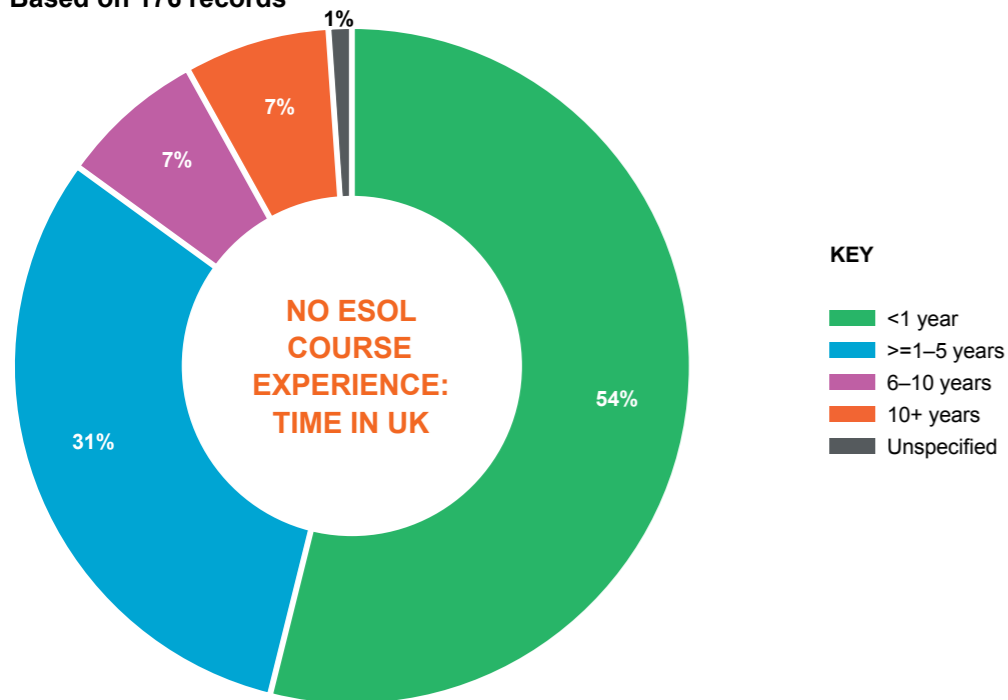
### Improving Job prospects and economic status

Many EAS learners are socially and economically disadvantaged, working long hours at unskilled, low paying jobs. Despite living in the UK for over 3 years some still have very low levels of English, trapping them in a cycle of poverty. The EAS is able to offer tailored advice to help these learners upskill, improving their English, literacy and employability by giving them access to accredited provision leading to qualifications. These opportunities would be otherwise unknown or inaccessible to these learners. By giving them streamlined access to provision, the EAS overcomes language barriers, availability restrictions and other problems which previously hindered learners from improving their lives.

### Empowering Women through Social Integration

The EAS offers a life-line to disadvantaged women who are socially isolated. Due to their cultural backgrounds, their responsibilities at home often take precedence over their personal desire to learn English. However, due to the language requirement for a spouse visa, many women are able to access the EAS with the support of their spouse. The EAS are therefore able to refer women to provision that will empower them by promoting involvement in community projects, learning other skills such as IT and employability, as well as helping them gain independence through improved language skills. The impact on these learners includes improving their mental health, raising aspirations and enabling them to contribute positively to their communities.

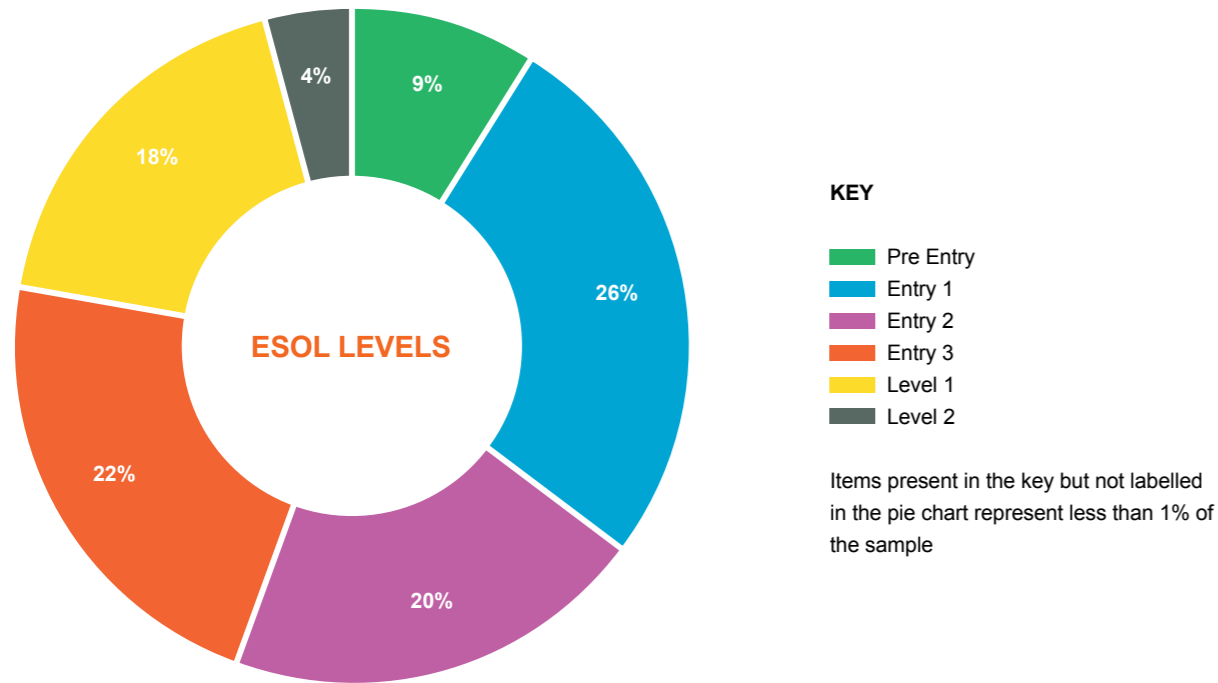
**Figure 47: No ESOL course experience: Time in UK**  
Based on 176 records



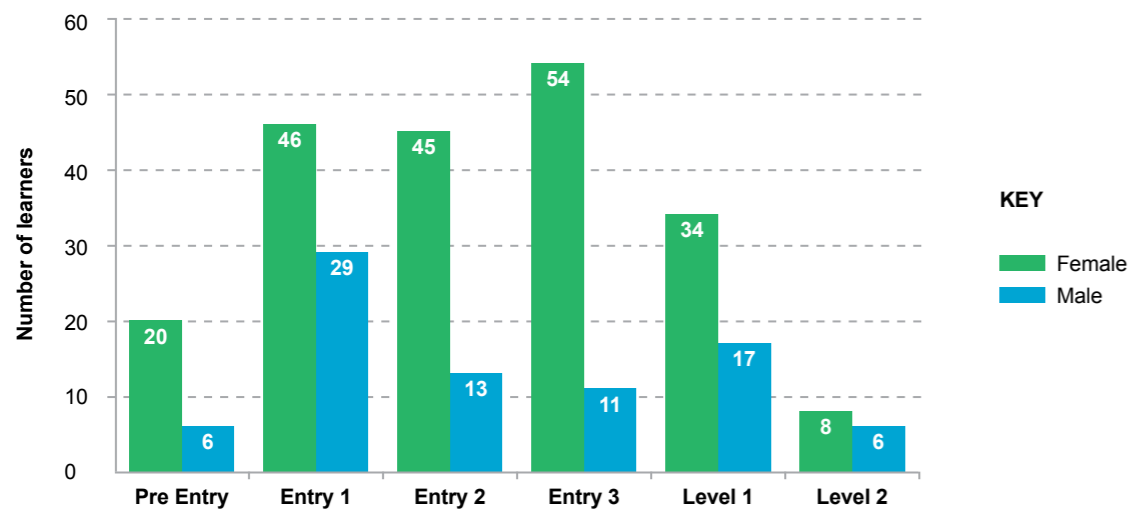
“ I moved last year but I don’t speak English well. So I have some problem. And my son go to school. So I meet his teacher but I don’t understand well. This class is very good. So I got a lot of help. ”

ESOL student

**Figure 48: ESOL levels**

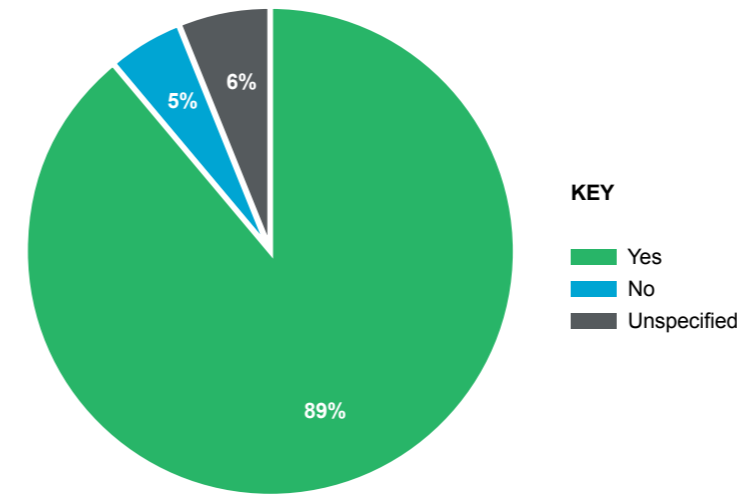


**Figure 49: Levels by Gender**



The vast majority of learners (78%) were assessed at levels up to E3. Of the remaining 22% (L1 and above), the highest number of learners lived outside the borough (26%). Within it, most lived in the Swiss Cottage ward (17%). No higher level learners were seen from Gospel Oak, Haverstock, Highgate or Hampstead Town wards, all in the north of the borough, however those wards only accounted for 8% of all learners seen in total and Census data suggests that there is less need for ESOL provision in the majority of this area of the borough.

