

Annual Report 2020-21

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Lekcje angielskiego Các Lớp Tiếng Anh 英文课
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Fasallada ingiriisiga دُروس الانكليزية Cours d'anglais
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Klasa e Gjuhës Angleze अंग्रेज़न वर्गो 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 free courses and barriers for dormant learners, many of whom have lived in the UK for 10+ years and never accessed formal ESOL.

In addition, the wider context of Brexit and the Covid-19 pandemic has introduced new shocks and uncertainties to an already complicated system.

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

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

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

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

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

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

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

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

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

We would also like to thank staff and managers at libraries across Camden and Islington for hosting regular ESOL advice sessions prior to national lockdowns and continuing to help learners access the service during and after; our ESOL provider partners for helping learners referred to them and reporting to us when vacancies 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

July 2022

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c/o LB Camden, 5 Pancras Square, London N1C 4AG.
www.camden.gov.uk/esol
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CONTEXT

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 take place in a variety of settings including colleges, schools, children's centres, community centres, libraries and places of worship. As a result of national lockdown restrictions (between March 2020 and March 2021), some ESOL provision was moved online and some was cancelled.

As restrictions were eased, ESOL classes gradually returned to on-site provision but this has not returned to pre-pandemic levels partly as a result of the (unexpected) popularity of online courses particularly for people who have traditionally been excluded from learning for reasons including health and childcare needs.

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 to more effectively match demand to supply.

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

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.

The EAS bespoke www.learnenglish.london website (with capacity to collect and store data on thousands of learners and match them to the most suitable class) enabled the EAS to be moved completely online with no disruption to service when the first national lockdown was announced in March 2020 and continues to be the principle means by which learners are matched to the most suitable course for their level and needs.

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

The Camden and Islington ESOL Advice Service welcomes all learners who need English but particularly targets those who would not have used other means of accessing the support that they need to find an ESOL class. This became much more challenging in the context of the Covid-19 pandemic and resulting national lockdown restrictions because on-site advice sessions, which had been the main means by which learners accessed the service, were cancelled with immediate effect.

Until lockdown restrictions were introduced in March 2020, weekly drop-in advice sessions were delivered in libraries and bespoke sessions were 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.

Relationships with partners across the borough (from large providers to community groups, children's centres to JCPs, small and corporate employers) enabled the service to continue identifying the hardest to reach learners and offering ESOL IAG by phone and online as well as mapping the ever-changing provision available.

In September 2020, when some on-site ESOL classes resumed but much remained online, matching learners to suitable ESOL provision based on their level and circumstances had become more difficult owing to residual uncertainty around whether further restrictions would be introduced and disrupt learning.

In addition to a small number of bespoke advice sessions delivered on-site again following the December 2020 lockdown, the service introduced a 'delivery/collection' model for assessment and registration to help learners who were unable to access support online. Apart from these onsite options, EAS continued delivery mainly online for the 2020/21 academic year.

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

Initial Assessment and Advice

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

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

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

If a space is available in a suitable class, the learner is referred directly to the class during the advice session and provided with a letter/email/text message containing the course details. If 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. 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, inviting residents to ask staff about the free sessions or contact the service via phone or email.

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

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

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

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

Who does the EAS partner with?

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

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

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

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

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

Which providers are EAS users referred to?

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

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

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

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

In the 2020/21 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 and corporate employers).

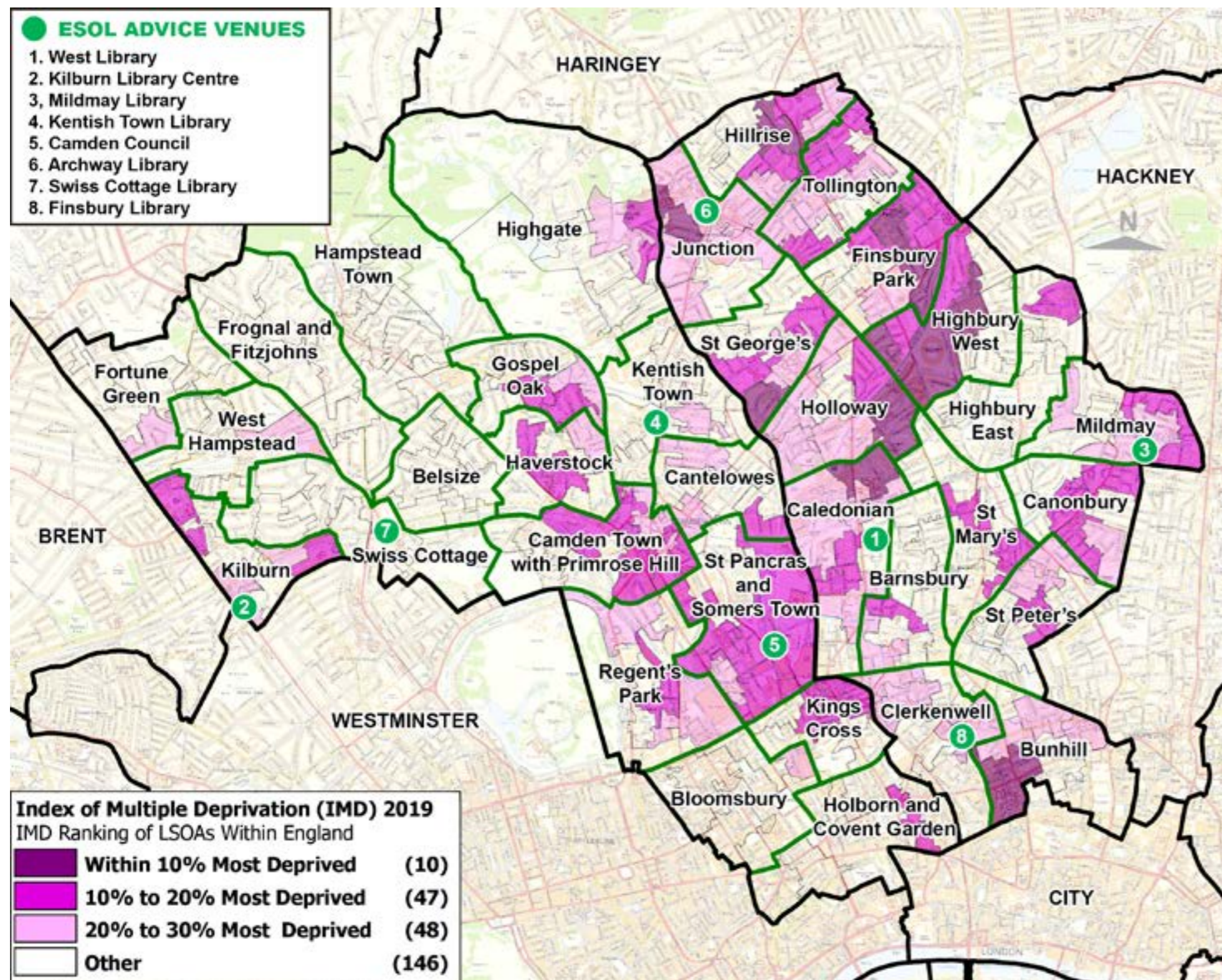
The EAS has been essential to the success of supporting residents to move into employment.

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

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



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

Before the first national lockdown (March 2020), 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 (see ESOL Advice venue map left).

Having been forced to close face-to-face advice sessions and continue running the service remotely in the 2020/21 academic year, EAS advisors stayed in touch with learners by telephone and email and new learners were encouraged to use the EAS web-based system to register their interest in ESOL. Advisors contacted them by phone to do a speaking and listening assessment and fillable PDF forms were created allowing reading and writing tests to be emailed to learners and returned for assessment.

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

Although EAS did not have funding for interpreters these could sometimes be arranged by partner agencies or by the learner. In some cases, Google Translate was also successfully used.

During the 2020/21 academic year, the EAS introduced a delivery/ collection model to allow learners who were unable to access the service online to do paper copies of the assessment whilst limiting as far as possible the risk while Covid-19 infection rates were still high in London.

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

A total of **981 cases** were dealt with by the Camden and Islington EAS during the 2020-21 academic year. **This is a 72% increase on the previous year.**

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

CAMDEN & ISLINGTON	
Unique learners	731
Returners	162
Advised but not registered	88
GRAND TOTAL	981

‘Unique learners’ are the actual number of individual learners advised by the service within the academic year.

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

‘Advised but not registered’ are learners that were advised by the service but did not go through the ESOL assessment and registration process. Sometimes these learners are under 19, or want to be referred to Functional Skills provision. However, in the majority of cases this academic year, they are learners who were referred to the EAS by external partners that didn’t remain in contact with advisors beyond the initial enquiry. These learners are still counted towards the total number of advice sessions because time was spent on their cases by the EAS advisors.

In the past, this report has also declared a count of ‘incomplete records’ in the table above. This related to records that were being disregarded from the statistical analysis because the full range of data on those learners were not collected. This occurs because learners sometimes do not understand the more complex/technical questions and therefore only provide responses to the more basic questions. This is more common with lower-level learners. Due to limited resources, the high number of learners accessing the service this academic year, and circumstances related to the Covid-19 pandemic, it was not always possible for advisors to spend the time needed to rectify the missing data. However, even with incomplete data, they can still support learners and direct them to appropriate ESOL provision in the community.

For this reason, learners with incomplete records are included in this year’s analysis. Whilst this means that some datasets are not directly comparable to previous years, the Service feels that it is a better reflection of the need for ESOL in the community, providing a voice to those most in need of help.

Please note the following when reading this report:

- The data are not based on all ESOL learners in each borough, only the sample seen by the Camden and Islington ESOL Advice Service.
- The number of learners or records that a particular dataset is based on is stated under the title of each chart, where applicable. When no number is stated, the calculations are based on the total number of unique learners as stated in the table above.
- Due to rounding, for ease of presentation, some pie charts may not total exactly 100%.
- Where possible, the colours chosen to represent categories are consistent across multiple charts 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.

The most recent statistics estimate the population of Camden as 279,500. 80% 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-2020, ONS)

Whilst waiting for the data to be released from the Census taken 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.

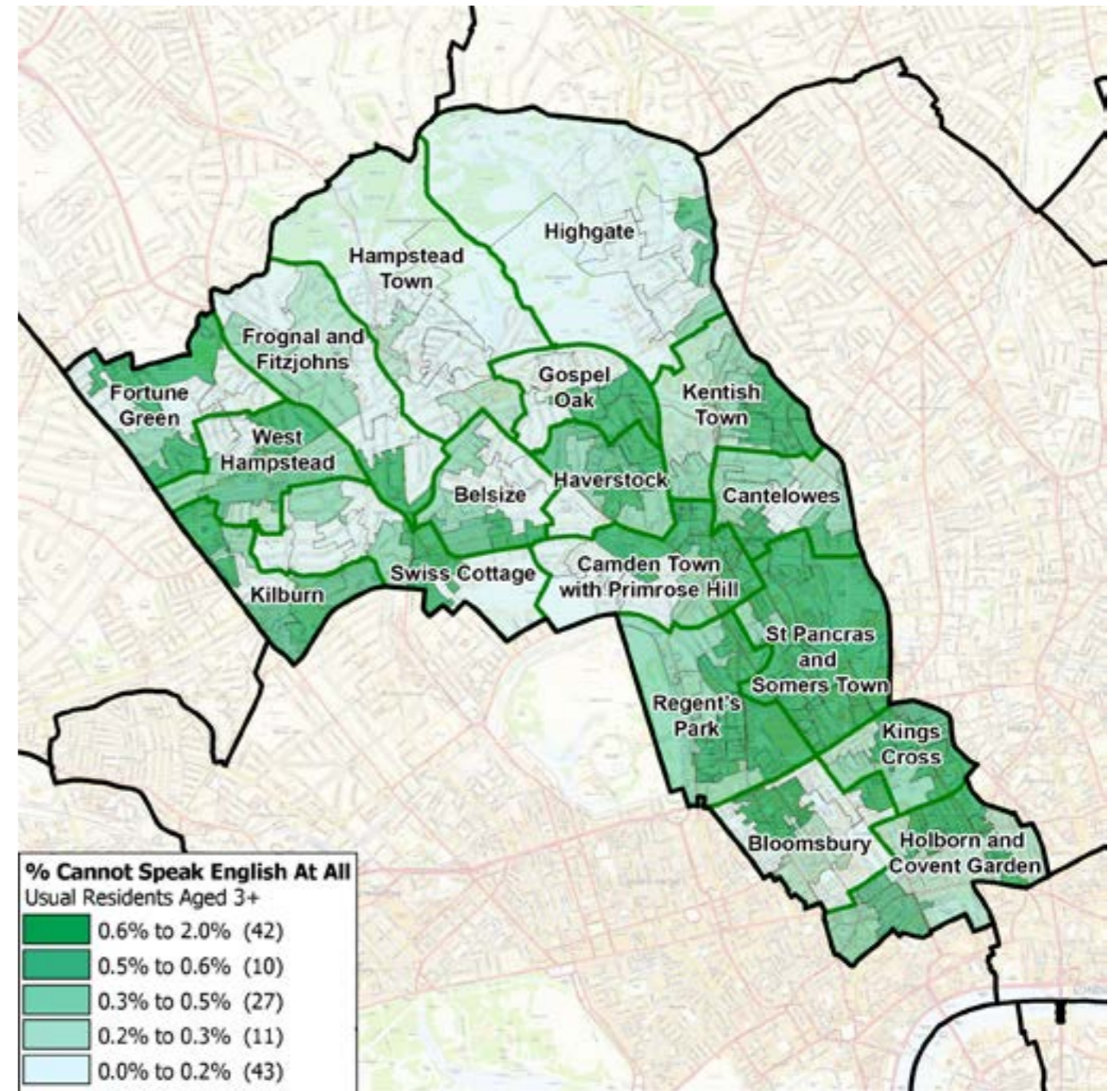
Camden Proficiency in English (Age 16+ in 2011)

(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.

The most recent statistics estimate the population of Islington as 248,100. 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-2020, ONS)

Whilst waiting for the data to be released from the Census taken 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.

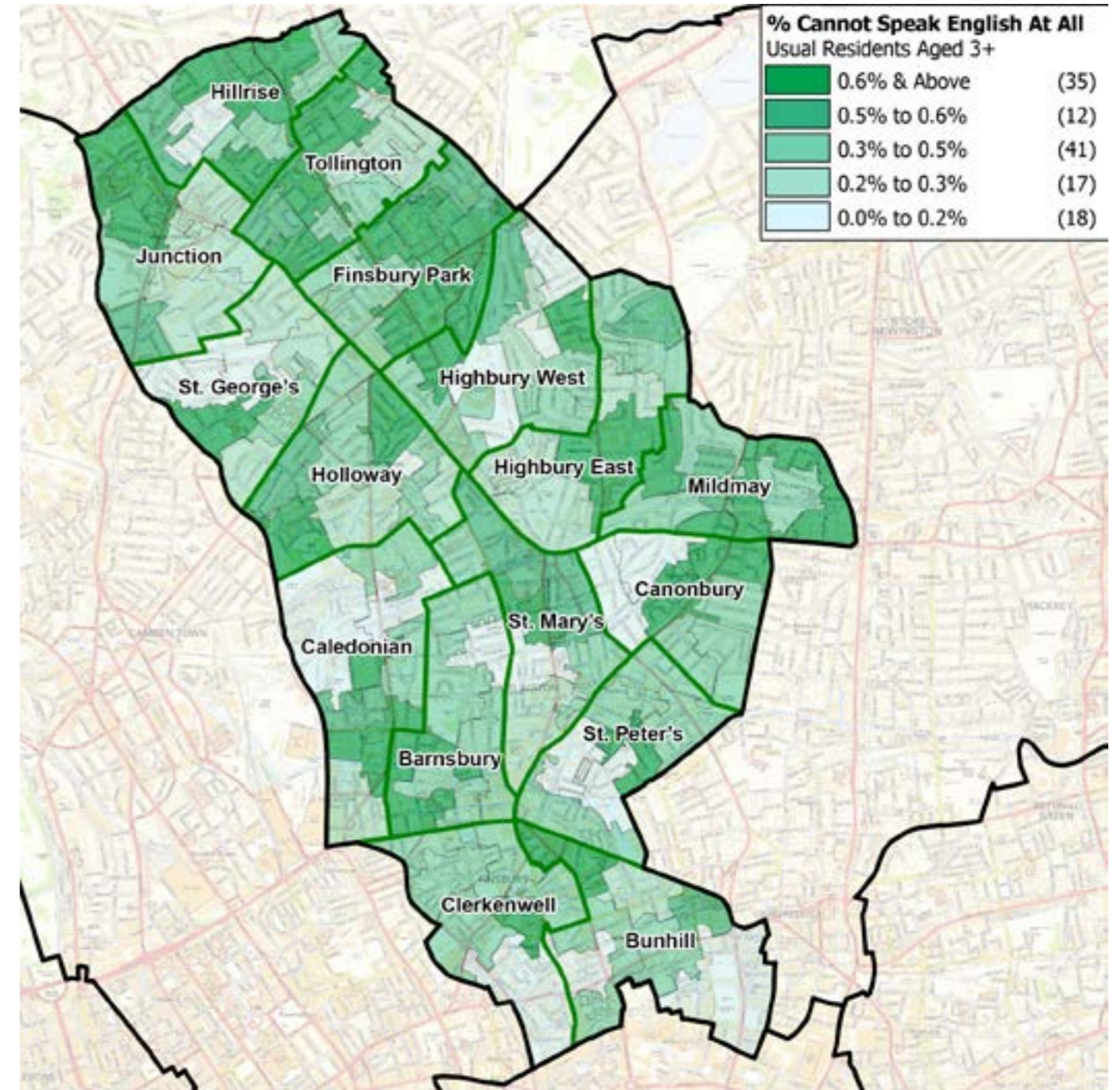
Islington Proficiency in English (Age 16+ in 2011)

(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'



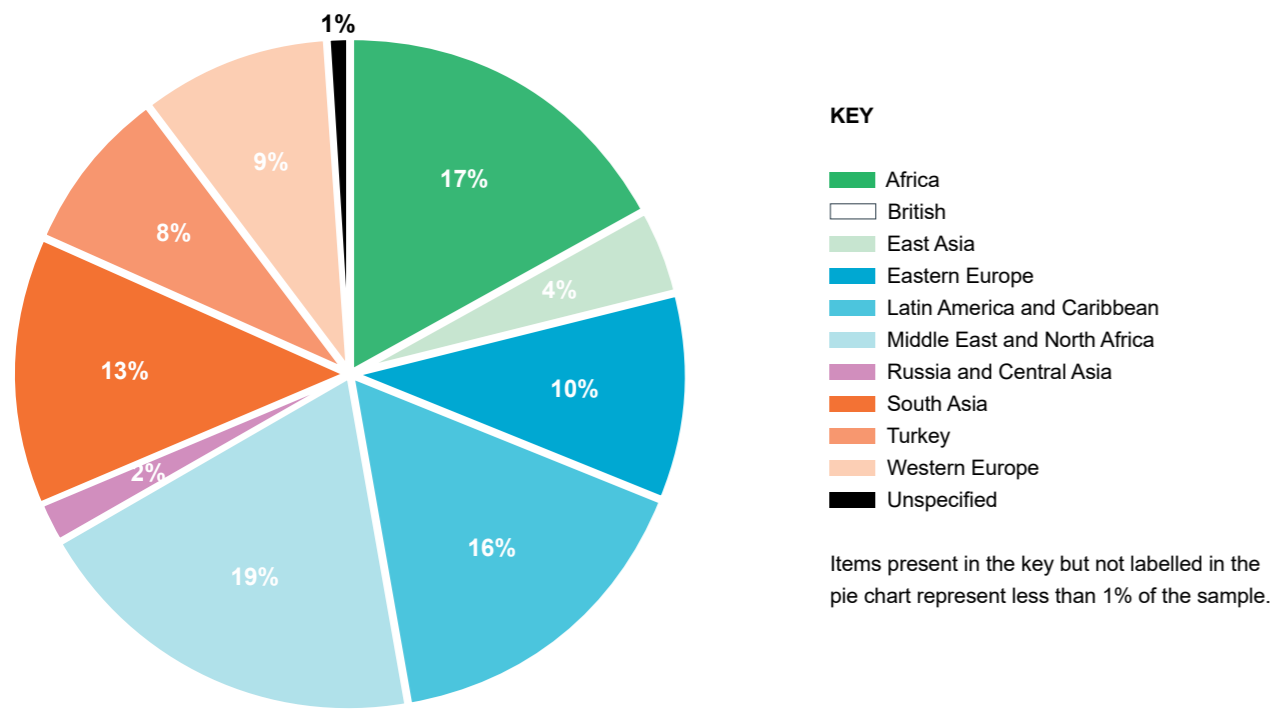
Data source: 2011 Census Table QS205EW, © Crown Copyright.

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.

REGION OF ORIGIN

The learners who registered with the Camden & Islington EAS in 2020-21 were from all over the world, with the largest groups being from Africa, the Middle East and North Africa, and Latin America and Caribbean.

Figure 1: Region of origin



Three learners who declared they were British were advised by the service. They each had dual nationality due to their parentage and were born in the UK, but had not spent much time there during their early lives, so still required ESOL support when choosing to move there.

Figure 2: Top five countries of origin

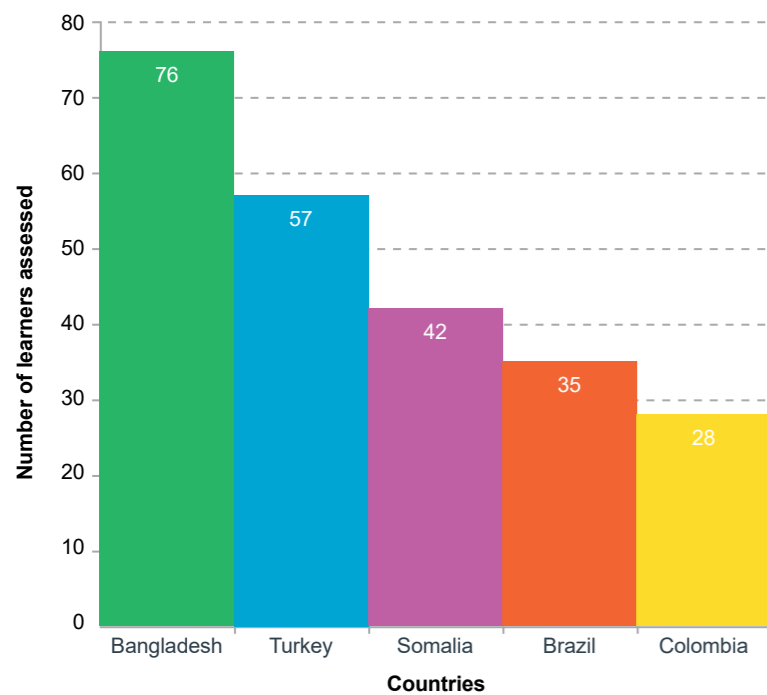
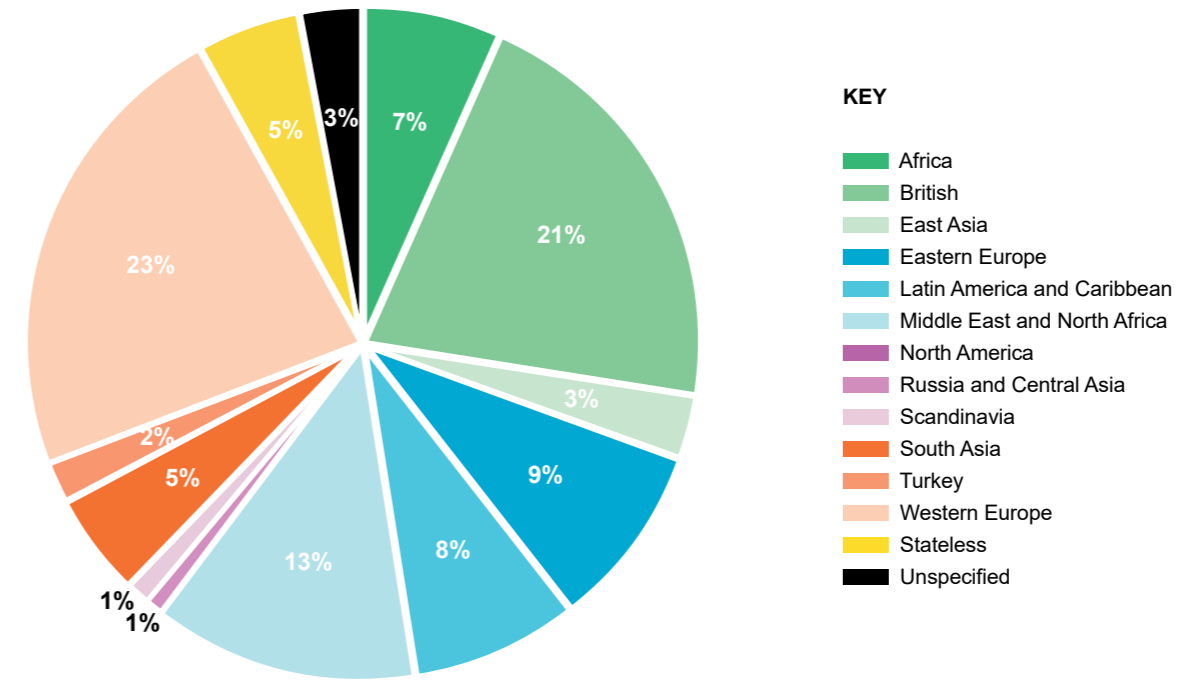
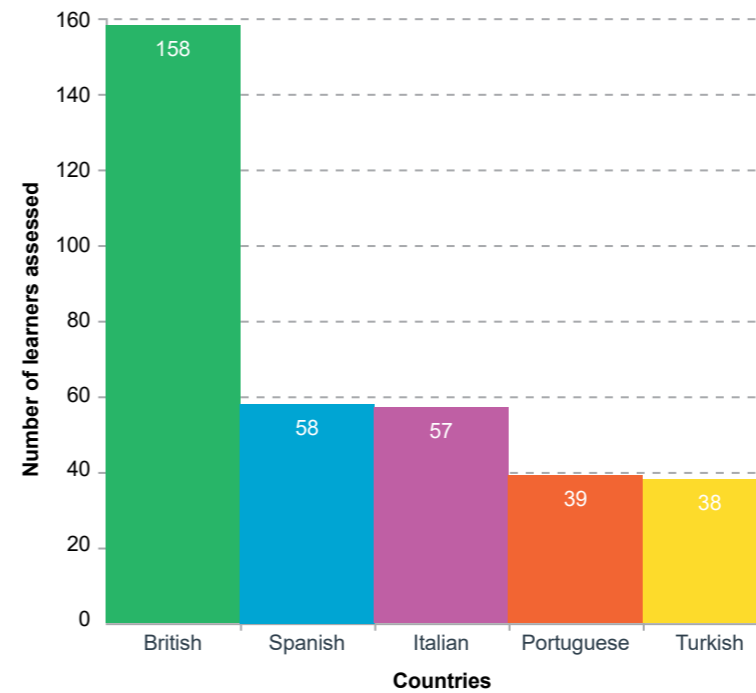


Figure 3: Region of nationality



Forty-four learners reported dual nationality.

