

English Language (ESOL) for Resettlement

Guidance document for London, version 6 (June 2023)

Two women listening to lesson

Key information

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- Gill Searle from East of England Strategic Migration Partnership (EEGLA SMP)
- Mark Isherwood, Head of Adult Learning at Camden Council
- Paul Baker from the Home Office Resettlement Team.

3. Version history

This guidance will be reviewed annually. A summary of significant changes will be recorded in this section for ease of reference. More regular updates which reflect immigration and funding related changes will be shared in the [GLA's ESOL newsletter](#).

Version history is as follows:

Version	Date	Updates made
1	11 January 2022	First published.
2	28 February 2022	Addition of ESOL funding eligibility tables in PDF format.
3	15 April 2022	Eligibility boxes and PDFs updated to include three Ukraine schemes and other British nationals.

Version	Date	Updates made
4	20 May 2022	<ul style="list-style-type: none"> • Added Ukraine Family, Sponsorship and Extension Schemes to all relevant sections, and a dedicated feedback and contact us section. • Added extension of Hong Kong BN(O) Scheme, information on sub-contracting and out of borough learners in relation to Hong Kong ESOL funding.
5	23 May 2022	Updated Ukraine section with information on funding for ESOL for people on the Ukraine Sponsorship Scheme (Homes for Ukraine) only.
6 (current version)	June 2023	<p>General update, including:</p> <ul style="list-style-type: none"> • Removed sections on EFIF and CMF as both funding streams have now come to an end. • Updated Hong Kong per adult funding from £800 to £850. • Updated Homes for Ukraine Sponsorship Scheme per individual funding from January 2023 to £5,900 from £10,500.

4. Introduction

This is a technical document which may not be useful to organisations and individuals carrying out signposting alone and who do not require any level of detail. These organisations may prefer to refer to our [general ESOL information page](#), containing information on how to find local AEB and non-AEB providers and single-points-of-contact (SPOCs).

This guidance document has been prepared for local authority Refugee Resettlement Coordinators, Community Sponsorship Groups and other organisations and individuals, including education providers and civil society organisations, responsible for supporting the integration of the following groups of people arriving in the UK:

- people arriving via the United Kingdom Resettlement Scheme (UKRS)
- people arriving via the Afghan Relocation and Assistance Programme (ARAP)
- people arriving via the Afghan Citizens' Resettlement Scheme (ACRS)
- British nationals evacuated from Afghanistan under Operation Pitting
- people arriving via the Community Sponsorship Scheme
- people arriving via the Hong Kong British National (Overseas) Welcome Programme
- people arriving via the Homes for Ukraine Sponsorship Scheme
- people arriving via the Ukraine Family Scheme or on the Extension Scheme
- people seeking asylum in the UK via the standard UK asylum system
- people who have been granted Refugee status via other routes
- other British nationals, including those who have arrived from Hong Kong and Ukraine.

The guidance aims to provide the necessary information to organisations and individuals supporting the integration of the groups mentioned above. It aims to help them navigate the ESOL landscape and effectively secure appropriate ESOL provision for the individuals and families they are supporting. Several sections may be useful to organisations supporting a wider range of Londoners with English language needs, including for example, the sections on ESOL, Immigration Status and ESOL, Childcare, Mainstream ESOL funding, Useful resources and Case Studies.

The information in this guidance document is specific to London. Similar systems and resources may be available in other regions of the UK, but there will likely be some variations. Readers from other regions are advised to contact their regional ESOL coordinator for further information.

This guidance aims to do the following:

- raise awareness of the Resettlement Schemes and programmes in operation in the UK which have an ESOL element
- raise awareness of the Community Sponsorship Scheme
- improve access to ESOL for resettled families and new arrivals through increasing understanding of mainstream ESOL funding and eligibility
- improve the availability of suitable ESOL for resettled communities, by improving awareness and take-up of the additional ESOL and ESOL childcare funding made available via Resettlement and Community Sponsorship Schemes
- encourage partnership working between Refugee Resettlement Coordinators, Community Sponsorship Groups, formal and informal ESOL providers, and civil society organisations, to improve the experience of resettled communities and their progression in and from ESOL
- share good practice and resources captured to date via the review of earlier resettlement schemes.

4.1 Outline

In the following sections, the reader will find an outline of the UK's current resettlement schemes and other immigration [routes of interest](#); an overview of [ESOL](#) and key terms; information on the [main funding streams](#) for ESOL in London, general eligibility criteria and specifically the eligibility of each group to this funding; information on [bespoke funding](#) for ESOL and childcare from the Home Office and Department for Levelling up, Housing and Communities (DLUHC) and how to claim it; the process for [securing ESOL](#) for individuals and some of the key considerations; options for people with [childcare](#) needs; guidance on how to [utilise bespoke funding](#), and information on the ESOL and EAL entitlements of [children and young people](#), including Unaccompanied Asylum-Seeking Children (UASC) and statutory and bespoke EAL funding.

Throughout the document, the reader will find 'top tips' incorporating learning to date on good practice, including lessons helpfully shared by local authority resettlement coordinators and community sponsorship groups, and links to helpful documents and resources on specific topics. A section on [case studies](#) provides helpful examples of how several ESOL funding streams have been used to support different groups of people with different needs and aspirations to access English language provision. A dedicated [resources](#) section at the end provides an extended list of resources, research and further guidance.

Finally, PDF ESOL funding eligibility tables which summarise the eligibility of the main groups outlined earlier have been included for quick and easy reference. These have been prepared to be useful to organisations supporting migrants generally and organisations which specifically support one community.

The guidance will be reviewed annually and significant changes will be recorded in a [version history](#) for easy reference. More regular updates will be shared in the [GLA's ESOL newsletter](#).

4.2 Feedback and questions

We welcome [feedback](#) on this guidance. You can also get in touch with us directly with any questions using the same form.

5. Context, current UK resettlement schemes and immigration routes of interest

The Home Office manages and funds the UK's Resettlement Schemes. Each scheme has an agreed package of support. The department provides funding for accommodation, education, ESOL and healthcare. Local authorities may have a dedicated person in the role of a 'Refugee Resettlement Coordinator', or the functions of this role may be fulfilled within another existing role.

5.1 Strategic Migration Partnerships (SMPs)

In addition, the Home Office funds 12 [Strategic Migration Partnerships](#) (SMPs) across the UK, including Scotland, Wales and Northern Ireland. Their role is to coordinate and support the delivery of national programmes for people seeking asylum and refugee resettlement. SMPs facilitate and enable collaboration between central Government, local government and civil society organisations to provide strategic policy coordination on migration, and to reduce barriers facing migrant and refugee communities' access to services such as ESOL, healthcare, and advice and information. Each SMP also has a dedicated regional ESOL coordinator. The SMP in London is known as the [London Strategic Migration Partnership](#) and is hosted by the [Greater London Authority](#).

The term 'resettlement' has been used in the broadest sense in this document. The UK has four current and official Resettlement Schemes only: the UKRS, the ACRS, the Community Sponsorship Scheme and the Mandate Scheme [Reference:1](#). Of these, this document will cover the first three in detail only, as these schemes attract additional funding for ESOL. Furthermore, the guidance will cover the ARAP scheme, evacuees from Afghanistan who are British nationals, and the Hong Kong BN(O) visa route, all of which have dedicated ESOL funding.

Finally, although there is no dedicated or per individual funding for ESOL arriving via these routes, people seeking asylum who arrive via the standard UK asylum route have been included, as well as people who have secured Refugee status via other routes, including the standard asylum process and the Mandate Scheme, to ensure that the guidance is useful to the broadest range of organisations supporting people seeking sanctuary in London. In addition, although none currently benefit from specific funding for ESOL, we have updated funding eligibility guidance (tables and PDFs) to include the Ukraine Family Scheme, Sponsorship Scheme and Extension Scheme in response to stakeholder feedback. Additionally, other British nationals have also been incorporated into eligibility tables and PDFs in recognition of the British nationals who have recently sought

sanctuary in London having escaped Afghanistan, Ukraine and Hong Kong, but who are not on any of the bespoke schemes listed in the next section.

The information below is subject to change but is accurate in May 2023.

5.2 UK Resettlement Scheme (UKRS) and previous resettlement schemes (VPRS, VCRS and Gateway)

The UKRS is the successor scheme to the Vulnerable Persons Resettlement Scheme (VPRS), the Vulnerable Children's Resettlement Scheme (VCRS) and the Gateway Protection Programme. The VPRS, which was introduced in 2014, focused on the resettlement of people fleeing the conflict in Syria. A target to resettle 20,000 people fleeing Syria under VPRS was met in 2021. The VCRS was introduced in 2016 and targeted 'at-risk' children and their families from the Middle East and North Africa. The Gateway Protection Programme was introduced in 2004 to support the resettlement of vulnerable individuals in protracted refugee situations and those in urgent need of resettlement. Families resettled under either of the predecessor schemes received Refugee status on arrival and a package of support including accommodation, education, health, ESOL and welcome on arrival, as well as integration support via local authorities lasting between one year (Gateway) to five years (VPRS and VCRS).

The launch of the UKRS in 2021 brought an end to these predecessor schemes and intended to consolidate the existing schemes into a simplified one with a global reach. The UK government pledged an initial target for UKRS of 5,000 individuals a year, but this has not been met so far. Families resettled under UKRS are granted Indefinite Leave to Remain (ILR) with refugee status as of October 2021. Individuals resettled under UKRS are eligible for support from their local authorities for five years on the same terms as under VPRS and VCRS.

Refugee Resettlement teams within local authorities and Community Sponsorship Groups continue to support VPRS/VCRS families. Although the schemes are now closed to new arrivals, many families are still benefiting from the five years of support, and Local Authorities can still claim funding for these individuals, including Home Office childcare funding, until their fifth year in the UK.

Top tips

- Further details about the scheme can be found in the [funding instructions](#) for local authorities. A welcome pack for refugees which provides an overview of life in the UK, services and entitlements is [available in Arabic](#) and other [community languages](#).

5.3 ARAP, ACRS and British evacuees

The Afghan Relocation and Assistance Programme (ARAP) is a bespoke relocation initiative launched on 1 April 2021 for current and former Locally Employed Staff (LES) who worked for or with the UK Government in Afghanistan. Under the policy, any current or former locally employed staff in Afghanistan who are assessed to be under serious threat to life are offered priority relocation. People who arrive in the UK under ARAP are

granted leave to enter the UK and are eligible for ILR upon arrival.