**Figure 50: Literate in first or other languages?**



Many ESOL learners are assessed to have 'spiky profiles'. This is when they demonstrate significantly stronger skills in some modes compared to others, for example, they may be assessed as E1 for speaking, listening and writing, but E3 for reading.

Low levels of education in learners' first languages lead to problems with acquiring other languages. Other 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 within the scope of everyday life for the particular learner. Confident learners may improve their level of spoken English more quickly than others if they regularly interact with English speakers, for example if they live and work with them. However, unless the learning process can be controlled in a classroom setting, mistakes can creep in, which become fossilised over time and are difficult to undo. Faster access to ESOL provision, enables faster, more accurate learning.

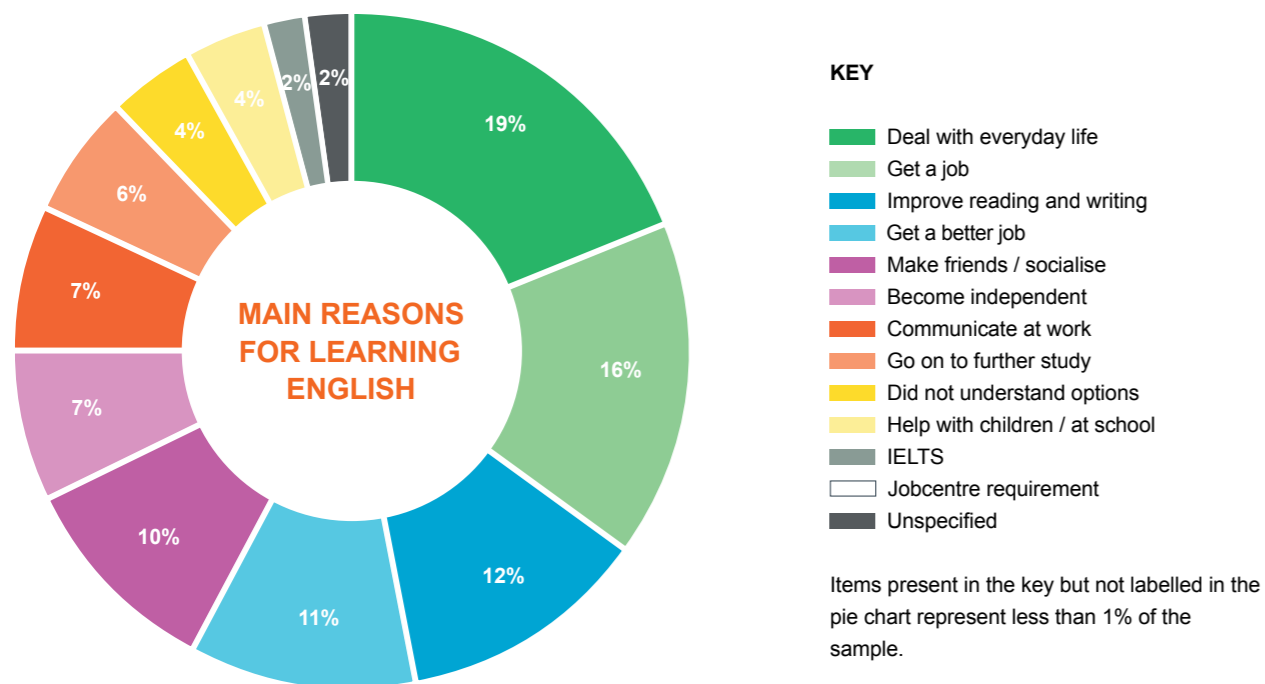
“I'd like to speak English fluently in 3 years. (I will spend about 5 years in the UK). I want to tell someone what I am thinking, in a hospital, crèche, train, bus and more. If my English improves, I want to use English at work when I come to Japan. I can tell someone what I'm thinking more than ever, but I want to learn more difficult things.”

ESOL student

## REASONS FOR LEARNING ENGLISH

The EAS initial assessment form asks learners to tick all the reasons they decided to learn English from a prescribed list of options. The pie chart below shows the option each learner indicated as their main reason for learning, whereas the following word cloud represents all the reasons the learners selected.

**Figure 51a: Main reasons for learning English**



**Figure 51b: Reasons for learning English**  
Based on 539 responses



The following word cloud collects together the additional responses from learners that they submitted in a free text field asking about other reasons for learning English, as well as their life goals and aspirations.

**Figure 52: Other reasons for learning English and aspirations**  
Based on 83 responses



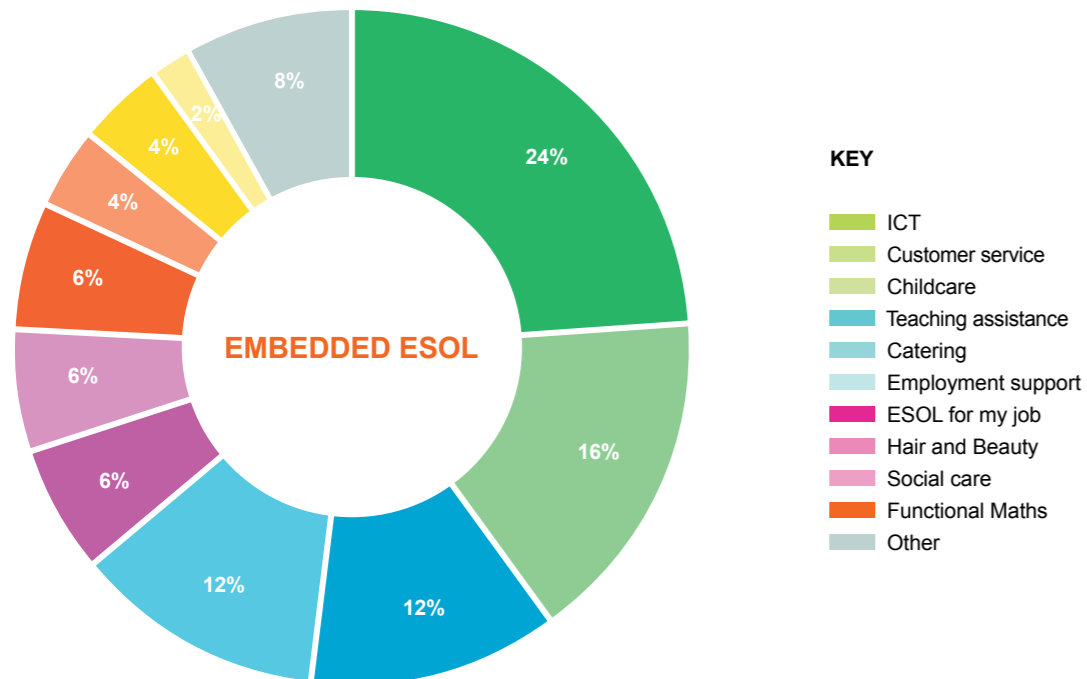
“ I decided to come here for learn English because I want to check [my] children’s homework. ”  
ESOL student

“ I had problem with English language but now it’s better. In my future I want to be a nurse. It’s very important to speak English. It’s make difference in my life. I think it very good for me. Now I feel confident a little bit. ”  
ESOL student

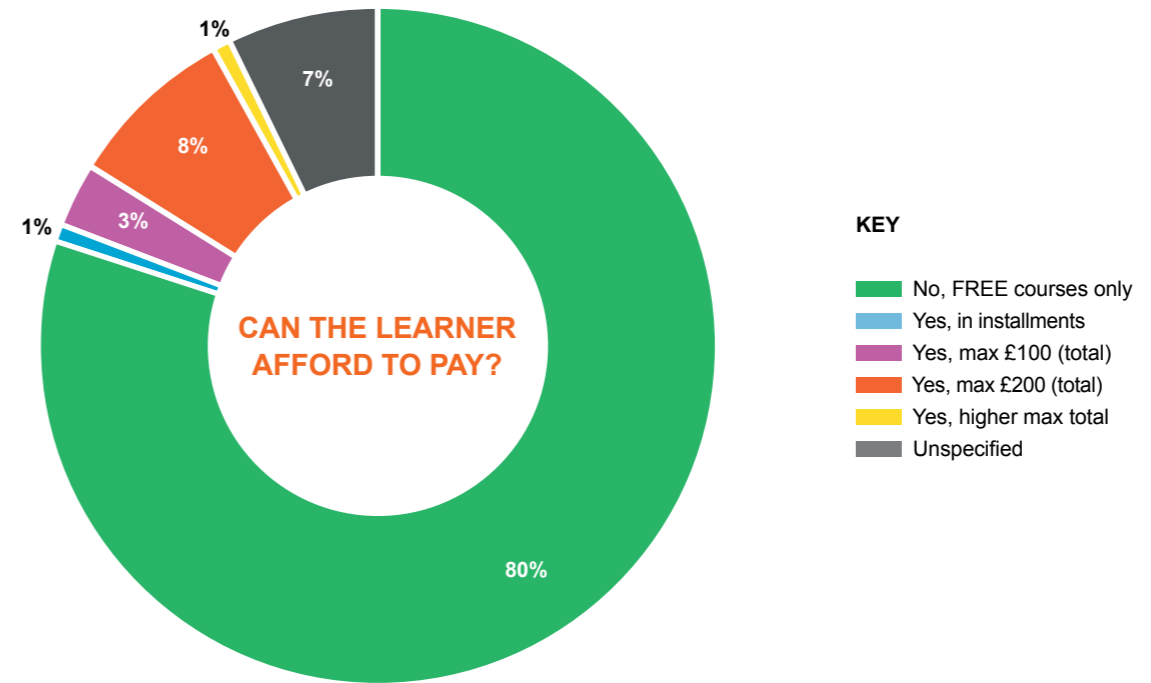
**Figure 53: Hobbies and interests**  
Based on 140 responses



**Figure 54: Embedded ESOL**  
Based on 50 responses



**Figure 55: Can the learner afford to pay?**



Eight out ten learners were looking for free courses only. The word 'free' must be used carefully. Learners who can afford to pay may refuse to if a free option is available, whereas others may feel that the free offer represents an inferior option to one with a cost attached. In the context of learners visiting the Camden ESOL Advice Service only 13% were willing or able to pay for courses, and the highest maximum amount declared affordable was £300, with the majority requesting that a course cost no more than £200. In reality, the course costs in Camden range from £100 to £800, depending on the level and eligibility of the learner, leaving most learners isolated from the provision they need to improve their English language skills.