Figure 4: Top five nationalities



REGION OF ORIGIN

Figure 5: British Nationals - Regions of origin

Based on 173 records

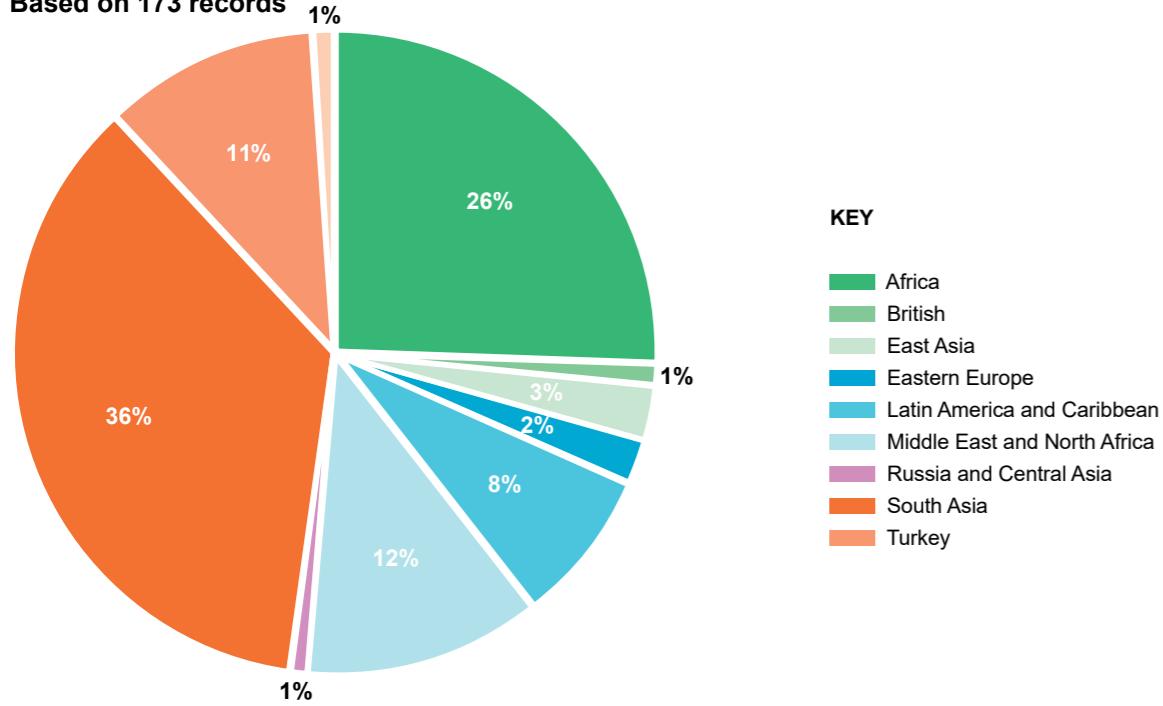
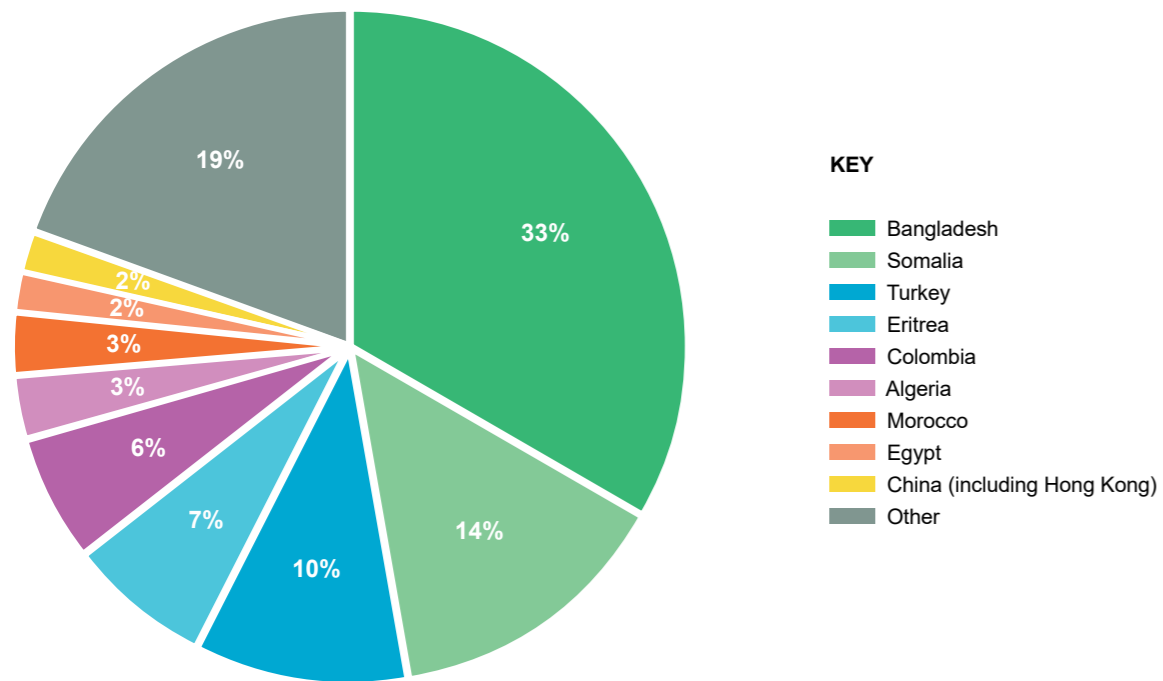


Figure 6: British Nationals - Countries of origin

Based on 173 records



The 'other' category in the chart above comprises of learners from the following countries: Afghanistan, Angola, the Democratic Republic of the Congo, Ethiopia, Kosovo, Sri Lanka, Tunisia, United Kingdom (all 2%) and Albania, Azerbaijan, Brazil, Cyprus, Ecuador, Iran, Iraq, Laos, Lebanon, Nigeria, Pakistan, Paraguay, the Philippines, Portugal, Sierra Leone, Syria and Thailand.

Figure 7: EU Nationals - Regions of origin

Based on 182 records

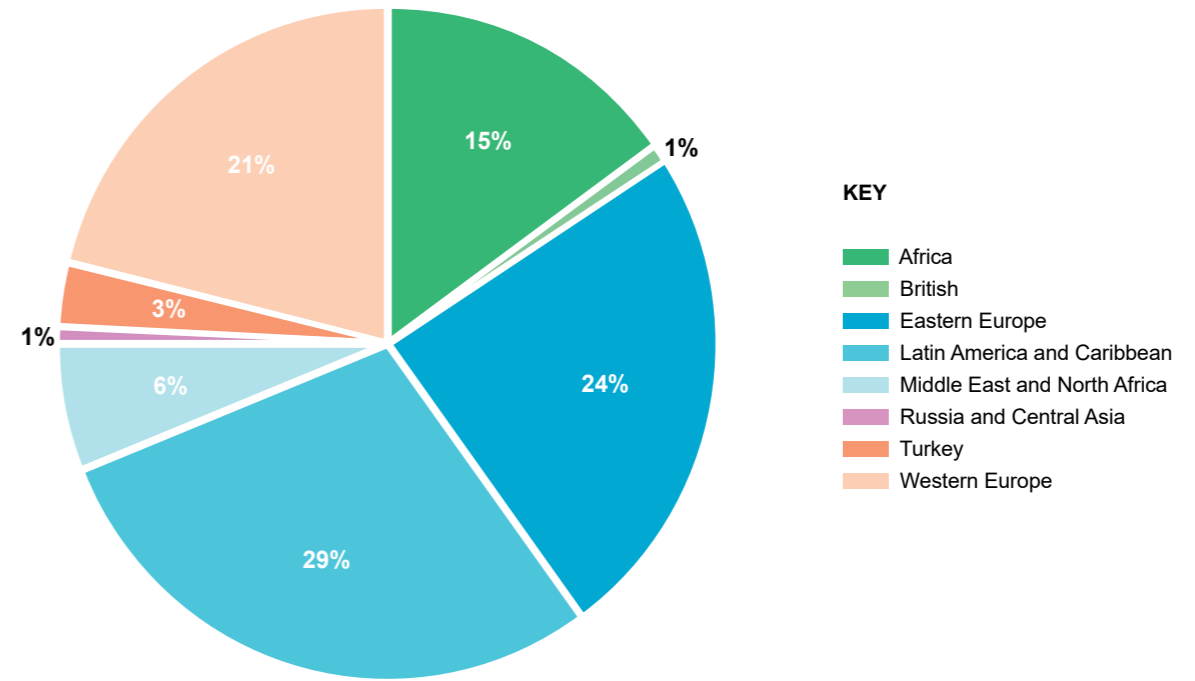
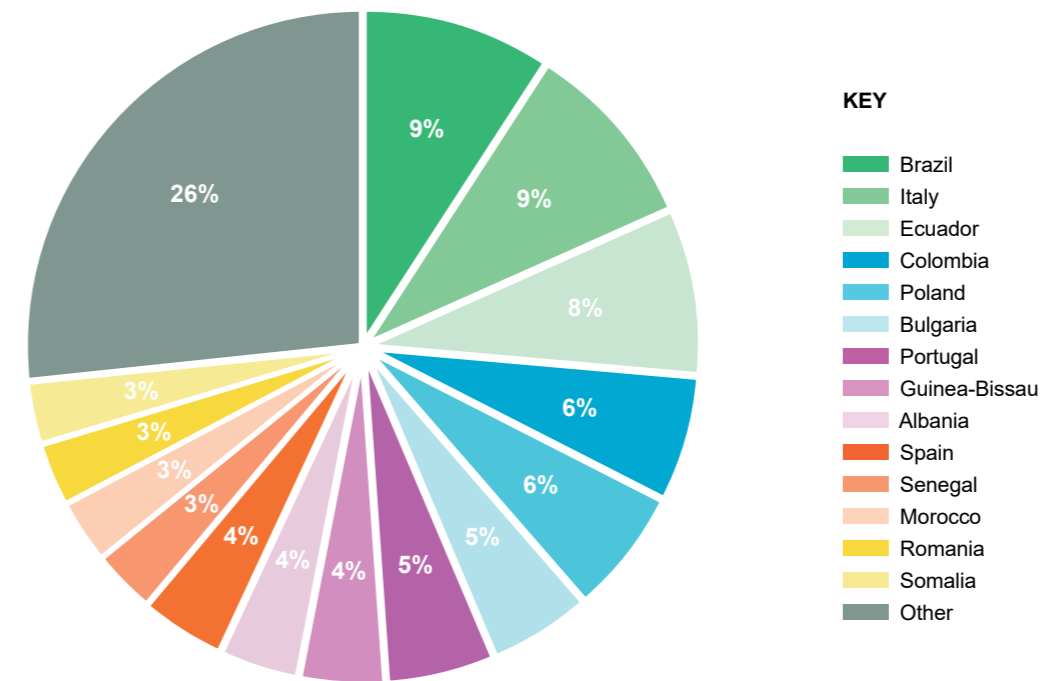


Figure 8: EU Nationals - Countries of origin

Based on 182 records

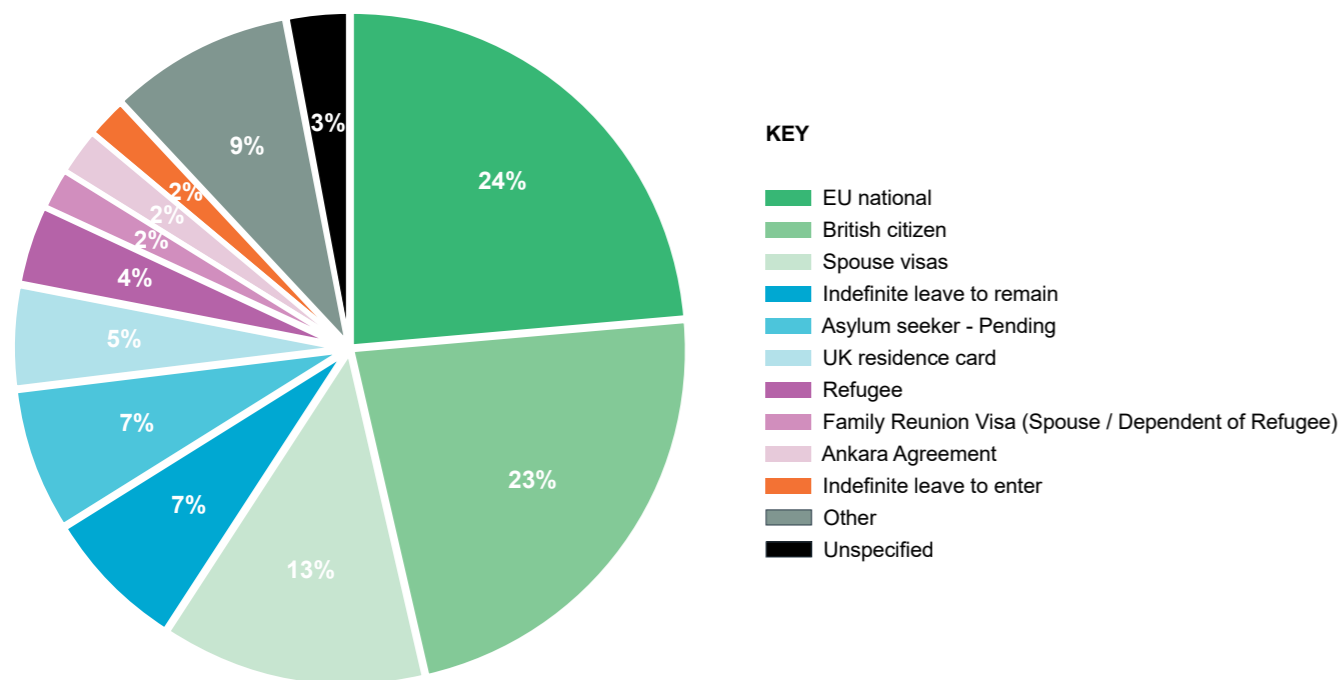


The 'other' category in the chart above comprises of learners from the following countries: Lithuania, Peru, Turkey, Venezuela, Angola, France, Iraq (all 2%), Estonia, Moldova, Russia (all 1%) and Algeria, Argentina, Bolivia, Cabo Verde, the Democratic Republic of the Congo, Cote D'Ivoire, Cyprus, Dominican Republic, Egypt, Greece, Hungary, Sao Tome and Principe, Slovakia, Switzerland, Togo, Tunisia and the United Kingdom (below 1%).

60% of all EU nationals originated from countries outside of the EU/EEA.

IMMIGRATION STATUS

Figure 9: Immigration Status



Almost half of the learners assessed by the Camden and Islington EAS in 2020-21 were EU nationals (24%) or British citizens (23%).

Of those on Spouse visas (13%), the most common was Dependent of British citizen (50%), followed by Dependent of EU National and Dependent of Work Visa (both 16%). 83% of the learners with immigration statuses pertaining to a work visa 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 learners holding the following immigration statuses: EU Settlement Scheme (Pre-Settled), EEA national, Asylum seeker - Appealing, Limited leave to remain, Dependant of Tier 4 Visa - Non-EEA, Discretionary Leave to Remain, Limited Leave to Enter (all 1%) and Domestic violence visa, Humanitarian Protection, Work visa, British overseas citizen, Dependent of Turkish worker, Visitor visa, Biometric Residence Pass, British National (Overseas) Visa, Dependent of Tier 4 visa - non-EEA, Diplomatic Dependent, Diplomatic Visa, Discretionary leave to enter, EU Settlement Scheme, Exceptional Leave to Remain, Family Visa (Pending), Leave Outside the Rules and Working holiday visa (all below 1%).

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

SEEKING PROTECTION IN THE UK

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

Based on 101 records

14% of all learners registered with the Camden and Islington EAS were seeking protection in the UK, comprising of 101 individuals from 33 different countries. The pie chart below details their immigration statuses.

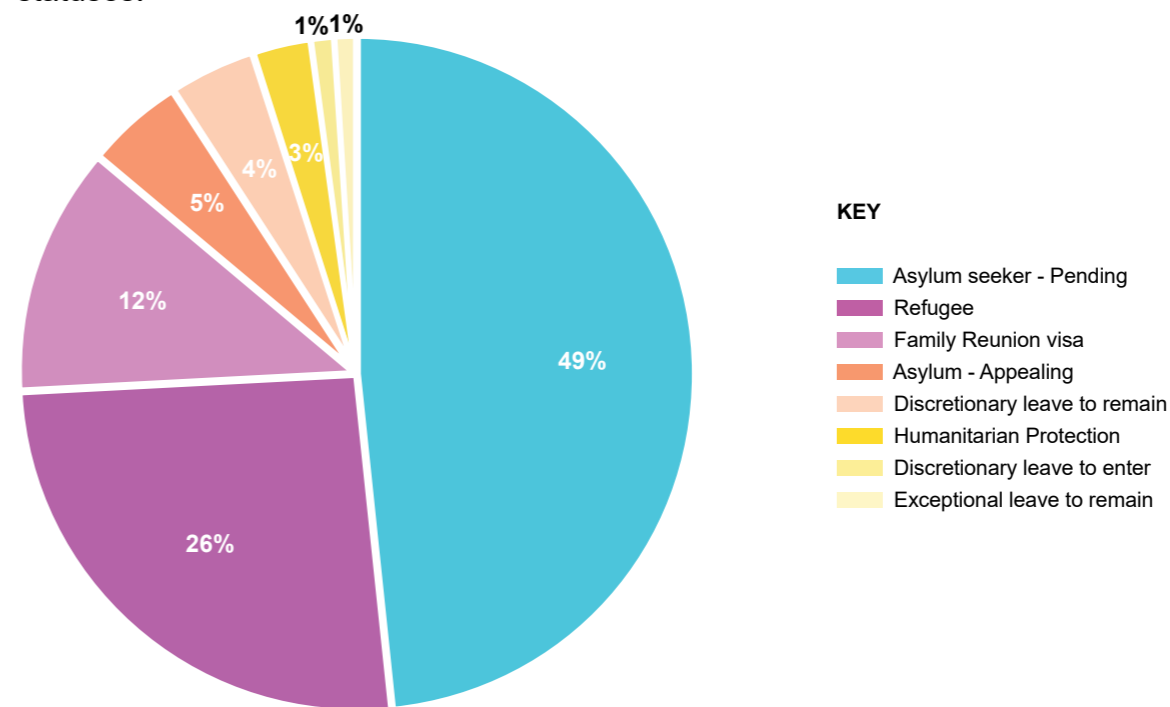


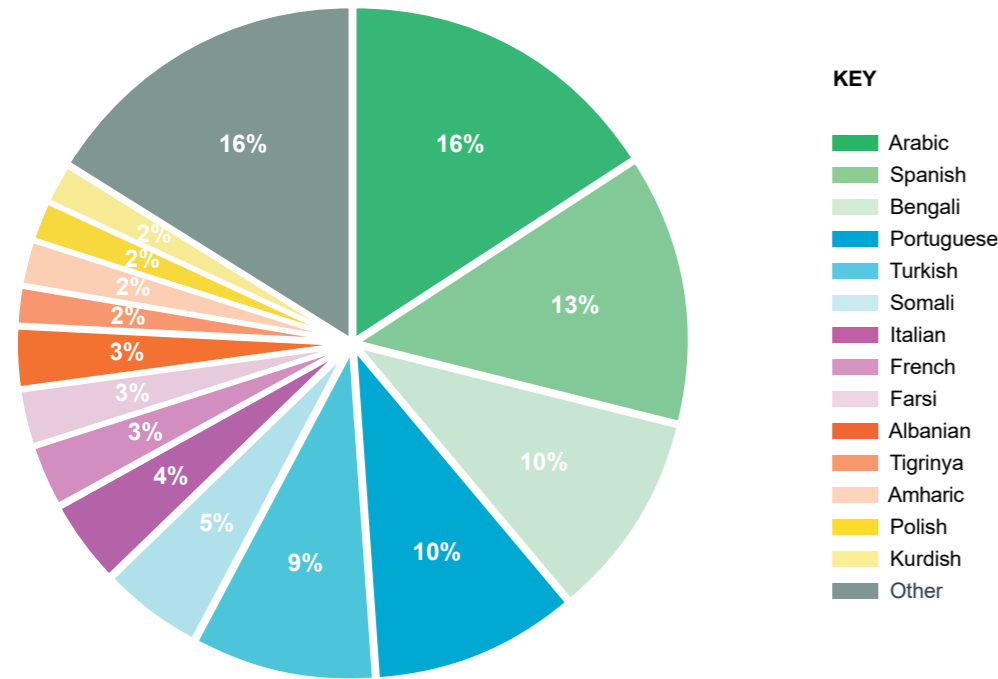
Figure 11: Origin of learners seeking protection in the UK

Country of origin		
Afghanistan	Georgia	Russia
Albania	Honduras	Somalia
Algeria	Iran	Sri Lanka
Brazil	Iraq	Sudan
China Inc Hong Kong	Kuwait	Sudan South
Cote D'Ivoire	Mali	Syria
Democratic Republic Of The Congo	Morocco	Tunisia
Ecuador	Namibia	Turkey
El Salvador	Nigeria	United Arab Emirates
Eritrea	Peru	Vietnam
Ethiopia	Philippines	Yemen
Total number: 101		

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. In 2020-21, 2% of all learners registered with the Camden and Islington EAS were Syrian. Across the academic year, 48% of all those seeking protection in the UK were placed into ESOL provision. The EAS continues to work with local organisations to support families seeking protection in the UK.

The 728 learners who registered with the Camden and Islington EAS in 2020-21 spoke and/or wrote in 66 languages between them. 51 of those were mother tongues (first languages).

Figure 12: First languages (spoken and/or written)
Based on 689 records



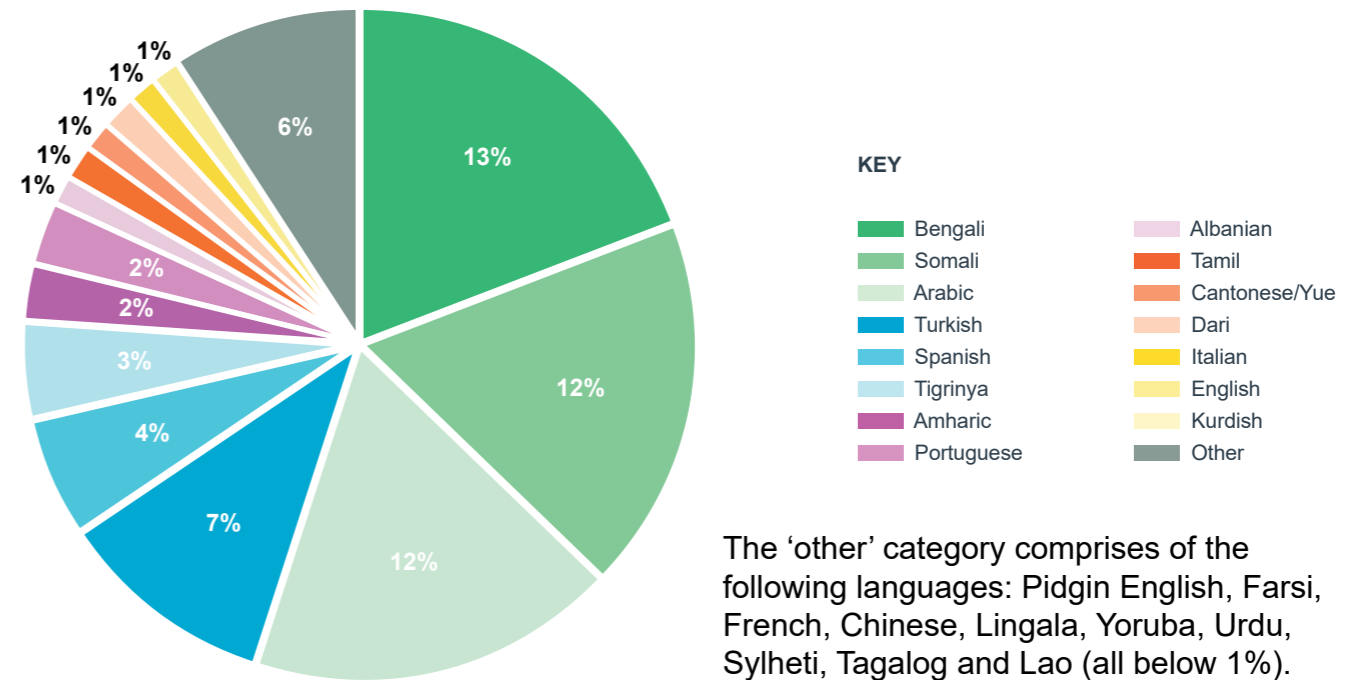
The 'other' category in the chart above comprises of the following languages: Romanian, Russian, Bulgarian, Dari, English, Greek, Lithuanian, Mandarin Chinese, Urdu, Vietnamese (all 1%), and Burmese, Cantonese/Yue, Japanese, Tagalog, Tamil, Wolof, Georgian, Hungarian, Korean, Lingala, Afenmai, Aramaic, Chinese, Czech, Denga, Eritrean, Estonian, Fulani, Hebrew, Indonesian, Lao, Oromo, Pashto, Pidgin English, Sylheti, Ukrainian, Yoruba (all below 1%).

Figure 13: All languages spoken and/or written by our learners
Based on 874 responses



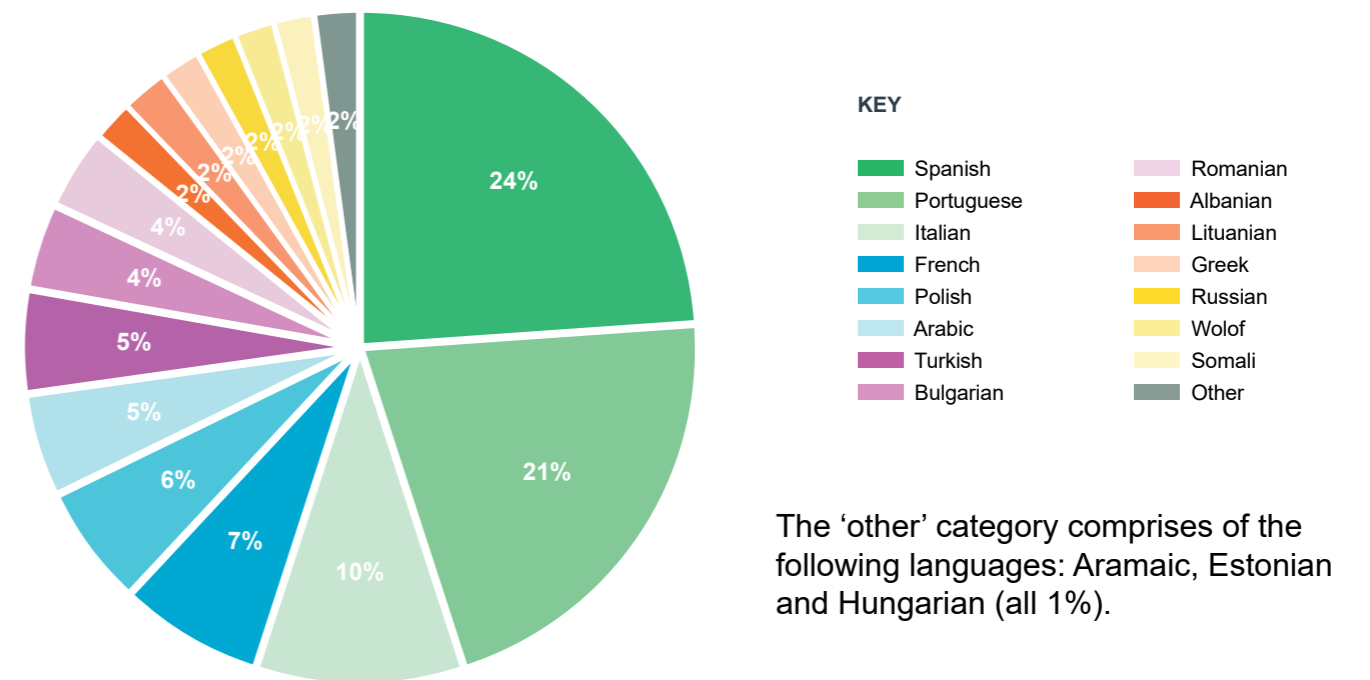
The word cloud above represents all languages spoken or written between all the learners assessed, therefore it takes into account those who are multi-lingual. Overall, the top five languages were Arabic, Spanish, Bengali, Portuguese and Turkish, representing just over half (52%) of the total.