In addition, the Afghanistan Citizens' Resettlement Scheme (ACRS), which formally opened in January 2022, welcomed 6,300 Afghans in the first year (under pathway 1) and aims to resettle up to 20,000 people in the coming years (including pathway 1, 2 and 3). Pathway 1 includes those who were evacuated from Afghanistan in 2021 and were already in the UK when ACRS scheme opened. Pathway 2 includes refugees identified by UNHCR (the UN Refugee Agency) based on their vulnerability and who will be resettled by the UK as refugees. Lastly, under pathway 3 of ACRS the government intends to offer protection to at-risk individuals and eligible family members who are in Afghanistan or in the region and are British Council contractors, GardaWorld contractors or Chevening alumni. [Those resettled through the ACRS](#) are granted Indefinite Leave to Remain (ILR) (pathway 1 and 3); or Refugee status with ILR (pathway 2).

The package of support agreed for both ARAP and ACRS includes accommodation, health, education, ESOL and welcome as well as integration support costs for three years. The total amount of funding per adult, known as tariff funding, for ARAP and ACRS is the same total amount as for adults on the UKRS, however, it is paid over three years instead of five. Community Sponsorship Groups are also able to apply to support families arriving via the ACRS. Evacuees from Afghanistan who are British nationals, known as 'eligible British nationals', and their immediate family members are provided with the same support as those on the ACRS and ARAP schemes.

Top tips

- Further detail about funding both schemes and the entitlements of evacuees who are British nationals can be found in the [funding instructions](#) for local authorities. This funding is for local authorities to use to support families resettled in their borough, not families temporarily staying in 'bridging accommodation'/hotels. Information on funding for wrap-around support for people in bridging hotels can be found in the [dedicated funding instructions](#).
- A welcome pack which provides an overview of life in the UK, services and entitlements for people on the ARAP scheme is available [in English](#) as well as [in Pashto](#) and [in Dari](#).

5.4 Community Sponsorship Scheme

In addition to the local authority-led resettlement schemes, the [Community Sponsorship Scheme](#) was launched in 2016 to respond to the desire from civil society groups to play a greater role in resettling people seeking refuge in the UK. The scheme enables local community groups to welcome and support families directly in their local communities, subject to consent from their local authority. Voluntary sector groups apply to the Government to welcome a family, prepare a home for them, raise money to cover the family's initial resettlement costs, greet the family at the airport and provide support with learning English as well as accessing healthcare, benefits and employment for their first year in the UK.

Top tips

- [Reset receives funding](#) from the Home Office to provide training, support and advice to people interested in forming a Community Sponsorship Group, established Community Sponsorship Groups, Lead Sponsors and Local Authorities.

5.5 Hong Kong British National (Overseas) Welcome Programme

In 2021, a new visa route was launched for holders of and people eligible for British National (Overseas) (BN(O)) status who are ordinarily resident in Hong Kong or the UK and their family members, in response to China's imposition of the National Security Law on the people of Hong Kong in July 2020. The UK Government estimates that between 258,000 and 322,000 BN(O) status holders could take up the [BN\(O\) visa route](#) and arrive in the UK over the next five years.

In February 2022, the Government announced that it is extending the BN(O) visa scheme to younger Hongkongers, enabling individuals aged 18 or over who were born on or after 1 July 1997 and who have at least one BN(O) parent to apply to the route independently of their BN(O) parent. The changes came into effect in October 2022.

Unlike the other immigration and resettlement schemes described above, the Hong Kong BN(O) Welcome Programme is being led by the DLUHC. BN(O) status holders will be expected to be self-sufficient and will have no recourse to public funds (NRPF) on arrival. Where there is exceptional need, they may apply to have this condition removed in order to access welfare support.

The [Hong Kong BN\(O\) Welcome Programme](#) includes a package of support consisting of 12 virtual, regional 'welcome hubs' provided by SMPs; the launch of a dedicated hate crime reporting hotline, a national and regional grant scheme which has funded a total of 47 [Reference:2](#) national [Reference:3](#) and regional projects [Reference:4](#), alongside funding for local authorities for destitution and ESOL support.

The DLUHC has funded [the following Voluntary, Community and Social Enterprise \(VCSE\) organisations](#) through its Regional VCSE Grant Scheme to deliver regional and national projects that foster the social integration of Hongkongers in UK society, in London, some of which will offer informal ESOL provision:

- HKG international
- Good Neighbour
- Church England
- Sutton Vineyard Church
- FaithAction (part of LifeLine Community Projects)
- Hackney Chinese Community Services
- Light Foundations
- Meridian Wellbeing
- Volunteer Centre Sutton
- Renaisi
- Groundwork London
- Islington Chinese Association
- Hong Kong Business Hub.

The following national organisations have also been funded by the DLUHC through the national VCSE Grant Scheme in London to support Hong Kong BN(O)s to settle into life in the UK, including educational resources, access to mental health services, help for people to find jobs and start their own businesses, and to meet people in their local communities, as well as a hate crime reporting service for BN(O)s and those of East and Southeast Asian descent. These organisations have been funded by the DLUHC:

- Hongkongers in Britain (HKB)
- Protection Approaches
- Barnardo's
- UKHK/Welcome Churches
- Migrant Helpline
- British Future.

As part of this programme, the Greater London Authority and the LSMP host the region's ['Hong Kong Welcome Hub'](#), alongside managing funding for Local Authorities and community groups to support the integration of Hong Kong BN(O)s in the capital. This has included the following grant funding programmes:

Welcoming Hongkongers Fund

The Welcoming Hongkongers Fund, which ended in 2022, targeted smaller grassroots groups or organisations run by and/or for Hongkongers, and included a 'Incubator' commissioned specifically to provide successful grantees support and networking opportunities to help them make the most out of their grant, build a legacy from their work, and help them to grow further. The successful grantees include:

- Welcoming Hongkongers H.O.M.E Project, previously Barnet Hong Kongers
- Kingston BEATS CIC
- Project TEMP
- Hong Kong Aid
- UK Welcomes Refugees
- Hearth Talk.

The Local Hong Kong Welcome Fund (2022-23 and 2023-24)

The Local Hong Kong Welcome Fund aims to support London's local authorities in fostering the integration of Hongkongers in the capital. Seven grants of up to £30,000 were allocated to successful applicants in June 2022 to fund projects for approximately six months. Funding has been used for delivering information sessions to the Hong Kong community, setting up dedicated resources and staffing to support Hong Kong BN(O)s, and the provision of informal English language provision to the community, among other projects. The following local authorities were successful in securing funding in the first round of the fund:

- Haringey
- Kingston
- Sutton
- Richmond
- Tower Hamlets
- Waltham Forest.

A second round of the fund, the Local Hong Kong Welcome Fund 2023, closed for applications in January 2023 and will fund similar activity.

Hong Kong Community Fund (2023-24)

The fund was launched in February 2023 and aims to support Hongkongers, to make them feel welcomed and build a sense of belonging in their new communities in London. It is targeted at non-established, newly established, or smaller grass root groups or organisations run by and/or for Hongkongers and their partners. Development grants of £1,000-£10,000 and Impact grants of £10,001-£20,000 were made available.

Higher Education Welcome Hong Kong Fund (2023-24)

The Hong Kong Hub launched the Higher Education (HE) Hong Kong Welcome Fund in 2022. The funding aims to build HE capacity to support the welcome and integration of new arrival students from Hong Kong. Successful grantees will be announced in spring 2023.

Top tips

- You can contact the Hong Kong Welcome Hub for London at HongKongVCSE@london.gov.uk.
- A dedicated welcome pack which provides an overview of life in the UK, services and entitlements is available [in English](#) and [in Cantonese](#).
- Thrive LDN has produced a series of [resources](#) to support Hongkongers in accessing mental health support and managing their wellbeing.
- [Barnardo's](#) is a registered charity that runs a hotline and service dedicated to supporting Hong Kong BN(O)s, with Cantonese speakers available to answer your queries. The service operates Monday-Friday from 10am to 8pm, and Saturdays from 10-3pm. You can request free counselling services through this hotline 0800 151 2605 / Bohoh.helpline@barnardos.org.uk.

5.6 Ukraine Family, Sponsorship and Extension Schemes

The Government has launched three schemes [Reference:5](#) to accommodate Ukrainians who are escaping the war in Ukraine.

The Ukraine Family Scheme opened on 4 March 2022. It allows those from Ukraine who are the immediate and extended family members of British nationals, those with Indefinite Leave to Remain, refugees, people with humanitarian protection, or EEA or Swiss citizens [Reference:6](#) to come to the country without having to meet the usual requirements for a family visa. Those joining the Scheme will be granted leave for three years. Immediate family members are defined as a partner, child under 18, parent of a child under 18, fiancé, or proposed civil partner. Extended family member is defined as parent, grandparent, grandchild, adult child, sibling, aunt, uncle, niece, nephew, and cousin, and the immediate family members of these extended family members. If their application to the scheme is successful, leave to remain will be granted for a total of 36 months or 3 years. Access to public funds, work and study are permitted.

The Homes for Ukraine Sponsorship Scheme was opened on 18 March 2022 and is targeted at people who do not have family in the UK. It allows Ukrainian nationals and their family members to come to the UK if they have a named sponsor under the Homes for Ukraine Scheme who commits to providing accommodation for at least six months. Unaccompanied children are also eligible for this route, although there are additional requirements. If their application to the scheme is successful, leave to remain will be granted for a total of 36 months or three years. Access to public funds, work and study are permitted.

On 3 May 2022, the Government launched the [Ukraine Extension Scheme](#), which allows Ukrainian nationals and their immediate family members [Reference:7](#) who are already in the UK on a range of visa types, to apply for leave to stay in the UK for three years. They must have a valid UK visa or have held one that expired on or after 1 January 2022 to be eligible. This route does not lead to settlement. A person who has immigration permission as a partner or child of a Ukrainian national who qualifies under the Ukraine Extension Scheme, who is not themselves a Ukrainian national, can also qualify under the Ukraine Extension Scheme. Individuals on all three schemes will be free to live, work and study in the UK and access public funds.

Top tips

- You can find visa data on the Ukraine Sponsorship Scheme by local authority on the [government's website](#).
- The British Red Cross is one of the charities supporting and helping refugees from Ukraine who are in the UK. [Find out about services and support on their website](#). You can find out about other charity organisations and community groups offering support to Ukrainians on the [London Plus website](#).
- A dedicated welcome pack which provides an overview of life in the UK, services and entitlements is available in [English](#), [Ukrainian](#) and [Russian](#).
- The [Ukraine Advice Project](#) has been set up by a group of volunteer legal professionals with immigration and asylum expertise. They are providing a free service to connect Ukrainian citizens (and others fleeing Ukraine) with free legal advice on UK immigration, visas and asylum from qualified and regulated lawyers.
- The [Here for Good Ukraine Project](#) are also offering legal assistance.
- London Plus has produced a [list of organisations](#) offering support to those affected by the Ukraine crisis.

5.7 People Seeking Asylum and other people with Refugee status

'Asylum seekers' are individuals who flee their home country and seek international protection in another country. Those who are found to have a well-founded fear of persecution based on race, religion, nationality, membership of a particular social group, or political opinion are granted Refugee status.