“When I watch TV, I find words [that I learnt in class]. Thank you very much.”  
ESOL student

# PREFERENCES

Figure 56: Travel preferences

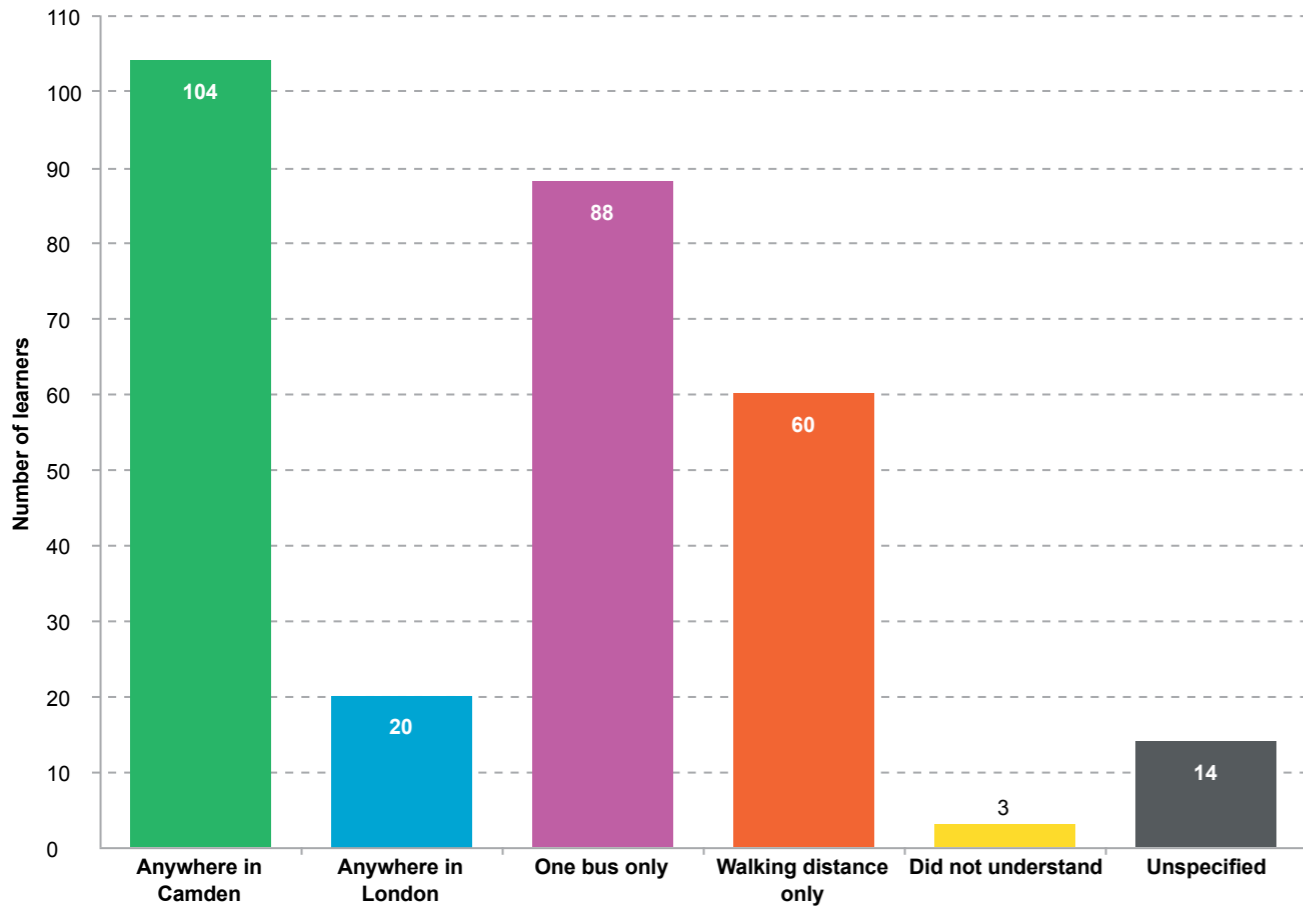


Figure 57: Walking distance only - Why?  
Based on 50 responses



# CHILDREN AND CRÈCHE NEEDS

Figure 58: Parent?

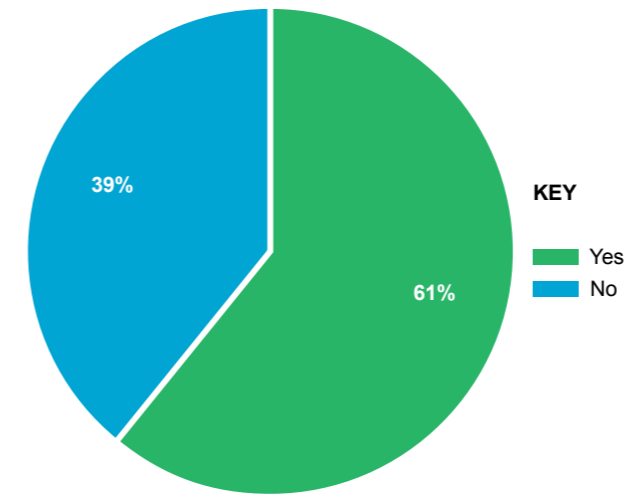


Figure 59: At least one child under 5?

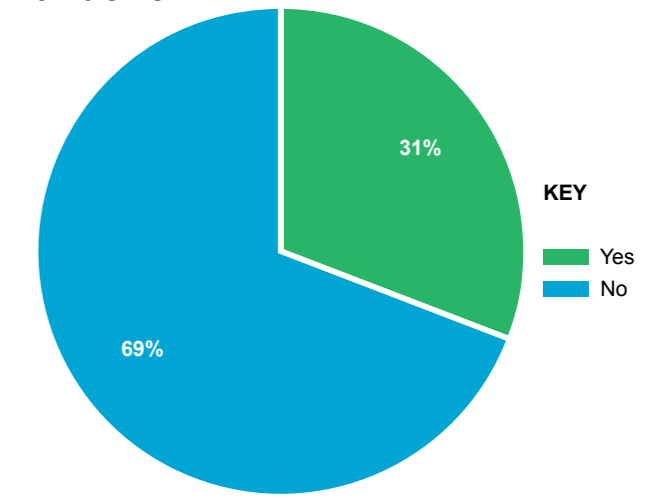


Figure 60: At least one child aged 5-10 years?

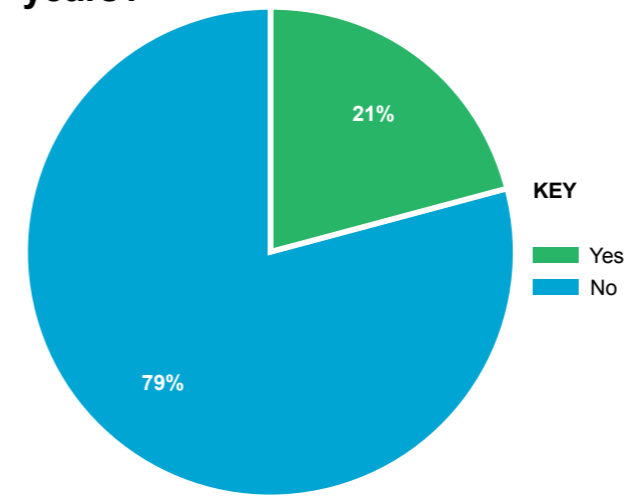


Figure 61: At least one child aged 11-18 years?

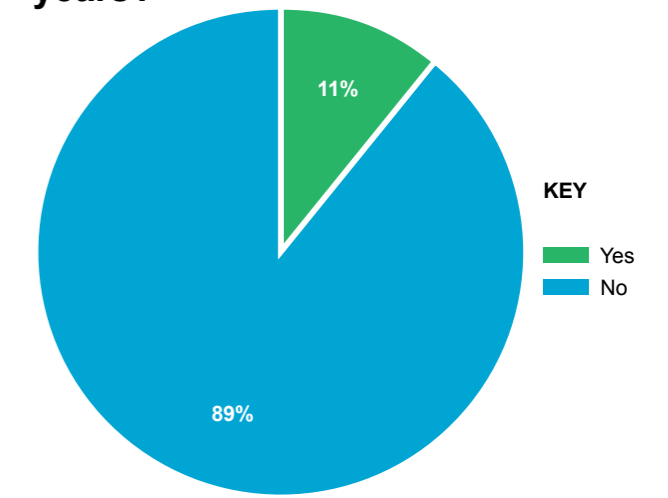
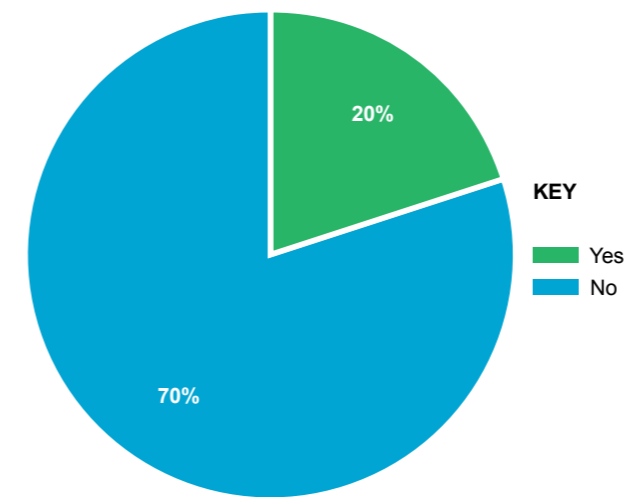
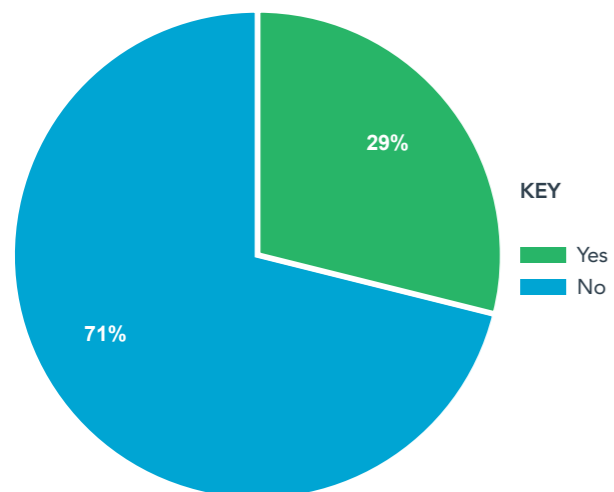


Figure 62: Crèche needs?

