



National Research and Development Centre  
for adult literacy and numeracy

## **Mapping of ESOL in Enfield**

A report for Enfield Community Learning Service, London  
Borough of Enfield

From the National Research and Development Centre for Adult  
Literacy and Numeracy, Institute of Education, University of  
London

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## 1. Introduction

In April 2011, the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), Institute of Education, London was commissioned by Enfield Community Learning (ECLS) to look into the provision and need for ESOL learning in the borough and to report on:

- ESOL provision in Enfield by provider type/level/sources of funding/target groups/ward location
- The need/demand for ESOL by priority groups
- Gaps in provision
- Barriers preventing priority groups from accessing ESOL
- Groups with ESOL needs not accessing existing provision
- Opportunities for progression across the borough

NRDC were also asked to make appropriate recommendations regarding future provision.

In order to obtain this information NRDC has

- Carried out a literature review
- Analysed data from the Skills Funding Agency's Individualised Learner Record (ILR).
- Carried out a survey of voluntary and community groups and local authority departments (see **Appendix A** for details)
- Held three focus groups for community groups and interviewed the largest providers in the borough, either by telephone or face to face (see **Appendix B** for details)

## 2. ESOL provision in Enfield

### 2.1 ESOL providers in Enfield

When the government introduced their ESOL policy 'A New Approach to ESOL' in 2009, LB Enfield took the lead in bringing together key partners and stakeholders to develop an ESOL Action Plan. Six priority needs were identified for the borough:

1. Adults not in work, especially parents with children in school

2. Adults not in work, but with work as a primary goal
3. Adults in work with ESOL needs
4. Refugees and asylum seekers
5. 14-19s with ESOL needs
6. Adults seeking citizenship

The current government has not taken forward this policy although the ESOL partnership in Enfield is keen to continue, particularly in the light of changes to funding policy. The impact of those changes on ESOL provision make it all the more essential for partners to work closely, to share information about their funding and provision in an open and transparent manner and to make best use of information about need coming from community groups.

### **2.1.1 Major providers**

There are four major providers of ESOL:

- *Southgate College*
- *College of Haringey, Enfield and North East London (CoHENEL) - Enfield Centre (formerly Enfield College);*
- the borough's adult education provision in *Enfield Community Learning Service (ECLS);*
- a large private training provider, *5E Ltd.*

Much of the ECLS provision is delivered through a range of providers including Southgate College, six primary schools, four Enfield libraries and six community organisations:

- Orion Pax
- Samafal
- Dalmar (Somali Heritage & Family Development)
- Congolese Children's Association
- Learning Academy (Zion Tuition)
- Enfield Homes (who manage South Haselbury and Boundary Learning Centres)

### **2.1.2 Smaller providers**

There are in addition many private and voluntary community organisations that run ESOL classes when they can access funding and these are summarised in **Appendix C**.

## **2.2 Location of providers**

ESOL provision in Enfield is largely focused in 3 geographic areas, Southgate, Ponders End and Edmonton Green. Although the FE colleges provide the most learning opportunities it is the small voluntary and community organisations who provide the geographical breadth of provision.

The picture of adult learning provision in London is complicated by people's travel patterns. Provision delivered by providers in Enfield will include out of borough residents. Equally, some Enfield residents attend colleges and learning centres beyond Enfield.

We have identified other organisations outside Enfield that deliver to Enfield residents and we have also been able to identify the numbers of Enfield learners attending Enfield providers. Because of this filtering of learners by postcode, providers may see differences in their total learner numbers from their own statistics.

Tables where we are only looking at Enfield residents are clearly labelled.

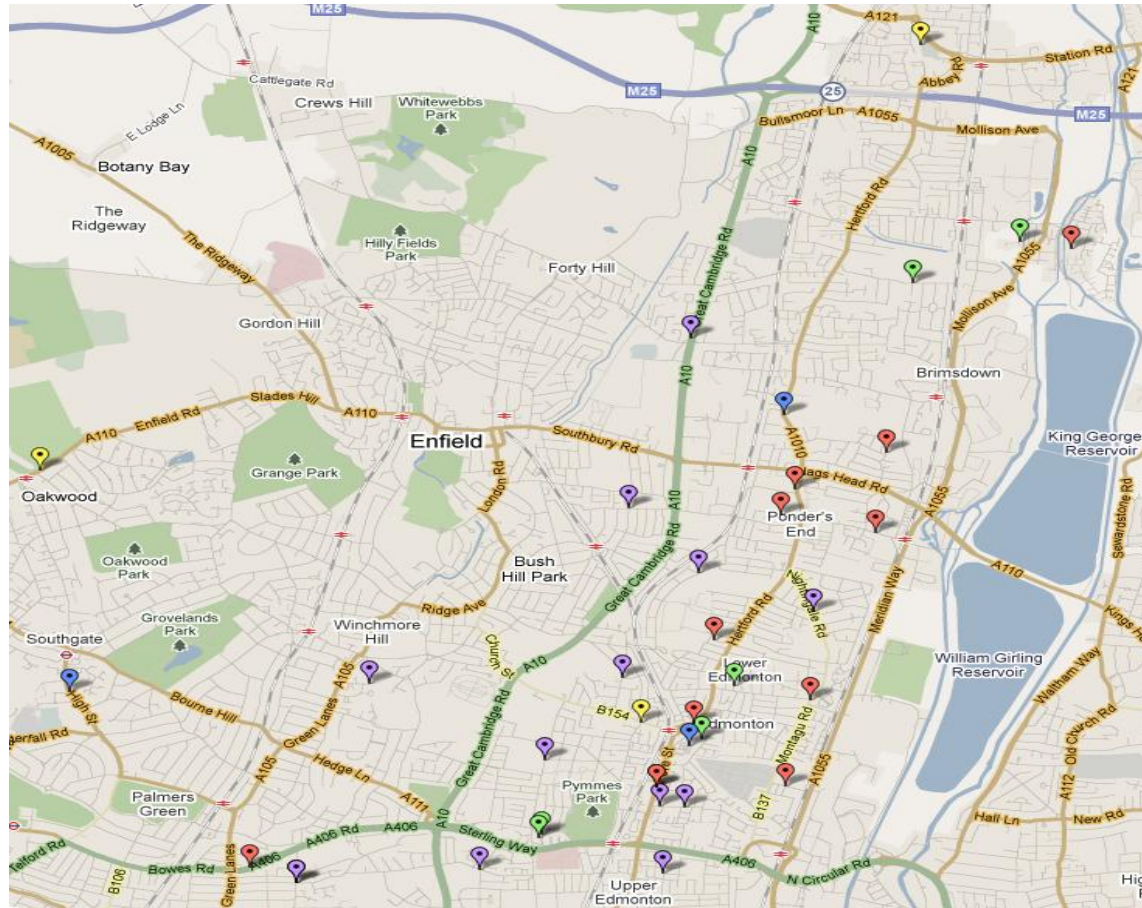
### **2.2.1 Enfield based providers**

Southgate College has two sites, the main college site in Southgate N14 and Edmonton Green College site N9; CoHENEL's Enfield Centre is in Ponders End EN3 (with the main college site in South Tottenham N15); the ECLS provision is dispersed through its various providers across the borough; 5E Ltd has two centres in Enfield: Watkins House, Upper Edmonton N18, and Edmonton Green N9 while.

There are community centres at Market Square and North Square in Edmonton Green N9 where several small community providers are based eg Orion Pax; also at Community House N9 (GGCCE); Vincent House EN3.

As the following map, with the location of all sites where we understand there to be ESOL provision currently running indicates, the majority of the providers are clustered in a narrow central area of the borough (**Table 1**).

**Table 1a Location of ESOL providers**

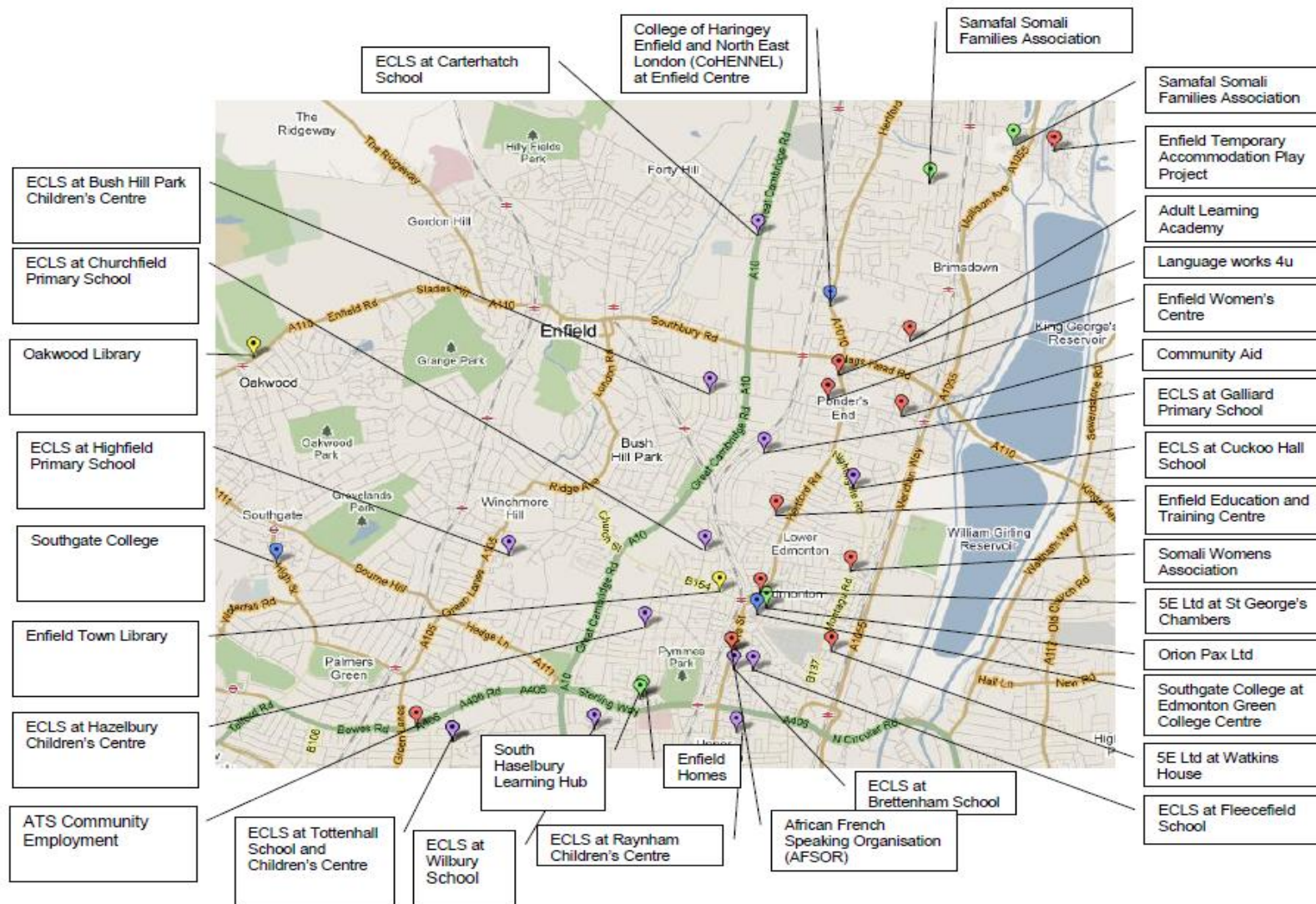


**Key**

- Voluntary community and private sector
- ECLS Providers (not schools)
- Schools with Family Learning
- Libraries
- FE Colleges



**Table 1b Location of ESOL providers ESOL (with organisation names)**





## **2.2.2 Providers outside LB Enfield delivering to Enfield residents**

A considerable number of Enfield residents travel to the neighbouring boroughs of Barnet, Haringey, Islington and Waltham Forest to attend ESOL classes. There is a comprehensive listing for 2008/09 and 2009/10 in Appendix D of all providers who have some Enfield learners. Since the merger of College of North East London and Enfield College in 2009 the ILR data is reported as one organisation. We know from a recent analysis run for us by CoHENEL that of this year's (10/11) ESOL cohort at their Tottenham site only 104 are Enfield residents.