Top tips

- On the GLA's [Map of Services](#), you can find services which provide advice and support in lots of different areas, including welfare benefits, health, wellbeing, and mental health, English language support (non-AEB), immigration, housing and employment support.

6. English for Speakers of Other Languages (ESOL)

London is a city rich in diversity. One in three Londoners was born outside the UK,[Reference:8](#) and more than 300 languages are spoken on our streets.[Reference:9](#) Although the majority speak English fluently, data from the last Census shows that of those who do not speak English as a main language, 303,000 Londoners reported that they cannot speak English well; and around 52,000 said they cannot speak English at all.[Reference:10](#) Boroughs with the highest numbers of residents that could not speak English well or at all were Newham (27,000), Brent (25,000), Ealing (23,000) and Enfield (21,000). These latest figures from the 2021 UK Census do not account for recent arrivals from Afghanistan, Hong Kong or Ukraine.

English-language proficiency is associated with several benefits including independence, confidence, better health,[Reference:11](#) and better access to healthcare and education. It is essential for accessing services; improving people's job prospects;[Reference:12](#) and helping them to establish friendships with others from different backgrounds,[Reference:13](#) which makes them less vulnerable to isolation and loneliness.[Reference:14](#) English-language proficiency is also a requirement for many immigration routes, including British Citizenship, although some people including refugees are exempt.[Reference:15](#) Entry 3 (or B1) proficiency is required for all public sector workers with a public-facing role.[Reference:16](#)[Reference:17](#) This includes Transport for London staff and private hire licence holders.[Reference:18](#)

'ESOL' is the term used in the UK for English-language provision for adults who are learning English as a second or additional language. Provision is offered at a range of levels from beginner to advanced. The term 'ESOL' is generally used to refer to English for adults. The equivalent term used in schools is 'English as an Additional Language (EAL)'. However, many children who are categorised as being 'EAL' students speak English fluently. These children are bilingual, trilingual, or multilingual. A small proportion have English language needs. Similarly, many adults who say they do not speak English as a main language, speak English fluently, and a smaller proportion will have English language needs, i.e., would benefit from an ESOL course.

People with English-language needs are not usually familiar with the acronym 'ESOL' unless they have engaged in ESOL learning previously. 'English classes' is often more familiar otherwise. The term used in government literature is 'English language'.

6.1 Levels

Several terms are used to describe the different levels of English-language proficiency of an adult. The most commonly used terms in the ESOL sector are those found in the National ESOL Core curriculum: Entry 1 (E1), Entry 2 (E2), Entry 3 (E3), Level 1 (L1) and Level 2 (L2). However, other terms are also common, for example, the Home Office uses the terms referenced in the Common European Framework of Reference (CEFR), when outlining the English-language requirements for different immigration routes: A1, A2, B1, B2, C1 and C2. Employers and professional bodies often refer to grades or scores associated with preferred qualifications, for example, GCSE or OET grades, or IELTS points/scores. Finally, some, usually informal, providers will simply describe a learner's proficiency using 'beginner', 'intermediate' and 'advanced'. See following section for information on the term 'pre-entry'.

Top tips

- You can find out more about how National ESOL core curriculum levels correspond to [other qualification frameworks](#).
- You can [watch some examples of people speaking and writing at each level](#).

6.2 Duration and content

The duration and intensity of ESOL provision varies and is dependent on a variety of factors, including mental and physical health; family or other responsibilities; prior schooling; literacy in other languages; prior and daily exposure to English; opportunities to practice in authentic contexts; specific language difficulties and disabilities; and their employment and other commitments. The intensity and duration of ESOL learning appropriate for each individual is established at initial assessment. However, the options offered to the learner can often depend on the provision available, the design of which is informed by staff availability; venue availability; availability of funding; time of academic year; demand for provision and specific levels or types of provision; and so on. Some people will take several years to progress from one level to the next, particularly learners who begin with no literacy in any language. Others can make similar progress within a term (approximately 12 weeks).

ESOL classes will normally cover speaking, listening, reading and writing, although each term or academic year may have a different focus. Skills development is usually contextualised to be relevant and interesting to learners, for example, going shopping, cooking, talking to teachers, talking to managers, meeting new people, memories, wedding days and so on. Some informal provision including conversation clubs will focus on speaking and listening only.

The following section outlines some of the key terms you are likely to hear when supporting adults on their ESOL journey and some key considerations.

Top tips

- NATECLA offers a [webinar on Trauma-informed ESOL for Refugees](#).

6.3 Formal and informal

Formal ESOL courses, whether accredited or not, follow the [National ESOL Core Curriculum](#), which sets out the skills expected at each level in speaking, listening, reading and writing. Formal ESOL providers generally require tutors to be qualified at Level 4 or above and are inspected for quality by the Office for Standards in Education (Ofsted). This means they are expected to have a quality assurance system in place to ensure teaching and learning is fit for purpose. Most formal providers are funded by the Adult Education Budget (AEB) and are colleges or adult learning departments within local authorities (councils). A small number of community organisations are also funded directly by the AEB, i.e., the Mayor of London. Formal providers usually run both accredited and non-accredited ESOL provision and have minimum attendance requirements for learners – usually 85 per cent or above.

Informal ESOL providers are usually funded by other (non-AEB) funding streams; may or may not use qualified tutors; may or may not follow the National ESOL Core Curriculum; and are not inspected by Ofsted. They are usually able to be more flexible about attendance and punctuality and may make use of volunteer teachers. Informal ESOL provision may take the form of a conversation club with or without an embedded activity, for example ESOL and knitting, or befriending. Informal providers do not usually offer accredited ESOL provision, but some do.

Top tips

- Reset has produced a list of [resources and tips](#) for informal learning outside the classroom.

6.4 Accredited and non-accredited

ESOL courses can be accredited (i.e., lead to a qualification) or non-accredited. A number of factors will be considered when deciding whether an accredited or non-accredited course is suitable for a learner, including, for example, their prior schooling and transferrable study skills; exposure to English in their day-to-day life; the time in the academic year; whether there are vacancies in the given class; whether the organisation offers accredited provision; the learner's availability; ability to travel; issues that may impact on their ability to attend classes regularly and whether they have other needs, such as childcare.

Each type of provision holds value. Although they do not lead to a qualification, non-accredited courses can be very useful for participants to increase their confidence, develop their skills (such as basic literacy), and learn about and meet other people in their local area. They can also help learners to develop the study skills necessary to succeed in formal learning, for example, attending on time, taking notes and completing homework. Accredited courses can be useful for proving proficiency for employment and/or further studies. They can also help learners to get a sense of their progress toward proficiency in English and recognise their achievements.

A typical learner's ESOL journey will usually be made up of informal, formal, non-accredited and accredited teaching and learning. This process is not always linear. A learner may begin learning in an informal and non-accredited course; progress onto a formal, non-accredited course; and then progress onto a formal, accredited one. A different learner who begins with formal, accredited provision may have to take a break in learning due to illness or the birth of child and return to informal learning, with a view to progress to formal provision once they are able to commit to the attendance requirements or once a class with childcare becomes available. Other learners may need to deprioritise their learning to manage stressful life events, work commitments or bereavement. In these cases, informal, non-accredited drop-in type provision may be most appropriate for them for a period. Where possible, complete breaks in learning for prolonged periods should be avoided as often this can lead to the loss of gains achieved, unless the adult makes a concerted effort to review and practise their language skills regularly and independently.

6.5 Initial assessment

A thorough assessment by a qualified ESOL tutor of the new arrivals' ESOL levels, needs and aspirations, as well as their employment and education background, is the first stage to securing suitable ESOL provision for

adults. An initial assessment usually takes place face-to-face and involves the assessment of a person's speaking and listening skills through a conversation with the assessor. Their reading is also usually assessed through set text and questions or word identification and writing through writing about a set topic or in a particular text type, as deemed appropriate by the assessor. Qualified tutors are able to grade their language and the tasks set appropriately so as not to place too much pressure on the learner, and ensure they are comfortable when taking the assessment. A person may have what is known as a 'spiky profile', which means one or more of their skills is a level higher or lower than another. This is quite common. See following section on ESOL Basic Literacy where differences are considerable. A thorough initial assessment ensures that the provision offered to the learner effectively develops their skills. It also helps to ensure that the course is neither too difficult nor too easy.

6.6 Online ESOL

There has been a significant shift in the availability of online ESOL provision since the first COVID-19 lockdown. Although many providers have returned to face-to-face teaching, others continue to offer online ESOL provision alongside classroom-based provision in recognition of the fact that for many people, online ESOL makes learning more accessible, for example, people with caring responsibilities, mobility difficulties and crèche needs. Online provision is also useful when learners are spread across a wide area; or where, in order to secure sufficient numbers for a particular type of course, it is offered to people across local boundaries. Many learners who are new to digital technology are able to access online learning with additional support.

Nonetheless, for a significant proportion of people with English-language needs, online learning can be difficult or exclusionary. This includes: people who are digitally and language literate but cannot access devices and/or Wi-Fi due to reasons including cost; people who are literate in a language but not yet digitally literate, so would not be able to make use of devices even if they were able to get them without additional 1:1 support; and people who are not literate in any language, so even with digital skills training and devices, would be excluded without additional support or very bespoke provision. For this group of people, classroom-based provision may be most effective in helping them to progress in their learning, where this option is available.

Top tips

- The Learning and Work Institute has produced some [helpful guidance for organisers and volunteers on running conversation clubs online](#).

6.7 ESOL Pre-Entry and E1 Basic Literacy

'Pre-Entry' is not a term used in the National ESOL Core Curriculum. It is used in the [ESOL Access for All](#) curriculum which caters for learners with learning difficulties and/or disabilities. However, 'Pre-Entry' continues to be commonly used to refer to learners who are beginners in all four skills (speaking, listening, reading and writing) and who do not have any learning difficulties or disabilities. As Entry 1 includes people who are beginner speakers with no literacy skills, it is common to hear learners with this profile described as Pre-Entry, Entry 1 and Entry 1 Basic Literacy depending on the organisation. All have in common that courses are not accredited; and are designed to provide additional time and support to learners who are not yet ready to achieve a qualification. Learners who are new to reading and writing may be learning to hold a pen for the first time or

may be familiar with writing but unfamiliar with the Roman script, and are learning to form letters of the English alphabet for the first time.

6.8 ESOL Basic Literacy

People who have relatively good or functional communication skills in spoken English but who are beginners in terms of reading and writing, due to unfamiliarity with the Roman script or not being literate in any language, are referred to as ESOL Basic Literacy learners. It is common practice to accommodate ESOL Basic Literacy learners in Pre-Entry or Entry 1 provision, or a non-accredited version of a course at their level of spoken English, for example, Entry 2 non-accredited for a learner who speaks English at Entry 2, but who has writing skills at E1. Some providers offer non-accredited classes specifically for people with basic literacy, for example, ESOL Entry 2 Basic Literacy, although this is less common and dependent on a group of learners presenting at the same level, at about the same location and at about same time.