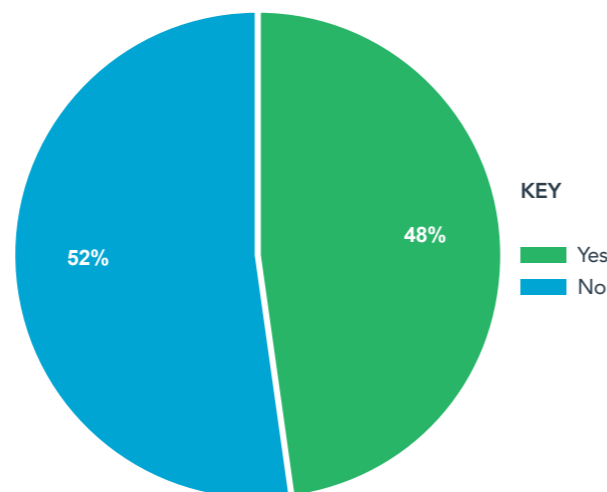




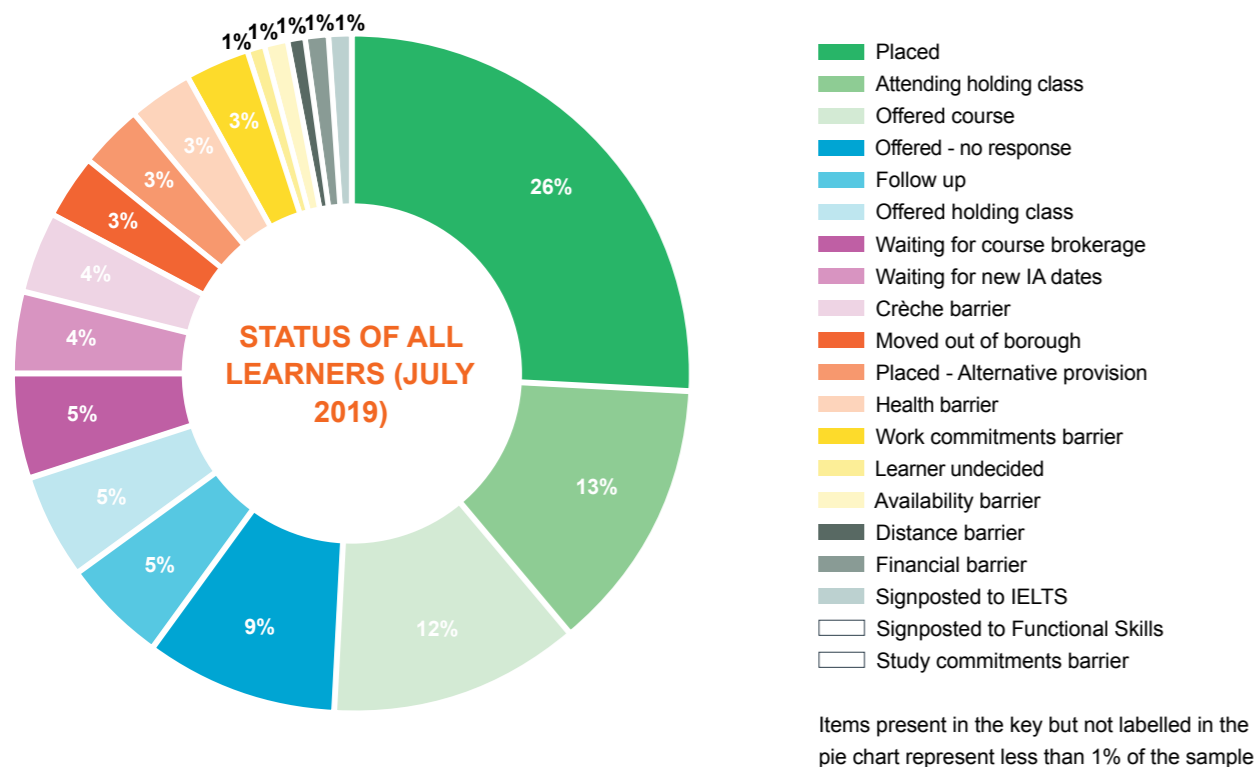
**Figure 63: Placed in a class within academic year?**



**Figure 64: Offered holding classes?**

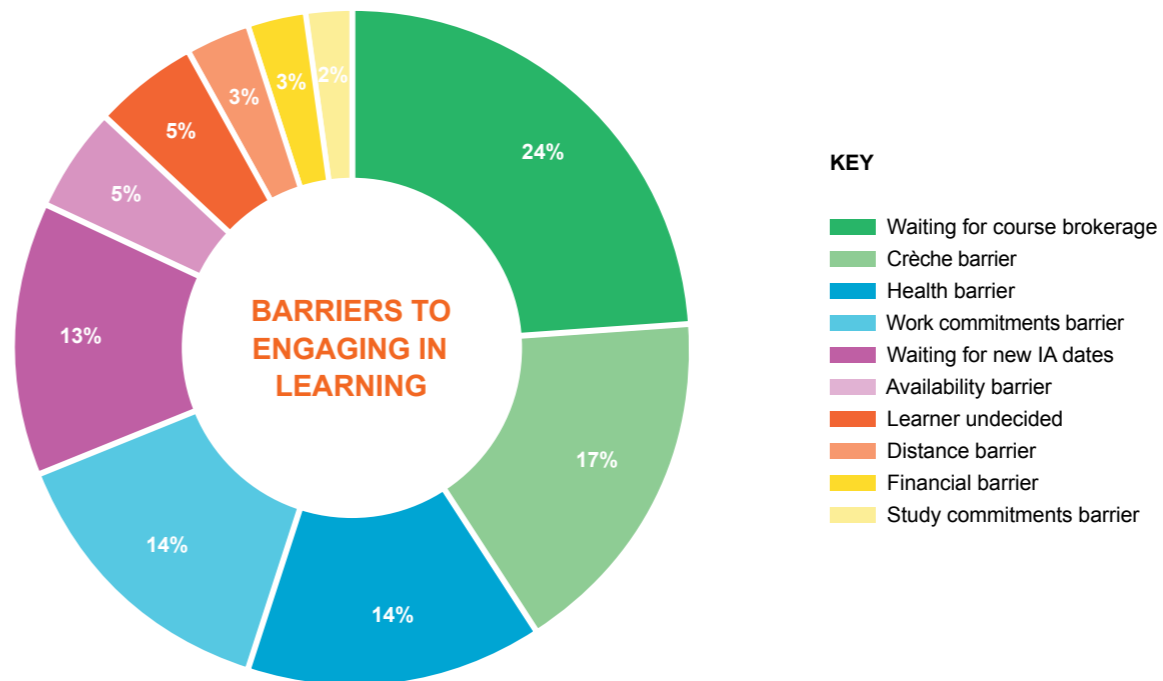


**Figure 65: Status of all learners (July 2019)**

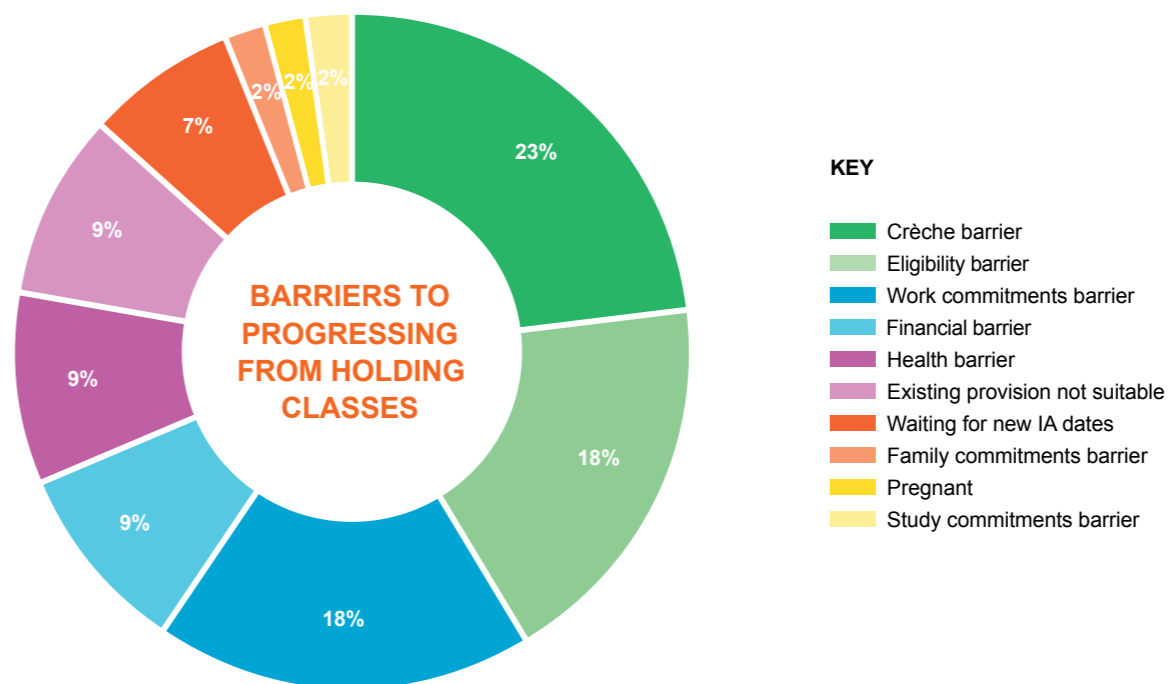


At the time of writing, the percentage of placed learners from the 2018-19 academic year has risen to 33%. This is due to learners who were waiting for enrolment dates in September 2019 successfully securing their places on ESOL courses.