Figure 14: British Nationals - First languages (spoken and/or written)
Based on 165 records



The 'other' category comprises of the following languages: Pidgin English, Farsi, French, Chinese, Lingala, Yoruba, Urdu, Sylheti, Tagalog and Lao (all below 1%).

Figure 15: EU Nationals - First languages (spoken and/or written)
Based on 176 records



The 'other' category comprises of the following languages: Aramaic, Estonian and Hungarian (all 1%).

Between the 165 learners with British citizenship, 25 first languages were declared, compared to 18 first languages amongst the 176 EU nationals. The common languages across the two groups were Albanian, Arabic, French, Italian, Portuguese, Somali, Spanish, and Turkish.

GENDER

Figure 16: Gender

Almost three quarters of learners registered with the Camden and Islington EAS in 2020-21 were female.

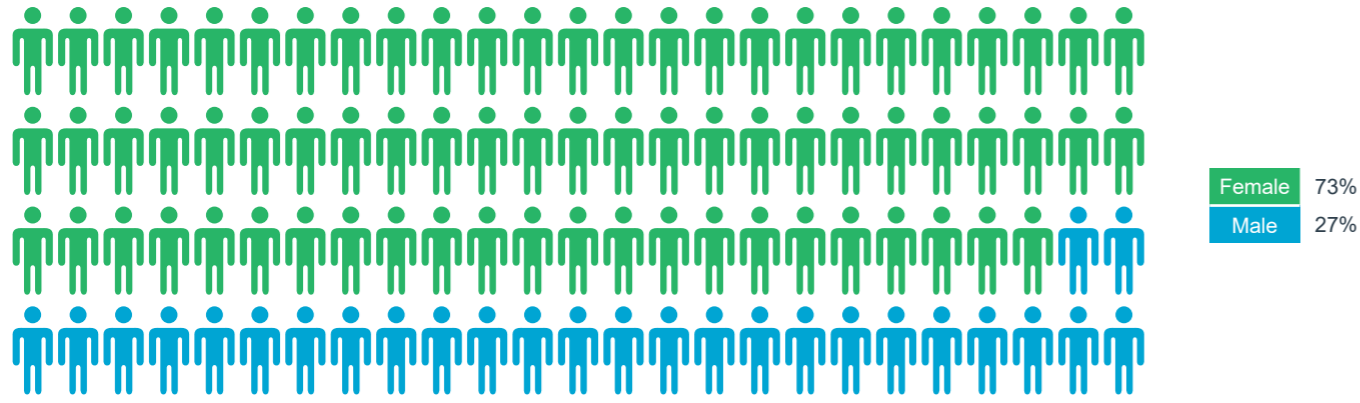
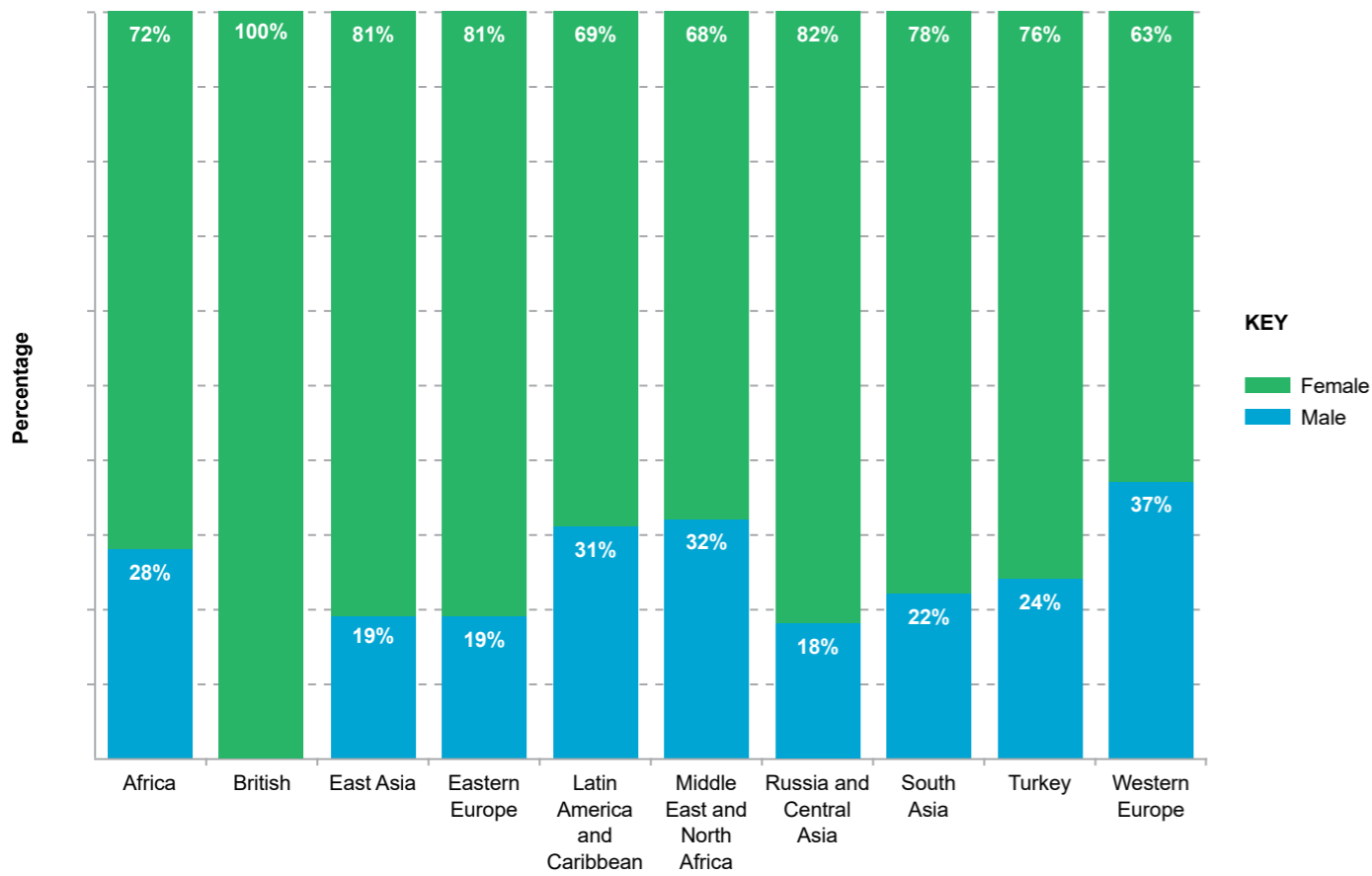


Figure 17: Gender split by region



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. As in the previous academic year, there is also a skew to female in the Eastern European category. More information is needed on the migration patterns into Camden and Islington before it can be discerned if this statistic is a significant shift in the demographics of ESOL learners in this part of the country.

Figure 18: Region by Gender - Female
Based on 529 records

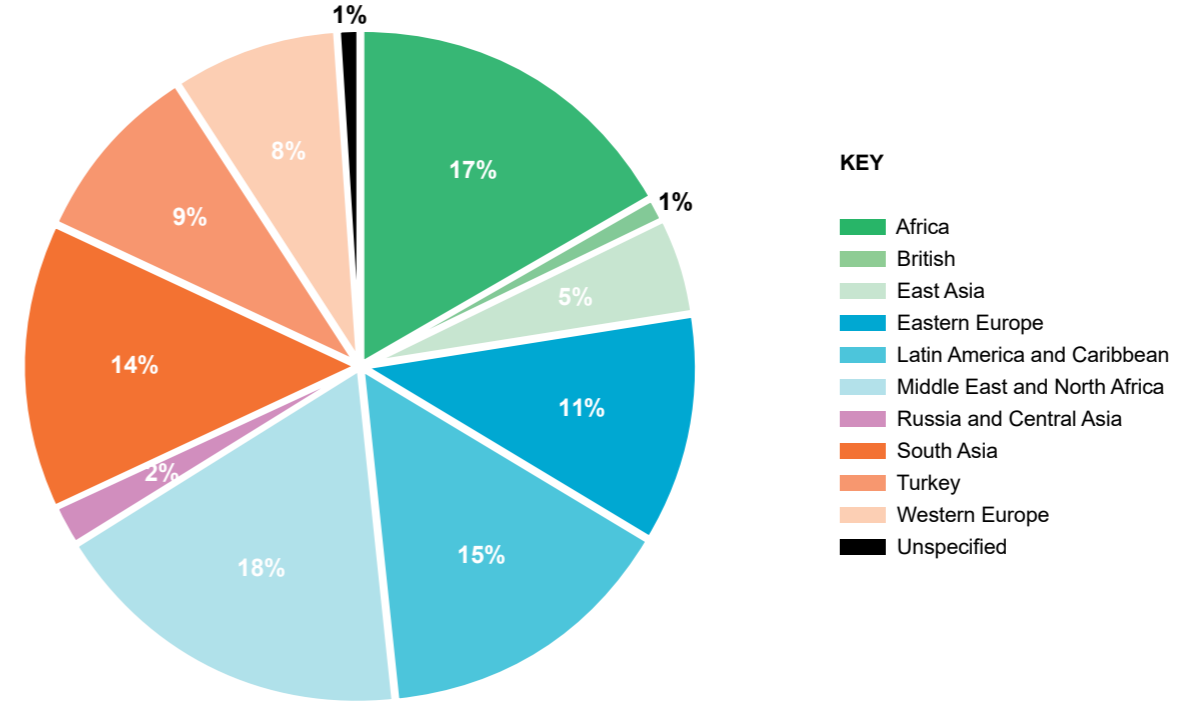
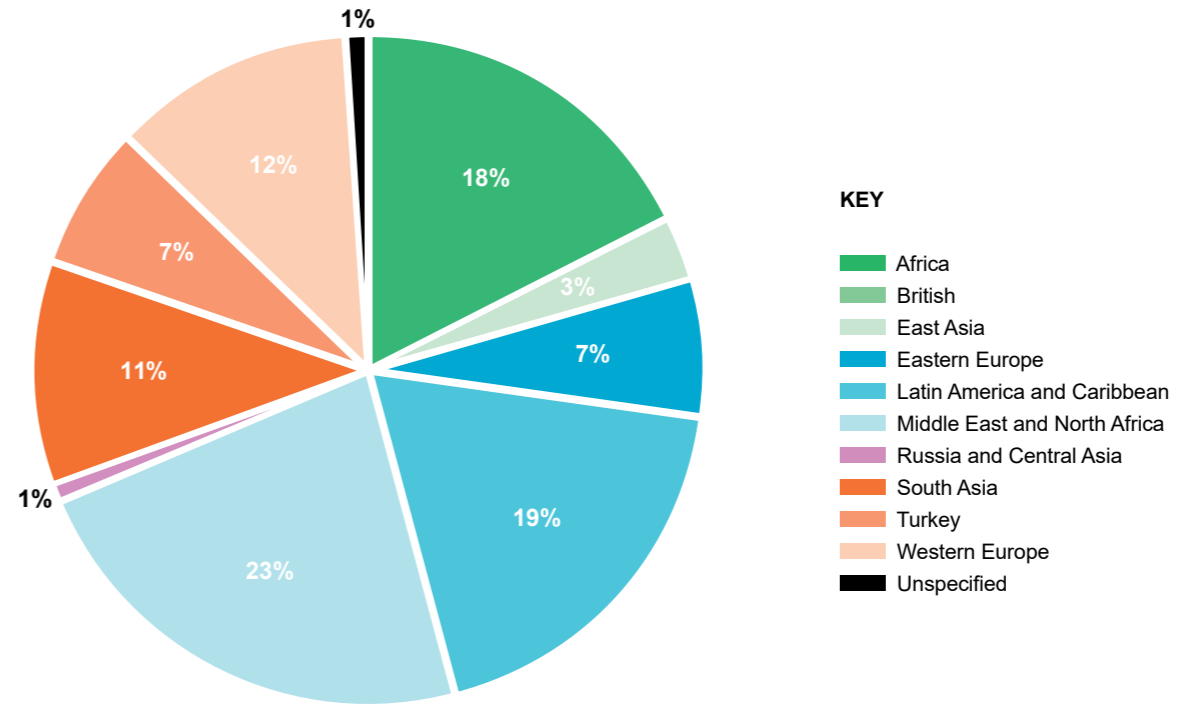
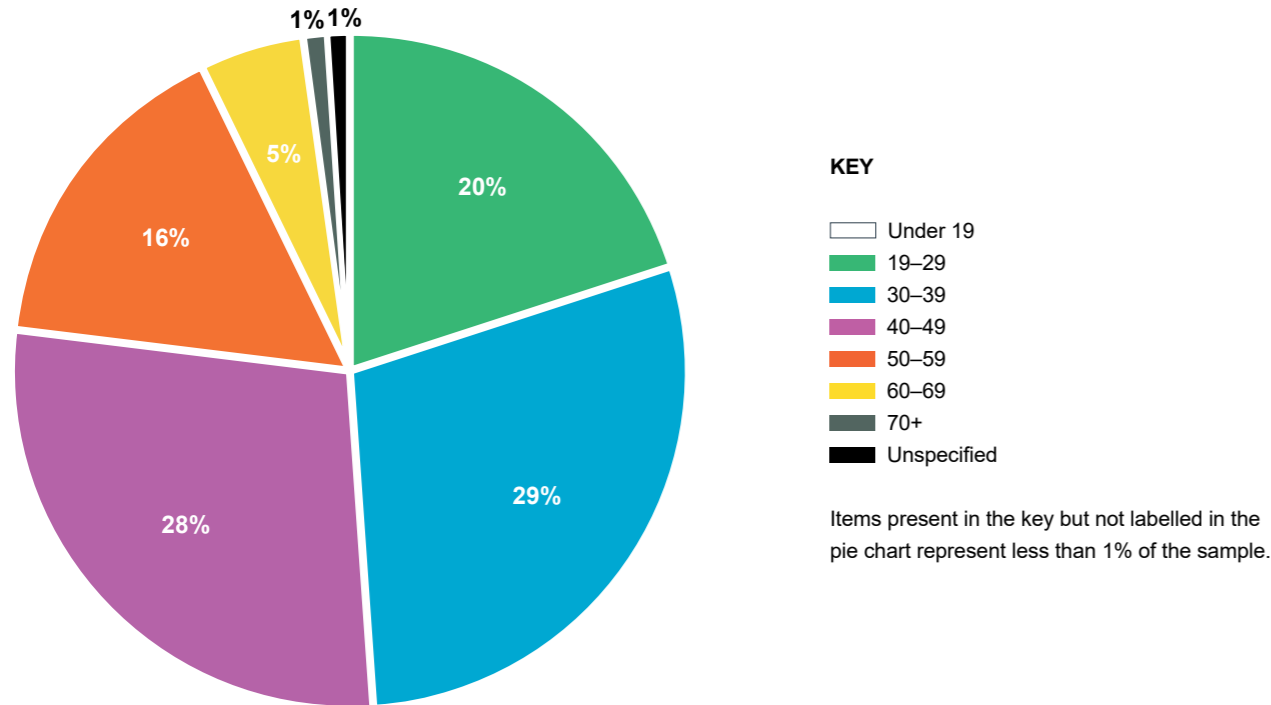


Figure 19: Region by Gender - Male
Based on 199 records



The ages of learners assessed by the Camden and Islington EAS in 2020-21 spanned from 19 all the way up to 88. The majority (57%) were in their 30s and 40s, and 77% were below the age of 50.

Figure 20: Age bands



By the definition set out by the Education and Skills Funding Agency, learners must be aged 19 or over on the 31st August 2020 to be eligible for adult learning funding during the 2020-21 academic year. One learner is recorded as being under 19 in the EAS records, although, in reality, they turned 19 just over a week after the stipulated date and were therefore aged 19 when they registered.

Figure 21: Gender and age

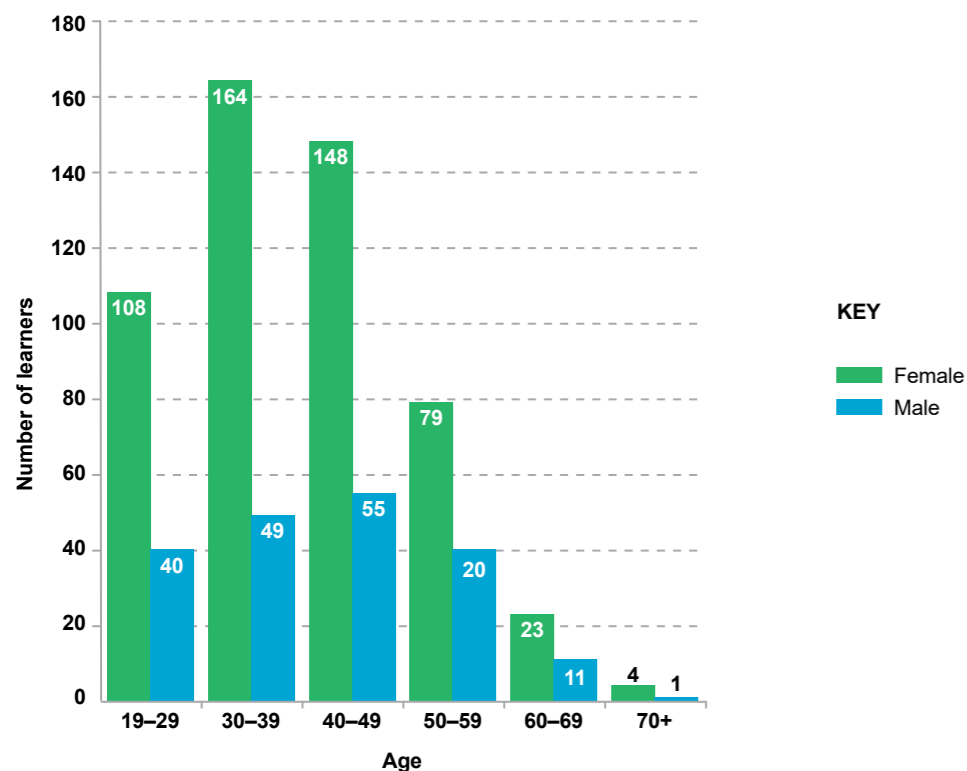
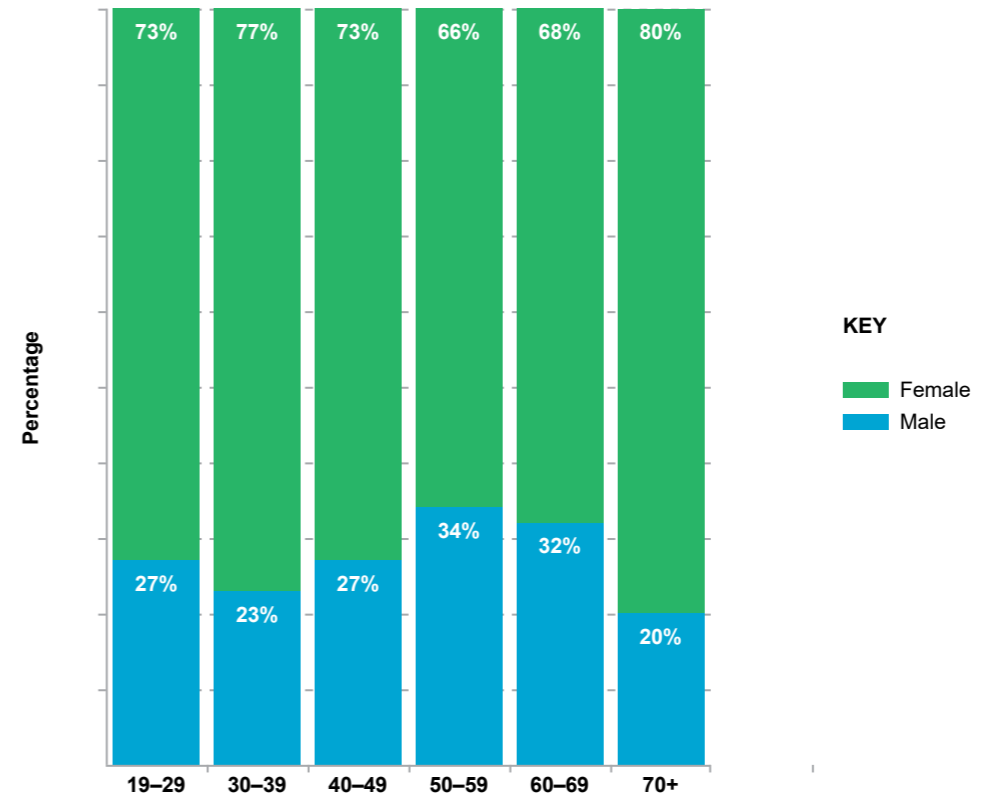


Figure 22: Gender split by age



For ease of presentation, the 'unspecified' category has been left out of the bar charts above.

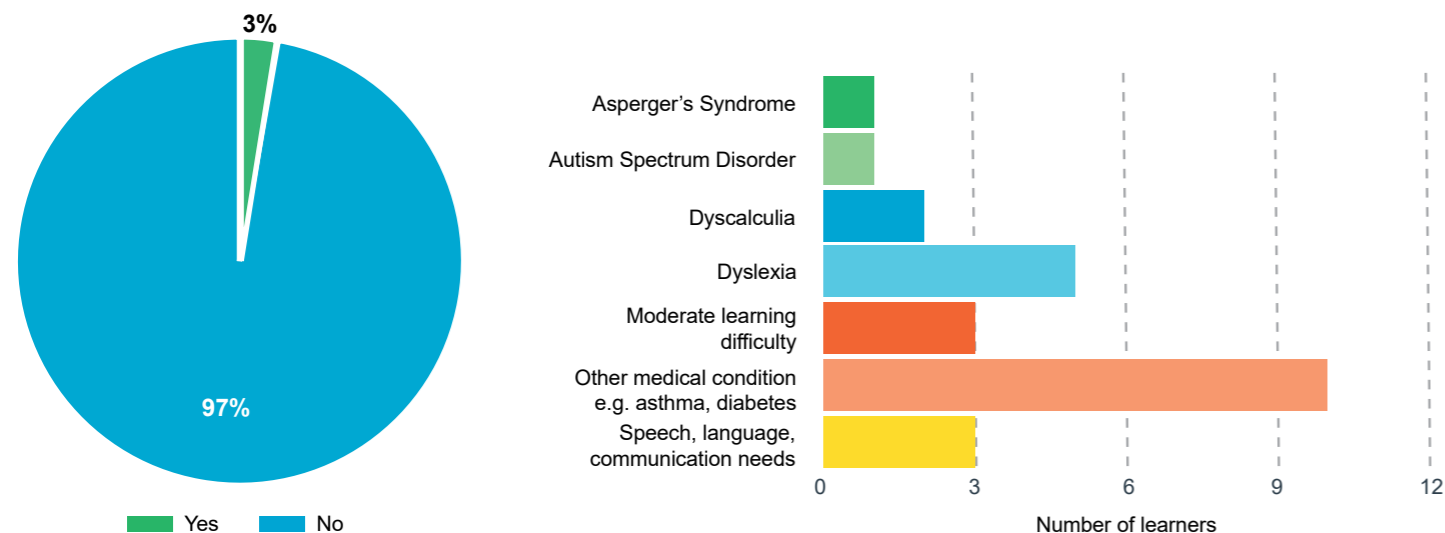
Overall, there was a steep dip in the number of learners from the 50-59 age band onwards. This is perhaps due to learners in those age ranges being more likely to be shielding during the ongoing Covid-19 pandemic. Women were well represented across all age ranges, with more than average being from the 30-39 age band. This was also the case with the 70+ age band, but considering the low number of learners in this category, the comparison is not statistically significant. The majority of men were aged 40-49, but the proportion compared to females was greater than the average between the ages of 50 and 69.

Yesterday Noemi started with the new daily lessons... and told me she's absolutely loved it! The way they teach as well as the contents of the lesson and how they connect together and make her feel part of it. She's happy. Thank you so much for all your help!

Rosario, Boyfriend of ESOL learner

Figure 23: Health problems and learning difficulties

Bar chart based on 25 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.