## **2.3 Sources of funding for ESOL provision**

### **2.3.1 Skills Funding Agency (SFA)**

The main funding source of ESOL provision in the borough is the SFA, which supports providers through a number of different funding streams. As well as Further Education Adult Learner Responsive (ALR) funding SFA also allocates funding for Adult Safeguarded Learning (ASL).

ALR funding is required to focus on the ESOL needs of adults not in work but with work as a primary goal (priority 2) and the 14 – 19 age group (priority 5). Provision for both these groups will continue to receive government funding.

ASL funding is to support new and lower level learners through first step activity and community learning. This funding supports parents with children (priority 1), particularly through family learning provision. As it does not have the same eligibility criteria to prioritise those on 'active' benefits and ESOL provision can be targeted those further from the labour market, particularly those with lower level language skills at pre-entry levels and Entry level 1. In Enfield this funding is directed at priority areas through local community groups who are already engaged with potential learners.

Asylum seekers (priority 4) needs will be considerably harder to meet as there are no major funding streams now that accommodate their needs: even the European Refugee Funds have been ring fenced in the UK to those granted asylum. This is in addition to reductions to the National Asylum Support Service (NASS) and local authority responsibilities; it will become increasingly hard to identify asylum seekers other than through community and faith organisations.

Refugees (priority 4), however, and adults seeking citizenship (priority 6) will be categories within those groups already discussed. If the ESOL Partnership group agrees to treat these groups as priority regardless of whether or not they are in work, this would need to be

implemented through the initial assessment and recruitment procedures of all organisations but within the eligibility criteria of the funding stream.

Adults in work (priority 3) fall into two broad categories: those with some English language skills who need higher levels to support their existing skills, experience and/or professional qualifications; those with no or low level English language skills who are in low level employment and want to improve their position in work. This group will struggle to access subsidised ESOL provision because they are in work; colleges are planning to further develop their evening language classes but these will be fee paying; the colleges have carried out research with existing learners in order to try to set realistic fees. This provision is more likely to attract those in priority group 3, than those in priority 1 for reasons of affordability, timing and appropriate learning levels.

- Southgate College and CoHENEL receive ESOL funding through the SFA's ALR funding allocation.
- ECLS receives ESOL funding through ALR and ASL funds.
- Formal First Step funding will be allocated in 2011, alongside ASL and can be used for beginner ESOL.
- 5E Ltd was in receipt of SFA funding for its Employability Support Programme but this contract ended 31 March 2011.

Future FE funding policy from 2011/12 will mean that ESOL learners who are registered for Job Seekers Allowance (JSA) or Employment and Support Allowance (ESA) are fully funded; all others will be required to co-fund their programmes (at 50% contribution to cost).

### **2.3.2 DWP funding through Jobcentre Plus (JCP)**

JCP has not directly funded ESOL in recent years. In 2006 that remit was transferred to the predecessor of the Skills Funding Agency, the Learning and Skills Council (LSC) resulting in the creation of the Employability Support Programme. The Department for Work and Pensions has recently announced the prime contractors for a new Work Programme (2011–2016) which will include some work-focused ESOL provision where appropriate. To be eligible for the Work Programme, learners must be on “active benefits”, i.e. Job-seekers Allowance (JSA) or Employment Support Allowance (ESA). Data is not available yet on numbers of eligible potential ESOL learners, although a survey<sup>1</sup> by the Association of Colleges (AoC) based on current (2010/11) ESOL learners found that the proportion of

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<sup>1</sup> Association of Colleges ESOL Survey February 2011  
[http://www.aoc.co.uk/en/Policy\\_and\\_Advisory\\_Work/policy\\_papers/](http://www.aoc.co.uk/en/Policy_and_Advisory_Work/policy_papers/)  
Accessed online 5 July 2011

eligible learners is 14% (national data). It is also not yet clear what proportion of Work Programme activity is likely to be accessed by learners with ESOL needs.

For the Work Programme London has been divided into two sub regions: east and west London. Enfield falls into the west region which also includes neighbouring boroughs Barnet, Haringey, Camden and Islington. Boroughs in the east include neighbouring Waltham Forest.

The prime contractors for west London are:

- Reed in Partnership
- Maximus Employment and Training UK
- Ingeus UK Ltd

The prime contractors for east London are:

- A4e
- Careers Development Group
- SEETEC

Although many subcontracts have already been decided (eg Tamil Relief Centre/ EETC) there is still scope for providers to express interest.

JCP also has JCP Support contracts and European Social Fund (ESF) money although we have not found providers in Enfield delivering ESOL through this funding.

### **2.3.3 Regional funds**

The London Development Agency (LDA) has been a major source of funding through its Opportunities Fund and ESF rounds. The coalition government is terminating the Regional Development Agencies (RDA) and in London the Greater London Authority (GLA) will assume the responsibilities of the LDA. Most LDA contracts have now ended and the current ESF round being managed by the GLA who expect it to be considerably reduced in comparison with earlier expectations. The RDAs are to be replaced by Local Enterprise Partnerships (LEPs); these are to be self-financing, although the government will provide some funds in the first year.

In December 2010, North London Business working jointly with North London Strategic Alliance proposed a LEP focussed on the Lee Valley/M11 Corridor, comprising the London boroughs of Enfield, Hackney, Haringey, Islington, Redbridge and Waltham Forest together with the districts of Broxbourne, Epping Forest, Harlow and Uttlesford. They published a London Anglia Local Enterprise Partnership document to support this. This may well become

a conduit for employer ESOL funding as raising skills levels and training make up one of their priority areas.

### **2.3.4 European funding**

UK Borders Agency manages European funds through the European Integration Fund (EIF) and the European Refugee Fund (ERF). A number of providers we spoke to have direct contracts or subcontracts for this funding although there was a belief that the money, particularly where this was a subcontract, was insufficient to cover transport or childcare costs, making it more difficult to recruit learners.

### **2.3.5 The Learning and Skills Improvement Service (LSIS)**

LSIS provides grants to providers for projects that directly impact on the quality of teaching and learning programmes. These are usually in the region of £1000 to £10,000. ECLS has won a grant to run an ESOL programme linked to green issues: 'Looking after the Environment'.

### **2.3.6 Funding through the local authority**

The Working Neighbourhood Funds (WNF), from the Department for Communities and Local Government, which helped to create Enfield's JobNet and supports some adult learning provision are due to be radically cut if not completely removed in line with current policy developments. ECLS has some continuing WNF money which will be used in the early part of academic year 2011/12.

Sure Start and Children's Centres' funding has supported a small amount of ESOL provision linked to pre-school parenting initiatives.

### **3.3.7 Other funding sources**

There are many charity funding sources and we have listed below those that were referred to in the Focus Groups:

- Tudor Trust: Education Advocacy
- Esmee Fairbairn Foundation: Advocacy and representation
- Paul Hamlyn Foundation
- Parents Empowerment, through Community Enterprise Network
- The Nationwide Foundation
- The Cooperative Membership Community Fund
- Christian Action Housing Association

These funds are intended to support smaller organisations and tend to be small grants (up to £10,000)

## **2.4 Profile of learners: numbers and levels of learning**

This section deals with data from the ILR which provides detailed information on SFA funded provision. As such the ILR does not the whole picture of ESOL teaching and learning in the borough. However, SFA is by far the largest source of funding, and the learner data collected by the SFA is an accurate record of ESOL delivery allowing for analysis by different learner characteristics.

### **2.4.1 Numbers of ESOL learners**

The number of ESOL learners funded by the SFA across **Enfield providers only** in 2008/09 was 3161, reducing to 2960 in 2009/10<sup>2</sup>. SFA ILR data for 2010/11 is not yet available. Therefore for the most up to date figures we have used Enfield providers' own data for 2010/11<sup>3</sup>. This shows a further reduction to 2,332 learners in the current year.

<b>Provider</b>	<b>ESOL learners</b>
Southgate College:	1200
Enfield College Centre, CoHENEL:	403
ECLS	325 <sup>4</sup>
5E	300 <sup>5</sup>
Tottenham Centre, CoHENEL:	104

In addition to the ESOL provision on offer within the borough, many Enfield residents attend ESOL provision in neighbouring boroughs, particularly at City and Islington College, CoHENEL Tottenham site, and Barnet College. In examining learner data we have, as stated earlier, included these learners in our analysis. The potential merger between Southgate and Barnet Colleges makes this data highly relevant here.

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<sup>2</sup> From SFA Individual Learner Record data (ILR)

<sup>3</sup> Collected via interviews

<sup>4</sup> This year to date

<sup>5</sup> 5E's ESP contract finished at the end of March 2011 with approx learners on programme in the current year

The total number of Enfield ESOL learners attending classes out-of-borough in 2009/10, was 835<sup>6</sup>. **Table 2** below shows the providers with more than 30 Enfield ESOL learners. However, for all subsequent analysis we have removed those providers with less than 100 Enfield ESOL learners.

**Table 2 Providers with more than 30 Enfield ESOL learners**

	<b>Learners 08/09</b>	<b>%</b>	<b>Learners 09/10</b>	<b>%</b>
SOUTHGATE COLLEGE	1,158	31.9	1,271	37.7
ENFIELD COLLEGE	790	21.7		
5 E LTD	490	13.5	500	14.8
ENFIELD LONDON BOROUGH COUNCIL	345	9.5	192	5.7
THE COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	290	8.0	957	28.4
BARNET COLLEGE	232	6.4	196	5.8
CITY AND ISLINGTON COLLEGE	115	3.2	85	2.5
WALTHAM FOREST COLLEGE	99	2.7	80	2.4
WESTMINSTER KINGSWAY COLLEGE	43	1.2	32	0.9
WORKERS' EDUCATIONAL ASSOCIATION	39	1.1	19	0.6
HARINGEY LONDON BOROUGH COUNCIL	34	0.9	40	1.2
<b>TOTAL</b>	<b>3,635</b>		<b>3,372</b>	

A further consideration in analysing the data is that this reflects only discrete ESOL qualification enrolments. If a learner is receiving support for ESOL within another programme of learning, that is not reflected on the ILR and it has not been possible to identify their ESOL support through this ILR analysis.