**Figure 66: Barriers to engaging in learning**  
Based on 63 responses

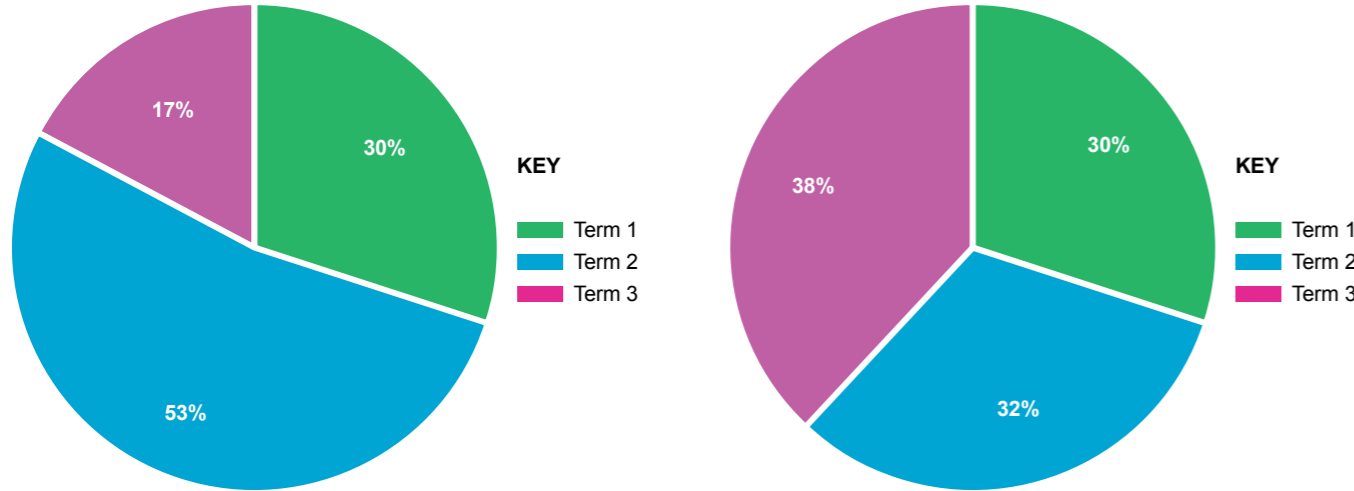


**Figure 67: Barriers to progressing from holding classes**  
Based on 44 responses



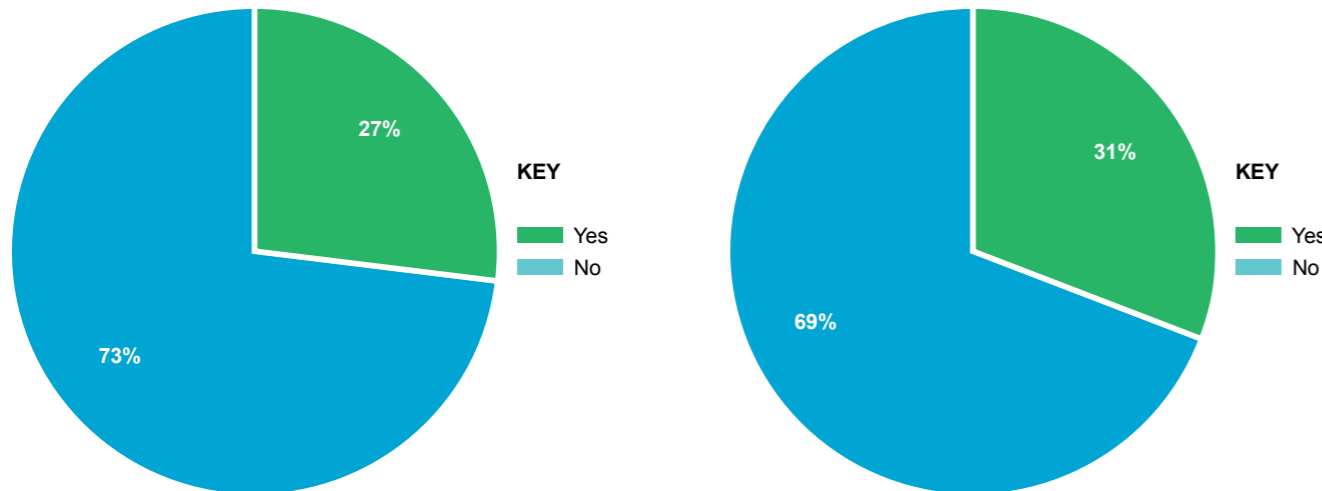
This section compares the profiles of learners who were placed onto courses within the academic year (83 learners), to those who were still waiting for suitable provision at the end of the year (206 learners).

**Figure 68: Term of registration - Placed learners vs. Waiting for suitable provision**



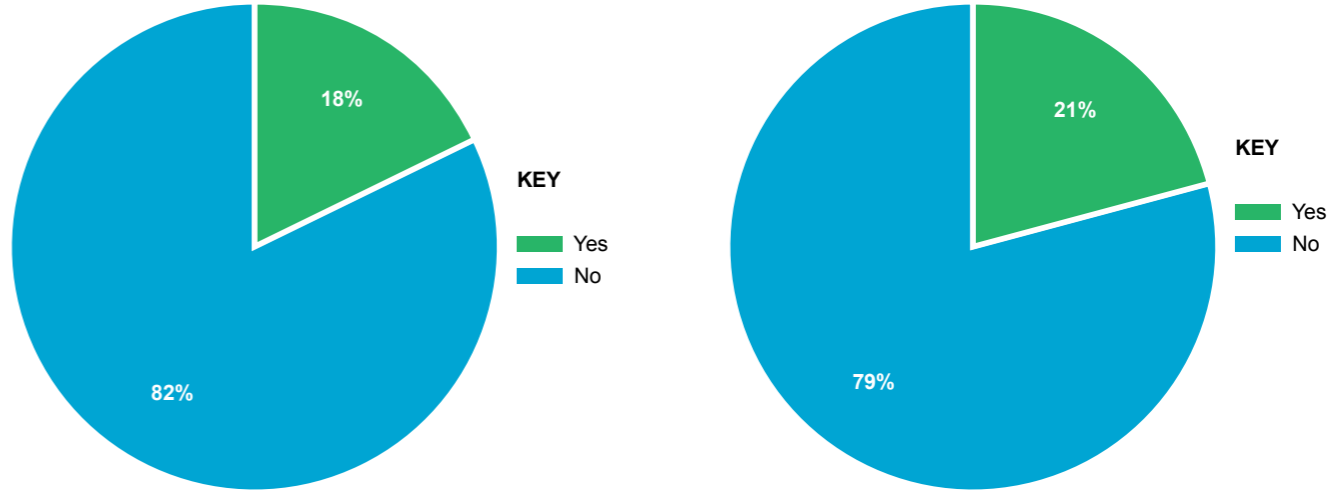
The majority of learners placed (53%) registered with the EAS in Term 2, compared to 32% of those waiting for suitable provision. Only 17% of placed learners were made up of those who registered during Term 3, compared to 38% of all waiting list learners. This situation is due to many courses closing enrolment during the final academic term. Potential learners often visit family abroad at this time of year, and return to register with services in September, knowing that new opportunities will likely be available to them then. However, the wait can discourage others, so access to informal drop-in provision such as conversation clubs is important, to take advantage of their drive to learn whilst it is still there. The EAS keeps in touch with learners in this position and refers them to appropriate enrolment days as soon as dates for the new academic year are published.

**Figure 69: Low income - Placed learners vs. Waiting for suitable provision**



Learners with a low income (defined by the Education and Skills Funding Agency as those who earn less than £15,736.50 per year, before tax) were more likely to be waiting for suitable provision, although the difference was not significant. The funding rules for next academic year have been updated, increasing the amount defined as the low wage threshold to bring it in line with the London Living Wage, allowing access to free provision for a lot more learners.