Specialist organisations dealing with vulnerable people

As noted in previous years, disadvantaged and vulnerable learners such as the elderly, homeless, victims of domestic violence, asylum seekers and refugees are often difficult to engage, traumatised and would struggle within formal further education. By partnering with specialist organisations, 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 18 declarations

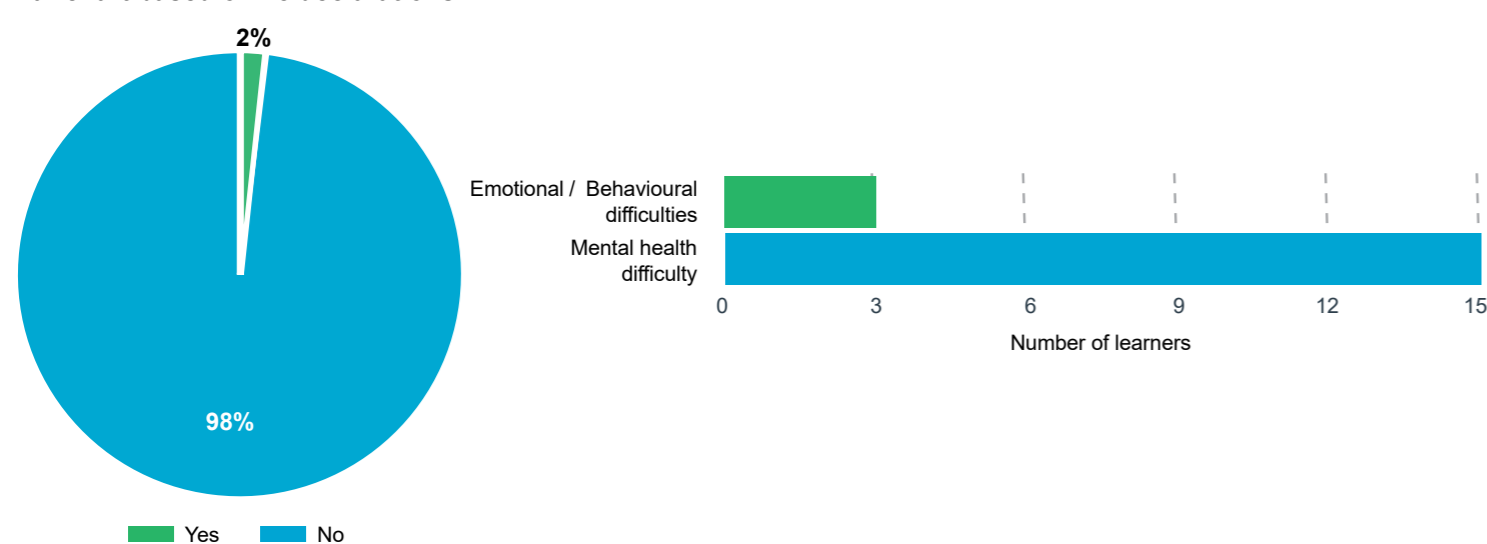
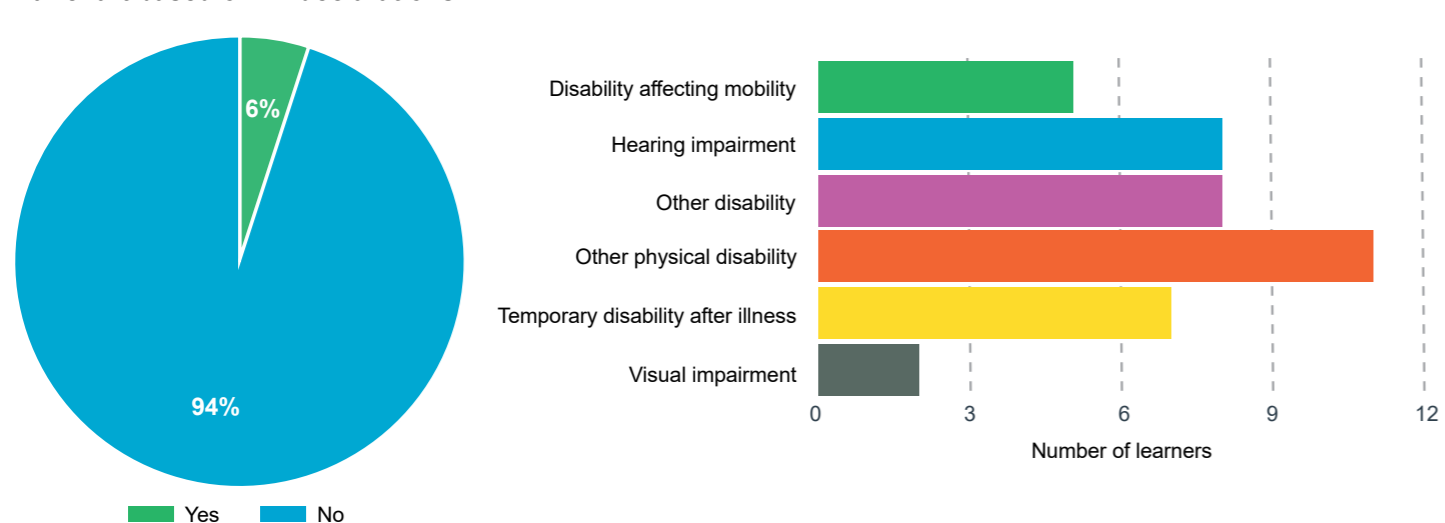


Figure 25: Disabilities

Bar chart based on 41 declarations



S.K. was referred to the EAS by her Camden Family Worker. She is an isolated single mother, living in hostel accommodation having fled domestic violence. She had been forced to leave her previous ESOL course when she fled. Despite these difficult circumstances, she kept working and was keen to improve her English during her maternity leave. With support from her Family Worker and a translator, her EAS advisor was able to assess her English level and more importantly, understand the circumstances and barriers she faced to being able to access education. SK is now registered with Camden ACL, which can provide the safe and supportive environment she needs. Her baby's crèche place will be free. Her EAS Advisor, Family worker and ACL will continue to support her in partnership to ensure SK and her baby make positive steps towards living a safe, independent life.

SCHOOLING

The majority of learners (30%) who registered with the Camden and Islington EAS in 2020-21 had taken part in Secondary Education and below. There was a significant drop in learners who 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: Higher Education Statistics Agency (HESA) 2018-19). In comparison, Islington has a student population of 21,300. (Source: HESA Student Record, 2020). The percentage of overseas students in Islington was unavailable at the time of compiling this report.

Figure 26: Level of schooling

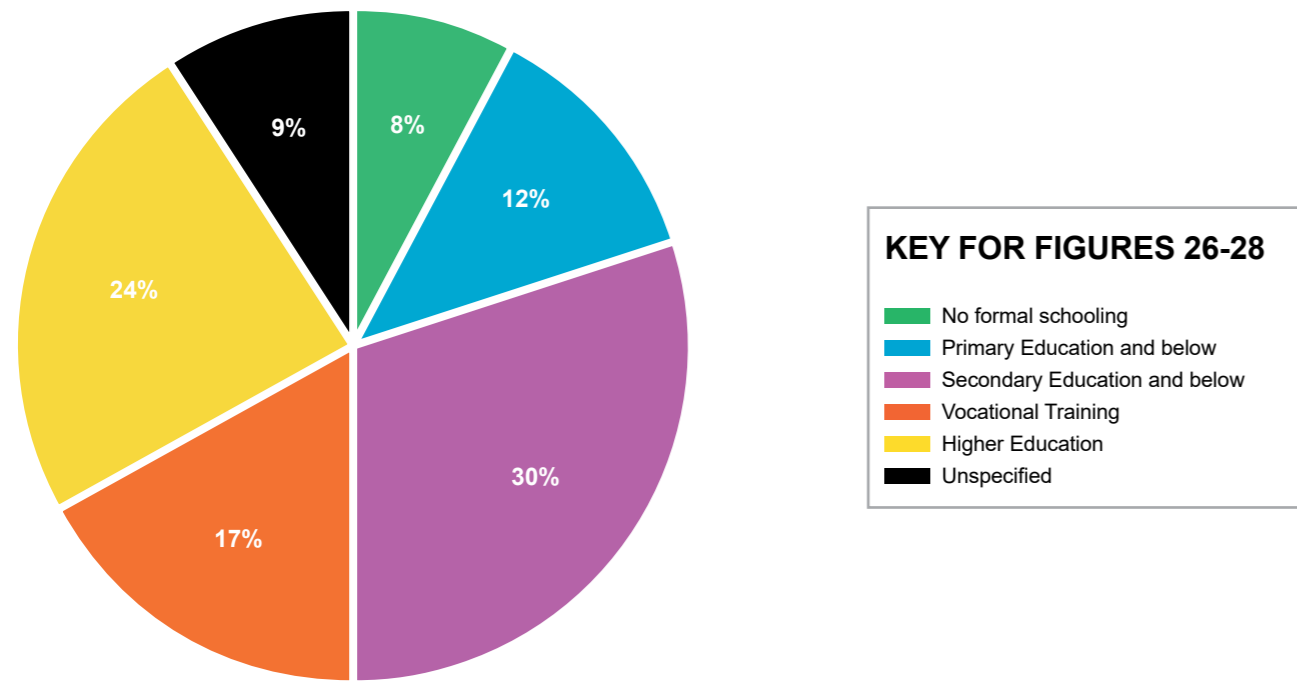
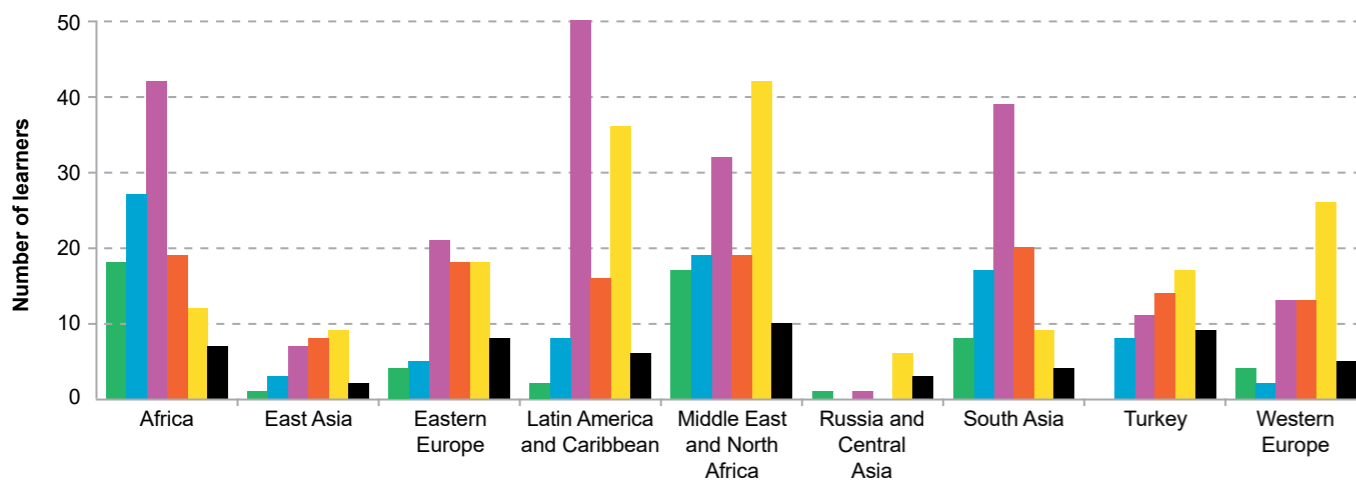


Figure 27: Schooling in regions



For ease of presentation, the bar chart above does not reflect the three British learners. They had all achieved up to a Higher Education level of schooling before visiting the EAS for ESOL support.

Figure 28: Schooling in top five countries of origin

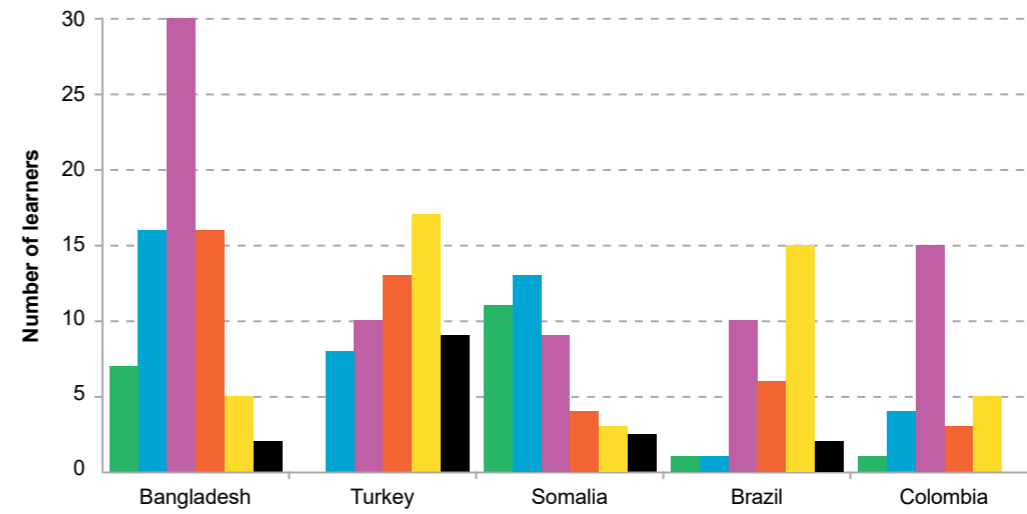


Figure 29: Post-secondary education course subjects
Based on 212 responses



EMPLOYMENT STATUS

A third of learners (33%) assessed by the Camden and Islington EAS in 2020-21 were in paid employment in some capacity. This is significantly lower than the 69.6% employment rate for Camden and 75% employment rate for Islington. (Source: Annual Population Survey, ONS, December 2020). However, the majority of learners (37%) reported circumstances that meant they were not currently looking for work.

Figure 30: Employment status

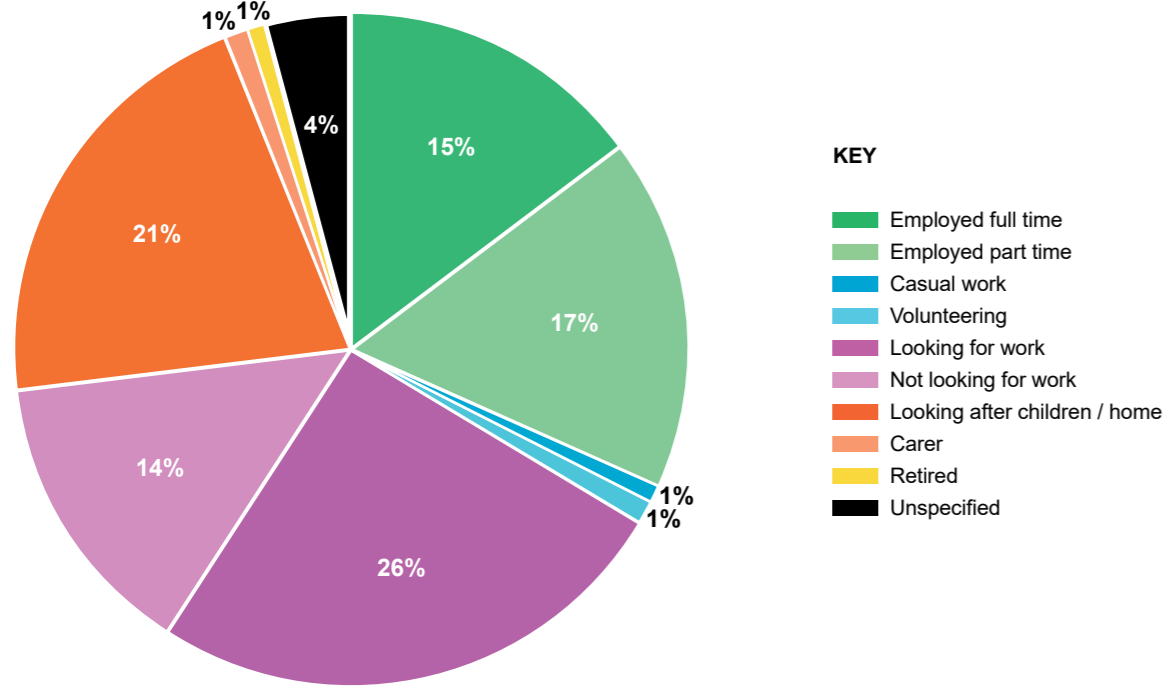


Figure 31: Reasons for 'not looking for work'
Based on 101 responses

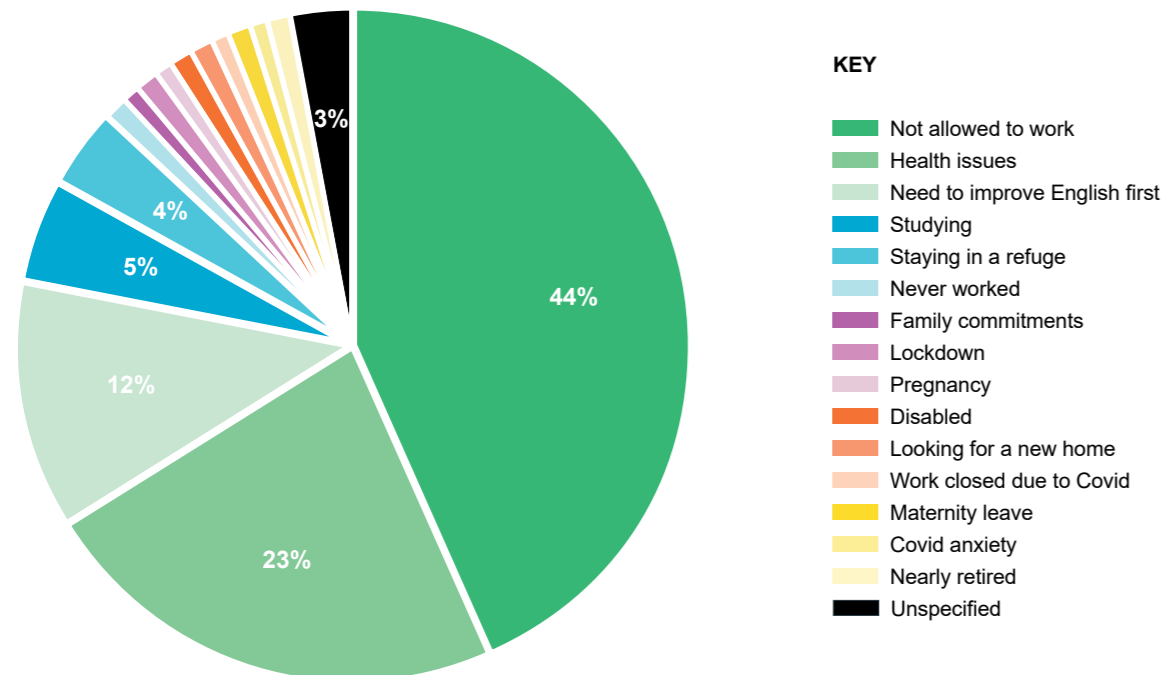


Figure 32: Work experience (UK and abroad)
Based on 709 responses



Figure 33: Current employment
Based on 229 responses



The most common job held by learners in the past was being a cleaner (13% of all responses). This profession was also the most common area of current employment (40% of all responses).

INCOME AND BENEFITS STATUS

Figure 34: Receiving income-based benefits

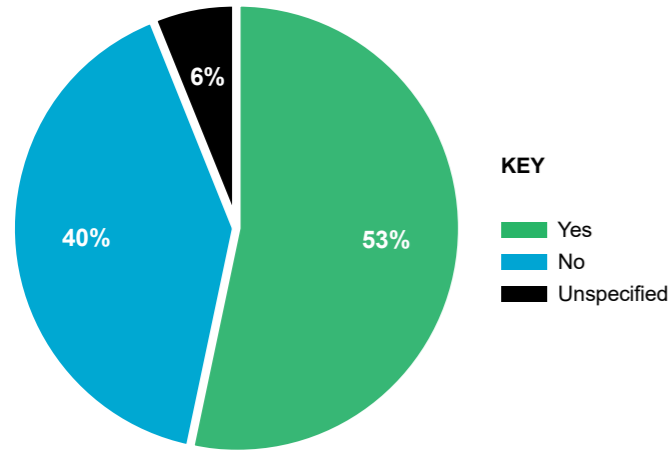


Figure 35: Benefits? Yes - Receiving Jobseeker's Allowance, Employment Support Allowance or Universal Credit?

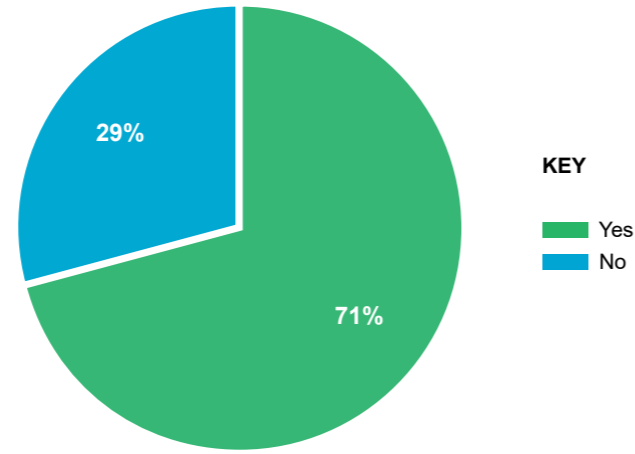


Figure 36: Low income?

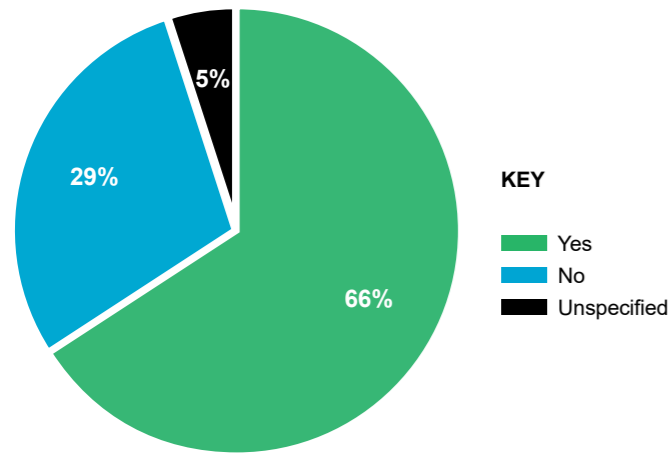
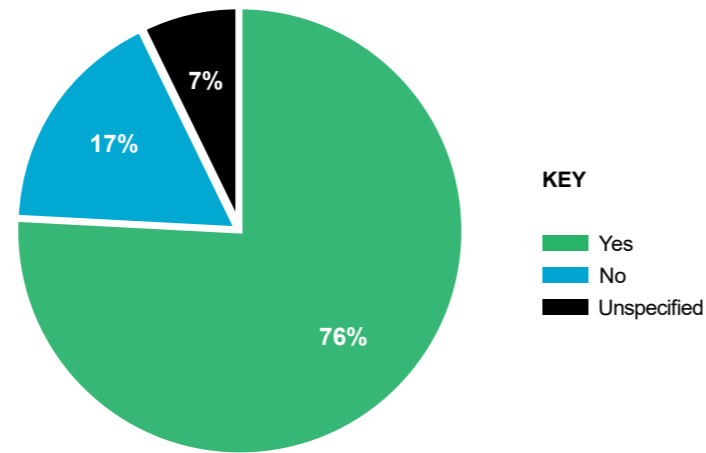


Figure 37: National Insurance Number?

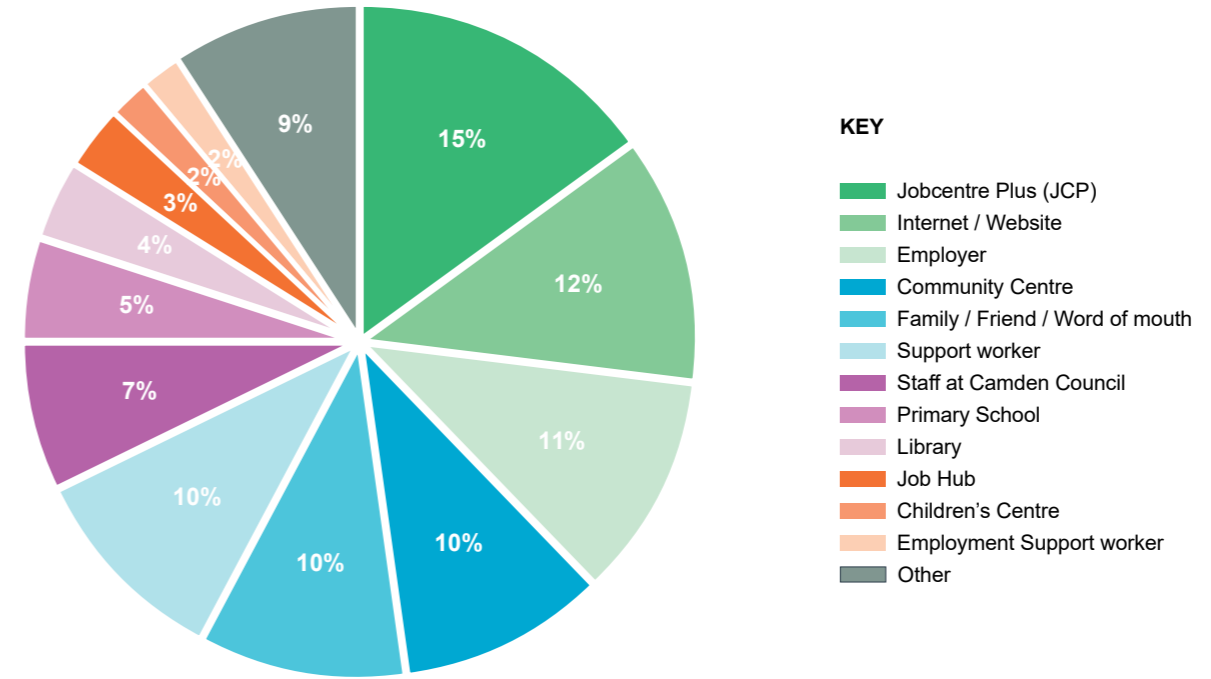


A clause in the funding rules provides greater flexibility to place low income learners in free provision. Low income is defined by the Greater London Authority (GLA) as those earning less than the annual London Living Wage, before tax. During the 2020-21 academic year this started off as £20,962 but rose to £21,157 in November 2020. 19% of households in Camden and 19% in Islington earn under £20,000 each year. (Source: Paycheck, CACI Ltd, reported in "Camden Business and Economy Bulletin Databook", August 2021).