#### 2.4.2 Levels of provision

The majority of ESOL provision is at Entry level and within that, at Entry level 1 although all levels of provision are available to some extent. Tables 3 and 4 show the numbers of Enfield learners enrolled by level for 08/09 and 09/10. They reveal an overall reduction of over 10% in 09/10 with pre-entry and Entry level 1 reducing at a higher rate.

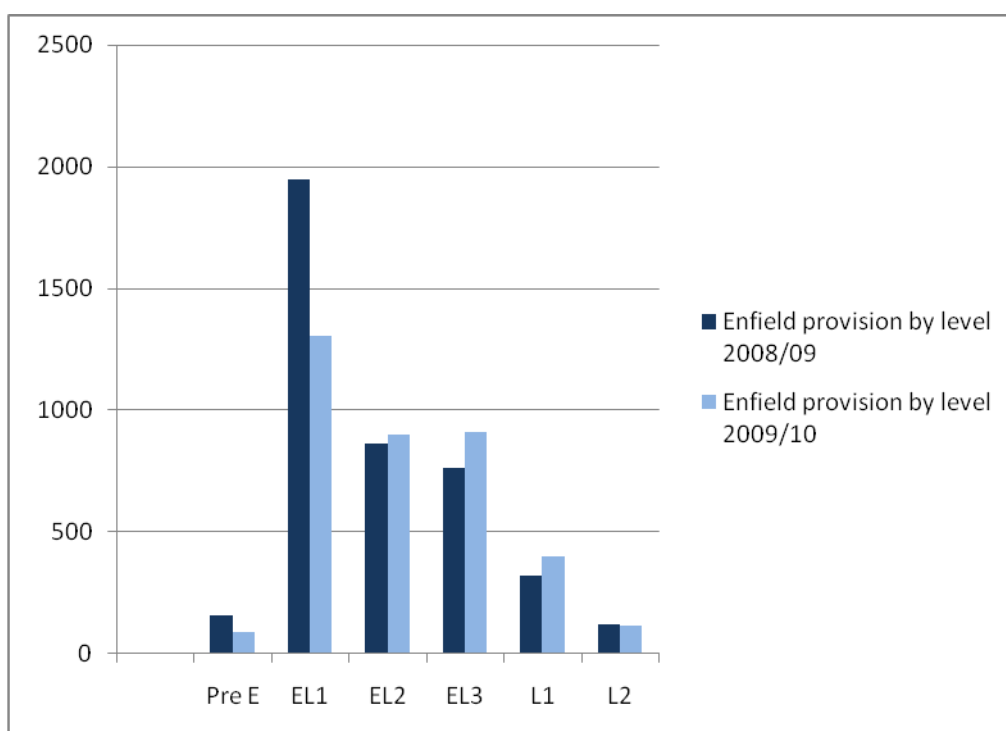
**Table 3a Enfield residents: levels of ESOL provision**

	<b>08-Sep</b>		<b>09-Oct</b>		
<b>ESOL class</b>	<b>numbers</b>	<b>%</b>	<b>Numbers</b>	<b>%</b>	<b>%change</b>

<sup>6</sup> Appendix E has a comprehensive list of all providers

Pre entry	156	3.7	88	2.4	-43.6
Entry level 1	1950	46.7	1304	35	-33.1
Entry level 2	865	20.7	901	24.2	4.2
Entry level 3	762	18.3	911	24.5	19.6
Level 1	319	7.6	400	10.7	25.4
Level 2	120	2.9	118	3.2	-1.7
<b>Total</b>	<b>4172</b>		<b>3722</b>		<b>-10.8</b>

**Table 3b Enfield residents: levels of ESOL provision**

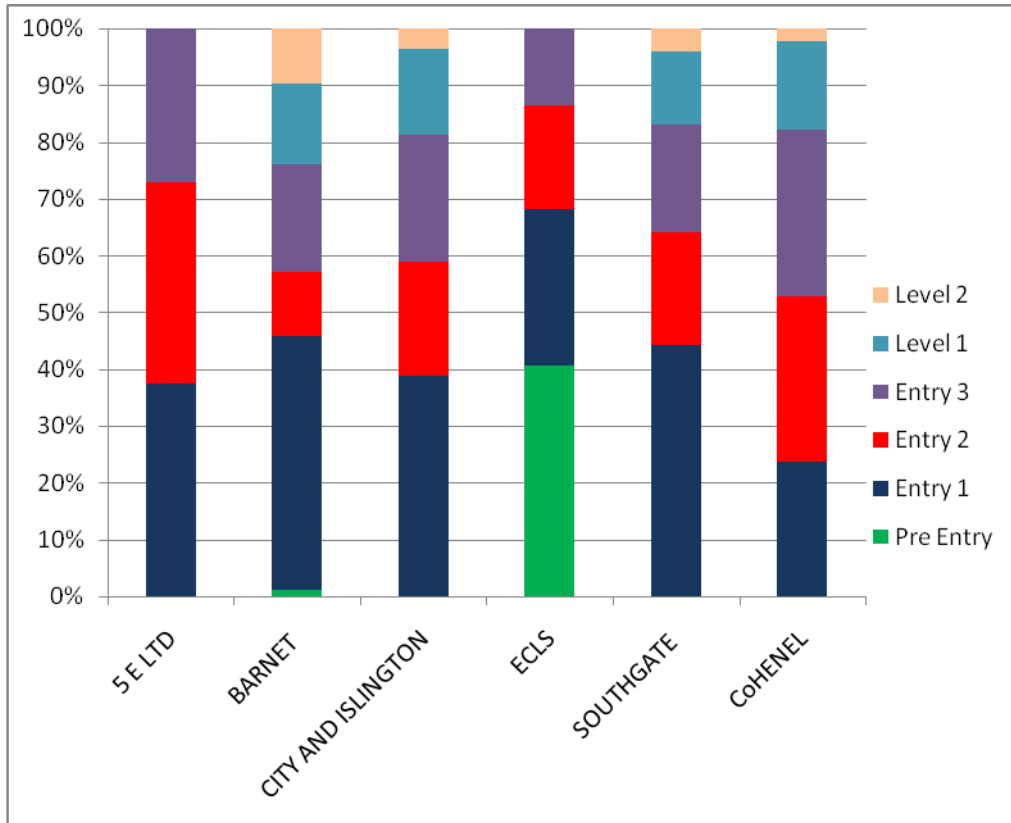


The reduction in learner numbers is likely to be the impact of changes to FE funding allocations and eligibility criteria for ESOL learners; the reduction in numbers of learners at the lower levels will be the result of SFA policy to focus on the target bearing levels of provision (Entry level 3 and above). Feedback from providers of numbers in ESOL classes in the current academic year 10/11 indicates further reductions at a similar rate and continuing to impact more on lower level ESOL provision.

Table 4 shows the percentages of provision at each level delivered by each of the main providers. Key features of provision are that ECLS is virtually the only provider to offer pre-Entry learning and that for every other organisation, the majority of provision is at Entry level 1.

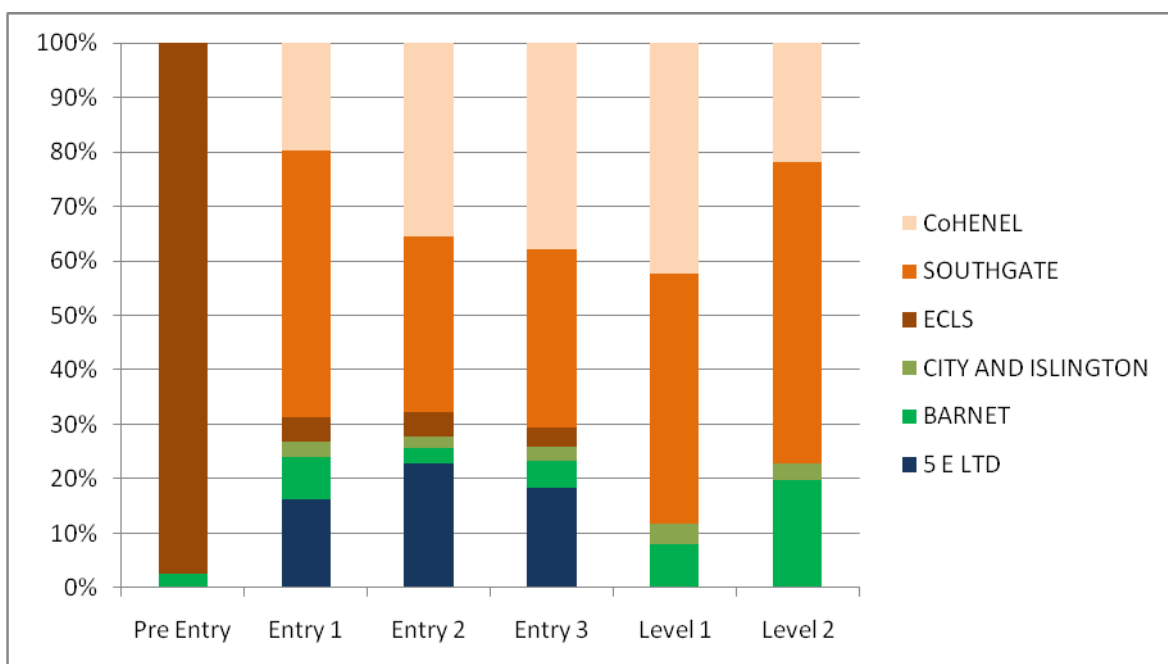
**Table 4 Enfield residents: proportion of ESOL levels delivered by provider**





**Table 5 Enfield residents: Proportion of provision from each provider at each level**

Table 5 shows the proportion of ESOL provision of the main providers at each level. From this we can see that pre-entry programmes are only delivered to Enfield residents by ECLS and Barnet College and that over 95% of this is at ECLS; that Southgate delivers the majority proportion of Entry level 1, Level 1 and Level 2 programmes.



As in Table 3b above, there is no correlation in terms of learner numbers between the columns; the Level 2 provision is only some 3% of total ESOL provision compared with Entry level 1 which is 35% of total provision.

For a complete breakdown by organisation, of all Enfield learners attending Skills Funding Agency funded programmes, see Appendices D and E. Appendix D shows the number of ESOL enrolments (learning aims) in each year 08/09 and 09/10 and Appendix E shows the number of learners (mindful that one learner may complete more than one qualification in an academic year).

### **3. ESOL needs in Enfield**

#### **3.1 Overview**

From the feedback of survey respondents and focus group participants, we have a picture of Enfield as a settled community where people want to make a home and want their children to attend school. Many migrants are believed to have settled here because of the lower rents than other parts of London, the relatively green and pleasant surroundings with green spaces and the reasonable local services and travel facilities. Community groups reported that much of the language need is in long-term settled communities where people have been resident for some 10 – 15 years but not had the opportunity to develop English Language Skills. One person commented,

*‘Integration starts within your own community and then people become more confident to move outwards and integrate with other communities’.*

These opinions are backed up by the findings of the Enfield Citizen’s Panel, 2006, quoted in the Enfield Observatory Migration Study, November 2006.