**Figure 70: Crèche needs - Placed learners vs. Waiting for suitable provision**



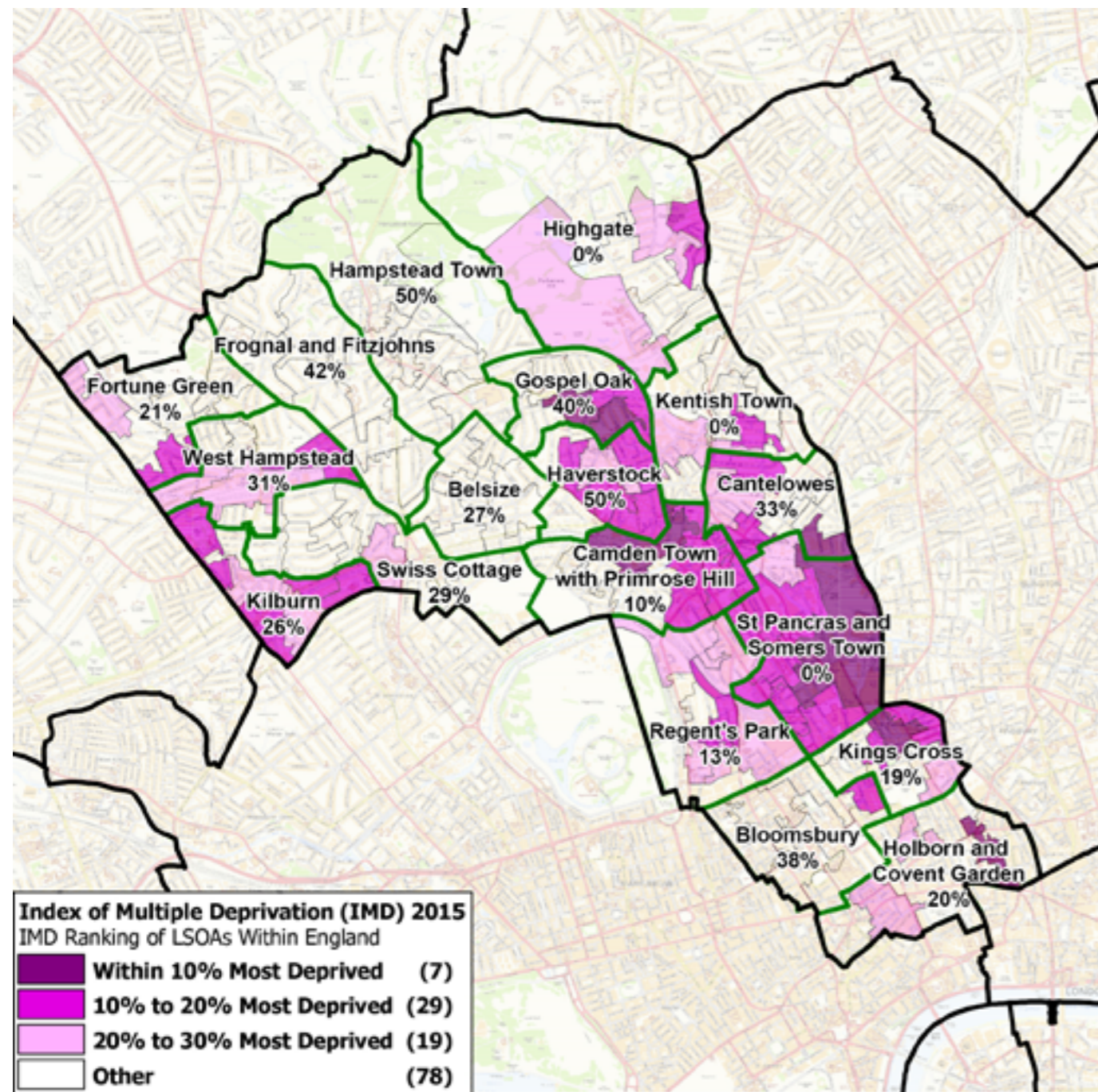
Learners with crèche needs were less likely to be placed in a class than those without.

There are currently only three venues with crèche facilities hosting ESOL courses in Camden. They are Richard Cobden Primary School, Netley Primary School and Westminster Kingsway College’s Regent’s Park Centre. All other learners with childcare needs are referred out of borough, or added to waiting lists until places become available at these venues.

During the Summer term, the EAS trialled a block booking system in partnership with Westminster Kingsway College. Details of 13 learners eligible for their provision were collated and shared with the college, ahead of their scheduled enrolment date at the start of the 2019-20 academic year. The college sent booking confirmation emails to the learners and the EAS also telephoned each of them prior to the enrolment date to confirm they would be attending. At this stage, 5 learners on the list stated that personal circumstances would prevent their attendance. Following the enrolment date, follow up phone calls confirmed that the remaining 8 learners on the list did attend, and were successfully enrolled onto ESOL courses. This included 5 learners who were able to take advantage of the crèche provision at the college’s Regent’s Park Centre.

At the time of writing, taking into account the updated placement data, 24% of learners with crèche needs have been successfully placed onto courses, whilst 18% of those still waiting for suitable provision require crèche facilities.

**Figure 71: Crèche needs by ward**  
Based on 59 responses



Data source: English Indices of Deprivation 2015, ©CLG, 2015

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 doesn't appear to be a clear correlation between the current picture of crèche needs and the 2015 deprivation statistics. New data sets are currently being analysed by the EAS to improve our understanding of this barrier to learning. This will allow new community partnerships to be forged, potentially resulting the discovery or commissioning of new crèche provision in key areas of the borough.

**Summary of key findings**

This year, data collected from 289 ESOL learners were analysed. Nearly three quarters were female. The average age was within the 30-39 age band. Most originated from the Middle East and North Africa, South Asia and East Asia, had Middle East and North African, British or East Asian nationality, and were literate in at least one language, not including English. 12% of learners suffered from health problems or learning difficulties, and 4% declared mental health problems, the most common being depression.

Just under three quarters were unemployed, and the majority of those (51%) were not currently looking for work. The most common reason for not looking for work was due to looking after children, declared by over 40% of those learners, followed by another 30% who were not allowed to work due to their immigration status.

Almost half of the learners were in the UK as a British or EU national, 19% had Spouse Visas and 10% were seeking protection in the UK. 39% of all learners had been resident in the UK for less than one year. 61% had no ESOL qualifications at the time of registration. The majority of learners (78%) were referred to provision up to E3 level.

61% of all learners were parents, and of those, 31% had at least one child under the age of five. 20% declared they needed crèche provision to be able to study ESOL and at the end of the academic year, 17% of these learners had their current status recorded as unable to join a course due to lack of crèche facilities at the provider most suited to their needs.

Most learners wanted to learn English to help themselves in everyday life, to get a job and to improve their reading and writing. Most learners who had employment experience, had worked as a waiter or in retail, and cleaning was the most reported current employment role, followed by working as a nanny or au pair.

Of those who had an interest in embedded ESOL, most wanted to study ESOL with ICT, Customer Service, Childcare or Teaching Assistance. Economics, Accountancy and Computer Science were the most cited areas of study for learners who had post-secondary education in their home countries. 45% had taken part in higher education.

ESOL provision was available at all levels from Pre-entry to Level 2. An alternative option available for learners who didn't qualify for ESFA-funded provision, or couldn't afford to pay much, were 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.

29% of all learners seen by the EAS were placed onto an ESOL course. Of those not placed, 51% had been offered holding classes, 14% had been offered courses, and the remaining were prevented from learning for a range of reasons. The most commonly cited barrier to joining an ESOL class was waiting for course brokerage, followed by crèche, health and work commitment barriers.

In March 2019, the EAS expanded into the London Borough of Islington, and a new co-ordinator was appointed to lay the foundation for a September 2019 launch. The co-ordinator has in depth experience as an ESOL tutor in the borough and has established contacts with 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, we expect a successful launch of the Islington service.

In April 2019, following detailed research into pockets of deprivation in Camden, backed-up by anecdotal evidence of need, a new regular advice venue was established at Kilburn Library Centre. This new advice session was run by the Islington Co-ordinator to provide her with on-the-ground experience before the launch of the service in Islington.

In May 2019, Camden EAS was invited to present their service model as an example of good practice at the Ministry for Housing, Communities and Local Government (MHCLG) ESOL Co-ordination Fund Working Group Meeting. The presentation drew on experience dating back to the first iteration of the service model in Hackney in 2010 and representatives from ESOL Advice Services being developed across the country appreciated the opportunity to learn from that experience and ask for advice on implementing the service in their area. The Camden EAS Manager also sits on the steering group for ESOL Co-ordination across London and has contributed to the development of the National Strategy for English.

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 EAS website and database section below).

### Remaining agile and responsive to changes in ESOL

In July 2019, it was decided to discontinue Holborn Library as a regular advice venue due to low attendance. Following a successful pilot, the Kilburn Library Centre was formalised as a regular, publicised advice venue, to be staffed by a Camden advisor from September 2019. Aside from minor timetable changes, all other advice venues were confirmed to be continuing across the next academic year and new publicity materials containing details of both the Camden and Islington advice sessions were produced.

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

The Camden and Islington ESOL Advice Service is well on the way to fulfilling its mission of helping every learner who would like to access English to find a course that suits their needs so that they can take the next step in their lives without being held back by language barriers.

The EAS provides better access to provision for all who want to improve their English language skills. It is a one-stop shop run by qualified professionals with a wealth of experience and knowledge of the complex circumstances that learners may be dealing with. The ever-growing list of community contacts 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.

### The EAS website and database

September 2019 will see the soft launch of the [www.learnenglish.london](http://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 has been designed for use by multiple boroughs to help streamline registration of learners and speed up the matching process. Providers with new courses or courses with vacancies upload these to the EAS website which enables eligible learners to be matched immediately. In contrast to the original manual process, this saves several hours of advisors' time which they use to source alternative provision and build local relationships.

As we roll out the website 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

In preparation for the 2019-20 academic year, the EAS will adapt to the following legislative, political and demographic changes:

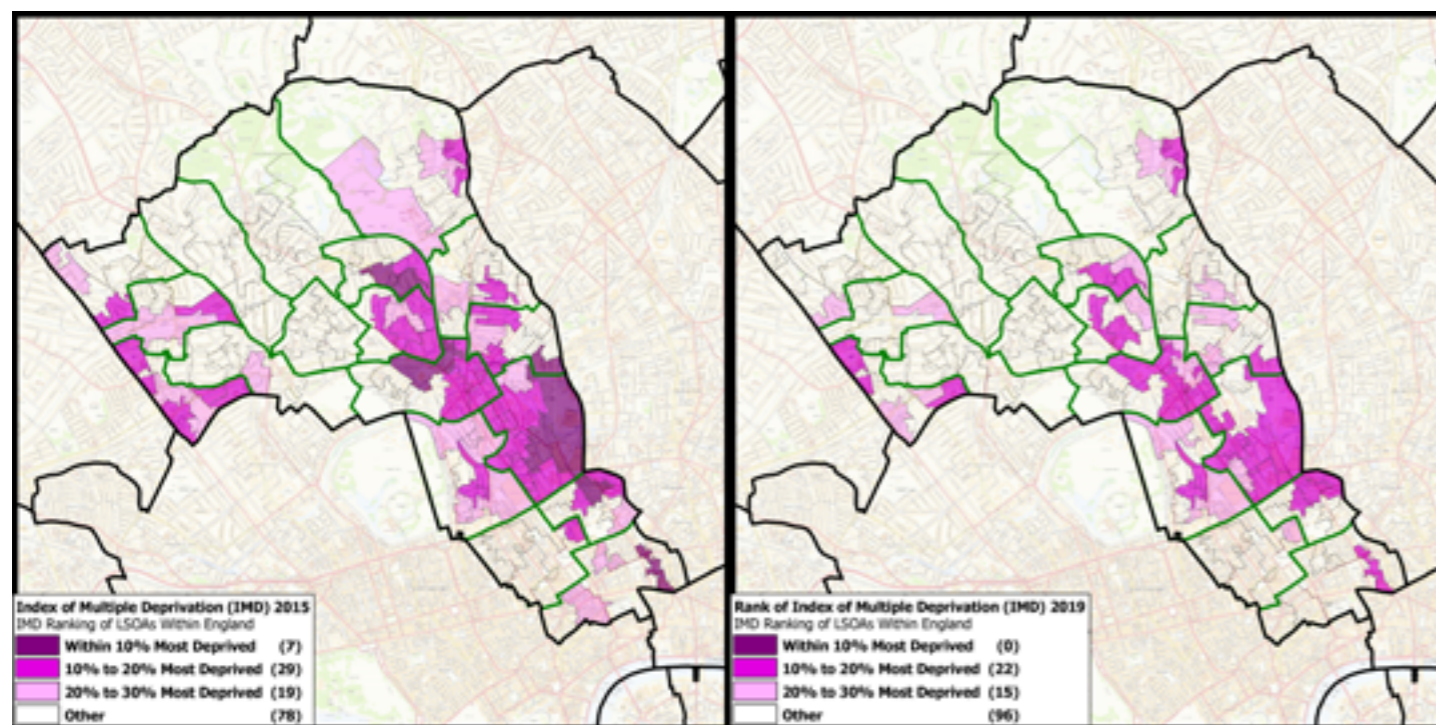
Most community ESOL provision is funded via the adult education budget (AEB) via the Education & Skills Funding Agency (ESFA). In London, from August 2019, the AEB will now be controlled by the Greater London Authority (GLA). The rules remain largely the same, aside from caveats dictating that the budget can only be used to fund learners resident in London.