HMRC statistics published as the HBAI 'Local Measures' in 2016 stated that 28.5% of children in Camden and 31.1% in Islington live in low income households. This was higher than the London average of 19.3% and made Islington the third worst and 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

Figure 38a: Referral Routes
Based on 968 responses

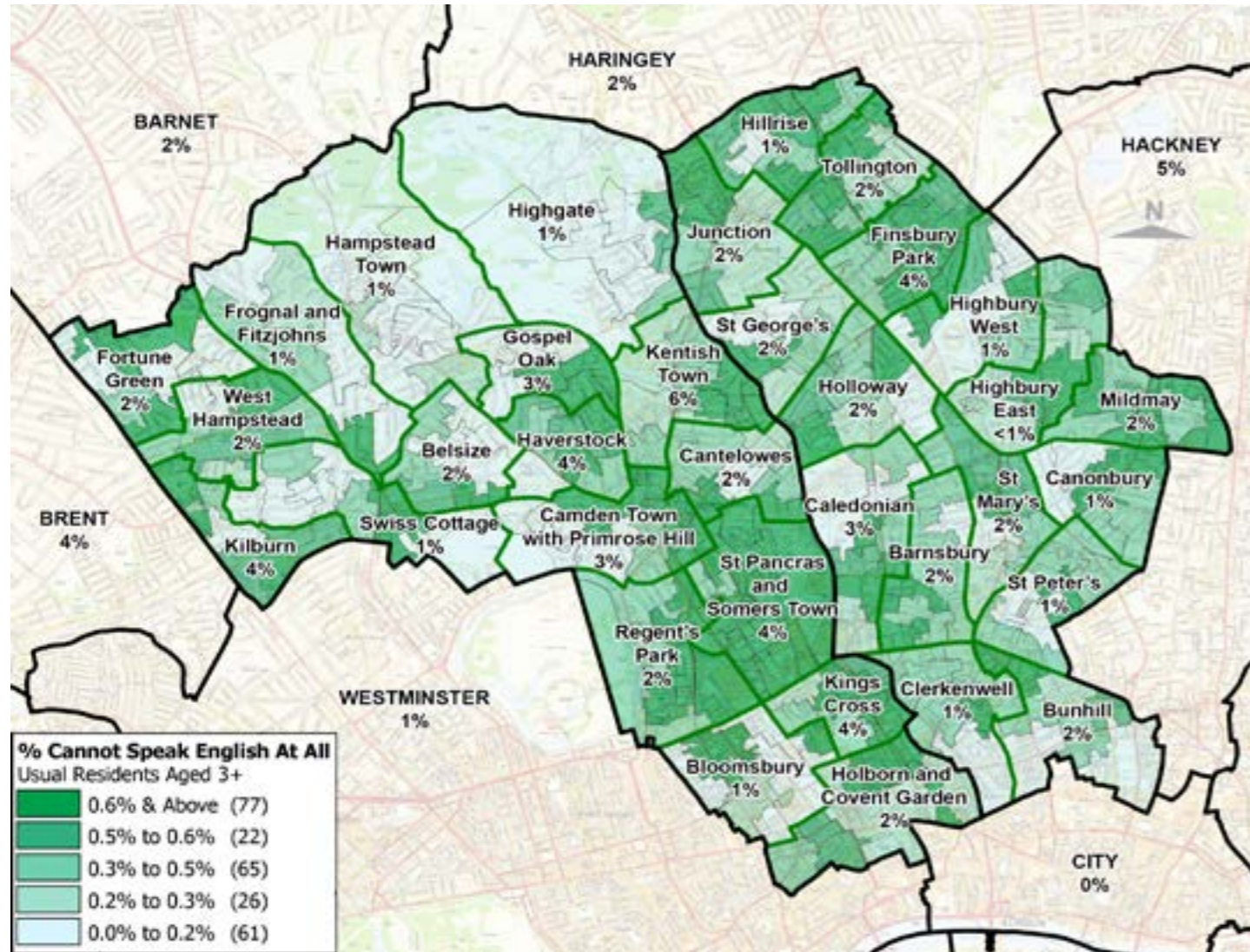


The 'other' category in the chart above contains the following wide range of additional referral routes, accounting for 64 learners: Staff at Islington Council, Leaflet, Refuge, EAS advisor, Health centre, Homeless Charity, Poster (all 1%) and Hostel, Staff, College, Family Information Service, Food bank, Government, Housing centre, Housing estate, Newsletter, Charity, Community nurse, Secondary School, Social Prescription and Teacher (all below 1%).

Figure 38b: Referral Routes - additional detail
Based on 266 responses



Figure 39: Learner locations in Camden and Islington, with concentration of those who 'do not speak English at all' (Census 2011)



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

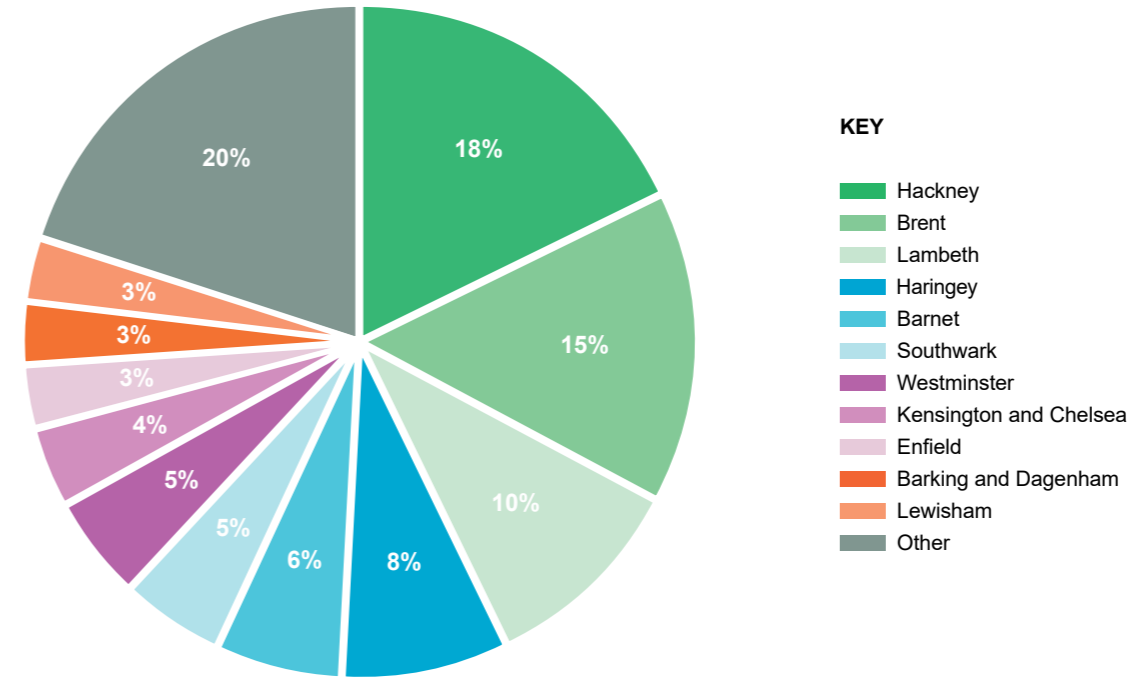
43% of learners assessed by the Camden and Islington EAS in 2020-21 lived in the London Borough of Camden, 29% lived in the London Borough of Islington and 28% resided elsewhere.

There are still spikes in the number of residents from wards where the EAS previously held popular face-to-face advice sessions, however the scope of residents coming to the service from other boroughs is widening significantly. Of the 28% of learners that resided elsewhere, just over half (52%) lived in bordering boroughs, down from 74% last academic year, whilst the remaining 48% lived in other London boroughs, up from 36% since last academic year.

Your services is excellent and good for everyone.

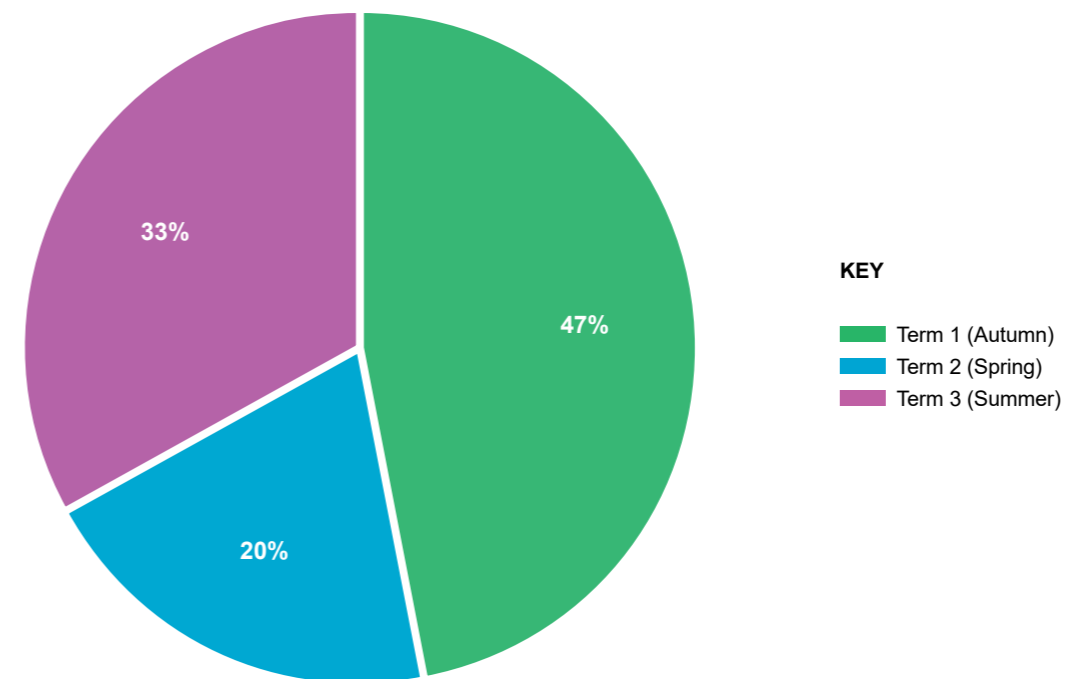
ESOL Learner

Figure 40: Out of borough learner locations
Based on 207 records



The 'other' category comprises of learners who reside in the following boroughs: Waltham Forest, Newham, Greenwich, Hammersmith and Fulham, Croyden (all 2%), Merton, Hillingdon, Ealing, Tower Hamlets, Wandsworth, Richmond upon Thames (all 1%) and Hounslow, Redbridge, Essex and Harrow (all below 1%).

Figure 41: Term of registration



The chart above reflects the term when each learner first registered with the EAS. The majority of learners (47%) were registered during the Autumn term 2020. This statistic includes learners from the previous academic year whose cases were rolled over and also the majority of returning learners (92%) from that year. These data reflect that change in attitude towards online learning during the pandemic, which will be discussed further in later chapters of this report.

LENGTH OF TIME IN THE UK AND EXPERIENCE OF ESOL

Figure 42: Time in the UK

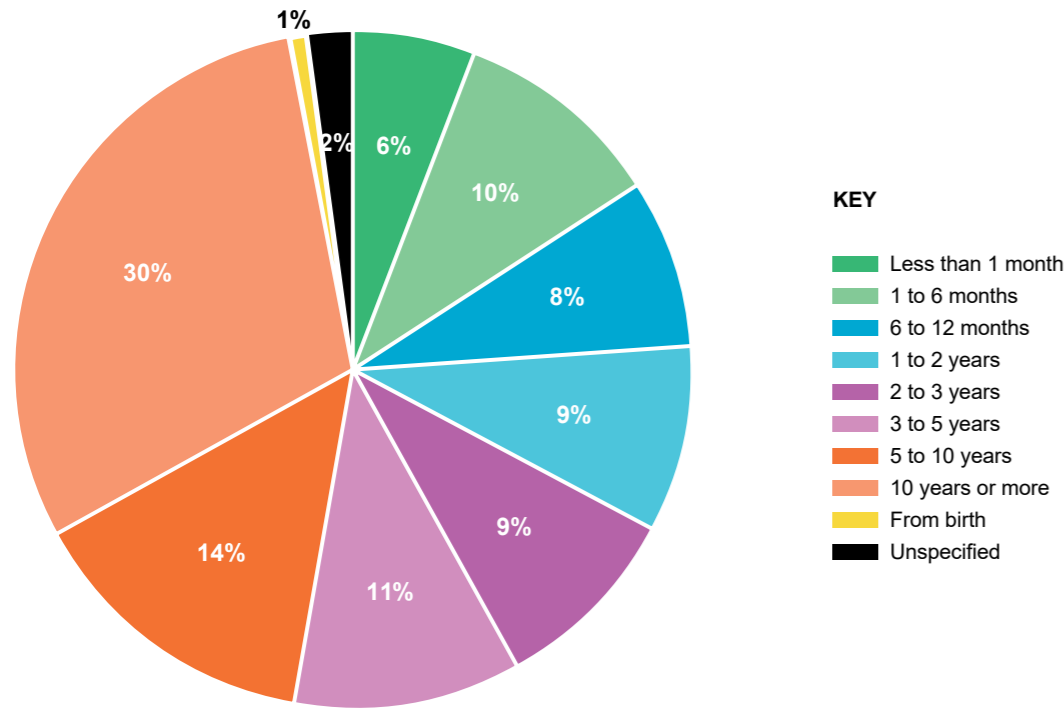
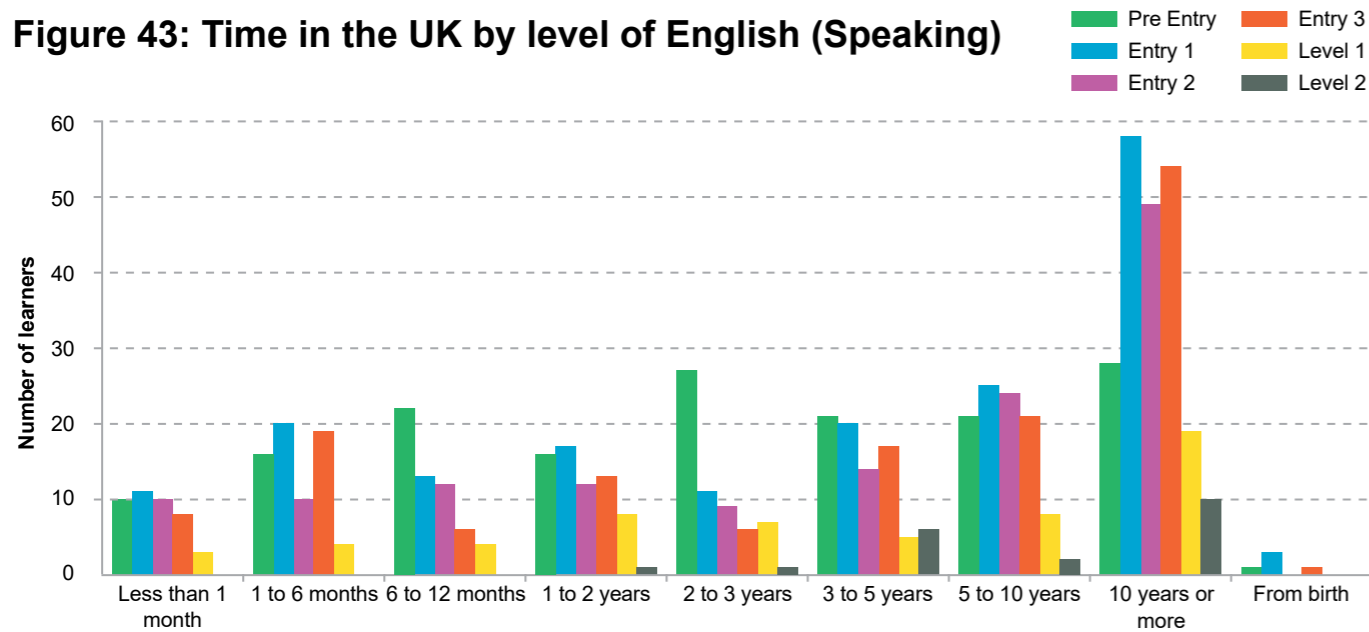


Figure 43: Time in the UK by level of English (Speaking)



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?

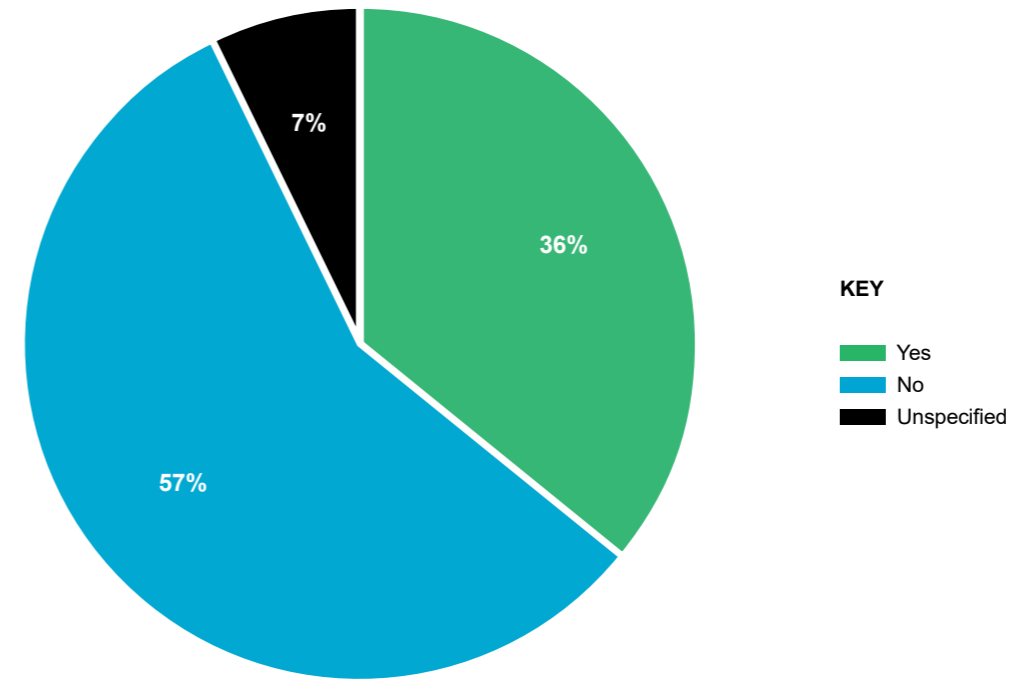
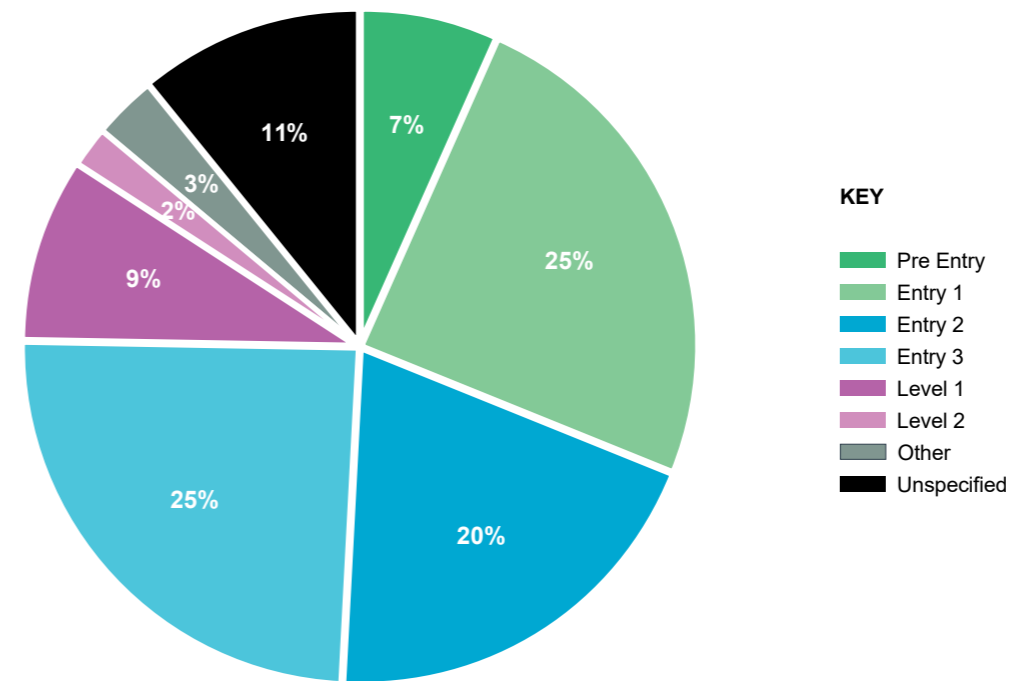


Figure 45: ESOL qualifications already attained
Based on 264 records



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'. One learner declared 'CAE' which refers to the 'Cambridge English: C1 Advanced', a qualification that shows their proficiency in English is of the standard expected for a university undergraduate or professional business person. Another learner referred to a failed attempt to pass a Functional Skills English course, which are intended to improve the literacy skills of native speakers, however they also stated that they had passed a Childcare qualification at Level 2.

Figure 46: Barriers to progressing
Based on 272 responses



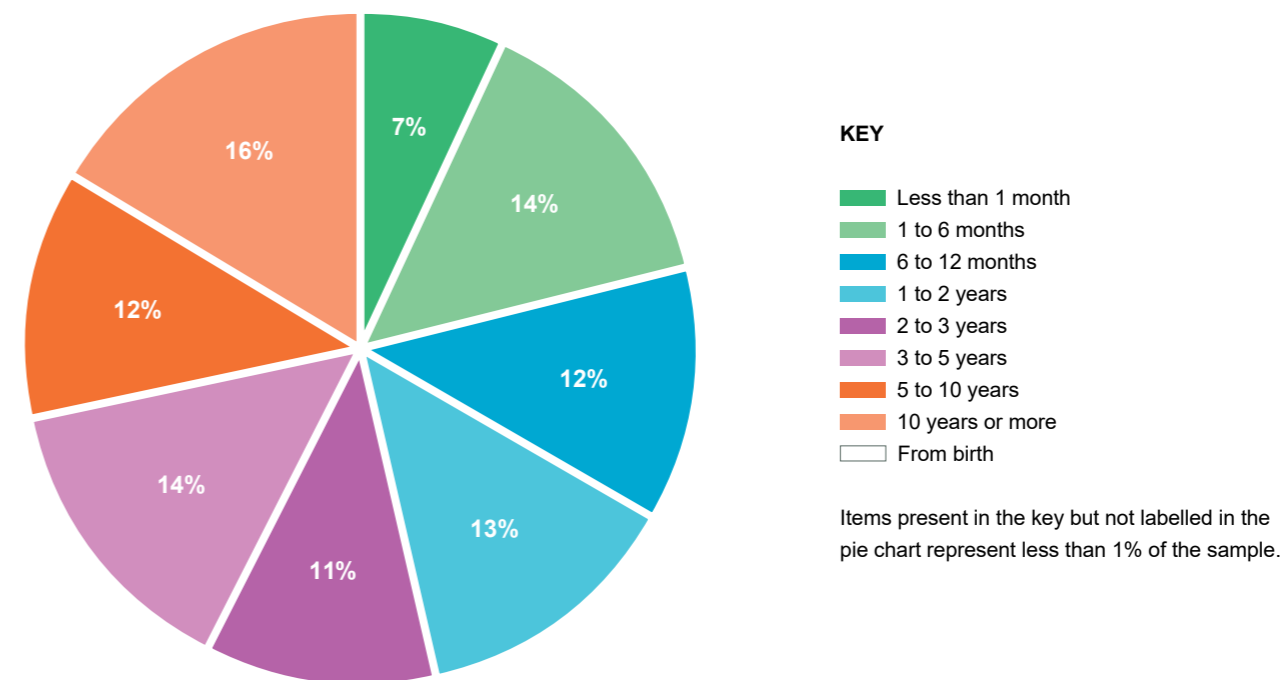
In the above word cloud, the contexts for 'course closed', 'course ended' and 'course postponed' all differ slightly. 'Course closed' means that the course stopped being offered. 'Course ended' means the class finished and no progression route was taken up by the learner or offered by the course provider. Finally, 'course postponed' refers to courses that had to pause due to the various phases of Covid-19 lockdown protocols.

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

Figure 47: No ESOL course experience: Time in UK
Based on 414 records



Improving Job prospects and economic status

The EAS and JCP work together to help JCP clients break dependence on benefits arising from poor language or literacy skills. As noted in previous years, although many find unskilled jobs, they still rely on benefits to meet daily living costs. As they become more used to being able to function without English, they become more isolated from the larger community and less likely to pursue any education. Throughout and between lockdowns when both JCP and EAS onsite provision was suspended, the EAS continued to offer a tailored service to JCP clients helping learners find sustainable learning at the individual learner's pace. Many learners are embarrassed about their lack of previous education or do not believe they will be able to learn and need a supportive, community learning environment. Large further education colleges can seem intimidating to learners who do not realise there are Adult Education courses suitable for them or do not know how to register for classes. EAS quickly identifies and removes small barriers which seem insurmountable to JCP customers. At the other end of the scale, keen learners attending college can be offered supplementary classes to accelerate their learning and become economically active more quickly. ESOL is an essential part of the employability journey for JCP customers with English learning needs contributing to a better integrated and economically vibrant community yet ESOL provision often remains inaccessible to JCP customers and work coaches without EAS intervention.

Empowering Women through Social Integration

Women who are socially isolated due to responsibilities at home, cultural background and, in some cases, domestic violence are often overwhelmed by circumstances which can take priority over their personal desire to learn English. The EAS finds provision that will empower them by promoting involvement in community projects, learning employability skills, as well as helping them gain independence through improved language skills. By working with referral partners that specialise in supporting women with complex needs from disadvantaged backgrounds, EAS users can access provision designed not only to provide language training but also to improve their mental health, raise aspirations and enable them to contribute positively to their communities.