The established ethnic minority communities attract new migrants (including refugees). As new migrants continue to settle in Enfield, it is likely that this is where they are likely to be when they fulfil the three-year eligibility requirement to access publicly funded English language training. This in part explains the ongoing need for lower level ESOL provision. People who are seeking British citizenship or who want to be able to better support their children at school, to seek work and training opportunities, to participate in the community are looking for accessible language classes. It is predominantly women of the 25 – 50 age group that attend ESOL classes (see table 12 below) and it is likely that many of these are parents and carers who are now in a position to address language needs - often through family learning classes in the children’s schools.

Enfield has also been identified as being a popular destination for asylum seekers and refugees and many of the community organisations we spoke to identified refugees as a

significant client group; although the numbers of newly arrived are small they need higher levels of support.

### 3.2 Language communities

Enfield has a population of around 287, 000 (ONS, 2008) making it the fifth largest London borough by population. There are 21 wards in the borough. Data on the ethnic profile of the area derived from the 2001 Census shows:

**Table 6 Ethnic profile of Enfield**

<b>Ethnic group</b>	<b>Number</b>	<b>% split</b>
White: British	167,394	61.2%
White: Irish	8,398	3.1%
White: Other* (*primarily Greek,, Turkish, Cypriot)	35,157	12.9%
Mixed: White and Black Caribbean	2,549	0.9%
Mixed: White and Black African	1,068	0.4%
Mixed: White and Asian	2,278	0.8%
Mixed: other mixed	2,199	0.8%
Asian or Asian British: Indian	10,887	4.0%
Asian or Asian British: Pakistani	1,717	0.6%
Asian or Asian British: Bangladeshi	3,524	1.3%
Asian or Asian British: Other Asian	5,121	1.9%
Black or Black British: Caribbean	14,590	5.3%
Black or Black British: African	11,884	4.3%
Black or Black British: Other Black	2,117	0.8%
Chinese or other ethnic group: Chinese	2,011	0.7%
Chinese or other ethnic group: Other Ethnic Group	2,665	1.0%

Since the 2001 Census, new communities have developed/arrived in Enfield, many with an ESOL need, especially those from Turkey, Bangladesh, Kosovo, Albania, Afghanistan, Kurdish, Somalia, Angola, the Democratic Republic of the Congo and Eastern Europe. A new census was conducted in March 2011 and included a question on how well respondents can speak English, although first results are not yet available.

The five most common languages spoken in Enfield, other than English, are Turkish; Somali; Bengali; Greek and Albanian/Shqip. Enfield is thought to have the largest Cypriot community in the UK. Ward level data for 2006 show 6 wards where less than 50% of the population speak English: Bowes, Edmonton Green, Haselbury, Lower Edmonton, Ponders End and Upper Edmonton. The Council's 'Ethnicity Baseline' which estimates the size and age structure of 22 ethnic groups in the borough, shows the non-white British population to be 52.5% in 2007.

Turkish first language is most common in Upper Edmonton (15.6%) and Edmonton Green (14%) and Jubilee (14%) – around 30% of all primary Turkish speakers live in the 3

Edmonton wards; Somali in Lower Edmonton (6.2%), Upper Edmonton (6.1%) and Enfield Lock (5.9) – around 36% of all primary Somali speakers live in the 3 Edmonton wards; Bengali speakers are concentrated in Ponders End (11.6% of the ward speak Bengali and a quarter of the borough’s Bengali speakers live here); Greek speakers in Cockfosters (11%); Palmers Green (7.7%); Southgate and Bowes (7.6%).

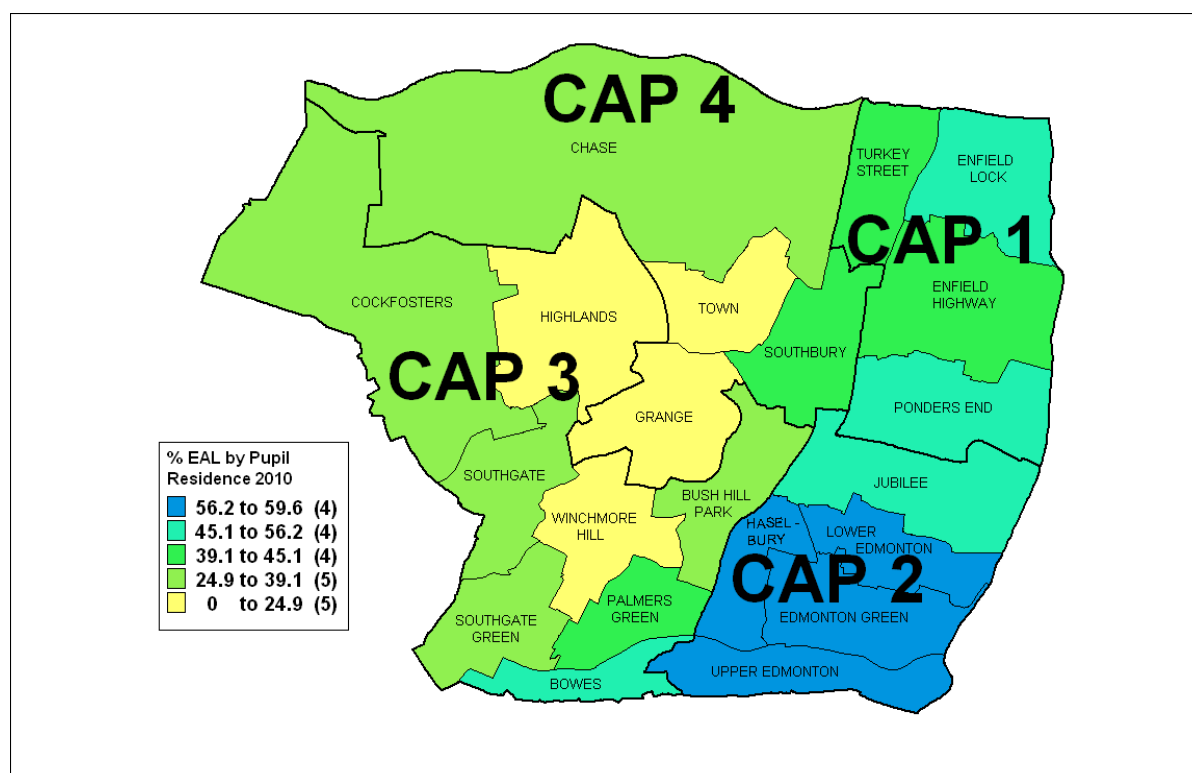
Interviews and focus groups identified the main communities where ESOL provision is critical as Somali, Greek and Turkish Cypriot, Congolese, Bangladeshi, Eastern European.

This reflects data in the Children’s Area Partnership profiles (CAPs) produced by Enfield Council’s Research and Information Team in Strategy, Systems and Performance, October 2010 showing languages spoken by school children in each CAP area. Table 7 shows the composition of each CAP with EAL by pupil residence.

**Table 8** shows the increase in EAL need since 2006.

CAP 1	Turkish 12.7%, Bengali 4.1%, Somali 3.1%, French 2.4%, Albanian/ Shqip 1.7%, Greek 1.4%, Kurdish 1.2%
CAP 2	Turkish 15.3%, Somali 6.4%, Bengali 3.4%, French 2.5%, Albanian/Shqip 2.3%, Kurdish 1.5%, Polish 1.5%, Greek 1.4%, Arabic 1.3%, Tamil 1.3%, Akan/Twi-Fante 1.2%
CAP 3	Turkish 6.05%, Greek 4.19%, Albanian/Shqip 1.57%, Gujarati 1.47%, Polish 1.42%, Somali 1.41%
CAP 4	Turkish 6.31%, Greek 1.46%, Somali 1.45%, French 1.2%

**Table 7 Enfield CAP areas**



**Table 8 Percentage of Pupils living in Enfield attending Enfield Schools with English as an Additional Language (EAL)**

CAP 4 Wards	2006	2007	2008	2009	2010	% change since 2006
Chase	18.6%	19.5%	21.6%	22.8%	24.9%	6.3%
Grange	15.9%	15.8%	17.4%	17.3%	18.4%	2.5%
Southbury	33.7%	33.6%	36.3%	39.6%	40.4%	6.7%
Town	10.7%	10.5%	13.2%	13.5%	14.4%	3.7%
CAP Average	19.7%	19.9%	22.1%	23.3%	24.5%	4.8%
Local Authority <sup>7</sup>	37.2%	36.1%	38.4%	40.3%	41.5%	4.2%

The proportion of pupils resident in CAP 4 with EAL has increased by 4.8% since 2006. This is above the increase in Enfield as a whole which is 4.2%. Chase and Southbury wards show the greatest increase at 6.3% and 6.7% respectively.

Whilst groups are less clearly defined in the ILR data from the Skills Funding Agency there are definite correlations between the groups of learners attending ESOL provision in 08/09 and 09/10 and the Enfield council residents' data. Table 9 below gives the breakdown of Enfield learners by ethnicity in the last two academic years.

<sup>7</sup> Includes out of borough pupils

**Table 9 Ethnicity of ESOL learners, ILR data 2008/09 and 2009/10**

	2008/09		2009/10	
	Freq.	Percent	Freq.	Percent
<b>Asian Or Asian British - Bangladeshi</b>	89	2.3	92	2.6
<b>Asian Or Asian British - Indian</b>	29	0.8	45	1.3
<b>Asian Or Asian British - Pakistani</b>	22	0.6	16	0.5
<b>Asian Or Asian British - Any Other Asian</b>	158	4.1	163	4.6
<b>Black Or Black British - African</b>	827	21.7	820	23.1
<b>Black Or Black British - Caribbean</b>	104	2.7	52	1.5
<b>Black Or Black British - Any Other Black</b>	70	1.8	63	1.8
<b>Chinese</b>	32	0.8	33	0.9
<b>Mixed - White And Asian</b>	24	0.6	25	0.7
<b>Mixed - White And Black African</b>	52	1.4	38	1.1
<b>Mixed - White And Black Caribbean</b>	7	0.2	6	0.2
<b>Mixed - Any Other Mixed Background</b>	30	0.8	26	0.7
<b>White - British</b>	59	1.6	37	1.0
<b>White - Irish</b>	3	0.1	4	0.1
<b>White - Any Other White Background</b>	1,591	41.7	1,584	44.7
<b>Any Other</b>	636	16.7	484	13.7
<b>Not Known/Not Provided</b>	85	2.2	58	1.6
<b>TOTAL</b>	3,818	100.0	3,546	100.0

Bangladeshis are represented directly; 'White–'Any Other' includes white immigrants such as Turkish and Greek Cypriots, Eastern Europeans, Albanians; 'Black or Black British - African' includes Congolese and Somalis. Many learners may find it hard to define themselves within the ILR categories which would explain the high proportions of 'Any Other' or 'Not Known'.

The actual learner numbers again reflect the decreasing pattern of enrolments.

### **3.3 Neighbourhoods**

#### **3.3.1 Basic skills needs in Enfield**

The 2003 Department for Education and Skills (DfES) projection of skills needs for Enfield estimated that of the adult population (16-64) of 176,320 an estimated 16,645 had Entry level English skills. The number of ESOL households was estimated at 23% with 9% being

at Entry level. The estimated number of households at Entry level varies in the constituencies with 12% in Edmonton, 9% in Enfield Southgate and 7% in Enfield North. In terms of the wards, the proportion of ESOL households varies from 37% in Upper Edmonton to 8% in the Town ward. The other Edmonton wards and Bowes are all over 30%.