6.9 Functional Skills English

Functional Skills English, also known as 'Literacy courses', are primarily designed for people who speak English as their first language or fluently. These courses focus on the development of reading and writing; and, although they may cover communication skills, assume the learner is fluent in English speaking and listening. Functional Skills English alongside Maths (to Level 2) and digital skills (to Level 1) is a statutory entitlement and therefore free for all those who do not already hold the qualification. As a result, it is common practice – particularly where a person with English-language needs would only be co-funded [Reference:19](#) for ESOL, and has a functional level of English speaking and listening (approximately E3 and above) – for these learners to be diverted to Functional Skills English provision. This can prove problematic for people who are not yet fluent in English speaking and listening, as once they have achieved a qualification in Functional Skills English at a given level, they are then unable to access funding for another qualification at the same level or below in ESOL. This information relates specifically to funding via the Adult Education Budget (AEB). Further information on the AEB is included in the following section on ESOL funding streams in London.

6.10 Embedded ESOL

Some ESOL providers offer embedded programmes including ESOL and a vocational element, such as construction, hairdressing, childcare, teaching assistance, motor vehicle maintenance, health and social care, travel and tourism, etc. These courses are normally run at Level 1 and above, with the aim of preparing learners for future studies and vocational qualifications. Embedded ESOL may also be offered at lower levels of ESOL and can involve embedding another curriculum area such as ICT, numeracy or family learning or a particular theme, such as ESOL and art; ESOL and theatre; ESOL and music; ESOL and gardening; or ESOL and sewing, crochet and knitting.

6.11 IELTS and OET

New arrivals who have higher levels of English and wish to pursue higher education or requalify in their profession for the UK may be required to obtain an [International English Language Testing System \(IELTS\)](#) or [Occupational English Test \(OET\)](#) qualification, to demonstrate their language proficiency for the admissions process. Colleges may also offer Preparation for IELTS courses. There are usually costs associated for both courses and tests as they are not normally publicly funded.

See the following section on bespoke ESOL funding for further information on how these costs may be covered for people on resettlement schemes and immigration routes which have access to ESOL funding.

Top tips

- Duolingo's [English Test Access Program](#) offers fee waivers for low-income students applying to university. The results of the test are accepted in place of IELTS by [a number of universities](#).
- The Department for Education (DfE) has announced that as of February 2023, applicants with CEFR B2 or IELTS 5.5 proficiency in English and a teaching qualification and experience from certain countries, including Ukraine and Hong Kong, [can apply for Qualified Teacher Status in the UK](#).

7. Immigration status and ESOL

Immigration status and related conditions can impact the eligibility of ESOL learners for some ESOL funding streams. Where immigration status does not impinge on a person's ability to access ESOL provision, their documentation will not normally be checked. Some providers who are targeting particular excluded groups – for example, people with insecure status – may however, collect some information about a person's immigration status without requiring evidence, to ascertain whether they are reaching their target audience. All organisations will be able to provide information on why they are collecting this data, whether it will be shared, in what format and with whom.

7.1 No recourse to public funds (NRPF)

The learner's immigration permission in the UK may have a 'no recourse to public funds' (NRPF) condition. 'Public funds' are defined in the Immigration Rules, and the benefits and services listed do not include education or any education funding. Therefore, this condition does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

Until August 2022, where a course was funded by the Adult Education Budget (AEB), unless a learner could evidence low income [Reference:20](#) from employment or income/contribution-based benefits, they were unable to access free courses via the AEB (only). This meant unemployed adults with NRPF were required to meet part of the cost of their course. In summer 2022, the Mayor of London changed this rule. Unemployed adults with no recourse to public funds and those who are unable to evidence being in receipt of state benefits are now eligible for full funding where they want to be employed, and/or are seeking exceptional support with social integration, including those with no recourse to public funds. The evidence requirements are at the discretion of AEB providers. This discretion is to allow for flexibility. [Reference:21](#)

Top tips

- The Unity Project provides advice and assistance with applying to lift the No Recourse to Public Fund (NRPF) condition. [Find out more](#).
- Southall Black Sisters provides an NRPF fund for destitute migrant victims of gender-based abuse. You can contact them by phone on 0208 571 9595 (open Mondays to Fridays between 9am to 5pm, closed for lunch between 12:30 to 1:30pm). [Find out more](#).

7.2 Extension or variation of leave (3C Leave)

Section 3C of the Immigration Act 1971 prevents a person who makes an in-time application to extend or vary their leave from becoming an overstayer while they await a decision on their application, an appeal or an administrative review. This rule applies to all people with legal status in the UK including people seeking asylum.

Any learner or family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so. Therefore, a learner or family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal; and their eligibility would be based upon this status. Eligibility is assessed at the start of each course only and does not change during the learning aim or programme.

Top tips

- Find out more about [3C Leave](#).
- The [Joint Council for The Welfare of Immigrants \(JCWI\)](#) run a confidential helpline for irregular migrants and legal advice services, including training.

7.3 Study and/or employment prohibition

A 'no study' and/or 'employment prohibited' condition may be found on the documentation of a person seeking asylum and people with other immigration statuses. Where a 'no study' condition is listed, the person will not be permitted to study on an accredited course. The learner or their legal representative will need to apply to have the relevant restriction lifted before they can join an accredited course. [Reference:22](#)

Where there is a 'employment prohibited' condition stated on Home Office-issued documentation, the person will only be able to access ESOL provision that is not designed to lead directly to employment. People seeking asylum may be allowed to work in the UK if their claim or appeal has been outstanding for 12 months or more, through no fault of their own. The learner or their legal representative will need to apply to have the relevant

restriction lifted before they can join a course that leads directly to employment. If approved, the person seeking asylum will not be allowed to become self-employed and will only be allowed to take up a job which is included on the list of [shortage occupations](#) published by the Home Office.

People seeking asylum are, however, permitted and encouraged to volunteer whilst their claim is being considered. Volunteering involves spending time, unpaid, doing something that aims to benefit the environment or the local community. People seeking asylum who are volunteering are permitted to receive money to cover expenses, such as food, drink, travel or any equipment they need to buy for their volunteering activities.

[Reference:23](#)

Guidance from the Home Office states:

‘Asylum seekers are encouraged to volunteer whilst their claim is being considered. Volunteering involves spending time, unpaid, doing something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives. By volunteering for a charity or public sector organisation, asylum seekers can support their local community, and this will also assist with their integration if they are granted leave to remain in the UK’.

Top tips

- Coram has a [helpful overview](#) of study prohibitions and an [email advice](#) service for young people who are unable to find legal representation. For adults, click the links to find a map of local [law centres](#) or a list of [legal aid advisers](#).

8. Mainstream ESOL funding in London

8.1 Introduction

The sections below outline the eligibility of people arriving via different resettlement schemes and immigration routes to the main funding streams for ESOL in London currently. Policy and funding changes rapidly in this area. The information below is subject to change but is accurate in February 2023. For more frequent updates, [sign up to the GLA’s ESOL Newsletter](#).

The following section outlines the main sources of ESOL funding in London. Additional ESOL funding from the Home Office and the DLUHC assumes that full use of existing funding streams for ESOL will be made before additional ESOL funding is claimed. There is a strong emphasis on avoiding duplication of funding from the Adult Education Budget which is the main and most secure source of funding for ESOL. This is because annual under-spends of mainstream ESOL funding imply that there is not enough demand for the allocated funding. In the long-term, this can lead to cuts to mainstream funding.

The AEB in London funds ESOL provision for approximately 50,000 people with English-language needs at a cost of approximately £53 million per annum and is the main source of funding for ESOL in London. However, it is not the only source of funding. ESOL is also funded via a range of other funding streams and organisations,

including the European Social Fund (ESF); the Asylum, Migration and Integration Fund (AMIF); National Lottery Community Fund; Trust for London; and other large and small charitable organisations. Most funding streams are finite and new funding streams occasionally become available. For example, DLUHC's English for Integration Fund (EFIF) and Controlling Migrant Fund (CMF) came to a close in 2022 after several years. The Refugee Employment Programme for refugees, which contains an ESOL element, is set to begin delivery in mid-2023 until 2025. The UK Shared Prosperity Fund (UKSPF), which does not mention ESOL specifically, but does have a 'people and skills' objective, and replaces the ESF which ends in autumn 2023, launched in mid-2022.

Each funding stream, including ESOL funding available through resettlement schemes, has its own set of eligibility criteria. Providers frequently apply their own restrictions on top of the prescribed eligibility requirements to meet organisational or local priorities. Many providers use more than one funding stream to fund the ESOL their organisation offers. This makes the ESOL landscape complex and difficult to navigate for people with English-language needs. However, it also means that if a person is ineligible for one funding stream, they may be able to access provision via another funding stream.

Top tips

- The GLA hosts a map of AEB and non-AEB ESOL providers and list of local ESOL Advice Services/single points of contact (SPOCs) [on its website](#).
- Please see the Resources section for information on funding for individual learners.
- If the rules indicate the learner you are working with will be ineligible for the given provision, it is always worth double checking directly with the provider. Many providers use more than one funding stream for ESOL, so may be able to offer an alternative option or be able to sign-post to other providers. Other providers will be able to apply their discretion for individual cases.
- For a helpful overview of the range of funders and projects funded to provide informal English-language support in London and other places, [search ESOL](#) and [English language](#) on [GrantNav's website](#).
- The GLA publishes a [monthly ESOL newsletter](#) with useful information relevant to organisations supporting people with English-language needs, including course vacancies, useful resources and funding and partnership opportunities.

8.2 Adult Education Budget (AEB) in London

8.2.1 Adult Education Budget (AEB) in London

The AEB funds adult skills and education for people aged 19 years old and above and delivery in London is managed by the Mayor of London. The AEB funds much more than Basic Skills (ICT, ESOL, Functional English and Maths). Courses include certificates, awards and diplomas from Entry Level 1 to Level 2 in, for example, customer service; floristry; hair and beauty; hospitality; food safety; barista skills; animal care; welding; horticulture; engineering; adult care; and dental nursing.

Additionally, via the AEB legal entitlement for 19-23 year olds, and the Free Course for Jobs adult offer for learners aged 24 years old or older, which is administered by the GLA, eligible adults are able to complete

qualifications at Level 3 from nationally and regionally approved lists of fundable courses. This information can be useful when considering progression routes for adults from ESOL. The AEB also funds a small number of level 4 qualifications for learners who are unemployed or in low-paid work.

You can find a list of [free level 3 qualifications available to eligible adults](#).

The [AEB Funding Rules](#) outline who is eligible for funding and whether they are eligible for full (free training) or co-funding. Beneficiaries must be resident in London.