Figure 48: ESOL levels

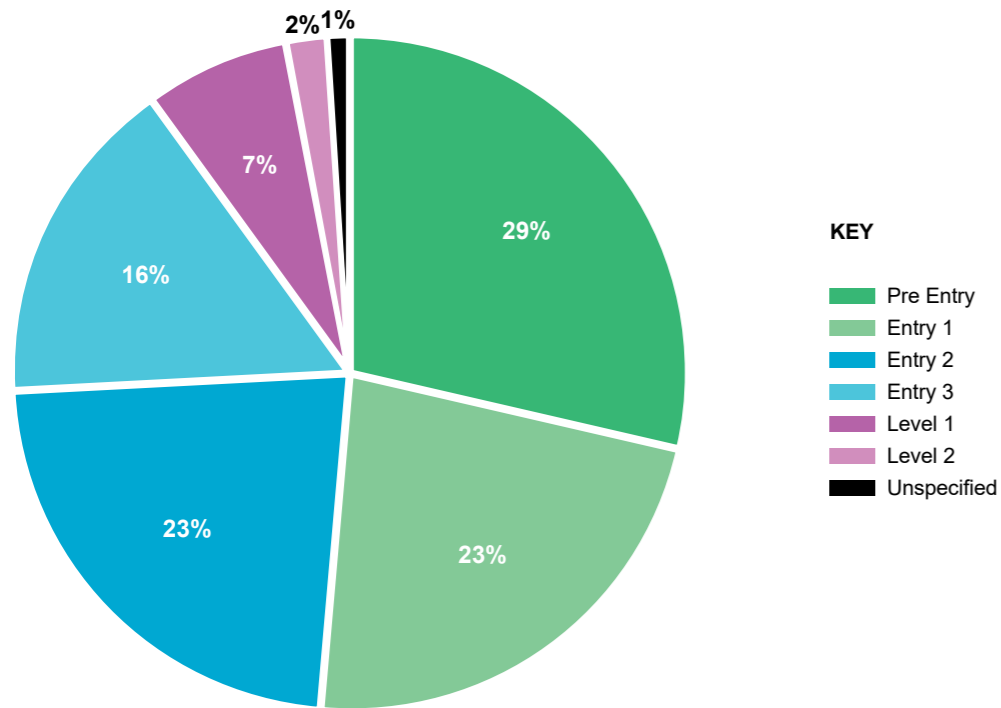
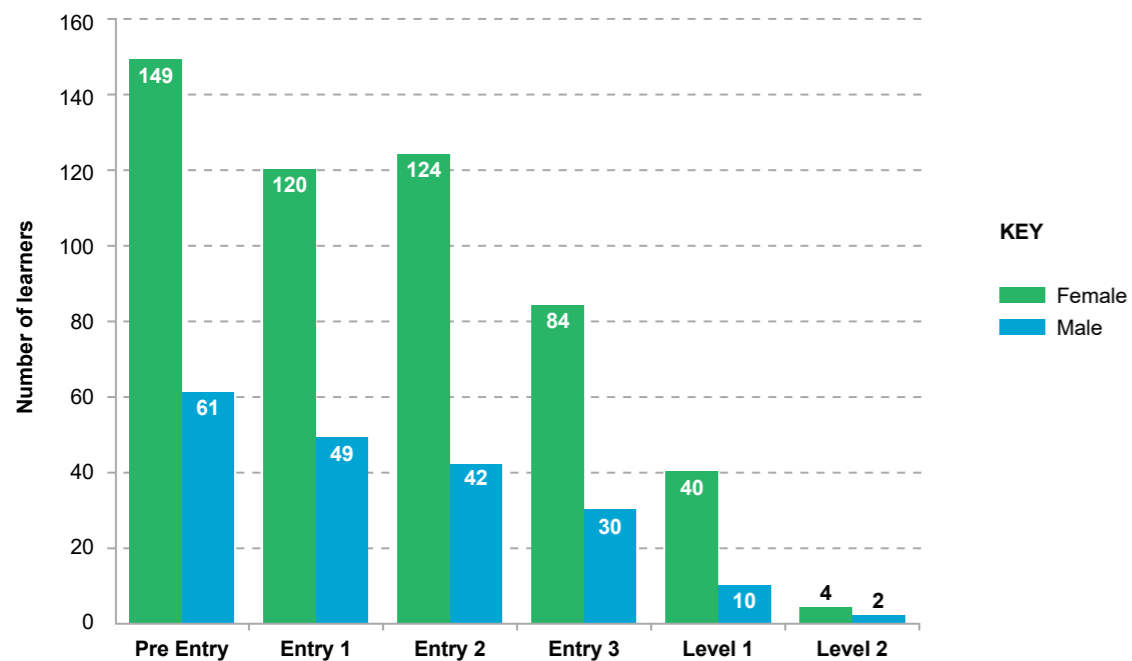


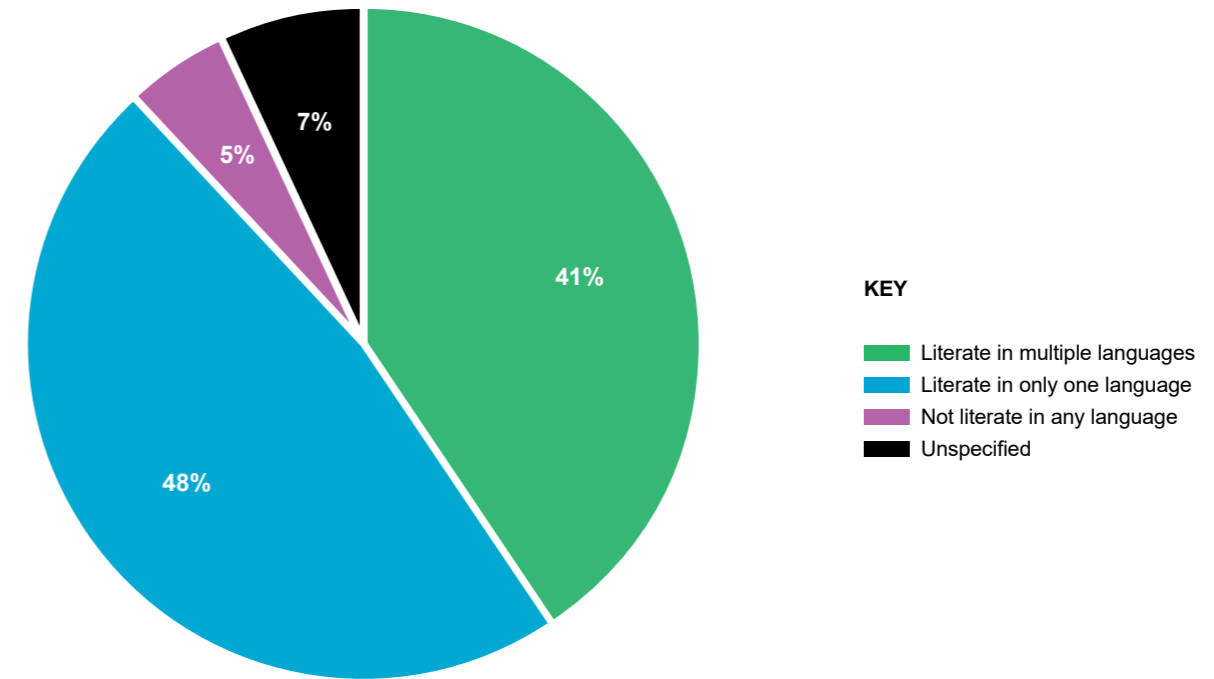
Figure 49: Levels by Gender



The vast majority of learners (90%) were assessed to be E3 or below.

71% of those assessed to be Pre Entry were female, however the level with the highest proportion of females learners (80%) was Level 1. The majority of men (31%) were assessed as Pre Entry, and the number of men decreased as the level increased. This decrease also occurs with women, aside from a statistically insignificant bump at Entry 2.

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 (high) for speaking and listening but Pre Entry (low) 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.

[She] is enjoying her class. And her [level of English] is grow up. Step by step she is come back like before. Thank you. Without you we are loss in UK. I hope just we have permission to stay in UK ... That is all we need.

Family member of ESOL learner

REASONS FOR LEARNING ENGLISH

The EAS initial assessment system asks learners to select the main reasons they want to learn English from a prescribed list of options. The pie chart below reflects these responses, whereas the word cloud represents all the additional reasons the learners provided under the 'Other' option.

Figure 51: Main reasons for learning English

Based on 570 responses

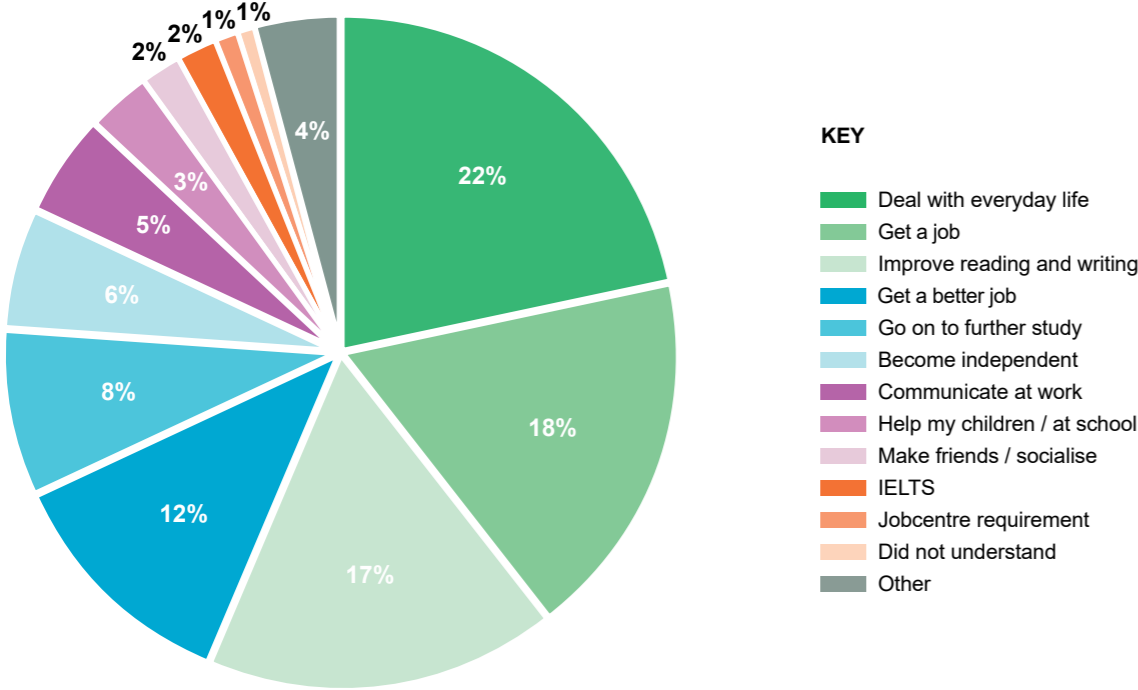


Figure 52: Other reasons for learning English

Based on 30 responses



HOBBIES AND INTERESTS

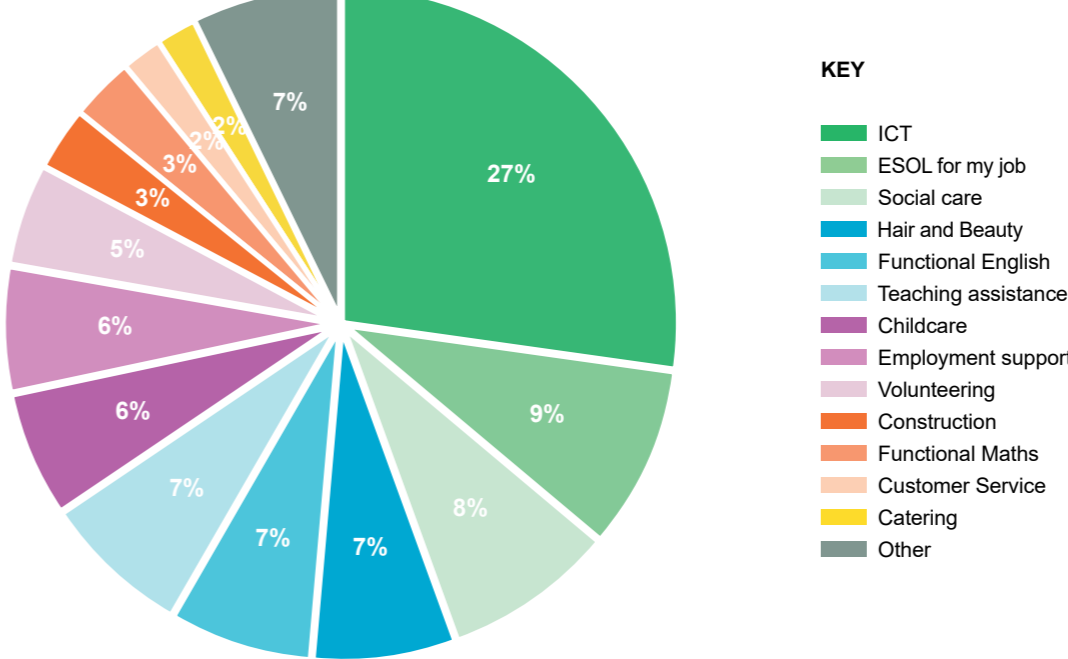
Figure 53: Hobbies and interests

Based on 622 responses



Figure 54: Embedded ESOL

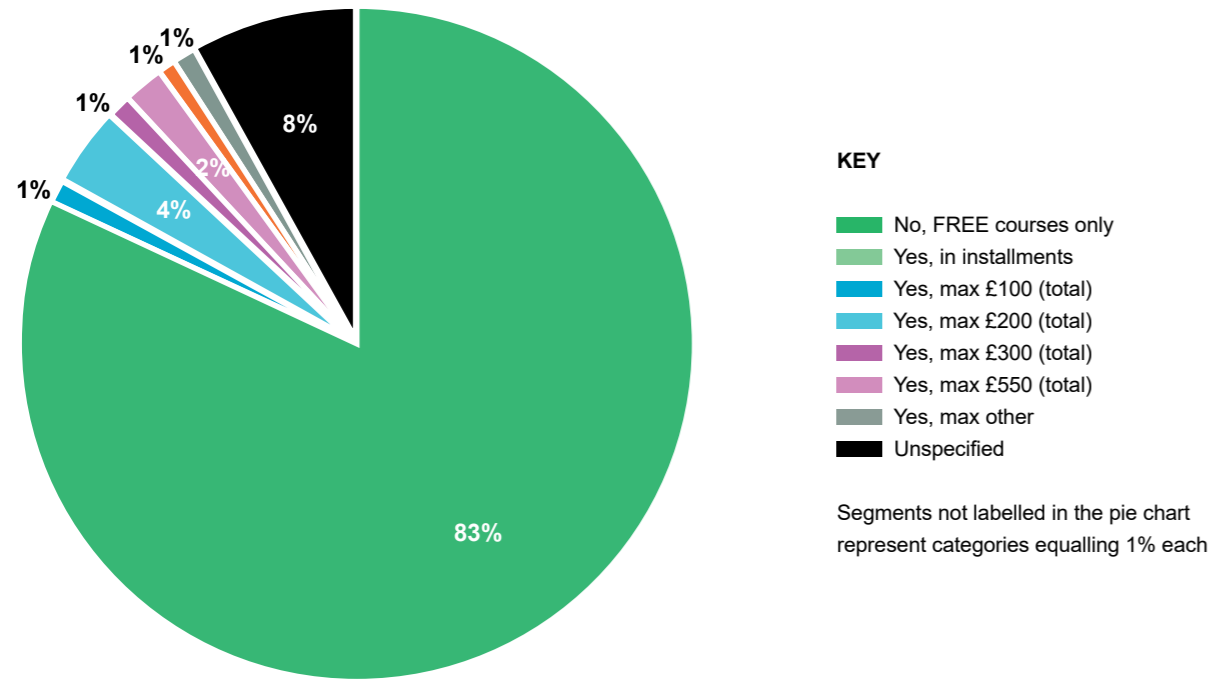
Based on 247 responses



The 'other' category in the chart above contains responses from learners who wanted to register their interested in learning ESOL in the context of specific subjects or professions including Art, Counselling, Psychology, Philosophy, Carpentry, Tour Guide, Logistics Management, Catering, Design, Electrical installation, Environment, Graphic Design, Health and Safety, Museums, Journalism, Media, Law, Politics, International Relations, Nursing and Travel.

PREFERENCES

Figure 55: Can the learner afford to pay?



83% of all learners who registered with the Camden and Islington EAS in 2020-21 were looking for free courses only. The highest maximum amount declared affordable was £1000, almost double what learners were prepared to pay in the 2019-20 academic year. The course costs in Camden range from £100 to £900, depending on the level and eligibility of the learner, leaving most learners isolated from the provision they need. By contrast, the vast majority of learners in Islington have access to free provision.

Figure 56: Travel preferences

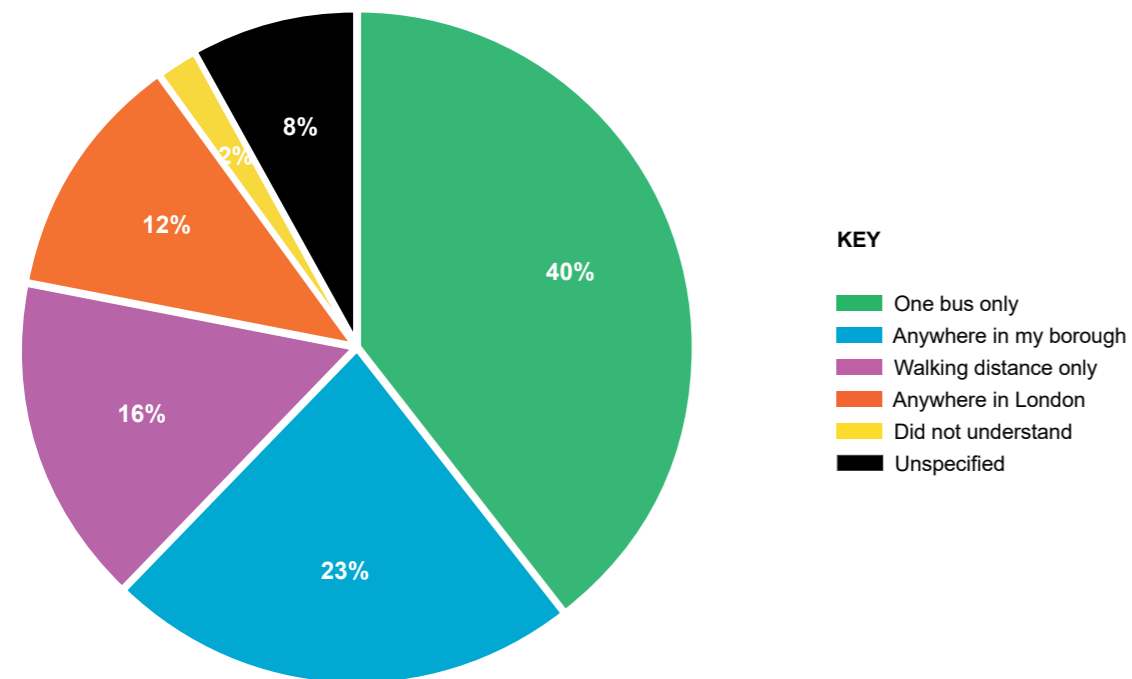


Figure 57: Walking distance only - Why?
Based on 109 responses



I started the English Course the last Thursday and the second class is tomorrow. I was able to attend without problem and I enjoyed it so much the class. I never had been an English class so interesting, dynamic and that offered to me trust for speak in English. Thank you again for your help.

ESOL learner

CHILDREN AND CRÈCHE NEEDS

Figure 58: Parent?

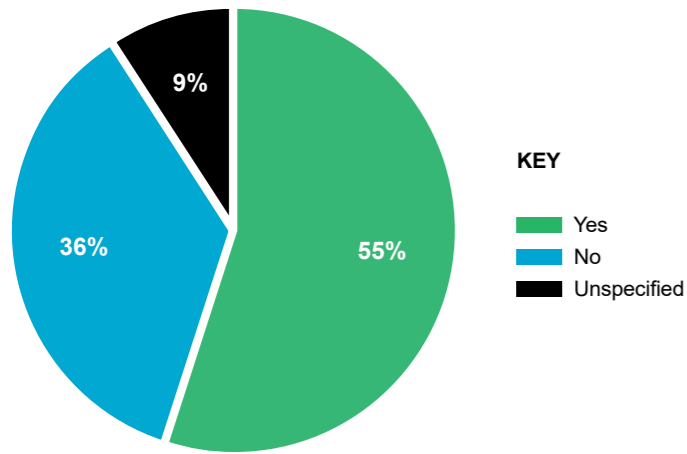


Figure 59: At least one child under 5?

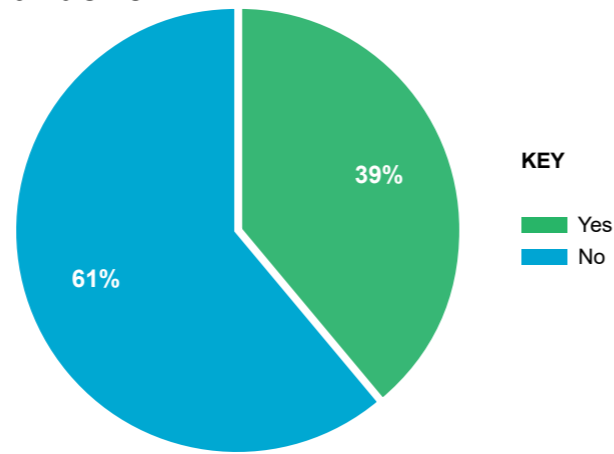


Figure 60: At least one child aged 5-10 years?

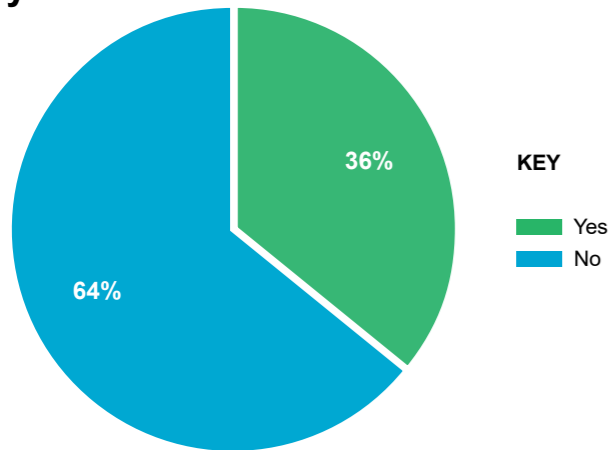


Figure 61: At least one child aged 11-18 years?

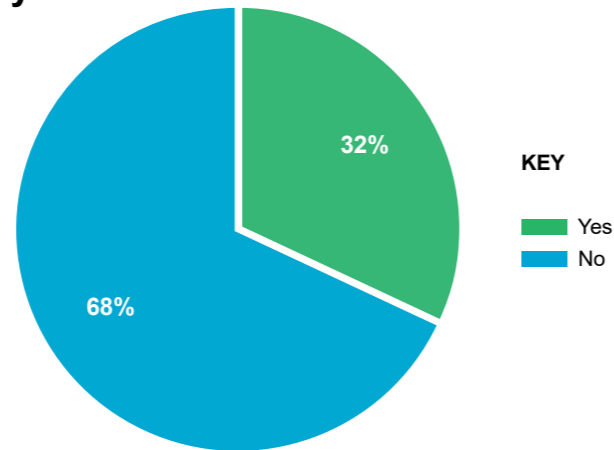
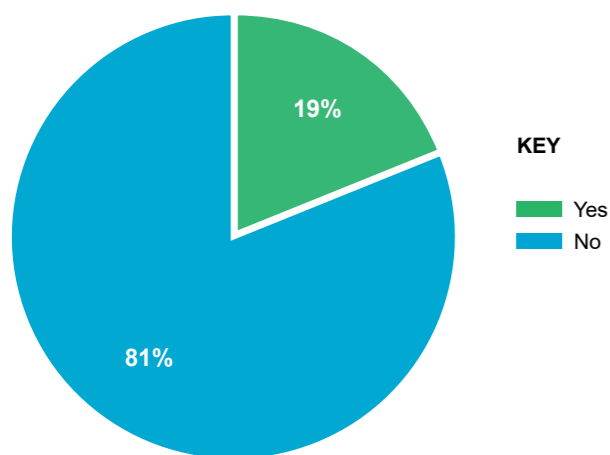
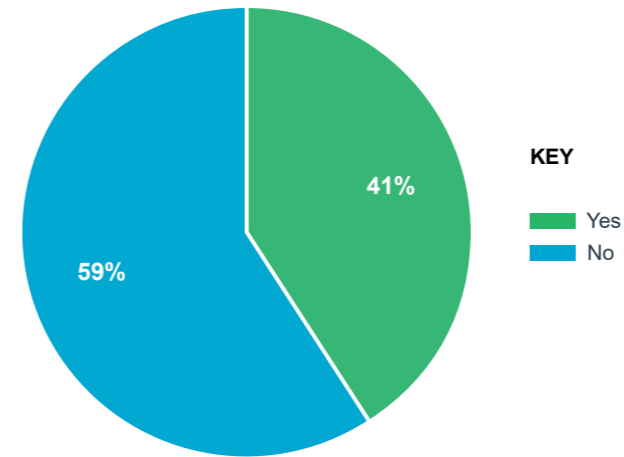


Figure 62: Crèche needs?



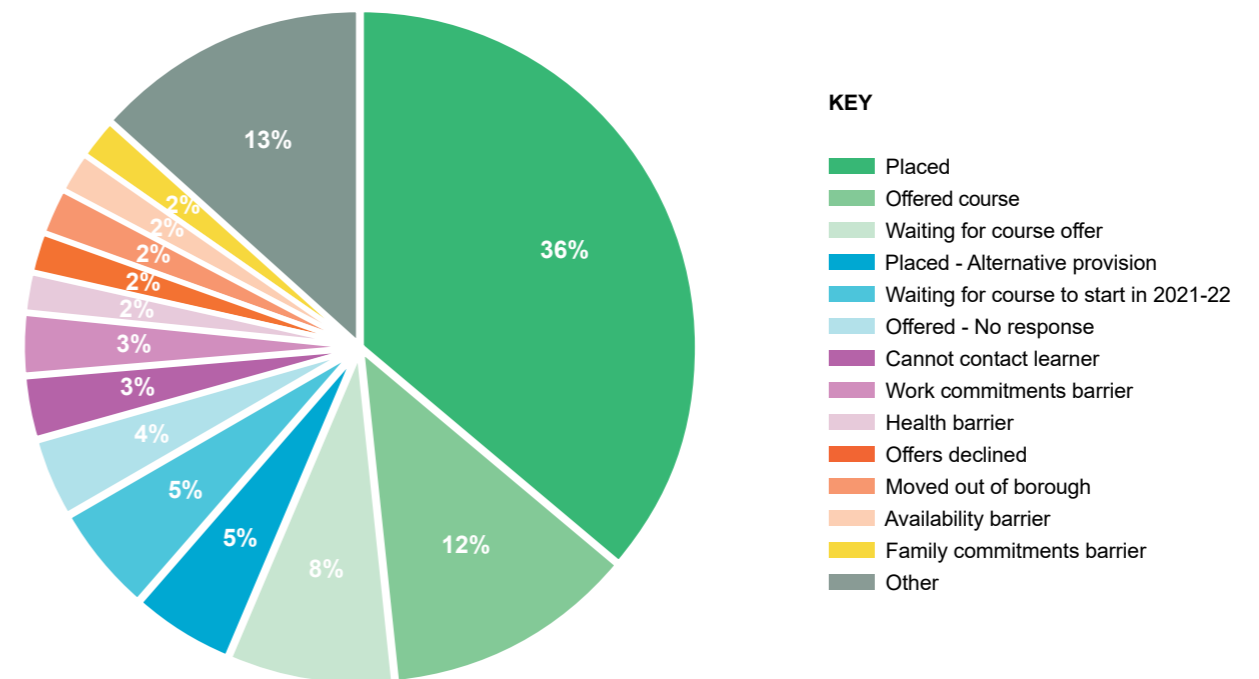
OUTCOMES

Figure 63: Placed in a class within academic year?
Based on 888 advice records



41% of cases resulted in a confirmed placement into ESOL provision within the 2020-21 academic year. Offers made in the Summer term often relate to courses that will be enrolling in September, so the actual percentage of placements from 2020-21 will be higher than stated in this report. It is also very important to note that 12% of cases were still recorded as 'Offered course' at the end of Summer term 2021 and a significant proportion of them may have attended the provision that was offered to them. Due to limited resources, it was not possible to follow up on these cases to confirm if their status could be updated to 'Placed'.