### **3.3.2 Areas of deprivation in Enfield**

The Index of Multiple Deprivation (2007) (IMD) places Enfield 74<sup>th</sup> of the highest 354 councils in the country. Within the borough, IMD positions for Super Output Areas show the most deprived Super Output Areas to be those in the east of the borough, in wards such as Edmonton Green, Upper Edmonton, Haselbury and Turkey Street where there are, for our interest, more likely to be ESOL learners. **Table 10** below gives a representation of Enfield showing areas of deprivation and we can see a correlation between these and the locations where ESOL classes are being delivered.

### **3.4 Employment**

Feedback from all respondents to our survey, focus groups and interviews shows that employability and employment are key issues in Enfield and that in addition to supporting people with ESOL needs into work, delivering ESOL in the context of employability is important.

Respondents also considered people in low-level work to have a priority need to improve their English if they are to progress in their careers. This is an issue for both the low-skilled and also the highly qualified who need the language skills to access and progress in occupations that match their qualifications and skills. Very often these people can get stuck in low-paid unskilled jobs and this is a loss to the economy.

However, respondents reflected that there are significant social and cultural differences for many women, particularly those with families, who are expected to manage the family home (often of extended families) which is itself a full-time job. They are not responsible for generating income and are dependent on spouses for their own finances.

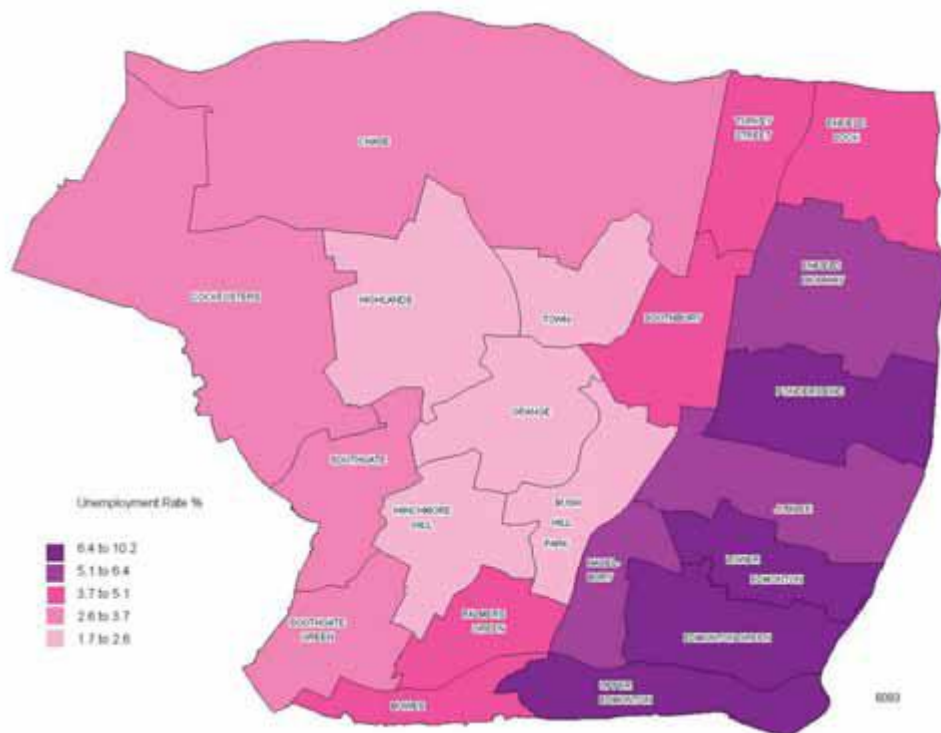
In July 2010 7% of the working age population in Enfield was unemployed, up from 5.3% in January 2009, and considerably over the London figure of 6.1%. The percentage of residents claiming Income Support and Incapacity Benefit/Employment Support Allowance has remained relatively static at around 4.5% and 6.2% respectively.

From 2000 to 2009 the working age employment rate in Enfield has varied from a high of 71.9% between April 2006 and March 2007 and a low of 66.5% between January 2007 and December 2007. At September 2010 this was recorded as 63.1%. The London employment rate in April 2011 was 68.7%.



Nine wards in Enfield have over 6% of the population claiming Jobseeker's Allowance; Edmonton Green is the highest with 8.4% of the population Jobseeker's Allowance.

**Table 11 Unemployment rate in Enfield 2007**



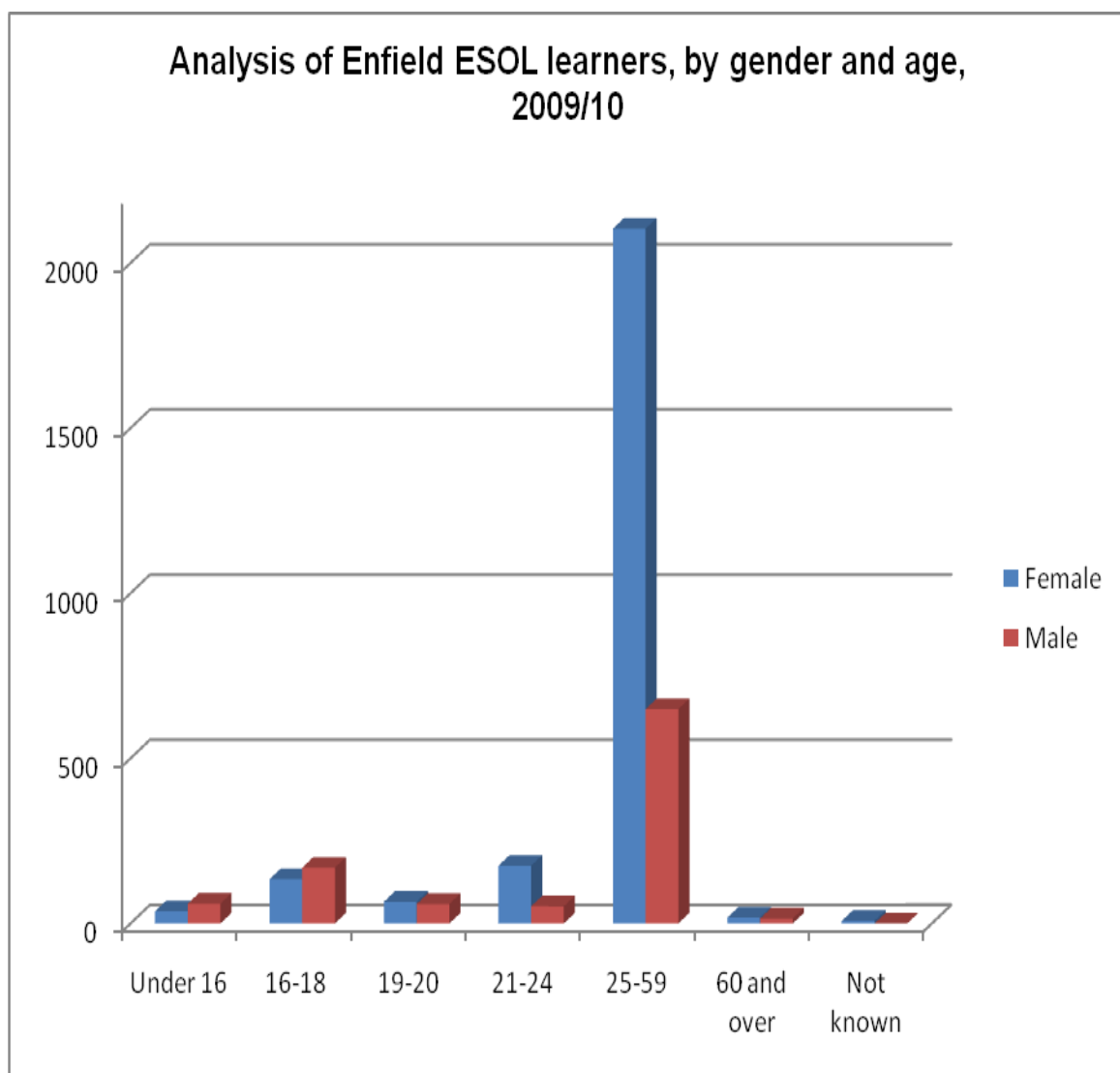
### 3.5 Gender

Respondents felt that there is a priority need for ESOL for women in settled communities who may be non-waged and not actively seeking work, possibly in receipt of non-active benefits who will not be able to afford to pay for classes or it will not be considered a priority within household budgets. Mothers who are able to speak English, better able to support their children's language development and with enhanced communications with their neighbours, are seen as key to community cohesion. In this group respondents also considered those who need First steps provision before being able to embark on qualification programmes especially where they lack basic schooling.

This is borne out by the large numbers of women currently represented in ESOL learning particularly at the lower levels (see **Table 12** below). ESOL classes have been a lifeline over the years for women who are isolated within their families and communities from education opportunities and wider social activity. Colleges interviewed told us that classes that are timetabled to fit with family demands are always oversubscribed reflecting the large numbers of women in settled communities who still need considerable support to acquire competent English language skills.

Colleges have in recent years been including employability linked topics within ESOL classes to begin to raise awareness of future possibilities of seeking work.

**Table 12 Enfield residents: ESOL learners by gender and age**



### 3.6 Age

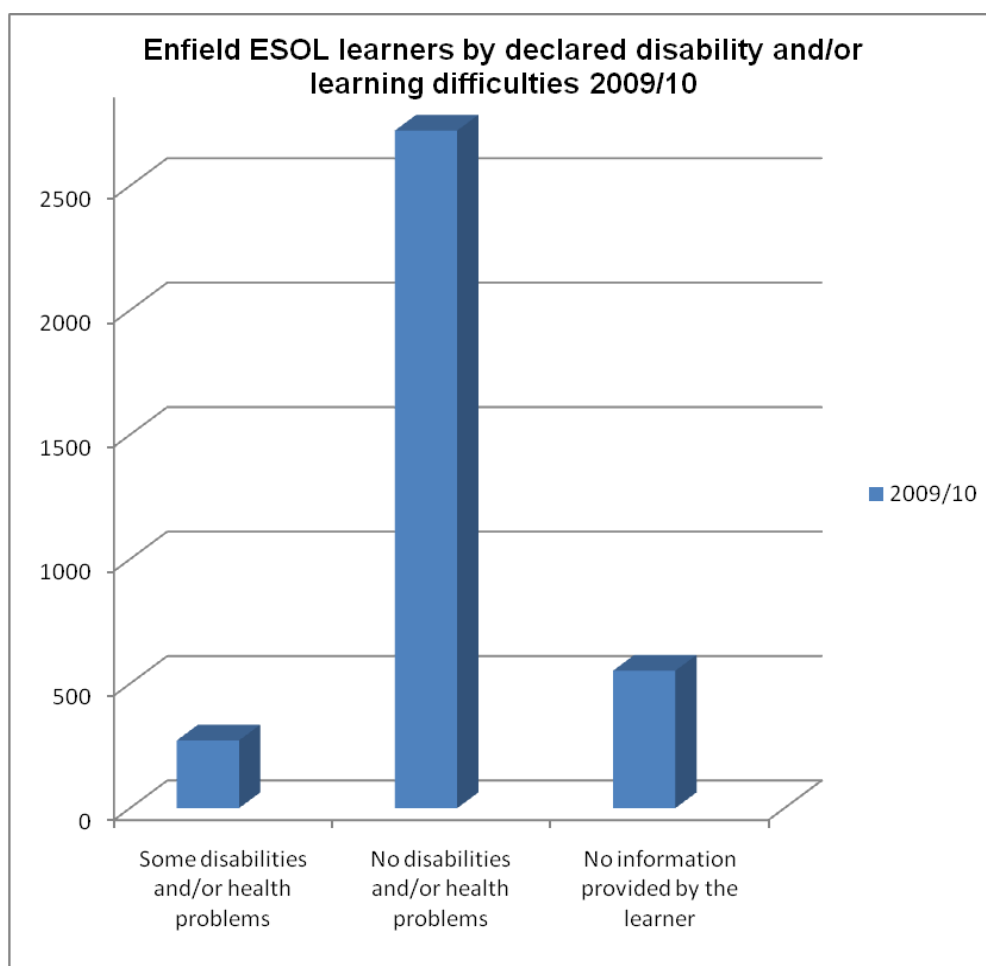
Some respondents felt there was a need for some more focused provision for young people, although schools and colleges do provide additional language training that is not linked to