A 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, meaning an increase in the earning threshold from £15,736.50 to £20,572 allowing many more learners to access free provision.

The UK is leaving the EU on 31 January 2020. No funding or eligibility rule changes have been announced by the GLA in relation to Brexit, although anecdotally some learners have been concerned about the impact, and are pursuing legal citizenship status in the UK. The EAS is able to advise these learners about the Secure English Language Test (SELT) which they must evidence they have passed as part of their citizenship application, but further than that, the learners have been told to seek legal advice. Some law centres have referred learners to the EAS to find provision that will help them reach the level required for the SELT, which is roughly equivalent to E3/L1.

### 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, referred to elsewhere in this document, and shows a shift in statistics for Camden, demonstrated by the image below.



Data source: English Indices of Deprivation 2015, ©CLG, 2015

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

Further analysis of the updated Indices of Deprivation statistics will be undertaken in the coming months to assess how the EAS can continue to target those most in need of support in both Camden and Islington.

**Widening the network**

During the 2019-20 academic year, the Camden and Islington EAS will build on developments, lessons learnt from its first year of operation and interest expressed in the service by head teachers, parent liaison staff and resident associations. Bookings for bespoke advice venues are increasing as schools, community centres and housing estates become familiar with the aims of the service.

Outreach to local businesses has also led to interest in bespoke advice sessions for staff at local hotels, hospitals, construction companies, care organisations and cafes. Although these sectors often don't have enough learners on their books to justify setting up a dedicated session, we arrange alternative options and encourage them to direct staff members to regular advice sessions. Referral statistics show evidence that this is starting to occur. Advisors have been asked to enquire for more details when collecting referral information to enable this to be reported on in more depth in future reports.

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 helping learners and providers across Camden, Islington and beyond in 2019-20.

# APPENDIX 1: INITIAL ASSESSMENT FORM 2018-19

ESOL		CONFIDENTIAL	
CAMDEN ESOL ADVICE SERVICE: Initial Assessment Form 2018-19			
<b>PERSONAL INFORMATION &amp; ELIGIBILITY</b>			
Forename		Surname	Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/>
Address		Date of birth	
Landline		Mobile	
Place / Country of birth		Ethnicity	Nationality (from passport/s)
Time in non-EEA/EU immigration status (UK)		Time in EEA/EU (not UK)	Time in UK <input type="checkbox"/> From birth <input type="checkbox"/>
Current employment	No <input type="checkbox"/>	Retired <input type="checkbox"/>	Looking after children <input type="checkbox"/> Carer <input type="checkbox"/> Volunteering <input type="checkbox"/> Looking for work <input type="checkbox"/>
	Yes <input type="checkbox"/>	Casual work <input type="checkbox"/>	Part time <input type="checkbox"/> Full time <input type="checkbox"/> Job title: _____
Previous employment	UK	None <input type="checkbox"/>	Did not understand <input type="checkbox"/>
	Non-UK	None <input type="checkbox"/>	Did not understand <input type="checkbox"/>
Income <small>(Tick ALL that apply)</small>	Employment Income less than £338 per month <input type="checkbox"/>	Employment Income less than £15736.50 per year, pre-tax <input type="checkbox"/>	Household Income less than £541 per month, pre-tax <input type="checkbox"/>
	Working Tax Credit <input type="checkbox"/>	Income Support <input type="checkbox"/>	Child Benefit <input type="checkbox"/>
	Job Seeker's Allowance <input type="checkbox"/>	NASS <input type="checkbox"/>	Disability Living Allowance <input type="checkbox"/>
	Emp. Support Allowance <input type="checkbox"/>	Pension Credit <input type="checkbox"/>	Housing benefit <input type="checkbox"/>
	Council Tax <input type="checkbox"/>	Carer's Allowance <input type="checkbox"/>	Maternity Allowance <input type="checkbox"/>
	Child Tax Credit <input type="checkbox"/>	Universal Credit <input type="checkbox"/>	Other income-based benefits <input type="checkbox"/>
NI number	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Languages <small>(Tick box if literate in stated languages)</small>	First (one only)	<input type="checkbox"/>	Not literate in any language <input type="checkbox"/>
	Other(s)	<input type="checkbox"/>	<input type="checkbox"/>
Schooling	Did not understand <input type="checkbox"/>	Sec. school not completed <input type="checkbox"/>	Degree started <input type="checkbox"/>
	No schooling <input type="checkbox"/>	Secondary school completed <input type="checkbox"/>	Degree completed <input type="checkbox"/>
	Primary school not completed <input type="checkbox"/>	College / vocational training <input type="checkbox"/>	Post graduate completed <input type="checkbox"/>
	Primary school completed <input type="checkbox"/>	Post-secondary course title: _____	
Previous ESOL	No <input type="checkbox"/>	Barriers to joining: _____	
	Yes <input type="checkbox"/>	Year	Venue
Highest ESOL qualification		Level	Barriers to joining / progressing
Current waiting lists?	No <input type="checkbox"/>	Yes <input type="checkbox"/> Where? _____	
Referred from		Did not understand <input type="checkbox"/>	

CAMDEN ESOL ADVICE SERVICE: Initial Assessment Form 2018-19					
LEARNER'S INTERESTS & NEEDS					
Reasons for learning English <small>(First given reason = 1. Tick other reasons.)</small>	Did not understand <input type="checkbox"/>	Deal with everyday life <input type="checkbox"/>	Become independent <input type="checkbox"/>		
	Improve reading & writing <input type="checkbox"/>	Help my children/at school <input type="checkbox"/>	Make friends/socialise <input type="checkbox"/>		
	Go on to further study <input type="checkbox"/>	IELTS <input type="checkbox"/>	Jobcentre requirement <input type="checkbox"/>		
	Get a job <input type="checkbox"/>	Get a better job <input type="checkbox"/>	Communicate at work <input type="checkbox"/>		
Other / Long term goals: _____					
Hobbies	Did not understand <input type="checkbox"/>				
Embedded learning	Childcare <input type="checkbox"/>	Teaching assistance <input type="checkbox"/>	Social Care <input type="checkbox"/>		
	Customer Service <input type="checkbox"/>	Catering <input type="checkbox"/>	Hair and Beauty <input type="checkbox"/>		
	ICT <input type="checkbox"/>	Functional Maths <input type="checkbox"/>	Functional English <input type="checkbox"/>		
	Employment support <input type="checkbox"/>	ESOL for my job <input type="checkbox"/>	Volunteering <input type="checkbox"/>		
	Construction <input type="checkbox"/>	Other: _____			
STUDENT CONSENT	Student consents to relevant personal data being shared with organisations offering discrete options selected. If no, provide referral handout, if any. Student signature _____				
Children	No children <input type="checkbox"/>	0 - 4 years <input type="checkbox"/>	5 - 10 years <input type="checkbox"/>	11 - 18 years <input type="checkbox"/>	
Days they can attend a class				Frequency per week	1 session <input type="checkbox"/> More <input type="checkbox"/>
	Morning (9:30 - 11:30am)	Afternoon (1 - 3pm)	Late afternoon (4 - 6pm)	Evening (6 - 8pm)	Saturday <input type="checkbox"/> Sunday <input type="checkbox"/>
Time available (please tick)					
Creche needed (please tick)					
Creche DoB	A	B	Creche notes / Learner		
LDD / health / mental needs	Teacher to confirm with learner <input type="checkbox"/>			None <input type="checkbox"/> Did not understand <input type="checkbox"/>	
Ability to travel	Did not understand <input type="checkbox"/>	Walking distance only <input type="checkbox"/>	Why? _____		
	One bus only <input type="checkbox"/>	Anywhere in Camden <input type="checkbox"/>	Anywhere in London <input type="checkbox"/>		
Can learner afford to pay?	No, FREE courses only <input type="checkbox"/>	Yes, in installments <input type="checkbox"/>	Max. monthly amount: £ _____		
	Yes, max. £100 (total) <input type="checkbox"/>	Yes, max. £200 (total) <input type="checkbox"/>	Yes, max. £ _____ (total)		
Level (include A or B)	Speaking	Listening	Reading	Writing	Notes
Learner type (Tick ONE only)	ESOL <input type="checkbox"/>	FLUENT		Signposting	
		Literacy <input type="checkbox"/>	IAG <input type="checkbox"/>	Offered	
Waiting list	Overall level:	January entry (Term 2) <input type="checkbox"/>	April entry (Term 3) <input type="checkbox"/>		
	September 2019 (use Term 3 only) <input type="checkbox"/>	Future course offer: _____			
Course placement	Centre / organisation		Tutor		
	Level		Date placed		
STUDENT CONSENT	The Camden ESOL Advice Service works with lots of organisations to help you to find an ESOL class. This means your personal information will be stored and shared. We may also use your information and contact you for research purposes. If you do not want us to do this, please contact us and we will remove your details from our list. Student Signature _____				
Advisor's name	Date	Venue			