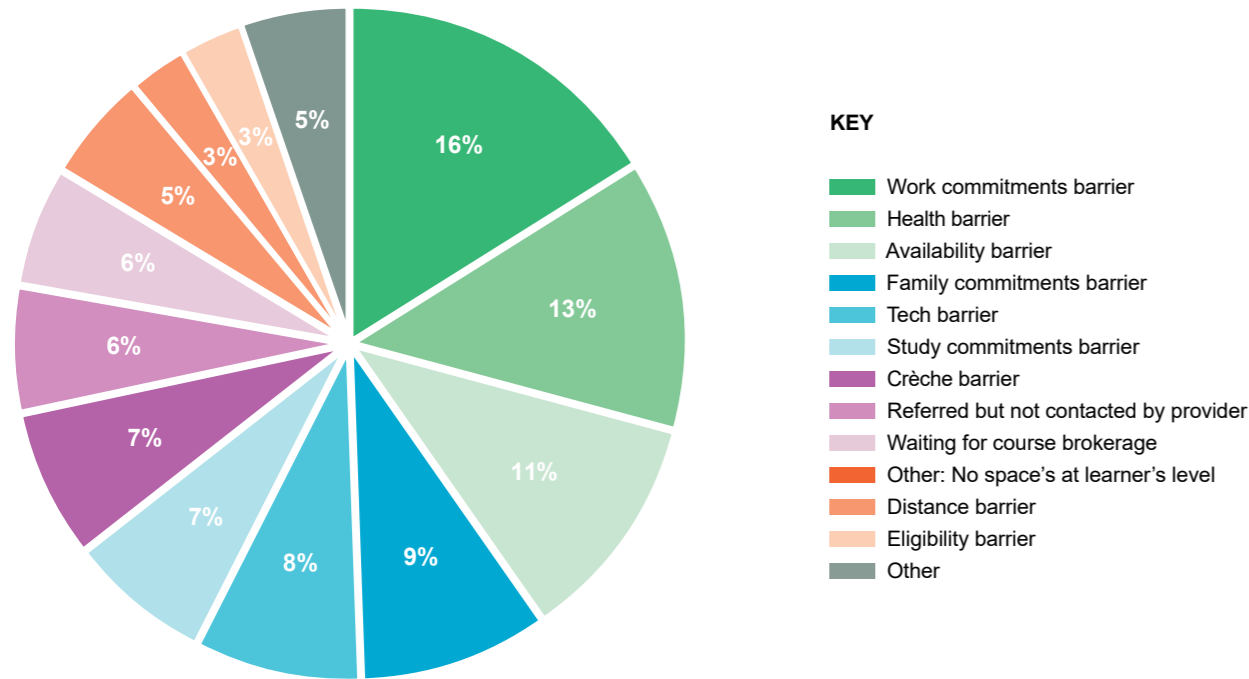
Figure 64: Status of all advice records (July 2021)
Based on 888 advice records



The 'other' category in the chart above comprises of learners with the following statuses: Waiting for new IA dates, Crèche barrier, Signposted to another borough, Tech barrier, Study commitments barrier, Referred but not contacted by provider, Signposted to Functional Skills, Waiting for course brokerage, No spaces at learner's level, Distance barrier (all 1%), and Eligibility barrier, No course available at learner's level, Other: course cancelled due to lockdown, Signposted to IELTS, Learner is currently under 19, Venue's Covid-19 risk assessment not received, Signposted to another subject (all below 1%).

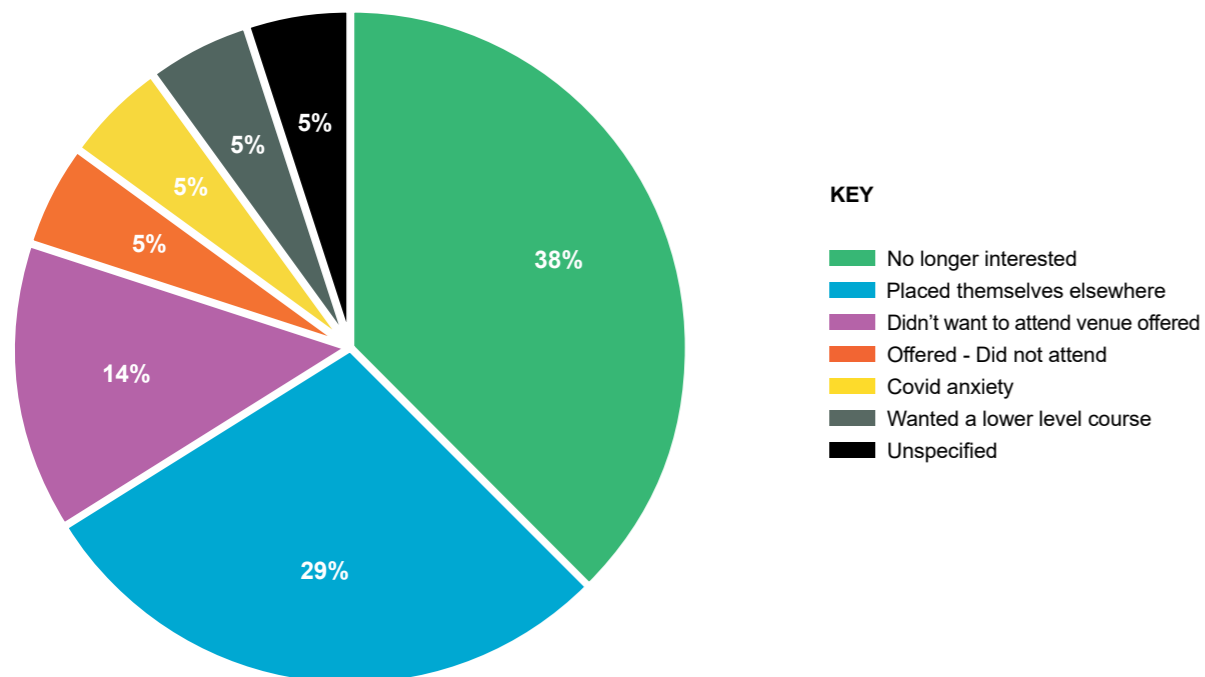
BARRIERS TO LEARNING

Figure 65: Barriers to engaging in learning
Based on 154 responses



The 'other' category in the chart above comprises of learners with the following statuses: No course available at learner's level, Course cancelled due to lockdown (both 2%), as well as one single learner who was under 19 according to GLA funding rules and another who couldn't be placed as the venue relevant to their case had not provided evidence of their Covid-19 risk assessment.

Figure 66: Reasons for declining course offers
Based on 21 responses



Since the lockdown I have lessons on video on my phone. My child still sees the crèche people on video and they play with him. Sometimes it is busy at home and hard to study. I also have many family issues which make it hard to come to class sometimes. But I do want to do some good work one day. I would like a good, nice home and have a good future for my child. Learning English is very important for this.

ESOL learner

It was great working with you to set up the ESOL assessments. Your flexibility made it so much easier for our parents to access ESOL support.

Teacher, New North Academy

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

Similarly to the Service’s previous annual report, it is important to analyse the data in the context of the Government Covid-19 restrictions that were in place across the academic year.

The pie charts below show the distribution of advice sessions and number of returners across the three terms in the academic year. The flurry of learners to the service during Term 1 reflects the lessening of Government restrictions, but also the acceptance by many that they should take advantage of online learning offers rather than continuing to wait for face-to-face provision to return. The dip in numbers seen during Term 2 lines up with the most restrictive measures returning over the Winter period. The numbers seen rose again during Term 3. It is normal to have fewer enquiries at this time of year as many are aware that they need to wait until the September intake to join courses.

Figure 67: Number of advice sessions per term

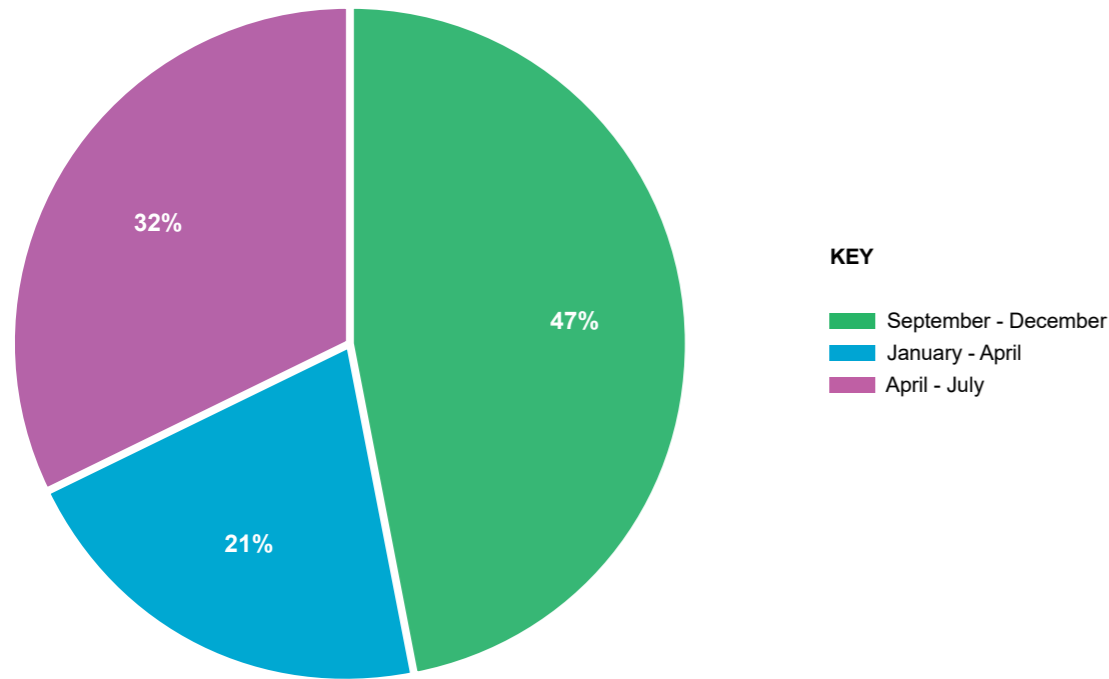
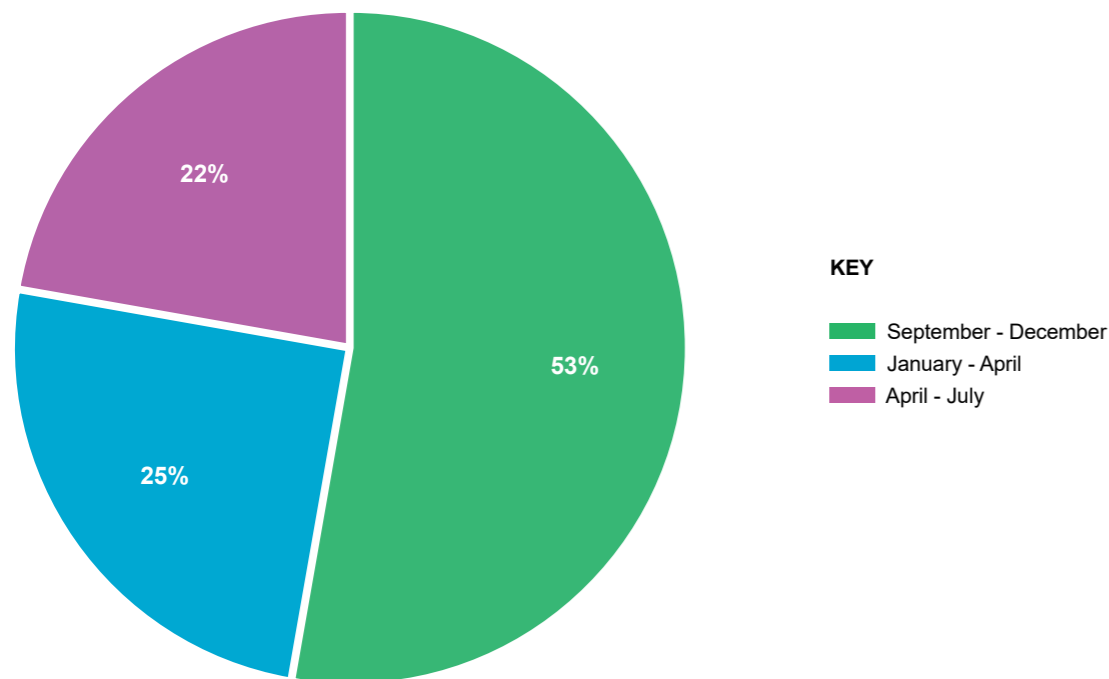


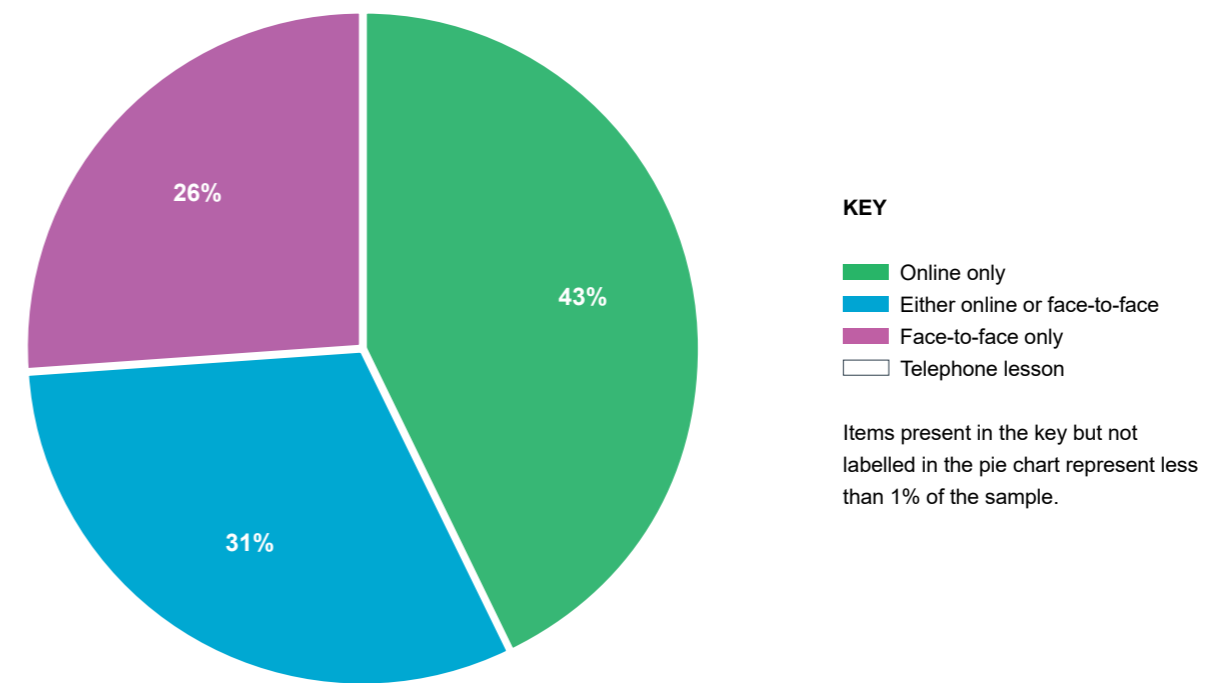
Figure 68: Returners by term of registration



During the initial Covid-19 lockdown period during Summer term 2020, a cross-section of learners were surveyed to find out if they would consider online learning. 88% showed a willingness to try online learning, although 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.

Across the majority of the 2020-21 academic year, ESOL providers continued to offer online classes, recognising that this allowed a wider range of people to access ESOL. Those who used to attend face-to-face provision now had the option to attend online instead if that better suited their personal circumstances, and those who couldn’t previously take part in face-to-face learning were able to accommodate learning into their busy lifestyles because online classes meant they didn’t need to consider the cost and time spent travelling to a course venue. Learners with children also found online learning especially helpful as it meant they were not limited to courses that provided creche facilities.

Figure 68: Preference for online or face-to-face provision
Based on 765 responses

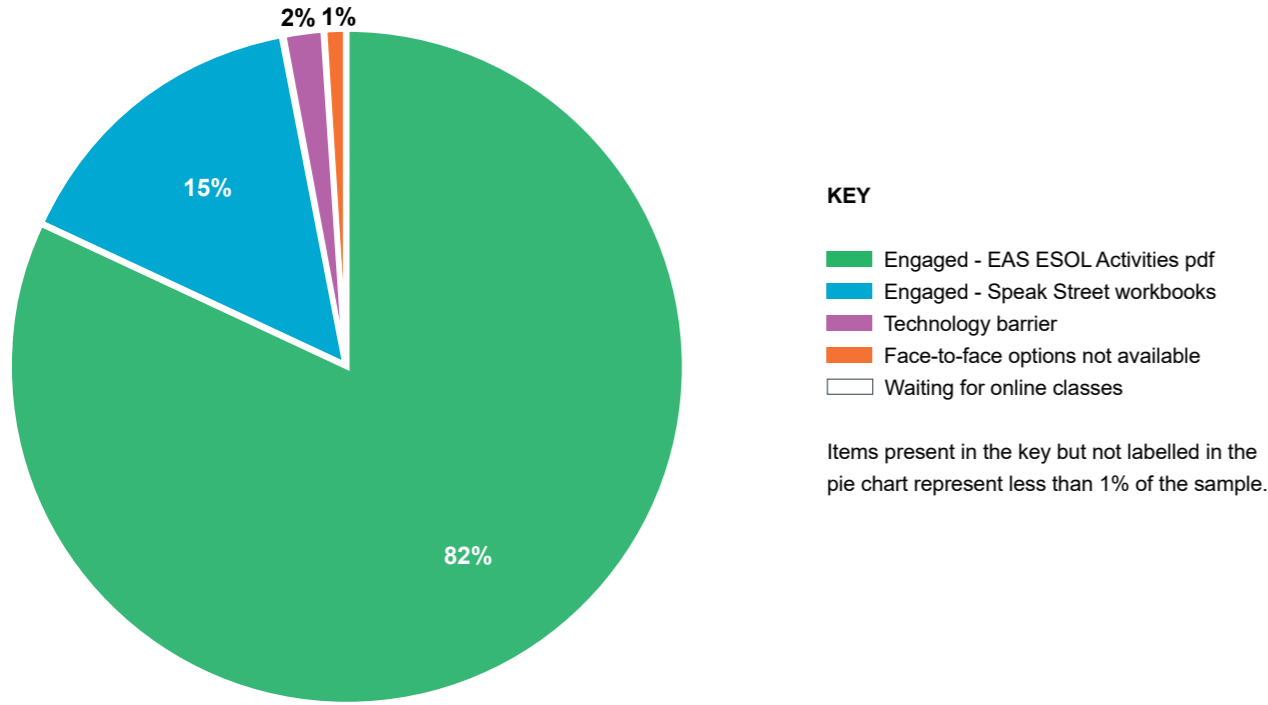


The majority (44%) of the learners requesting access to face-to-face provision were assessed as Pre-Entry. This means they were still learning how to read and write and therefore unable to engage with technology to join and take part in online learning. Learners who had no preference were able to be referred to providers that use a combination of classroom and online teaching. Overall, 74% of those surveyed were able to accommodate online learning in some form. This is lower than the 82% reported last year, but that sample of learners was significantly smaller and the need for online alternatives was greater during the initial stages of the pandemic as no blended or face-to-face options were available. Three learners requested to be taught over the telephone. This included continuing support for a blind learner and special arrangements for two Kuwaiti Bidoon learners, one of which continued to be taught over the phone for the rest of the academic year before being referred to the ESOL department at Ealing Council. The other attended telephone lessons for a few weeks, but ultimately the timing of the session was unsustainable for the tutor due to the learner only being available in the evening.

In late April 2020, as a response to concerns about learners falling into dormancy due to the Covid-19 pandemic, the EAS began to produce a weekly 'ESOL Activities' publication to distribute via email to all learners who were interested. Covering a new useful topic each week, such as 'Accessing Public Services' and 'Helping your Child', the publication collects together self-teaching materials from trusted online sources across all levels, along with useful links to additional websites for learning and to promote community support services available. The back catalogue of issues is also available online on the ESOL Advice Service's series of webpages. By the end of the 2020-21 academic year, 310 people were subscribed to the mailout, almost three times more than at the end of the previous academic year.

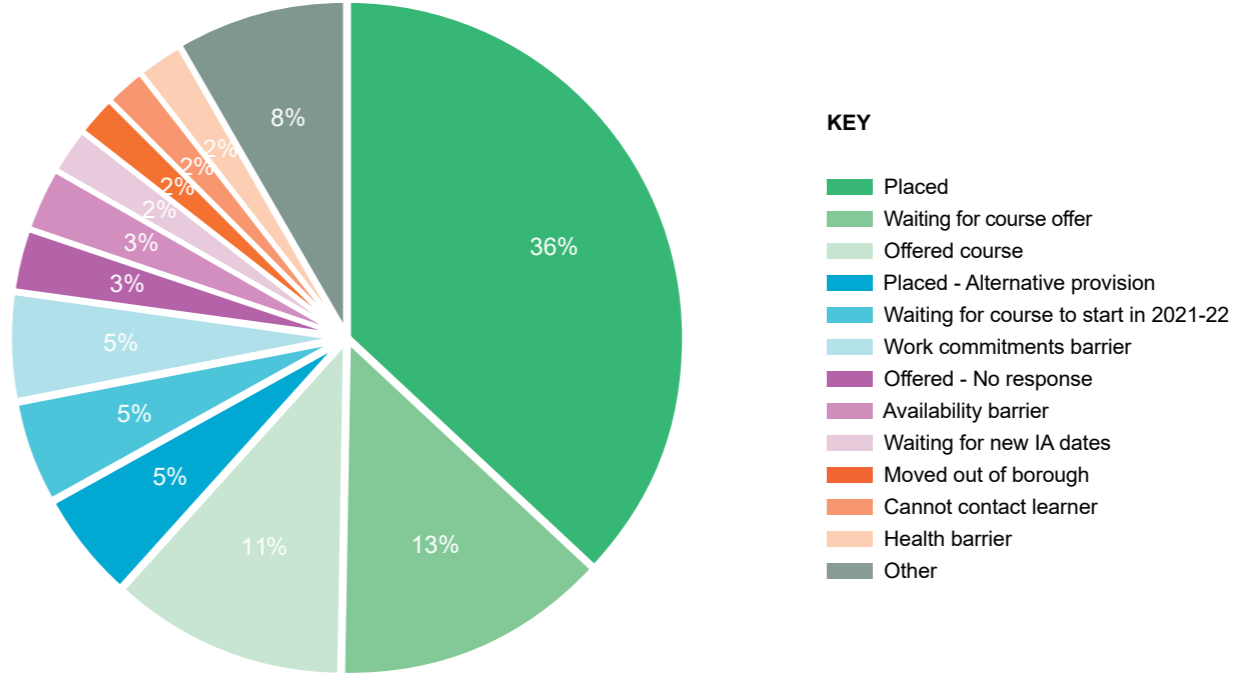
EAS advisors continued to collect additional information to pair up with learners' official 'current status', as seen in Figure 64, earlier in this report. This information included whether learners were subscribed to the ESOL Activities pdf as well as other additional initiatives, such as postal workbooks distributed by local learning provider, Speak Street. The pie chart below shows the range of additional statuses applicable across the 2020-21 academic year. Learners could have more than one additional status.

Figure 70: Additional Statuses
Based on 203 records



82% of learners with additional statuses recorded were subscribed to the weekly ESOL Activities mailout. Figure 71 below compares this statistic to the same learners' official 'current status' at the end of the academic year, revealing that for 59% of them, this was the only access they had to support with their English language skills at that time.

Figure 71: Current status of ESOL Activities pdf subscribers (July 2021)
Based on 166 learners



The 'other' category in the chart above comprises of the following responses: Family commitments barrier, Creche barrier, Signposted to Functional Skills, Technology barrier, Offers declined, Eligibility barrier, No spaces at learner's level, Study commitments barrier and Course cancelled due to lockdown (all 1%).

In response to limited access to community ESOL provision for some learners, the EAS commissioned three bespoke online classes, hosted by Working Men's College, Camden ACL and Minik Kardes Children's Centre. Partners based at British Somali Centre, Rhyl Primary School, Castlehaven Community Centre, Jannaty Women's Social Society and New North Academy also requested that we work with them to locate cohorts of ESOL learners to take part in face-to-face provision at their centres, but issues such as size of the venue, the spread of levels amongst the learners and learners being reluctant to be signposted away from their preferred venue prevented any bespoke classes being arranged at those venues. All learners were offered alternative provision in the community.

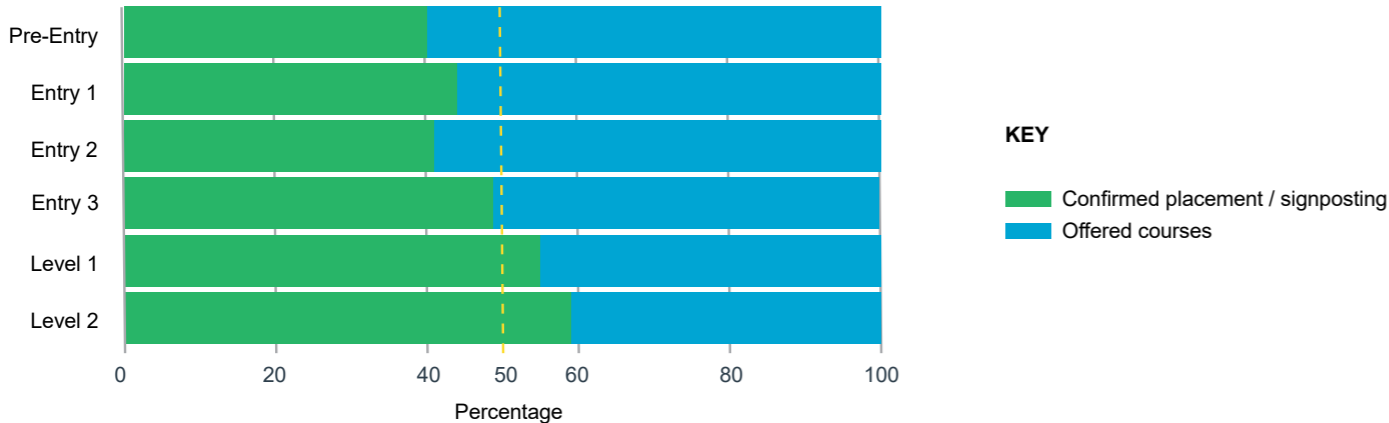
From the first time I get in touch, very helpful, and [they] didn't stop until my sister got her ESOL courses... I hope this service continues so more people can get the help they need when come to this country without knowing the language. Great people!

Brother of ESOL learner

AREAS OF UNMET NEED

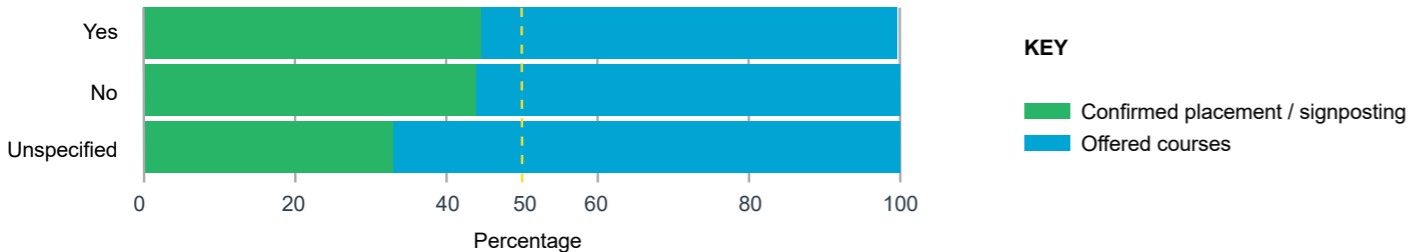
This section compares the percentage of learners seen by the Camden & Islington EAS being confirmed as placed on courses or signposted to relevant provision within the academic year (389 records), to instances of learners still waiting for suitable provision at the end of the year (499 records).

Figure 72: Overall level - Placed vs. Offered



The chart above shows that as a learner’s overall level increases, they are more likely to be successfully placed or signposted. The vast majority of the time, funding for ESOL provision is spent on running courses for learners working at a lower level, yet the statistics show that demand outstrips the current supply. Pre-Entry learners are more likely to need face-to-face provision. As we move into the next academic year and more people are vaccinated against Covid-19, meaning restrictions can gradually be lifted, it will be very important to encourage lower level learners to get back into the classroom, and local providers to provide a greater number of face-to-face classes.