ESOL qualifications. Many FE organisations are providing additional ESOL classes to schoolchildren to support their learning. Southgate College and New Direction Training Centre have been providing ESOL for some 14-16s in the borough.

### 3.7 Disability

Numbers of ESOL learners with disabilities or learning difficulties (LDD) were 10% of the overall cohort (see Table 13). This is a slightly higher proportion than the London average across all FE learning programmes which is some 9.5% (Skills Funding Agency figures, 2007). There were comments at two of the focus groups that this should be considered a priority group of learners.

**Table 13 Enfield residents: ESOL learners by disability**



### 3.8 Refugees and Asylum Seekers

The Enfield Observatory Migration Report, 2006 estimates the number refugees and asylum seekers in Enfield in 2003-04 at 1,201. An NHS report, 2004, noted that:

*'There are currently about 8000 asylum seekers living in Enfield. A recent study estimated that there would be between 14,500 and 18,000 asylum seekers and refugees by the year 2008. This figure includes some settled refugees; these people will have lived in the country for more than ten years. This information needs to be recognised as part of the future immigration pattern.'*

A 2009 response from the London Asylum Seekers Consortium to Enfield's request for information on numbers in the borough identified some 700 asylum seekers as having sought financial support, and noted that 'support provided by UKBA in Enfield is higher than average' in the section 4 (failed asylum support) and section 95 (first claim for support) categories. The NHS publication, 2004, continues:

*'Based on national figures, the asylum seeker population in Enfield is likely to have a young profile. The number of asylum seekers in the 18-34 age group repeatedly ranged between 71% and 77% from 1989 to 2000... reports from the London Borough of Enfield Asylum Service show that males account for 54% of those receiving a service.'*

Despite the variations in estimates this is a significant group of people within which there will be a wide range of ESOL needs. And given that the Enfield Asylum Service has identified that the asylum population originates from countries such as Albania, Angola, Congo, Kosovo, Poland, Romania, Somalia, Turkey, Uganda and Zaire which matches the information on the highest learner numbers in ESOL provision, it would appear that refugees in Enfield are accessing local provision; adult asylum seekers are not eligible for government funded education and training.

## **4 Comparison of provision with need**

### **4.1 Impact of funding changes on provision**

Given the reduction in government funding for ESOL and the changes to eligibility for free provision, all three focus groups (see **Appendix B** for further information about these groups) felt that those who are already missing out on provision and who would be even more disadvantaged were women in settled communities, needing low level ESOL training, and in particular those with young children.

Estimates are that cuts to the adult education budget (4.3% for 2011-12), the removal of uplift and other changes will mean a £1,300 per student cut to ESOL courses (compared with a £660 cut to literacy and numeracy courses). Initial findings from the Association of Colleges survey suggest that around 100,000 of the 195,000 people currently on college and

community group ESOL courses will lose out, and that this impact will be felt most heavily by women with domestic/caring responsibilities; those on very low incomes, and those living in the most urbanised areas (Nash 2011).

From 2011/12 there will be no specific ESOL Learner Support Fund for ESOL learners on benefits or low incomes; and, as with students in other subjects, ESOL learners aged 16-18 will no longer receive the Education Maintenance Allowance.

Skills Funding Agency Guidance Note 6 describes the changes in detail:

[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/skills\\_funding\\_agency\\_-\\_guidance\\_note\\_6\\_final\\_-v2\\_.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/skills_funding_agency_-_guidance_note_6_final_-v2_.pdf)

## **4.2 Work focused ESOL**

Respondents understood the need for ESOL provision to support people with job search activities, accessing work placements and sustainable employment. The Employability Support Programme managed by 5E was well known and there was concern about whether local providers in Enfield would win subcontracts to deliver the DWP Work Programme. The single output for the Work Programme is sustainable jobs and there is considerable doubt that ESOL provision will be funded. However, 2011/12 plans from the FE colleges (Southgate and CoHENEL at their Enfield Centre) demonstrate that they have clearly taken account of the funding changes and the impact of removal of the automatic fee remission from ESOL learners. They have worked with Jobcentre Plus to ensure that referrals are made where ESOL is a clear learning need, whether this is lower level intensive provision or short programmes focused on employability needs. JCP also thought that more people would fall into the JSA/ESA bracket with the lowering of the child's age at which a mother is expected to return to work.

JCP also indicated that ESOL for work programmes would be more likely to last for 13 weeks than traditional ESOL classes.

Colleges are very focused on embedding ESOL into other learning programmes (eg vocational, numeracy) and maximising the use of literacy courses where this is appropriate for learners (see SFA Factsheet 2 'Ensuring learners with literacy and

language learning needs are placed on the most appropriate provision'

<http://skillsfundingagency.bis.gov.uk/Search.htm?Term=sfl+factsheet&Search=1> ).

Although the provision of discrete ESOL classes will fall by as much as 50% in the next academic year, provision available to ESOL learners is expected to be comparable to

2010/11 numbers. However, it remains to be seen how much this will affect the lower levels of learning.

See **Appendix F** for details of Enfield providers' planned programmes for 2011/12.

### **4.3 Level of Provision**

All focus groups were clear that what is most needed is low level ESOL provision at pre-entry and Entry level 1 and a common perception was that colleges can't provide those levels. However, as seen in section three, the data shows that they can and do provide ESOL at lower levels.

## **5 Barriers and future challenges**

### **5.1 Key barriers**

Childcare for under school-age children is not available, not affordable or not appropriate. ETAPP had had difficulties providing childcare for their mothers in ESOL classes who had huge difficulties letting crèche workers look after them. Both parents and children were distressed. They decided it was in everyone's interests to keep the children in the classes with their parents but this made it difficult to source an ESOL teacher from local colleges. So they have now sourced their own teacher. There is also a cultural issue about receiving money from the government to cover childcare and some cultures see that as wrong.

Travel can be difficult for people with low level English skills who find it hard to negotiate London transport systems. Many Turkish women have had minimal schooling at primary level, so they need a lot of support to plan and undertake a learning journey.

There is a need for mentors in the community to help develop confidence. A focus group referred us to a national LSC report on work carried out by the Africa Educational Trust '*Helping young refugees and asylum seekers access education, training, and employment opportunities in the UK*<sup>8</sup>'. This concluded that many migrants find colleges threatening and generally look to their own communities to provide ESOL training.

Lack of free ESOL provision will be a barrier both at colleges and in the workplace. It is also a barrier where people have employment for which there is no requirement to speak English.

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<sup>8</sup> We have not to date been able to locate a copy of the report.

Lack of funding for small community providers; JCP rely on such intermediary provision but don't fund it. Minimum contract levels for both Skills Funding Agency and JCP will also be problematic for such providers in the future. Providers with different core values, client groups and priorities cannot easily form partnerships.

The loss of the ESOL provision infrastructure through lack of funding may take years to rebuild.

## **6 Conclusion**

Current provision of ESOL in Enfield certainly corresponds to the identified need in terms of ethnicity, unemployment, parents, levels of learning but the challenge for Enfield will be in maintaining this in the future. We have carried out interviews with the main providers to identify their plans for meeting ESOL need, and these are detailed in Appendix F. Both the FE colleges are maximising the use of embedded and alternative provision in order to facilitate continuing access to free ESOL provision. However, there is a great reliance on the council to provide the essential non-accredited and low-level ESOL that ESOL learners need before progressing onto college provision.

Small organisations play a significant role in engaging learners and providing ESOL classes in accessible and familiar locations. The power of word of mouth should never be underestimated and communities quickly recognise where they are most likely to receive holistic support in settling and integrating in a new place. These organisations are currently in a vulnerable position with regard to their future funding and this may result in some potential ESOL learners becoming even harder to reach,

The ESOL Partnership need to be fully aware of the very different funding levels between these organisations in order to understand the reality of the colleges further reducing Entry level 1 provision.

## **7 Recommendations**

7.1 Maintain the ESOL Partnership and consider whether membership should include any private providers for example 5E, and representative groups such as community groups working across all ethnic and cultural groups in the service they provide and groups representing refugees.

7.2 In conjunction with library services coordinate an ESOL network in Enfield for all voluntary and community groups whose clients need ESOL provision. This will be a



mechanism to continue to identify need and help to maintain mapping of any provision additional to mainstream funding.

7.3 Ensure that all providers and community organisations have full information about courses that are running including the whole range of potential ESOL (ie vocational and employability courses where there is embedded ESOL).

7.4 Recognise the IAG role of small voluntary and community groups, through eg twice yearly network meetings that include all providers. These will provide opportunities for community groups to be included in planning provision, contribute to knowledge about where there is any unmet need and also a chance to inform them of any funding opportunities that may arise.

7.5 Facilitate clustering of small providers who otherwise may well not survive in new funding regimes where funding is more scarce and where minimum contract levels are set.

7.6 As pre-entry level ESOL provision is not permitted via FE funding, maximise other funding streams (eg ASL and EIF) to meet that shortfall.

7.7 Require Skills Funding Agency providers to monitor any changes to their normal client groups over the next year to see whether the changes they have been forced to make to move away from discrete ESOL are adversely impacting on former learner groups and moving away from lower levels of ESOL learning.

7.8 Hold briefing(s) within the council to disseminate information re changes to ESOL provision and to alert them to possible negative outcomes as a result. We were not able to engage with the majority of the council departments whose perceptions of English language need we were keen to understand but they may be more easily engaged if they realise that ESOL provision funded by Skills Funding Agency will be less accessible in future to certain groups of people eg possibly to women furthest away from the labour market; people who have had little access to formal schooling in their own country.