## APPENDIX 2: LEVEL DESCRIPTORS

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

Source: Adult ESOL Core Curriculum

## APPENDIX 3: REGIONS

COUNTRY	REGION
<b>Afghanistan</b>	South Asia
<b>Albania</b>	Eastern Europe
<b>Algeria</b>	Middle East & North Africa
<b>Angola</b>	Africa
<b>Argentina</b>	Latin America & Caribbean
<b>Bangladesh</b>	South Asia
<b>Belarus</b>	Eastern Europe
<b>Bolivia</b>	Latin America & Caribbean
<b>Brazil</b>	Latin America & Caribbean
<b>Bulgaria</b>	Eastern Europe
<b>Burundi</b>	Africa
<b>Cabo Verde</b>	Africa
<b>Cameroon</b>	Africa
<b>Chile</b>	Latin America & Caribbean
<b>China (including Hong Kong)</b>	East Asia
<b>Colombia</b>	Latin America & Caribbean
<b>Congo, Democratic Republic of the</b>	Africa
<b>Croatia</b>	Eastern Europe
<b>Ecuador</b>	Latin America & Caribbean
<b>Egypt</b>	Middle East & North Africa
<b>Eritrea</b>	Africa
<b>Ethiopia</b>	Africa
<b>France</b>	Western Europe
<b>Greece</b>	Western Europe
<b>Honduras</b>	Latin America & Caribbean

COUNTRY	REGION
<b>Hungary</b>	Eastern Europe
<b>India</b>	South Asia
<b>Iran</b>	Middle East & North Africa
<b>Iraq</b>	Middle East & North Africa
<b>Israel</b>	Middle East & North Africa
<b>Italy</b>	Western Europe
<b>Japan</b>	East Asia
<b>Korea, South</b>	East Asia
<b>Kosovo</b>	Eastern Europe
<b>Kuwait</b>	Middle East & North Africa
<b>Latvia</b>	Eastern Europe
<b>Lithuania</b>	Eastern Europe
<b>Mexico</b>	Latin America & Caribbean
<b>Montenegro</b>	Eastern Europe
<b>Morocco</b>	Middle East & North Africa
<b>Mozambique</b>	Africa
<b>Pakistan</b>	South Asia
<b>Peru</b>	Latin America & Caribbean
<b>Philippines</b>	East Asia
<b>Poland</b>	Eastern Europe
<b>Portugal</b>	Western Europe
<b>Romania</b>	Eastern Europe
<b>Russia</b>	Russia & Central Asia
<b>Somalia</b>	Africa
<b>South Korea</b>	East Asia
<b>Spain</b>	Western Europe
<b>Sri Lanka</b>	South Asia
<b>Sudan</b>	Africa
<b>Switzerland</b>	Western Europe

COUNTRY	REGION
<b>Syria</b>	Middle East & North Africa
<b>Taiwan</b>	East Asia
<b>Thailand</b>	East Asia
<b>Turkey</b>	Turkey
<b>Venezuela</b>	Latin America & Caribbean
<b>Vietnam</b>	East Asia
<b>Zambia</b>	Africa



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.

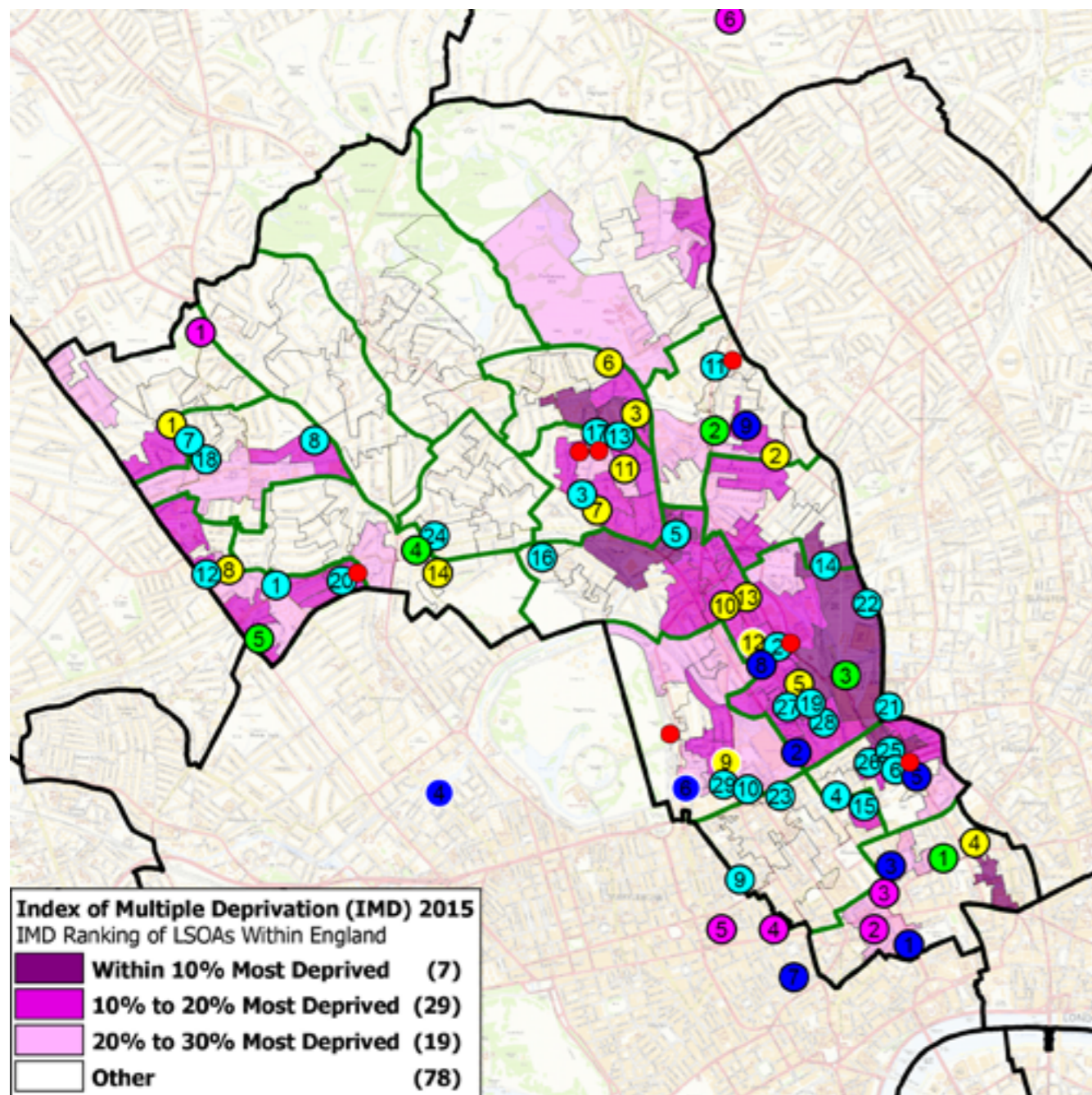
Please send all questions and concerns to:

**Shao-Lan Yuen**

Camden and Islington ESOL Advice Service Manager

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

# APPENDIX 5: CAMDEN EAS NETWORK MAP



Data source: English Indices of Deprivation 2015, ©CLG, 2015

ESOL ADVICE VENUES	
1	Holborn Library
2	Kentish Town Library
3	Camden Council
4	Swiss Cottage Library
5	Kilburn Library Centre

SCHOOLS	
1	Beckford Primary School
2	Brecknock Primary School
3	Carlton Primary School
4	Christopher Hatton Primary School
5	Edith Neville Primary School
6	Gospel Oak Primary School
7	Haverstock Secondary School
8	Kingsgate Primary School
9	Netley Primary School *
10	Our Lady's Primary School
11	Rhyl Primary School
12	Richard Cobden Primary School *
13	St Michael's C of E Primary School
14	Swiss Cottage School

\* Creche available

MAIN ESOL PROVIDERS	
1	City Lit: Keeley Street
2	City Lit: EC in Euston
3	Mary Ward Centre: Queen Square
4	Westminster Adult Education Service *
5	Westminster Kingsway College: Kings Cross Centre
6	Westminster Kingsway College: Regent's Park Centre *
7	Westminster Kingsway College: Soho Centre
8	Working Men's College: Crowndale Road Centre
9	Working Men's College: Kentish Town Centre

Red markers denote TEP (Talk English Project) centres  
\* Creche available

ALTERNATIVE PROVISION	
1	British Study Centres - Hampstead
2	International House London
3	Kaplan International English - London Convent Garden
4	Oxford House College
5	St George International School of English
6	St Giles College

COMMUNITY CENTRES			
1	Abbey Community Centre	10	Hopscotch Asian Women's Centre
2	British Somali Community Centre	11	Kentish Town Community Centre
3	Camden Afghan Community Centre	12	Latin American House
4	Camden Chinese Community Centre	13	Learning Disability Network (LDN)
5	Castlehaven Community Centre	14	Maiden Lane Community Centre
6	Chadswell Healthy Living Centre	15	Marchmont Community Centre
7	Community Association for West Hampstead	16	Primrose Hill Community Association
8	Ethiopian Community Centre	17	Queen's Crescent Community Centre
9	Fitzrovia Community Centre	18	Sidings Community Centre
		19	Somers Town Community Centre
		20	SHELL Centre
		21	Speak Street: Nando's Kings Cross
		22	Speak Street: Skip Garden
		23	Speak Street: Wellcome Collection
		24	Swiss Cottage Community Centre
		25	The Holy Cross Centre
		26	Time Bank
		27	Training Link
		28	Training Link: Living Centre
		29	West Euston Partnership