Until November 2022, most Londoners were required to have been ordinarily resident in the UK or Ireland for at least three years on the first day of learning to be able to access AEB-funded courses, unless they qualified for an exemption which waived this requirement. As of November 2022, Londoners who have permission to stay in the UK long term or indefinitely, through for example, a long-term visa or UK nationality can now access AEB courses on arrival, provided they have permission to stay 12 months or more from the first day of learning.

People with the following immigration statuses have been exempt from the three-year rule for some time, and continue to be immediately eligible for AEB funding on arrival in London with no minimum residency requirement:

- Refugee Status
- Discretionary Leave to Enter or Remain
- Exceptional Leave to Enter or Remain
- Indefinite Leave to Enter or Remain
- Humanitarian Protection
- Leave Outside the Rules
- Ukraine Family Scheme
- Ukraine Sponsorship Scheme (Homes for Ukraine)
- Ukraine Extension Scheme
- The husband, wife, civil partner of any of the above
- Section 67 of the Immigration Act 2016 Leave
- Calais Leave to Remain
- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022.

For a detailed outline of how learners may evidence their AEB eligibility, please refer to clauses 47 and 112-127 in the [GLA AEB Grant Funding and Performance Management Rules 22-23](#).

Other categories of people who are not required to meet the three-year UK residency requirement due to their not being subject to immigration restrictions or being granted permission to stay long term and having permission to stay in the UK for at least 12 months from the first day of learning are:

- UK nationals or those with a right of abode such as residents of British Overseas Territories [Reference:24](#) or Crown Dependencies and their family members
- EEA and Swiss nationals other than Irish nationals who have obtained pre-settled or settled status under the EU Settlement Scheme (EUSS)
- Irish nationals
- Non-UK nationals who have permission to live in the UK and this permission is not for education purposes only
- Non-UK nationals who have obtained pre-settled or settled status under the EUSS

- The family members of EU nationals where the EU national has obtained pre-settled or settled status under EUSS and where the family member has also obtained pre-settled or settled status under the EUSS, where required to do so
- Family members of an eligible person of Northern Ireland (principal) where they have been living in the UK by 31 December 2020 and have obtained pre-settled or settled status under EUSS
- British armed forces personnel, Ministry of Defence personnel or civil and crown servants, who reside in London, where the learning takes place in England
- British armed forces personnel, Ministry of Defence personnel or civil and crown servants on posting outside of the UK, including their family members aged 19 and over
- Members of other nations' armed forces stationed in England and their family members aged 19 and over where they reside in London.

People arriving via the UKRS, ARAP and the ACRS will have ILR, Refugee status or, for a short period, Leave Outside the Rules; and are therefore, exempt from the normal three-year residency requirement along with their immediate family members (husband, wife, civil partner or child). People arriving via the Ukraine Family Scheme, Homes for Ukraine Sponsorship Scheme or Ukraine Extension Scheme; and their husband, wife, civil partner or child (19 years old or older) will be eligible for AEB funding on arrival.

BN(O) status holders, British nationals who have been evacuated from Afghanistan under Operation Pitting and other British nationals are now eligible for AEB funding, as they have permission to stay in the UK long-term or indefinitely. [Reference:25](#) They are no longer required to meet the three-year residency rule in London.

People seeking asylum generally need to meet the six-month residency requirement while they await a decision on their case or appeal, after which they qualify for full funding in London. i.e., are not assessed for low income and do not pay any fees for learning.

Learners may evidence their permission to stay in a range of ways, including presentation of a Biometric Residence Permit (BRP), passport, vignette in their passport or other evidence from the Home Office confirming status. For a detailed outline of how learners may evidence their AEB eligibility, please refer to clauses 47 and 112-127 in the [GLA AEB Grant Funding and Performance Management Rules 22-23](#).

Specific groups of people are explicitly excluded from AEB funding regardless of their length of residency:

- People who are unable to prove their permission to stay in the UK, those who are on a Student Visa, and visitors to the UK, with or without a visa, continue to be ineligible for AEB funding.
- Those whose biometric residence permit (BRP) or residence permit imposes a study prohibition or restriction on the individual continue to be ineligible for funding.
- The dependent family members of people on Student Visas continue to need to meet a three-year residency requirement.

This does not mean that these groups cannot access ESOL provision at all; they may instead be asked to pay full fees or international fees for their course. Please refer to our section on full cost and international fees. See also our section on study prohibitions.

Adult Education Budget (AEB) eligibility guidance

Hong Kong BN(O):

- Immigration status: Hong Kong BN(O) or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

UKRS, including Community Sponsorship:

- Immigration status: Refugee status or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

ARAP:

- Immigration status: ILR or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

ACRS, including Community Sponsorship:

- Immigration status: Refugee status, ILR or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

British nationals evacuated from Afghanistan:

- Immigration status: British national or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

Ukraine Family/Sponsorship/Extension Scheme:

- Immigration status: Ukraine Family/Sponsorship/Extension Scheme or family member of the above
- Eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

People seeking asylum:

- Immigration status: Asylum seeker
- Eligible for AEB, **after** six months' residence
- Evidence required: ARC or other document from the Home Office confirming status.

Other Refugees:

- Immigration status: Refugee status or family member of the above
- Eligible for AEB
- Evidence required: travel document, BRP or other document from the Home Office confirming status.

Other British nationals:

- Immigration status: British national or family member of the above
- British nationals: eligible for AEB. Family members also eligible for AEB
- Evidence required: passport, BRP or other document from the Home Office confirming status.

8.2.2 AEB full funding and co-funding eligibility

The following section assumes the learner is aiming to access an ESOL course, not a course which has an ESOL element (see following section titled legal entitlements).

A potential learner may be eligible for AEB-funded ESOL under the residency rules but not be entitled to full funding, i.e., free provision. This will depend on an assessment of their income status. A potential learner will only be assessed for full funding if they satisfy the requirements related to immigration and residency status. For example, if a learner is in receipt of a low wage or income-based benefits but they are not eligible for AEB funding from an immigration and residency perspective, they will not be able to access AEB-funded provision even if they would have been eligible for full funding. This does not mean that learners cannot access ESOL provision; they may instead be asked to pay full fees or international fees for their course during this period. Please refer to section on international fees.

The box below outlines how an AEB provider will establish whether a learner is eligible for full or co-funding. In summary, to be eligible for full funding, a learner must be unemployed and in receipt of income-based benefits, or unemployed and fall outside of benefits arrangements, for example, due to having no recourse to public funds. Alternatively, employed learners may be fully funded where they earn below the London Living Wage.

Prior to November 2021, people seeking asylum who were AEB-eligible were only co-funded due to not being in receipt of state benefits. They were expected to pay half of their course cost despite not being permitted to work for at least 12 months. Many providers helped learners with course costs by accessing Learner Support. However, this was not consistently the case across London and many learners were unable to access learning. As of November 2021, London's AEB fully funds unemployed Londoners seeking asylum who are AEB eligible.

This information is subject to change; the definitive source of current information is the [GLA AEB Funding Rules](#) document in force at the time of checking the eligibility of each individual learner for AEB funding.

Please be aware, some AEB providers may waive restrictions based on identified vulnerabilities. Variation can be observed across providers and across courses. The information below is, therefore, indicative only and checks should be made directly with providers.

The evidence requirements to confirm fulfilment of the above criteria are at the discretion of AEB providers. This discretion is to allow for flexibility.⁵⁸ Most providers ask to see proof of income/contribution-based benefits in the form of a recent letter from the Department of Work and Pensions (DWP); a Universal Credit statement; proof of an application being considered; or a recent bank statement. Proof of low income is usually evidenced by a recent bank statement; a letter from the employer; an employment contract; a P60; a tax return; or a payslip. Alternatively, some providers make use of self-declarations from learners. For a detailed outline of how learners may evidence their AEB eligibility, please refer to clauses 47 and 112-127 in the [GLA AEB Grant Funding and Performance Management Rules 22-23](#).

Learners who are AEB eligible but who are not eligible for full funding are co-funded. This means they are expected to pay half of the standard course cost.

Full funding (AEB) eligibility guidance

Unemployed **and/or** in receipt of state benefits:

- unemployed **plus** Jobseeker's Allowance/Employment Support Allowance
- unemployed **plus** Universal Credit **or** take-home pay is less than £494 per month (sole adult) or £782 per month (joint claim)
- released on temporary licence, studying outside a prison and not funded by Ministry of Justice
- people seeking asylum who are AEB-eligible (as of November 2021).

Discretionary:

- other state benefit **and**
- take-home pay or income is less than £494 per month (sole adult) or £782 per month (joint claim) **and**
- adult wants to be employed or progress into more sustainable employment, **and**
- provider is satisfied learning is directly relevant to employment prospects and local labour market needs.

Out of work and not in receipt of benefits, including those with no recourse to public funds (NRPF):

- Want to be employed, and/or
- Are seeking exceptional support with social integration.

Employed and not in receipt of state benefits:

- employed/self-employed **and** earns less than the London Living Wage (annual gross): £23,302.50.⁵⁷

Top tips

- If you are working with adults on the UKRS, ACRS, ARAP, Homes for Ukraine Sponsorship or BN(O) Schemes or eligible Afghan British Nationals, in addition to reading the following section on full and co funding, please also refer to our chapter on bespoke ESOL funding from the DLUHC and Home Office, as in many cases, any partial fees can be covered by tariff funding.

8.2.3 Standard AEB course costs per learner

The AEB [currently funds](#) each learner at the following standard base rate for accredited ESOL:

- Speaking and Listening: £600 funding, 120 Guided Learning Hours
- Reading: £300 funding, 60 Guided Learning Hours
- Writing: £450 funding, 90 Guided Learning Hours
- Full mode E1-L2: £1265 funding, 270 Guided Learning Hours.

The standard base funding rate per learner, and any other applicable funding uplifts,⁵⁹ is inclusive of tutor costs, on-costs, tutor preparation time, rent, management and all other related teaching costs to the organisation. The national AEB data collection also allows providers to claim for extra funding for Additional Delivery Hours,⁶⁰ where the needs of specific learner cohorts means that the actual teaching delivery hours are significantly more than those assumed in the standard base funding rates.

Guided Learning Hours (GLH) indicate how many teaching hours providers are, on average, expected to need to deliver to a learner who is completing a course. The hours may be delivered in a range of intensities depending on the preferences of the learners in a group and the organisation's resources. For example, 270 GLH may be delivered over the course of the entire academic year or in an intensive manner over one term (12 weeks).

Non-accredited ESOL courses do not have formally specified expected GLH. Please refer to [The Single Activity Matrix](#) for further information. The actual total a co-funded learner will be asked to pay will depend on the intensity of the course (the number of hours in the given period within the academic year) and local fee-setting policy of the learning provider.