7.9 Consider standardised 'transferable' IAG and initial assessment records for ESOL learners (such as the e-skills passport), as a way of facilitating people's access to appropriate training programmes that meet their specific needs. A universal skills record can support students' progress and allow providers to share information about IAG already provided and to avoid multiple initial assessment tests being carried out.

7.10 Establish where work programmes are being delivered in Enfield and who by. We had two sub-contractors at our focus groups and there may well be more opportunities to provide customised ESOL through these programmes.

## Appendices

### Appendix A Electronic survey

The following electronic survey was sent to 123 organisations in April 2011, with 20 responses from:

Adult Learning Academy (Zion tuition)  
African French Speaking Organisation AFSOR London  
Age Concern  
Community Aid  
EETC  
ETAPP  
Informed Families – CACEY  
Iranian Community Centre  
Jobcentre Plus  
Live a Language Ltd  
LB Enfield Council Communities team  
LB Enfield Equalities Officer  
LB Enfield Library Service  
London Merit Association  
New Direction Training Centre  
O-Bay Community Trust  
ProDiverse  
Roma Support Group  
Volunteer Centre Enfield  
Youth Muslim Organisation

Scoping the need for ESOL in Enfield

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#### Questionnaire

The [National Research and Development Centre for Adult Literacy and Numeracy \(NRDC\)](#) on behalf of Enfield Community Learning Service, London Borough of Enfield, is conducting a research survey into the need for ESOL classes in Enfield and into the barriers that prevent residents from accessing existing courses.

We would be very grateful for your time in completing this survey. This will provide valuable information to identify the range of ESOL provision available, where there is unmet need, who is accessing courses and what progression routes there are for ESOL learners.

Please note that in addition to this survey we are hosting three focus group meetings to gather further details; if you are interested in attending one of these to give us your views on ESOL in Enfield please enter your details at the end of the survey.

- 1.) Organisation
- 2.) Job title

3.) Is your organisation based in Enfield?

Yes

No

4.) Do you operate in other boroughs?

No

Yes - please specify below which:

5.) What type is your organisation?

Voluntary and community organisation

Library

Council service

School

College

Job Centre

Private training provider

Other - please specify below

**Please enter your comments here:**

6.) What type of activity is your organisation involved in?

Tick all that apply

Education

Housing

Social services

Children and young people

Older people

Health and well being

Support for communities

Informal adult learning

Employment and skills

Translation and interpreting services

Other - please specify below

**Please comment here:**

7.) Does your organisation represent a particular group of Enfield residents?

No

Yes - please describe your client group(s) below

**Please comment here:**

8.) What are the characteristics of most of your clients who need help with ESOL?

**Please tick all that apply.**

Male

Female

Young adults (14 – 19)

Adults (19 -25)

Adults (26 – 50)

Adults (51 – 70)

Adults (over 70)

Specific ethnic groups (please specify below)

Specific first language (please specify below)

Migrant workers (please specify below if from any specific country/ies)

Refugees (please specify below if any specific country/s)

Other (please specify below)

**Please comment here:**

9.) What do you perceive to be the English language needs of most of your clients?

Please tick all that apply.

Level 3 (often for professionals – doctors, nurses, access to university etc.)

Level 2 (equivalent to GCSE A\* -C)

Level 1 (equivalent to GCSE D – F)

Entry 3 (level of test for UK citizenship)

Entry 2

Entry 1

Pre-entry

ESOL with basic literacy

If you wish to describe ESOL needs in another way without referring to levels please comment below

**Please comment here:**

10. What percentage of your clients need the following English skills?

	<b>1 - 20%</b>	<b>21 - 40%</b>	<b>41 - 60%</b>	<b>61 - 80%</b>	<b>81 - 100%</b>
Speaking	___	___	___	___	___
Listening	___	___	___	___	___
Reading	___	___	___	___	___
Writing	___	___	___	___	___

11. For which of the following, do your clients want to improve their English?

Please tick all that apply.

Housing issues

Children's schooling

Other children's services

Seeking work

Caring

Further or higher education or training

English language difficulties at work

Health related matters

Benefit issues

Citizenship

Integration

Status (asylum seekers and refugees)

Other – please add description below

**Please comment here:**

**12. What do you see as the main barriers that your clients face in accessing ESOL provision?**

Please tick all that apply.

Information, advice and guidance

- Inadequate information
- Lack of access to advice and guidance
- Not familiar with UK adult education systems and processes
- Other (please specify in the box below)

**Please comment here:**

Personal circumstances

- Difficulty accessing childcare provision
- Cultural issues
- Emotional distress
- Ill health
- Lack of confidence
- Insufficient time as a result of family or work commitments
- The potential cost of study
- Other (please specify in the box below)

**Please comment here:**

Provision

- Lack of provision at a suitable level
- Provision oversubscribed, long waiting lists
- Lack of progression routes
- Provision not responsive to client group interests or needs
- Timing of classes (please describe the problem, eg "would prefer more weekend classes" or "would prefer evening classes"- use the comment box below)
- Frequency of classes (please describe the problem, eg "too intensive or too infrequent"- use the comment box below)
- Length of courses (please describe the problem, eg " too short" or "too long"- use the comment box below)

- Locations not easily accessible
- Locations not "client friendly"
- Other (please specify in the box below)

**Please comment here:**

13. ESOL Providers

Please complete these questions if your organisation also provides some ESOL classes:

When do you run classes (which days and what times)?

Where do you run ESOL classes?

What levels of ESOL do you teach?

Do you offer discrete ESOL or ESOL with a particular focus (eg ESOL for classroom assistants)?

How many classes do you run and how many people attend each class?

How are classes funded?

Do you provide any other support for ESOL learners (e.g. childcare, travel costs)?

14. Provision that works well

Can you tell us of courses that have met your clients' needs. Could you provide a brief description including where it took place, when, who run by, how long and why you think it was successful. If possible provide contact details for the provider.

15. Do you feel there are opportunities in Enfield for your clients with ESOL needs to progress to further training once they have completed a course?

- Yes with same provider
- Yes with different provider
- Not at all

16. Are there opportunities/support for entering employment for your clients with ESOL needs?

- Yes - please use the box below to describe in more detail
- No - what are the barriers to entering employment? Please comment in the box below.

**Please comment here:**

Thank you for taking the time to complete this survey.

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Tel Number: \_\_\_\_\_

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Thank You!

Thank you for taking the time to complete this survey.



## **Appendix B Interviews and focus groups**

Interviews were carried out between April and June 2011 with the following providers:

CoHENEL, representing Enfield and Tottenham Centres provision  
Southgate College  
Enfield Community Learning Service (who use Orion Pax, Live a Language, Samafal, Southgate, Congolese, Learning Academy, Enfield Homes)  
5E Ltd  
Enfield and Barnet Chinese Association  
Age Concern (email)  
Orion Pax  
Enfield Education and Training Centre  
Katre

Three focus groups were held in April 2011 with representatives from the following organisations:

LBE Sustainable Communities  
LBE Libraries  
ETAPP  
Orion Pax  
African Women's Welfare Assn  
Katre  
ATS Community Employment  
Community Aid  
Language Works  
GGCCE  
The African French Speaking Organisation AFSOR London  
EETC  
New Direction Training Centre  
Jobcentre Plus  
Congolese Children's Association

## **Appendix C Private and voluntary community organisations**

### **C1 Organisations still running ESOL provision**

**African French Speaking Organisation (AFSOR)** – has received Co-operative Community funds (£100 – 2000) through which they produced learning materials ‘Living Together’ and previously ESF, LDA, Big Lottery Fund, Local Authority funding.

**ATS Community Employment** with its head office in Palmers Green – has Skills Funding Agency funding and will be a subcontractor on the DWP Work Programme offering ESOL as part of its employability programmes.

**Community Aid** - have had LDA funding for three years supporting 300 women learners. Have partnered with Enfield College, Migration Impact Funding (MIF)

**Congolese Children’s Association** are funded via ECLS to run family learning classes. They also run free ESOL classes for their parents for which they are not funded. Currently they have no funding for ESOL. They also act as intermediaries on behalf of parents resolving issues in both primary and secondary schools. They are hoping to receive LDA ESF funding later in the year to run employability for ESOL beginners with job search.

### **Dalmar (Somali Heritage & Family Development)**

**Enfield Education and Training Centre (EETC)/ Tamil Relief Centre** are due to receive funding through the new DWP Work Programme

**Enfield Homes** who manage South Haselbury and Boundary Learning Centres

**Enfield Libraries** have two ESOL teachers funded by the MLA Skilled for Health project. They also use Learning Works 4U. They run homework clubs which draw parents wanting to help their children, many of them with ESOL needs.

**Enfield Temporary Accommodation Play Project (ETAPP)** – Supports families in temporary accommodation, many refugees and migrants, specifically the Roma community. More than 180 families registered with the project, with an average of 25 - 30 children attending each session. Provide ESOL to parents (mostly women). Managed by Christian Action Housing Association, they are funded by grants from the Big Lottery Fund, Enfield Early Years Childcare and Development Partnership and several charitable trusts.

### **Enfield Turkish Cypriot Association**

### **Enfield Women’s Centre**

### **Learning Academy (Zion Tuition)**

**Learning Works 4U** - ex Enfield College ESOL teachers who charge £5 per learner per class.

### **Orion Pax**

### **Samafal Somali Families Association**

### **Somali Women’s Association**

## **C2 Organisations not currently funded for ESOL provision**

**Greek and Greek Cypriot Community of Enfield (GGCCE)** who have had some ESOL provision to their clients from JGA (a west London based private training providers) through ESF funding that has now ended.

**New Direction Training Centre (NDTC)** – currently no ESOL funding. Have had some funding to work with school aged children 14 – 16 to support language needs.

**Katre** – Community & arts centre supporting Kurdish and Turkish people. Has been supporting people aged between 15 and 25 with ESOL in partnership NDT, funded via the Ethnic Minority Foundation. No more funding but Katre continues to run a group of 13 on a voluntary basis, with a wide range of levels. They are hoping to accredit through New Direction Training Centre.

**London Merit Association** (supporting the Turkish community)

**O-Bay Community Trust (OBCT)** - Have run several programmes supporting people into employment and language development. No current funding for ESOL.