Figure 73: Low income? - Placed vs. Offered



The direct comparison in the chart above shows no significant difference in the likelihood of a learner being placed or not, in relation to their low income status, however, drilling down into the data reveals that nearly two thirds (63%) of those still waiting for suitable provision were on a low income, confirming that whilst the higher low wage threshold in the funding rules allows more learners to access provision than previously possible, many other barriers still prevent other learners from being placed.

Figure 74a: Employment status - Placed vs. Offered

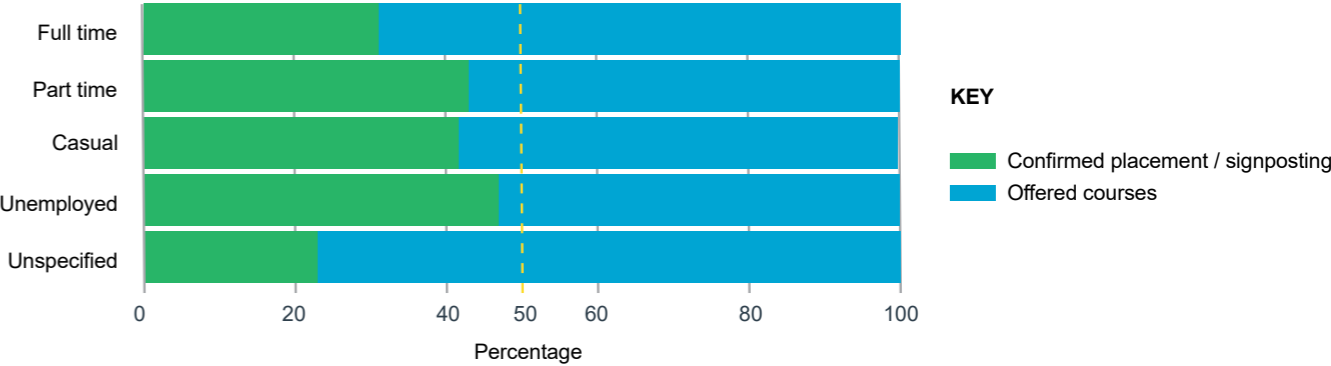
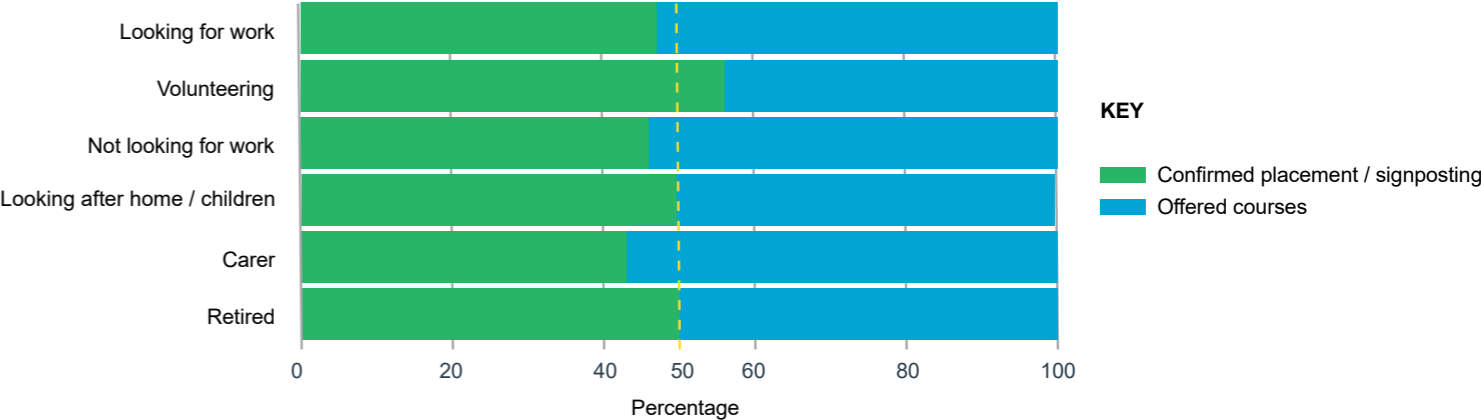


Figure 74b: Unemployed learners - Placed vs. Offered
Based on 594 records



Learners who work full-time were far less likely to have been placed or signposted to relevant provision, demonstrating the need for ESOL courses to also be run in the evenings and at weekends where possible. This is also reflected in the reported barriers to learning, with work commitments coming out on top this academic year, when previously there was a greater focus on childcare needs preventing learners from attending courses.

It is important to note that whilst the reported need for creche facilities had reduced this academic year, this is most definitely not an indication that there is less need for creche provision at learning centres, but more a reflection of the amount of online learning that was taking place due to Covid-19 restrictions, negating the need for on-site childcare provision to be in place. Challenges remain for parents in this situation though, as they need to juggle taking part in an online class with supervising their children who may be in the same room as them. This adversely affects the quality of learning they encounter and therefore the outcomes at the end of the course. Being willing to learn online doesn’t always mean this is the best option.

Figure 75: Immigration status - Placed vs. Offered

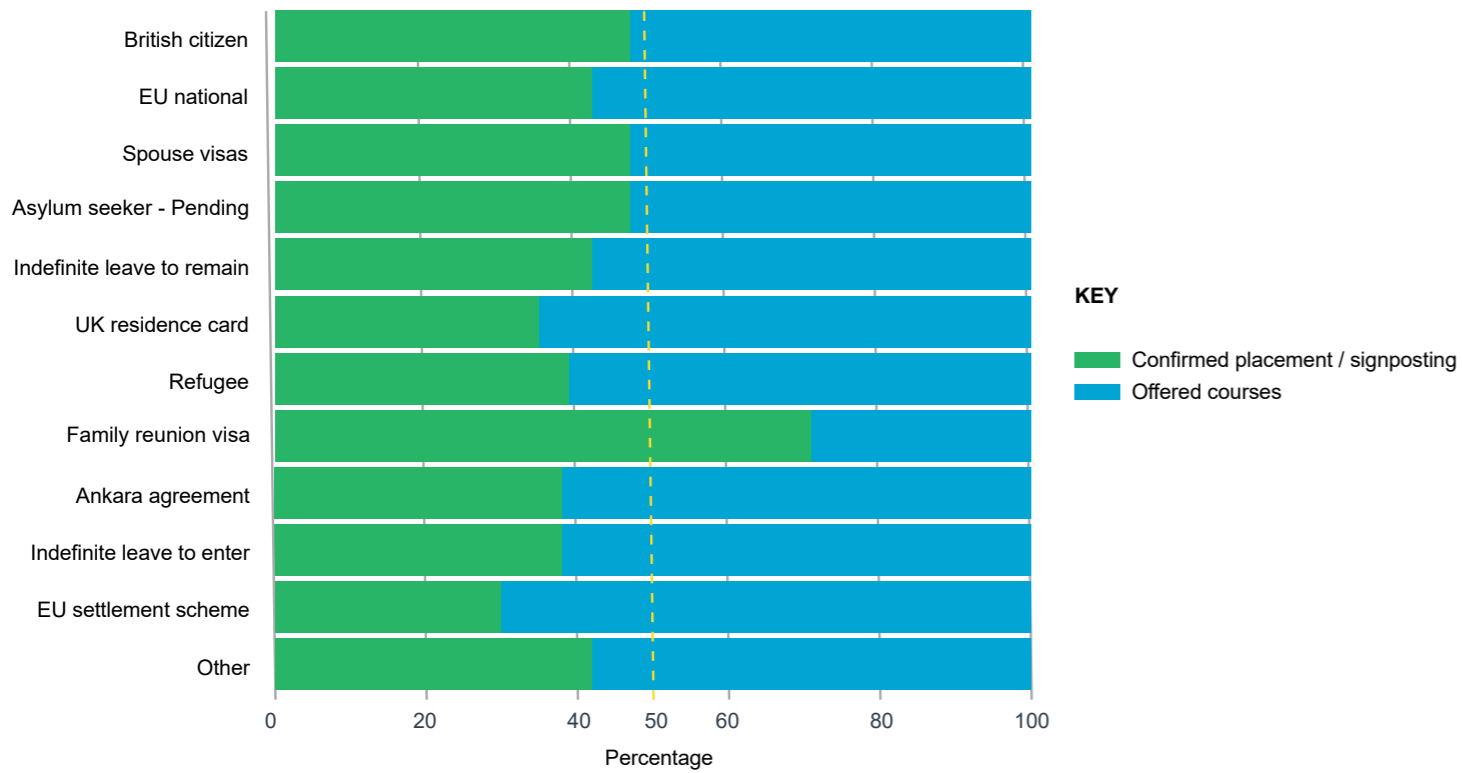
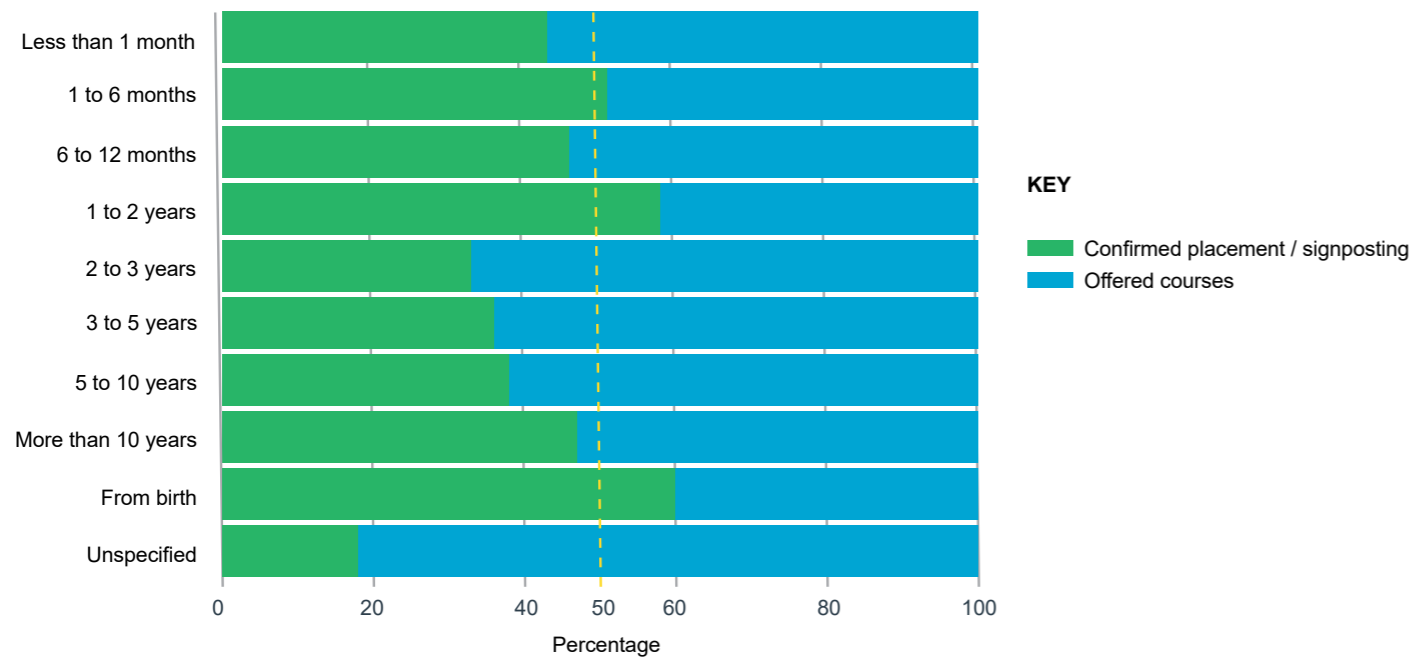


Figure 76: Time in the UK - Placed vs. Offered



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

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

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

Summary of key findings

During the 2020/21 academic year, the Camden and Islington ESOL Advice Service supported 731 unique learners. Almost three quarters of learners (73%) were female. The average age was within the 30-39 age band. Most originated from the Middle East and North Africa, Africa or Latin America and the Caribbean, had Western European or British nationality. 89% confirmed they were literate in one or more languages, not including English. 3% of learners declared health problems or learning difficulties, 2% declared mental health problems, and 6% declared disabilities.

Out of all learners who were of working age, 63% confirmed they were unemployed. 77% of those who were working were on a low income. Of those who were unemployed, 41% were actively looking for work. 34% 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. 47% were in the UK as an EU national or British citizen, 13% had Spouse Visas and 14% were seeking protection in the UK. 30% of all learners had been resident in the UK for more than 10 years, but 24% had been here for less than a year. 57% declared they had no ESOL qualifications at the time of registration. The majority of learners (90%) were assessed to be at levels from Pre Entry up to E3.

55% of all learners declared they were parents, and of those, 39% had at least one child under the age of five. 19% declared they needed crèche provision to be able to study ESOL, however as the majority of classes were online due to ongoing Covid-19 restrictions, childcare issues were less of a barrier to learning than in previous academic years.

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 and this was also the most common current job role.

Of those who had an interest in embedded ESOL, most wanted to study ESOL with ICT. 24% had taken part in higher education and Accountancy, Economics, Law and Teaching were the most cited areas of study for learners who had post-secondary education in their home countries.

ESOL provision was available at all levels from Pre Entry to Level 2. Alternative options were available for learners who didn't qualify for GLA-funded provision or couldn't afford to pay 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.

41% of all cases advised by the EAS resulted in a confirmed placement on an ESOL course. Due to limited resources a further 12% of cases couldn't be followed up to confirm if the learner had been placed or not. A further 9% did not respond to or declined all offers made to them and learners were not contactable in another 3% of cases. Learners in the remaining cases were prevented from learning for a range of reasons. The most commonly cited barrier to joining an ESOL class was work commitments, closely followed by health issues.

Problems that aren't going away

As the Matrix accredited EAS becomes more established across the London Boroughs of Camden and Islington, the volume of data collected increases, the reach of the referral network grows and the number of learners reached rises. This enables the service to detect patterns and highlight barriers and bottlenecks that may otherwise go unnoticed.

The EAS data collection and neutral SPoC model helps to demonstrate how the cumulative effect of dormancy and residents not engaging in learning puts increasing pressure on health, education and employability services that rely on users having varying levels of ESOL training in order to access them.

The cost of not addressing these gaps is estimated at £450 million* per year across 15 London boroughs.

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

In addition, data on learner needs and barriers assists providers to facilitate learning as tailored as possible to learners and helps funders to budget.

Impact of Brexit and the Covid-19 pandemic

While the UK officially withdrew from the EU on 31st January 2021, at the time of writing we are still in a transitional period where guidance around factors such as eligibility is regularly changing. This makes it difficult for ESOL stakeholders to develop a clear response and challenging for the EAS to measure impact

In addition, the withdrawal coincided with the Covid-19 pandemic making it difficult to differentiate between the impacts of each crisis. In other words, the data cannot always show which impacts are attributable to Brexit and which are attributable to the pandemic response. This is particularly relevant to analysis of the intersection between ESOL and employability particularly for those in the most precarious (usually low income) jobs.

Furthermore, it is predicted that further legislative changes will be introduced and impact significantly on EU nationals with ESOL needs. The EAS will continue to monitor these changes against use of the service and options available to EU learners and attempt to distinguish between Brexit specific and pandemic related impacts.

At the time of writing, while all Covid-19 protective measures have been removed meaning that there are no restrictions to on-site delivery, future waves seem likely and the flexibility of the EAS delivery model (on-site, bespoke, online) will also likely be deployed at short notice to ensure as little disruption to triaging ESOL learners as possible.

Although tangential to ESOL, both Brexit and the pandemic highlighted the importance of non-British nationals to keeping vital services running during times of national upheaval therefore the EAS continues to work closely with employers and employability hubs to help learners in sectors such as health and social care to find, and in some cases, create provision that trains them to meet the language and literacy requirements of their roles.

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

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

Building resilience and adaptability to help learners most in need

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

Owing to the conditions placed on ESOL providers by Covid regulations and the possibility of lockdown restrictions into 2021, the matching function of the website has been largely unused as it relies on third parties uploading course information. As course planning becomes easier, it is hoped that this function will start to be utilised more.

Despite this, the service's ability to streamline the assessment and referral process and remove some assessment related barriers has encouraged corporate partners with large bases of non English speaking employees to start using the EAS to navigate the ESOL system in order to build capacity in their workforce. A particular area of interest has been mandatory training in health and safety.

Despite obvious levels of need in these cohorts, it is expensive and labour intensive for employers to manage multiple needs including level, location of work and shift pattern. Not only can the EAS triage these learners effectively but as a result of cross-borough partnerships, it can place learners in the provision closest to where they live or work and/or help the employer to source bespoke provision.

As London emerged from the first national lockdown, it was difficult to predict whether learners would return to on-site assessment and provision. The data suggested that while many had been reluctant to engage in virtual learning in the direct aftermath of restrictions, they had adapted much more quickly to preferring it.

Similarly, while the EAS predicted a dramatic fall in demand for its online only service, in September 2020 demand doubled compared to the same time the year before and, despite the usual seasonal fluctuations, grew throughout the academic year.

In addition, the dramatic increase in the number of cross-borough referrals in the 2020/21 academic year demonstrates the growing need for the service and the value of a two borough IAG solution.

An intervention for evidence-based decision making

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

On the demand side, the perennial challenges of reaching the individuals and communities most in need (gaining trust, sensitivity to vulnerability, responding to complex needs, anticipating barriers) were this year magnified against the backdrop of the uncertainties and insecurities outlined in the previous section and required the service to find new ways of ensuring targeted residents could engage with the service.

On the supply side, a key role of the EAS is sharing data on need to help shape provision so that providers can tailor it as closely as possible to the learner. As a result of bringing in a Kickstarter apprentice to help develop a social media strategy this academic year, interaction with EAS Facebook and Instagram increased dramatically enabling the service to share funding opportunities with smaller community partners who may otherwise not have been aware of these streams in time to apply and gain funds to deliver ESOL in the community.

This has begun to create opportunities for smaller providers who receive smaller and less consistent amounts of funding than larger providers but are sometimes better placed to deliver training to learners who need an informal stepping stone to more formal provision.

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

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

An uncertain funding future makes it difficult to plan for development of the EAS. However, as indications for 2021/22 suggest further national and global factors will disproportionately affect some of the individuals and groups targeted by EAS, it is predicted that the service will become a more necessary intervention for the sector.

ACL relies on the EAS for a responsive, mobile and accurate assessment of learners needs throughout the borough. We really value the service as an alternative to our static assessment sessions and by offering a way of initially assessing learners in venues in the community it allows us to engage with hard to reach communities. I know that many of our learners would not be in our classes without the EAS.

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

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

The ability to respond quickly to large scale unexpected (e.g. global pandemic) as well as planned (e.g. Brexit) changes has been essential to enable the EAS to continue serving residents without disruption to service.

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

As local and political support for the model grows, the EAS aims to identify partners from specialist organisations to create the quickest and most effective referral pathways for the most vulnerable groups with the most chronic barriers to learning in order to make this part of their learner journey as stress free as possible.

This will become more important as a ready-made system that can hit the ground running will be needed in response to major events such as the Afghan evacuation and the war in Ukraine.

Well over half of the residents who use the EAS would not access the gateway skill of ESOL by any other means. From our experience of the aftermath of back to back economic and health crises in 2020/21 that often hit this group the hardest, the EAS aims to leverage its existing network and data collection capacity to quantify and highlight the issues they face recovering from the painful experiences of the last year.

The EAS continues to adjust staffing, on-site delivery and tech development plans in response to limited funding. By June 2021 the Camden and Islington ESOL Advice Service had sufficient funds to continue delivery until 31 December 2021 but was seeking longer term funding.

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

We look forward to continuing to support learners and providers across Camden, Islington and beyond in 2021/22 .

[The] EAS service has been very effective...

People had more opportunities to engage in learning and find a suitable programme, particularly during the pandemic. It reflected in better outcomes for ACL and the clients. Although on some occasions, the same people enquired with EAS and ACL Islington about ESOL programmes, it was better to capture their needs rather than miss the opportunity of offering them language learning. On some occasions, they provided slightly different information to each service about their needs (digital skills, access to online learning, personal needs, etc.), but this only helped to verify what they needed before learning was offered.

[There was] effective collaboration between services and running regular EAS ESOL IA enabled offering ESOL learning opportunities at all times. Those who were captured by EAS were assessed, and their needs were established, which enabled us to offer them a suitable language programme.

Regular catch-ups with Gosia, [Islington] EAS Coordinator, were particularly helpful as we followed participation and attendance and could find more effective solutions to support the clients. Excellent communication ... enabled me to respond to the clients' needs as soon as it was possible.

Anna Stec, Family Learning and ESOL Curriculum Team Leader, Islington ACL

APPENDIX 1: EAS NEUTRALITY STATEMENT

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

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

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

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

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

Please send all questions and 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

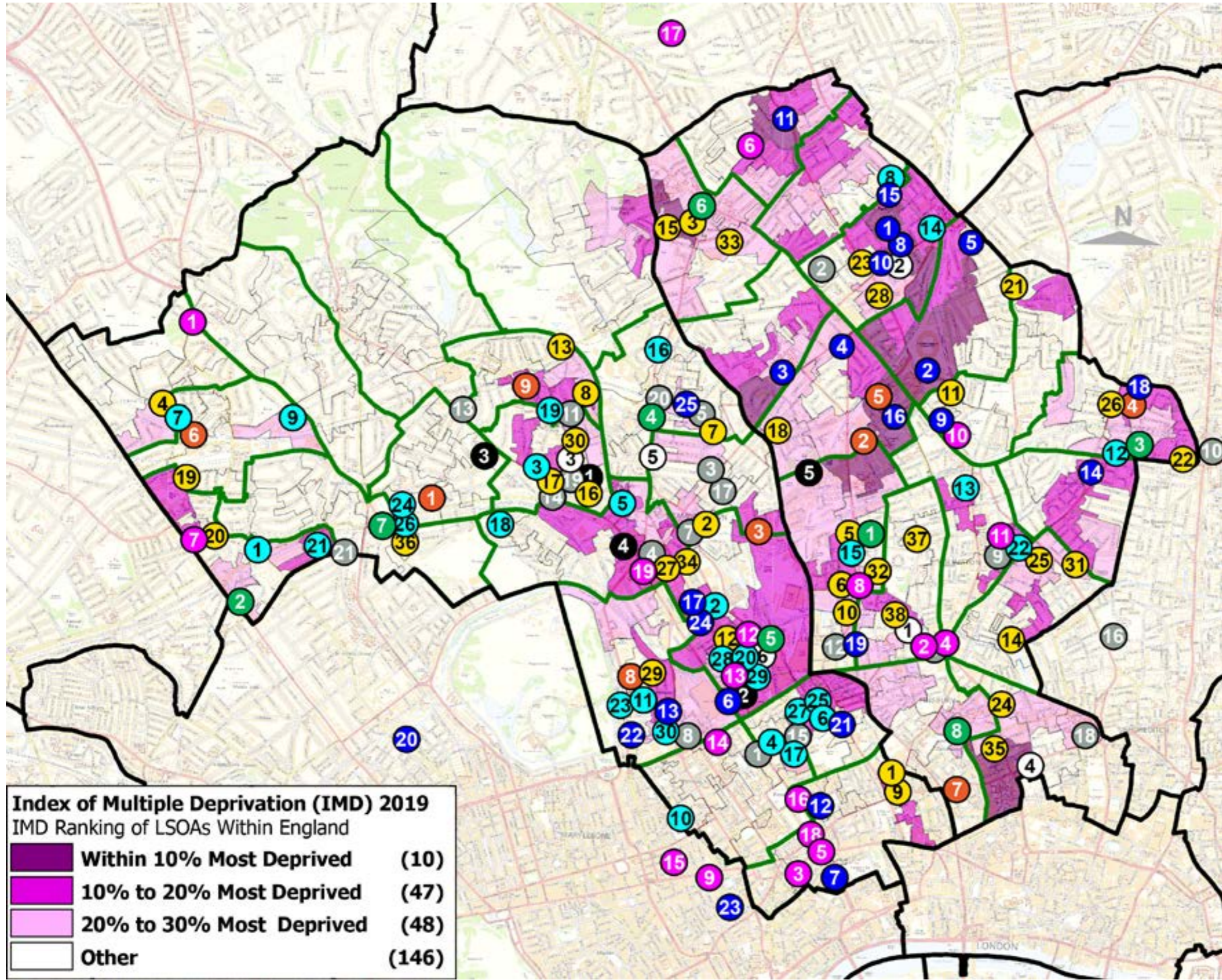
APPENDIX 3: REGIONS

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

COUNTRY	REGION
India	South Asia
Indonesia	East Asia
Iran	Middle East and North Africa
Iraq	Middle East and North Africa
Israel	Middle East and North Africa
Italy	Western Europe
Japan	East Asia
Kazakhstan	Russia and Central Asia
Kosovo	Eastern Europe
Kuwait	Middle East and North Africa
Laos	East Asia
Lebanon	Middle East and North Africa
Libya	Middle East and North Africa
Lithuania	Eastern Europe
Malaysia	East Asia
Mali	Africa
Mexico	Latin America & Caribbean
Moldova	Eastern Europe
Morocco	Middle East and North Africa
Myanmar (Burma)	East Asia
Namibia	Africa
Nicaragua	Latin America & Caribbean
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
Sao Tome and Principe	Africa
Senegal	Africa
Sierra Leone	Africa
Slovakia	Eastern Europe

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

APPENDIX 4A: EAS LOCAL PARTNERSHIP NETWORK MAP



Index of Multiple Deprivation (IMD) 2019	
IMD Ranking of LSOAs Within England	
	Within 10% Most Deprived (10)
	10% to 20% Most Deprived (47)
	20% to 30% Most Deprived (48)
	Other (146)

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	Ingeus
5	Kentish Town JCP
6	St Pancras and Somers Town Job Hub

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

HOMELESS / SUPPORTED HOUSING	
1	Belmont Hostel
2	C4WS Homeless Project
3	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	New North Academy
7	Brecknock Primary School	26	Newington Green Primary School
8	Carlton Primary School	27	Our Lady's Primary School
9	Christopher Hatton Primary School	28	Pakeman Primary School
10	Copenhagen Primary School	29	Regents Park Children's Centre
11	Drayton Park Primary School	30	Rhyl Primary School
12	Edith Neville Primary School	31	Rotherfield Primary School
13	Gospel Oak Primary School	32	St Andrew's (Barnsbury) CE Primary School
14	Hanover Primary School	33	St John's Upper Holloway Primary School
15	Hargrave Primary School	34	St Michael's C of E Primary School
16	Harmood Children's Centre	35	St Peter's and St Paul's RC Primary School
17	Haverstock Secondary School	36	Swiss Cottage School
18	Hungerford School	37	Thornhill Primary
19	Kilburn Grange Children's Centre	38	Vittoria Primary School

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

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