Top tips

- Funding rates for individual accredited ESOL qualifications can be checked on the [Find a Learning Aim service](#).
- If you are working with adults on the UKRS, ACRS, ARAP, Homes for Ukraine Sponsorship or BN(O) Schemes or eligible Afghan British Nationals, in addition to reading the following section on full and co funding, please also refer to our chapter on bespoke ESOL funding from the DLUHC and Home Office, as in many cases, any partial fees can be covered by tariff funding.

8.2.4 Full cost and international fees

If a learner presents at an AEB provider and is not eligible for AEB funding due to not meeting the residency requirements, they will usually be charged at the rate the course would have been funded for a fully funded learner as detailed above. Some providers, including non-AEB providers in the private sector, will instead charge international fees which can be several times higher.

It is also important to remember that there are a number of other funding streams for ESOL in London which may be accessible to adults at no cost, for example, conversation clubs, and ESF, AMIF and National Lottery Community-funded provision. Many AEB providers will offer sign-posting support where a learner is unable to access provision due to cost or other reasons. More information about other funding streams is presented in the following sections. In addition, if you are working with adults on the UKRS, ACRS, ARAP, Homes for Ukraine Sponsorship or BN(O) Schemes or eligible Afghan British Nationals, in addition to reading the following section on full and co funding, please also refer to chapter X on bespoke ESOL funding from the DLUHC and Home Office, as in many cases, any partial fees can be covered by tariff funding.

Not all AEB providers have the systems in place to accommodate co-funded or full cost learners. Where this is the case, they will usually signpost the learner to the nearest provider with this facility. Most colleges are able to cater for co-funded and full cost learners and some offer instalment plans to make the cost more manageable. Some colleges also have hardship funds for people who are experiencing financial difficulty to help cover

course costs.

Top tips

- It can be useful to be familiar with the Rules when engaging with enrolment staff. You can access the current version of the [AEB Funding Rules](#) for Grant-funded providers on the GLA website.

8.2.5 Legal entitlements

The AEB fully funds individuals who meet the criteria to access qualifications under the legal entitlements. ESOL qualifications are not included in the legal entitlement list in England. Learners will be fully funded for the following qualifications if they meet immigration and residency duration requirements, regardless of their income status:

- English and maths qualifications, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade C, grade 4, or higher, and/or
- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23, and /or
- Information technology ('digital') skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1.

Some providers may embed English language development into the courses listed above, for example, ICT courses or Maths courses for ESOL learners.

8.2.6 AEB Learner Support

Learner Support is available to students aged 19 and over who are facing financial hardship or other barriers to learning. It can be used for accommodation; travel, course materials and digital equipment; supporting learners who cannot undertake online learning; and childcare. All AEB grant-funded providers have access to this fund; and are required to set out criteria, and make available on request details explaining how they will administer and distribute the funds to ensure they reflect the principles of equality and diversity.

Learners or people who support them can apply directly to their learning provider to access this additional support. The application process to access this funding can vary between providers, including the completion of forms, which adults may need to be supported with. More information on the Learner Support can be found here and in the GLA-AEB funding Rules.

Top tips

- It is advisable to enquire about the Learner Support upon enrolment with the chosen learning provider as applications can take some time to be processed.

8.3 European Social Fund (ESF)

8.3.1 European Social Fund (ESF)

The [ESF programme](#) continues to [invest](#) in projects after the EU exit transition period ended on 31 December 2020. However, delivery of projects and programmes will end in the autumn of 2023, and no new funding opportunities are currently available via this fund. The government has launched the UK Shared Prosperity Fund (UKSPF) in place of the ESF. Please see following chapter for further information.

In London, the European Social Fund (ESF) is managed by the GLA which acts as an Intermediate Body (IB) on behalf of the Department for Work and Pensions (DWP), the national Managing Authority for ESF. ESF Projects in London have been funded in one of two ways:

1. Direct Award – projects have been directly funded by the GLA’s European Programmes Management Unit (EPMU) and were required to provide their own match funding.
2. Co-Financed – the majority of projects were commissioned and managed by a Co-Financing Organisation (CFO), which was responsible for providing the match-funding for the ESF provision that it procured.

The majority of ESF provision in London has been delivered through CFOs that awarded funding through an open and competitive tendering process. The CFOs in London include the GLA, the National Lottery Community Fund, the Education and Skills Funding Agency, the DWP and the four borough Sub-Regional Partnerships.

ESF support is targeted at individuals who will contribute to the growth of the economy through employment or increased skills levels. Beneficiaries must have permission to enter or remain and have permission to work. There is no upper age limit but as an exception to the general rule, the ESF allows ESF support for at-risk young people from age 15 to prevent them from becoming ‘NEET’ (not in education, employment or training). There is no minimum residency requirement for beneficiaries.

EEA nationals resident in the UK before 1 January 2021 must hold pre-settled or settled status granted under the EUSS. EEA nationals who arrived in the UK from 1 January 2021 must hold leave to remain with permission to work granted under the new Points-Based Immigration system to be eligible for ESF support.

The funding is primarily aimed at people who are available to work in the job market. However, people who are not available to work or who are not actively seeking work, described as ‘economically inactive’, are also eligible for some ESF support. People in custody are, in certain circumstances, able to access ESF provision.

ESF courses are free to anyone eligible for them. It is not a requirement that ‘economically inactive’ individuals are in receipt of benefits. However, individual organisations may impose additional restrictions.

People on zero-hour contracts are also able to access ESF provision where they do not work at all over a period of time or work a minimal number of hours a few days a week, depending on the particular ESF project. Self-

employed people who want to access ESF must be able to show that their business activities are registered with HM Revenue and Customs (HMRC). ESF funding can support participants at risk of redundancy whether or not they have received notice of redundancy.

People seeking asylum who have permission to work in the UK are able to access ESF provision.⁶¹ People seeking asylum who do not have permission to work may be supported through ESF pre-vocational provision, including initial ESOL, or other basic skills training where they are not part of the provision that is designed to lead to employment. There is no minimum residency requirement for these people seeking asylum. It should be noted that pre-vocational provision funded by the ESF which does not lead to employment is very limited in London.

Top tips

- You can find out about projects funded by the GLA through ESF funding, including a programme for volunteer ESOL teachers, and higher level ESOL learners on the [dedicated page](#).
- You can [find a full outline of eligibility for ESF participation](#).
- You can [find a list of live and in development projects funded via the ESF](#) and [find out more about the ESF from LEAP](#).

8.3.2 AEB Procured Programme 2019-23

The GLA's AEB Procured Programme is a four-year programme of adult education and training funded by AEB, which ends on 31st July 2023. All courses should have a planned end on or before the end of July 2023 to be funded. The programme provides match-funding for the ESF programme in London. To be able to access AEB Procured provision, beneficiaries must be AEB-eligible and meet the ESF eligibility criteria in their own right. The rules pertaining to full and co-funding for AEB Procured provision are the same as for the AEB described in the preceding section. AEB Procured providers are able to use up to 15 per cent of funding by contract Lot to deliver provision to adults who are not AEB-Procured (ESF)-eligible but are AEB eligible. For example, people who are employed and earning below the London Living Wage. This is known as the 'Flexible Allocation'. Some AEB-Procured providers also have a Learner Support allocation.

Top tips

- You can [read the Rules for AEB Procured provision](#).

8.4 Asylum, Migration and Integration Fund (AMIF)

The Asylum, Migration and Integration Fund (AMIF) is a European Union fund designed to help member states manage migration and implement a common EU approach to asylum and immigration. The funding focuses on

Third-Country Nationals (people who are not EEA or UK citizens), including refugees and spouses.

People in the UK on a visitor, student or other short-term visa are excluded, except fiancés. People granted less than 30 months' Discretionary Leave and people seeking asylum are also excluded. However, Unaccompanied Asylum-Seeking Children are eligible to take part in integration activity. There is no lower age limit for AMIF funding. Opportunities to apply to the AMIF are no longer available. However, funding for existing projects has been extended until December 2023.

Please be aware, some providers add supplemental restrictions based on organisational priorities. The information below is, therefore, indicative only and checks should be made directly with providers.

AMIF eligibility guidance

Hong Kong BN(O):

- Immigration status: Hong Kong BN(O) or family member¹⁴⁸ of the above
- Eligible for AMIF.¹⁴⁹

UKRS, including Community Sponsorship:

- Immigration status: Refugee status or family member¹⁵⁰ of the above¹⁵¹
- Eligible for AMIF.

ARAP:

- Immigration status: ILR or family member¹⁵² of the above¹⁵³
- Eligible for AMIF.

ACRS, including Community Sponsorship:

- Immigration status: Refugee status, ILR or family member¹⁵⁴ of the above¹⁵⁵
- Eligible for AMIF.

British nationals evacuated from Afghanistan:

- Immigration status: British national or family member¹⁵⁶ of the above¹⁵⁷
- British nationals: not eligible for AMIF. Non-UK/EEA family members: eligible for AMIF.

Ukraine Family/Sponsorship/Extension Scheme:

- Immigration status: Ukraine Family/Sponsorship/Extension Scheme or family member¹⁵⁸ of the above¹⁵⁹
- UK/EEA nationals: not eligible for AMIF. Non-UK/EEA family members: eligible for AMIF.

People seeking asylum:

- Immigration status: Asylum seeker
- Not eligible for AMIF, except unaccompanied asylum-seeking children ([UASC](#)).

Other Refugees:

- Immigration status: Refugee status or family member¹⁶⁰ of the above
- Eligible for AMIF.

Other British nationals:¹⁶¹

- Immigration status: British national or family member¹⁶² of the above
- British nationals: not eligible for AMIF. Non-UK/EEA family members: eligible for AMIF.

Top tips

- You can [find a list of all AMIF funded projects](#).

8.5 The National Lottery Community Fund (NLCF)

The National Lottery Community Fund (NLCF) offers a large and varied funding programme. There are no eligibility requirements for the beneficiaries of projects. Individual organisations may, however, introduce additional restrictions based on local and organisational priorities. The NLCF is one of 12 distributors of money raised by the National Lottery in the UK. In England, these organisations also include Arts Council England, the National Lottery Heritage Fund, UK Sport and the British Film Institute.

NLCF eligibility guidance

Hong Kong BN(O):

- Immigration status: Hong Kong BN(O) or family member¹⁷⁸ of the above
- Eligible for NLCF.¹⁷⁹

UKRS, including Community Sponsorship:

- Immigration status: Refugee status or family member¹⁸⁰ of the above¹⁸¹
- Eligible for NLCF.

ARAP:

- Immigration status: ILR or family member¹⁸² of the above¹⁸³
- Eligible for NLCF.

ACRS, including Community Sponsorship:

- Immigration status: Refugee status, ILR or family member¹⁸⁴ of the above¹⁸⁵

- Eligible for NLCF.