**Appendix D Number of ESOL learning aims for Enfield residents, ILR data 2008/09 and 2009/10**

<b>Provider Name</b>	<b>Number of enrolments 08/09</b>	<b>Percent</b>	<b>Number of enrolments 09/10</b>	<b>Percent</b>
SOUTHGATE COLLEGE	1,816	36.36	1,730	37.84
ENFIELD COLLEGE	1,058	21.18	-	-
5 E LTD	493	9.87	500	10.94
ENFIELD LONDON BOROUGH COUNCIL	354	7.09	208	4.55
THE COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	328	6.57	1,294	28.3
BARNET COLLEGE	285	5.71	259	5.66
CITY AND ISLINGTON COLLEGE	136	2.72	99	2.17
WALTHAM FOREST COLLEGE	128	2.56	114	2.49
WESTMINSTER KINGSWAY COLLEGE	54	1.08	41	0.9
HARINGEY LONDON BOROUGH COUNCIL	51	1.02	75	1.64
WORKERS' EDUCATIONAL ASSOCIATION	48	0.96	22	0.48
WESTMINSTER CITY COUNCIL	27	0.54	11	0.24
HERTFORD REGIONAL COLLEGE	27	0.54	32	0.7
WORKING MEN'S COLLEGE CORPORATION	19	0.38	32	0.7
NEWHAM COLLEGE OF FURTHER EDUCATION	17	0.34	9	0.2
HAMPSTEAD GARDEN SUBURB INSTITUTE	13	0.26	15	0.33
MARY WARD SETTLEMENT	11	0.22	20	0.44
COLLEGE OF NORTH WEST LONDON	10	0.2	2	0.04
HACKNEY COMMUNITY COLLEGE	9	0.18	5	0.11
BARKING COLLEGE	8	0.16	-	-
SOUTHWARK COLLEGE	8	0.16	3	0.07
WALTHAM FOREST LONDON BOROUGH COUNCIL	7	0.14	3	0.07
ISLINGTON LONDON BOROUGH COUNCIL	6	0.12	11	0.24
BROOKE HOUSE SIXTH FORM COLLEGE	6	0.12	2	0.04
EPPING FOREST COLLEGE	6	0.12	8	0.17
KEEPING IT SIMPLE TRAINING LIMITED	6	0.12	2	0.04
MORLEY COLLEGE LIMITED	6	0.12	1	0.02
HERTFORDSHIRE COUNTY COUNCIL	5	0.1	3	0.07
CAMDEN LONDON BOROUGH COUNCIL	4	0.08	1	0.02
EALING, HAMMERSMITH AND WEST LONDON COLLEGE	4	0.08	12	0.26
Other providers	45	0.9	53	1.28
<b>TOTAL</b>	<b>4,995</b>	<b>100</b>	<b>4,572</b>	<b>100</b>

**Appendix E Number of ESOL learners resident in London Borough of Enfield, ILR data 2008/09 and 2009/10**

<b>Provider Name</b>	<b>Number of learners 08/09</b>	<b>%</b>	<b>Number of learners 09/10</b>	<b>%</b>
SOUTHGATE COLLEGE	1,158	30.3	1,271	35.8
ENFIELD COLLEGE	790	20.7	-	-
5 E LTD	490	12.8	500	14.1
ENFIELD LONDON BOROUGH COUNCIL	345	9.0	192	5.4
THE COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON	290	7.6	957	27.0
BARNET COLLEGE	232	6.1	196	5.5
CITY AND ISLINGTON COLLEGE	115	3.0	85	2.4
WALTHAM FOREST COLLEGE	99	2.6	80	2.3
WESTMINSTER KINGSWAY COLLEGE	43	1.1	32	0.9
WORKERS' EDUCATIONAL ASSOCIATION	39	1.0	19	0.5
HARINGEY LONDON BOROUGH COUNCIL	34	0.9	40	1.1
HERTFORD REGIONAL COLLEGE	27	0.7	29	0.8
WESTMINSTER CITY COUNCIL	15	0.4	9	0.3
WORKING MEN'S COLLEGE CORPORATION	13	0.3	22	0.6
HAMPSTEAD GARDEN SUBURB INSTITUTE	12	0.3	13	0.4
NEWHAM COLLEGE OF FURTHER EDUCATION	9	0.2	5	0.1
HACKNEY COMMUNITY COLLEGE	8	0.2	5	0.1
COLLEGE OF NORTH WEST LONDON	7	0.2	2	0.1
MARY WARD SETTLEMENT	7	0.2	12	0.3
SOUTHWARK COLLEGE	7	0.2	2	0.1
BROOKE HOUSE SIXTH FORM COLLEGE	6	0.2	2	0.1
KEEPING IT SIMPLE TRAINING LIMITED	6	0.2	2	0.1
MORLEY COLLEGE LIMITED	5	0.1	1	0.0
BARKING COLLEGE	4	0.1		
EALING, HAMMERSMITH AND WEST LONDON COLLEGE	4	0.1	7	0.2
HERTFORDSHIRE COUNTY COUNCIL	4	0.1	3	0.1
ISLINGTON LONDON BOROUGH COUNCIL	4	0.1	5	0.1
CITY OF WESTMINSTER COLLEGE	3	0.1	3	0.1
THAMES VALLEY UNIVERSITY	3	0.1	3	0.1
WALTHAM FOREST LONDON BOROUGH COUNCIL	3	0.1	3	0.1
Other providers	36	1.0	46	1.3
<b>TOTAL</b>	<b>3.818</b>	<b>100.0</b>	<b>3.564</b>	<b>100.0</b>

## **Appendix F Planned ESOL provision for 2011/12**

### **Summary**

The FE colleges are not able to deliver pre-Entry provision through Skills Funding Agency funding. The borough is already picking up much of that level provision. The demand continues to be for lower level English language training which the colleges and the borough are responsive to.

Colleges are responding to the requirement for learners to pay if they are not on JSA/ESA by embedding ESOL into other programmes such as IT, Numeracy, Employability (ASDAN qualifications) and vocational subjects. They are also looking at offering literacy courses where this is appropriate for the learners. Overall both Southgate and CoHENEL are confident that there will continue to be as much provision available to ESOL learners as in the current year – just refocused.

There may be impact on which groups of people will access courses and this will be closely monitored. There will be some continuation of the Working Neighbourhoods Fund into next year and this funding does not require learners to pay.

Crucial to this offer working well for Enfield will be the Information Advice and Guidance that people receive; both colleges run their own IAG services. In addition it would be advisable for all VCS groups to be aware of the 2011/12 provision so that they can properly refer people to courses. It may be advantageous to have some training sessions for this.

There is no sign of additional or alternative funding coming from government to support English language training: the bulk of the funding will be to the colleges supported by the borough's Adult Safeguarded Learning. The LDA ESF round appears to have been cancelled now: GLA plans for any ESF funding that is unused are likely to be to pass this over to the Skills Funding Agency. All Skills Funding Agency ESF projects follow the same eligibility rules for funding as those for Adult Responsive funding.

The information in the table which follows has been derived from discussions and interviews with the key providers. It is a work in progress and may contain some inaccuracies of interpretation.

### **Southgate College**

Focus is very much on employability and vocational skills. There will be a big reduction (some 50%) in discrete language provision but this will be fully compensated by alternative forms of provision for ESOL learners. A generic communication skills programme will replace discrete ESOL and will comprise literacy skills in addition to speaking and listening so even at Entry level 1 will be quite demanding in terms of people's starting point. This provision (based on literacy qualifications) will be free. Employability skills will be embedded.

Provision via JCP referrals will be short intensive ESOL employability programmes to improve job prospects.

Southgate does take 14-16 year olds for ESOL classes.

### **CoHENEL**

As with Southgate the focus is on embedding ESOL into other subjects particularly IT, vocational and employability courses. Much work has been done with JCP to build relationships and ensure ESOL learners are referred on. There will be a big reduction in discrete ESOL provision, but overall the capacity to take learners with ESOL needs will be maintained and the expectation is that more embedded provision will become available. At higher levels literacy qualifications may be appropriate for learners.

CoHENEL ran open days to recruit new ESOL learners in Enfield in January 2011 and received a very low response despite heavy promotion of the new classes.

### **LB Enfield**

Provision is sub-contracted through eight community providers and Southgate College. The bulk of Skills Funding Agency funded provision is at pre-entry (roughly a quarter of the provision) and Entry level 1.

### **5E**

Until the end of March 2011 5E was a significant provider of ESOL in Enfield running 35 classes at its Edmonton Green centre, of ESOL with employability. They had some 500 learners attending these classes and in 09/10 were the 3<sup>rd</sup> largest ESOL provider in Enfield.

### **Barnet College**

Barnet College currently takes c 200 learners who are Enfield residents. They attend classes at all levels.

<b>Provider:</b>	<b>Southgate College</b>	<b>CoHENEL (at Enfield)</b>	<b>LB Enfield</b>	<b>5E</b>
<b>2010/11</b> total provider learner numbers	1200	403 discrete learners plus 113 at Tottenham Centre	350 – 400	500
<b>Skills Funding Agency provision Plans for 2011/12</b>				
<b>General ESOL provision</b>	Generic Communication skills (literacy) with employability At Edmonton Green (EG), full time. All levels, free provision <b>216</b> places.  At EG and SC part time. All levels <b>198</b> places	ESOL all levels max 40 students per level except pre-entry. Reducing course hours in response to what people can pay if not on JSA/ESA. <b>160</b> places. At E3/L1 consider suitability for literacy programmes. Both with offer of numeracy. <b>80</b> places		SFA sub-contract to deliver ESOL finishing 31/7/11. Seeking continuation funding. Currently supports <b>100</b> Enfield residents (8 classes at Edmonton Green Centre.
<b>Employability with ESOL, with JCP referrals</b>	All levels, JSA/ESA 8-10 weeks <b>54</b> places	Continuing former ESF programme, <b>44</b> places. New programme (inc IT plus lit/num) 11/12 for <b>280</b> places across Tottenham and Enfield. 24 week model. Can progress to vocational programmes. Referrals from JCP already.		
<b>Embedded with vocational L1 (Science, IT, Beauty, Hospitality, Construction/ Motor Vehicle)</b>	Mainly 16-18s (free) but will take adults (progression route to L2) <b>90</b> places	ESOL provision offered within vocational programmes for adults through Functional English qualifications. Open to ESOL learners, accredited through Functional English. Not known yet		
<b>Provider:</b>	<b>Southgate College</b>	<b>CoHENEL (at Enfield)</b>	<b>LB Enfield</b>	<b>5E</b>
<b>Embedded with vocational E3</b>	16-18s (free) and adults (progression route to	Vocational for adults with Functional English		



<b>(Childcare, Hair and Beauty, Hospitality, IT) at both SC and EG</b>	L1) 120 places			
<b>Family Learning</b>  <b>Other ASL</b>			Run in schools across the borough – some ESOL Large programme of discrete ESOL subcontracted through community providers  <b>400</b> ESOL places? (estimate based on current safeguard)	
<b>Apprenticeships</b>		College apprentice provision open to Opportunities for young people and adults who may need language support		

<b>Provider:</b>	<b>Southgate College</b>	<b>CoHENEL (at Enfield)</b>	<b>LB Enfield</b>	<b>5E</b>
<b>Other funded provision</b>		<b>Plans for 2011/12</b>		
<b>Working Neighbourhoods Fund (WNF)</b>	All levels, free, 30 hour programmes 10 groups <b>120</b> places		<b>400 places</b>	
<b>ESF</b>		ESF funding for Olympics related ESOL to get people into work in the Olympic area. Awaiting clarification of eligibility and outcomes.	ESF ESOL N <b>250</b> places	
<b>European Implementation Fund/European Refugee Fund</b>			UKBA project, ESOL with Citizenship	EIF over 3 years at Edmonton Green (currently <b>70</b> places taken by Enfield residents.)
<b>LSIS grants</b>			LSIS innovation award: ESOL 'Looking after the environment' (c <b>20</b> places)	
<b>EFL – paying Employers</b>	Up to <b>650</b> places			
		Continue to work with employers to provide communication skills training in the workplace whether paid by employer or college.		