British nationals evacuated from Afghanistan:

- Immigration status: British national or family member¹⁸⁶ of the above¹⁸⁷
- Eligible for NLCF.

Ukraine Family/Sponsorship/Extension Scheme:

- Immigration status: Ukraine Family Scheme/Ukraine Sponsorship Scheme or family member¹⁸⁸ of the above¹⁸⁹
- Eligible for NLCF.

People seeking asylum:

- Immigration status: Asylum seeker
- Eligible for NLCF.

Other Refugees:

- Immigration status: Refugee status or family member¹⁹⁰ of the above
- Eligible for NLCF.

Other British nationals:¹⁹¹

- Immigration status: British national or family member¹⁹² of the above
- Eligible for NLCF.

Top tips

- You can search for all the National Lottery Community Funded projects on their website. Use search terms '[English-language](#)' and '[ESOL](#)'. There is also a [Funding Finder](#).

8.6 Refugee Employability Programme (REP)

The Home Office launched its competitive tender for the Refugee Employability Programme in January 2023. The following groups of people seeking sanctuary in the UK will be eligible for support, provided they were granted status after 30 June 2022 and meet the additional criteria outlined:

- UK Resettlement Scheme (UKRS);
- Afghan Citizens Resettlement Scheme (ACRS);
- Afghan Relocations and Assistance Policy (ARAP);
- Community Sponsorship Scheme;
- Refugee Permission to Stay (Group 1 Status);
- Mandate Resettlement Scheme;

- Refugee Family Reunion.

To be eligible, the individuals must be unemployed, be aged between 18 and State Pension age, not be in full-time education, not have an illness or disability which stops them from working and be actively seeking work, or be ready to take steps towards actively securing work. Delivery is expected between May 2023 and May 2025.

Once eligible, provision is free, but beneficiaries will be assessed before being offered one of two packages. Package A, which includes employment support and Package B, which included employment support, integration support and English language support. Beneficiaries who are currently already receiving resettlement support via local authority refugee resettlement coordinators or Community Sponsorship Groups (UKRS, ACRS, ARAP and Community Sponsorship), will only be eligible for Package A, on account of their already being in receipt of support in relation to ESOL and integration. People who have arrived in the UK via the Mandate Scheme, Refugee Family Reunion or Refugee Permission to Stay Group 1, will be eligible for Package B.

Top tips

- Once delivery begins, provision will be listed on the GLA's [Map of Services](#).
- [Read more about the REP](#).

8.7 UK Shared Prosperity Fund (UKSPF)

The UK Shared Prosperity Fund (UKSPF) will initially provide £2.6 billion of new funding for local investment up to March 2025, with all areas of the UK receiving an allocation from the Fund via a funding formula rather than a competition. There are three investment priorities of UKSPF:

- Community and Place
- Supporting Local Business; and
- People and Skills.

Through the people and skills investment priority, places can use their funding to help reduce the barriers some people face to employment and support them to move towards employment and education. Places can also target funding into skills for local areas to support employment and local growth.

However, the fund will focus on communities and place and local business interventions in 2022-23 and 2023-24, alongside support for people through the Multiply adult numeracy programme. UKSPF investment to support people and skills will follow from 2024-25, unless the voluntary sector considerations outlined below are met.

Lead local authorities have the flexibility to fund targeted people and skills provision in 2022-23 and 2023-24 where this is a continuing priority for 2024-25 and may be at significant risk of ending due to the tail off of EU funds. This flexibility may only be used where provision is currently delivered by voluntary and community organisations, having regard for the focus of the Fund and available funding.

8.8 Department for Work and Pensions: Flexible Support Fund (FSF)

The Flexible Support Fund, which is available through the Department for Work and Pensions, is a discretionary fund that work coaches can access to support with extra costs associated with getting into work, service users do not have automatic right to access. Service users need to be claiming a qualifying benefit such as universal credit, job seekers allowance, income support, employment and support allowance, carer's allowance or pension credit.

You may be able to get support from Jobcentre Plus to help you prepare for, find and stay in work, including:

- training, guidance and work placement programmes
- work experience, volunteering and job trialling schemes
- help with starting your own business
- help combining work with looking after children or caring responsibilities
- extra help for specific problems.

The payment amount is circumstance-dependent and cannot be used to double fund. In order to apply for the fund, service users must approach their work coach and tell them what they need the payment for and provide evidence that they are unable to pay for it themselves without the fund.

Top tips

- [Find out more about the flexible support fund.](#)
- In some regions, the FSF has been used to fill gaps in provision for groups of learners.

9. Bespoke English language (ESOL) funding from the Home Office and DLUHC

The section below outlines the funding available from specific groups from central government. Please also see the following chapter on ESOL funding for children to find out about funding for children below 18 years of age.

UKRS, ACRS, ARAP and eligible Afghan British Nationals

Alongside eligibility to AEB-funded provision, for people arriving via UKRS, ARAP, ACRS, their Community Sponsorship Scheme counterparts and eligible Afghan British nationals, £850 is available per adult (19+) for English language (ESOL) provision up to and including Entry 3 (E3) in the first 12 months of arrival.

In total, local authorities receive a total tariff of £20,500 over a period of five (UKRS) or three (ACRS, ARAP and ABN) years. A number of outcomes are expected from local authorities as a condition of funding, however, at their discretion, additional funding beyond the ring-fenced year one funding of £850 per adult, may be spent on ESOL. Funding for year two to three or five is not ring-fenced, and may be spent on helping the adult progress towards and into employment, including tailored employment support and sector specific formal or informal language training, or additional educational support.

Hong Kong BN(O) visa

Adults arriving via the Hong Kong BN(O) visa route can access, via local authority leads, including adult

education departments, £850 per adult to support their English language needs including ESOL-related childcare and digital costs. Alongside eligibility to AEB-funded provision, they are also able to access all of the activities funded by the national and regional VCSE funding from DLUHC and all activities funded by the Hong Kong Welcome Programme more generally. These will include English language provision in many cases.

Homes for Ukraine Sponsorship Scheme

Funding has been made available to local authorities, at a rate of £10,500 per person¹⁰, to support those on the UK Sponsorship Scheme (Homes for Ukraine). In December 2022, the government announced a reduction in the funding per person for those on the Homes for Ukraine Scheme arriving from 1 January 2023. From January 2023, councils will receive £5,900 per person for the first year they are in the UK to enable them to provide support to families arriving via the Homes for Ukraine (Sponsorship) Scheme to rebuild their lives and fully integrate into communities. This is not ring-fenced and can be used to provide ESOL support alongside access to ESOL provision funded by the AEB and other funding streams. Councils will continue to receive £10,500 for the first year for Ukrainians who arrived before January 2023.

9.1 Claiming the additional bespoke ESOL funding

UKRS, ARAP, ACRS and eligible Afghan British Nationals

The £850 funding must be claimed by Local Authority Refugee Resettlement Coordinators or Community Sponsorship Lead Sponsors directly from the Home Office using form 'Annex A', which is emailed to local authority Refugee Resettlement Coordinators and Community Sponsorship Lead Sponsors along with instructions once an eligible family is allocated. This funding cannot be used to support people staying temporarily in bridging hotels. It is intended for local authorities to support families who are resettled in their borough. Several local authorities have organised ESOL provision on-site at bridging hotels using existing funding and/or wrap-around funding. Read more in the Case Studies section below.

Hong Kong BN(O) Scheme

Funding for adults arriving via the Hong Kong BN(O) visa route can be claimed by local authorities, including adult and community learning services within the council, via the DLUHC's dedicated DELTA system. Evidence of course completion, hours and duration may be requested. In most cases costs will be paid on course completion. Where courses are under way, but the local authority is yet to receive an invoice or is paying costs in arrears, towards the end of Q4 of the financial year, information about these costs will be requested to enable reimbursement. Funding, up to a maximum of £850 per adult, can only be claimed once per individual per financial year. It is advised therefore, that when planning ESOL provision for learners, the duration and intensity of the provision ensures that the maximum funding available is utilised where this would benefit the learner.

Homes for Ukraine Sponsorship Scheme

Funding for adults arriving via the Homes for Ukraine Sponsorship Scheme is automatically paid to local authorities.

9.2 Requirements for additional ESOL funding (UKRS, ARAP, ACRS and British national evacuees)

It is a requirement that adults on these schemes who are identified as having English-language needs are provided with **at least** 12 months of ESOL provision, or less if they achieve Entry 3 (E3) sooner. This provision may be either informal ESOL, or eight hours of formal provision per week dependent on what is deemed most appropriate for the learner following initial assessment by an ESOL qualified tutor or specialist. The eight hours of tuition may be made up of both formal and informal provision. The requirements which must be fulfilled in order to claim the funding are listed below:

- an initial assessment must be carried out by a qualified ESOL tutor or specialist at the earliest opportunity **and**
- at least 12 months of ESOL provision must be made available to the learner or until the learner achieves Entry 3 (E3) whichever is sooner **and**
- ESOL provision must be made available within one month of arrival unless there are exceptional circumstances which prevent this **and**
- where formal provision is deemed appropriate for the learner, at least eight hours of provision per week must be made available **or**
- informal (non-accredited) ESOL must be made available to the learner at a minimum.

Where solely informal ESOL is found at initial assessment to be appropriate, the learner should be encouraged to access formal ESOL provision in the future, to be able to gain qualifications which are often necessary for accessing secure employment, further study, or training.

Examples of how the funding can be used include the following:

- filling the gap between arrival and the start of their substantive ESOL course (AEB or other)
- topping up their substantive (AEB or other) ESOL course to the minimum required eight hours per week (where accredited provision is assessed as being suitable for the learner)
- extending the duration of the substantive (AEB or other) course to the required 12 months where traditional courses run for academic years (10 months)
- supplementing the substantive (AEB or other) ESOL course to cater for specific needs, for example, basic literacy for adults who have no literacy in any language
- to commission ESOL provision in the absence of suitable provision or vacancies in such provision
- to commission additional supplementary resources, e.g., online learning
- for advanced English speakers (above Entry 3), to fund English-language-related courses and qualifications that will facilitate entry to further or higher education or employment; for example, IELTS, OET or intensive ESOL.

In addition to the £850 in year one, further funds from the standard adult tariff can also be used for ESOL at the discretion of local authorities. Local authorities may wish to consider tailored employment support and sector-specific formal or informal language training when using this funding, for example, OET and IELTS. It is expected that year one and any subsequent funding will be used alongside the adult's entitlements to other funding streams, including the AEB. Partnerships between local authorities and mainstream ESOL providers are encouraged as this is essential to ensure the learner can access suitable progression and qualification routes and related opportunities.

Where existing mainstream entitlements are unable to cater for the childcare needs of adults arriving via UKRS, ARAP, ACRS and British nationals evacuated from Afghanistan while they are attending ESOL provision, the Home Office has made additional funding for childcare available. Please see following section on Childcare for further information.

Top tips

- Community Sponsorship Groups and local authorities can access additional [guidance and support from Reset](#).

9.3 Requirements for additional ESOL funding [HK BN(O)]

There are no requirements on the number of hours, duration or the type of provision which must be offered for Hong Kong BN(O) status holders when utilising the £850 ESOL available. However, funding up to a maximum of £850 per adult, can only be claimed once per individual, per financial year, on course completion. It is advised therefore, that when planning ESOL provision for learners, the duration and intensity of the provision ensures that the maximum funding available is utilised, where this is of benefit to the learner. In addition to this funding, VCSEs are being supported through the national and regional grants schemes to bolster community-led activities which may include English-language support. English language training may be formal or informal, accredited or non-accredited. English language training, which embeds other skills such as literacy, ICT, numeracy and/or social integration activities is also fundable, as are IELTS and OET preparation courses, provided the primary focus is English language (speaking and listening) development. Funding can cover related administrative costs, childcare and digital access costs, up to a total of £850 per adult. Local authorities may sub-contract delivery of English language training to organisations where they feel these organisations can better engage and cater for Hongkongers.

To ensure that the funding can support as many Hongkongers as possible, the £850 per adult can only be claimed by the local authority in which the adult resides. However, exceptions may be made on a case-by-case basis and local authorities are advised to get in touch with their regional ESOL coordinator where they believe this is a barrier to access.

Top tips

- The London Strategic Migration Partnership hosted by the GLA has a dedicated team in place to support organisations and local authorities working with Hong Kong BN(O) status holders, including a website of resources and support organisations. You can contact the team at HongKongVCSE@london.gov.uk.
- The Learning and Work Institute have [shared the findings](#) of their research on the language learning, orientation and employment support needs of new arrivals from Hong Kong.

9.4 Eligibility guidance for bespoke funding

Hong Kong BN(O):

- Immigration status: Hong Kong BN(O) or family member¹⁹³ of the above
- Bespoke ESOL funding available: Yes, from DLUHC. **Capped** at £850 per adult (19+) for ESOL¹⁹⁴

- Requirements for bespoke funding: Proof of attendance (non-accredited) or proof of qualification (accredited)
- Additional ESOL Childcare funding available: No, but £850 ESOL funding can cover related childcare costs.¹⁹⁵

UKRS, including Community Sponsorship:

- Immigration status: Refugee status or family member¹⁹⁶ of the above¹⁹⁷
- Bespoke ESOL funding available: Yes, from Home Office. £850 per adult (19+) for ESOL in Year one. Further funding can be claimed from the standard adult tariff at the discretion of local authorities
- Requirements for bespoke funding: Informal ESOL **or** eight hours per week of formal ESOL for **at least** 12 months or until Entry 3 achieved, whichever is sooner
- Additional ESOL Childcare funding available: Yes, via local authority Refugee Resettlement Coordinator. Annual funding window.

ARAP:

- Immigration status: ILR or family member¹⁹⁸ of the above¹⁹⁹
- Bespoke ESOL funding available: Yes, from Home Office. £850 per adult (19+) for ESOL in Year one. Further funding can be claimed from the standard adult tariff at the discretion of local authorities
- Requirements for bespoke funding: Informal ESOL **or** eight hours per week of formal ESOL for **at least** 12 months or until Entry 3 achieved, whichever is sooner
- Additional ESOL Childcare funding available: Yes, via local authority Refugee Resettlement Coordinator.

ACRS, including Community Sponsorship:

- Immigration status: Refugee status, ILR or family member²⁰⁰ of the above²⁰¹
- Bespoke ESOL funding available: Yes, from Home Office. £850 per adult (19+) for ESOL in Year one. Further funding can be claimed from the standard adult tariff at the discretion of local authorities
- Requirements for bespoke funding: Informal ESOL **or** eight hours per week of formal ESOL for **at least** 12 months or until Entry 3 achieved, whichever is sooner
- Additional ESOL Childcare funding available: Yes, via local authority Refugee Resettlement Coordinator. Open funding window.

British nationals evacuated from Afghanistan:

- Immigration status: British national or family member²⁰² of the above²⁰³
- Bespoke ESOL funding available: Yes, from Home Office. £850 per adult (19+) for ESOL in Year one. Further funding can be claimed from the standard adult tariff at the discretion of local authorities
- Requirements for bespoke funding: Informal ESOL **or** eight hours per week of formal ESOL for **at least** 12 months or until Entry 3 achieved, whichever is sooner
- Additional ESOL Childcare funding available: Yes, via local authority Refugee Resettlement Coordinator. Open funding window.

Ukraine Family/Sponsorship/Extension Scheme:

- Immigration status: Ukraine Family Scheme/Sponsorship/Extension Scheme or family member²⁰⁴ of the above²⁰⁵

- Bespoke ESOL funding available: Yes, from DLUHC, for Ukraine Sponsorship Scheme only. Funding can be claimed from the standard adult tariff at the discretion of local authorities. Tariff may be £10,500 or £5,900 depending on date of arrival.
- Requirements for bespoke funding: N/A
- Additional ESOL Childcare funding available: No.

People seeking asylum:

- Immigration status: Asylum seeker
- Bespoke ESOL funding available: No
- Requirements for bespoke funding: N/A
- Additional ESOL Childcare funding available: No.

Other Refugees:

- Immigration status: Refugee status or family member²⁰⁶ of the above
- Bespoke ESOL funding available: No
- Requirements for bespoke funding: N/A
- Additional ESOL Childcare funding available: No.

Other British nationals:²⁰⁷

- Immigration status: British national or family member²⁰⁸ of the above
- Bespoke ESOL funding available: No
- Requirements for bespoke funding: N/A
- Additional ESOL Childcare funding available: No.

10. Securing ESOL provision for adults

10.1 Pre-arrival

Identifying existing ESOL provision in the local area

In any given area, there will usually be both formal and informal ESOL providers. [ESOL Advice Services or ESOL Networks](#) in the area may already have carried out mapping, so are a good first port of call. In the absence of an ESOL Advice Service or SPOC in your local area, the GLA hosts maps of all [AEB and non-AEB providers in London](#), and the local authority's social prescribing or Early Help teams may be able to provide information on the existing informal offer in the borough. It is also worth searching for 'ESOL' or 'English classes' on the local authority website to ascertain whether mapping has been carried out already.

It is good practice to approach one provider at a time to prevent places being held in multiple classes for one person, thereby preventing other learners from accessing this provision. This will also reduce the number of times a learner will be asked to sit an initial assessment which can be stressful. You can usually find useful information about each provider's process on their website. It is worth bearing in mind that the location of initial assessment may not always also be the location of the class the learner is placed on. Many providers, particularly formal ones, will also run provision in outreach venues.

Larger providers, usually formal, will normally run a range of ESOL courses, both in the daytime and evening and are usually able to offer more hours per week than smaller providers. Smaller providers tend to have fewer options related to time of day, level and location. Availability of the offer will vary depending on different factors including when in the academic year the application is made. Many providers have two intakes a year, in Term 1 and Term 2, subject to spaces being available. Informal providers are often able to be more flexible and enrol through all three terms (starting September, January and April). Many providers are closed over the August summer holiday.

Some providers will be able to offer eight or more hours per week as per Home Office requirements for UKRS, ACRS, ARAP and British nationals evacuated from Afghanistan, but others will offer much fewer. Where a learner is identified as being suitable for formal, accredited provision, it may be necessary to enrol adults on more than one course to make up the required number of hours. The total required hours may be made up with formal and informal courses and/or small group or 1:1 tuition. It is important however, not to enrol adults on two or more courses funded by the same funding stream, unless this is explicitly permitted by all providers of the same funding stream involved.

TOP TIP: the GLA publishes a [monthly ESOL newsletter](#) with useful information relevant to organisations supporting people with English-language needs, including vacancies in classes and requests for provision.

ESOL Single Points of Contact (SPOCs) or Advice Services

There are a limited number of [ESOL SPOCs](#) in London, however, where they do exist, they are a useful first port of call when supporting families to access suitable English-language provision. ESOL SPOCs provide initial assessment of learners' proficiency levels and needs such as childcare, and work in partnership with the full range of local ESOL providers to find them a suitable course. Some can also support with commissioning dedicated ESOL provision or securing qualified ESOL tutors for 1:1 tuition. The service is usually free of charge. In some areas, digital directories and websites list all the available provision in the given area. SPOCs are also often a good source of data on demand for ESOL in a given locality, which can be useful when considering commissioning provision.

TOP TIP: the GLA hosts a map of [AEB ESOL providers](#) and list of local [ESOL Advice Services/SPOCs](#) and ESOL Networks on its website.

ESOL Networks

Some London boroughs have [ESOL networks](#). These groups are usually made up of organisations and individuals supporting people with English-language needs, and may include formal and informal ESOL providers, as well as Voluntary and Community Sector (VCS) organisations working with people seeking asylum, refugees and migrants. Membership may also include representation from statutory bodies, including the local authority and Clinical Commissioning Group.

The purpose of groups can vary depending on the make-up; however, they generally work together strategically to alleviate challenges faced by people with English-language needs when trying to settle in the UK, including increasing access to ESOL provision. Networks can also bring operational benefits – for example, co-location, co-design, sharing good practice and resources and other cooperation – which improve the outcomes and the experience of people with English-language needs in a locality or sub-region. ESOL networks are often a good source of information on ESOL provision in the local area, particularly in the absence of ESOL SPOCs. Membership by Refugee Resettlement Coordinators and Community Sponsorship Groups is usually welcome and ensures the experiences of families arriving via resettlement schemes are captured and inform any local strategic approach to ESOL.

TOP TIP: if your local area does not have an ESOL Network, consider establishing one. The Learning and Work Institute have prepared a helpful guide on [Establishing and developing local ESOL Partnerships](#). The National Lottery Community Fund also has a [fund for partnerships](#).

For adults arriving via UKRS, ARAP, ACRS and eligible Afghan British nationals evacuated from Afghanistan, prior to arrival, the Home Office may be able to indicate whether the family members have English-language needs. Where ESOL will likely be required, it is useful to carry out some mapping work of formal and informal ESOL providers in the local area ahead of time. Arranging an ESOL initial assessment date with a single formal ESOL provider or ESOL Advice Service ahead of arrival can speed up the process. It can be more efficient to communicate directly with the ESOL curriculum manager or head of service rather than general enrolment staff when making arrangements for initial assessment prior to a family's arrival.

Most providers, unless they offer very informal, mixed-level provision, will be unable to provide information on course days, times and locations until an initial assessment has been completed with the potential learner. This is because the range and number of options depend entirely on the learner's needs, as established at initial assessment. Informal providers, however, may be able to provide a list of informal ESOL options ahead of the family's arrival.

TOP TIP: the GLA hosts a map of [AEB ESOL providers](#) and list of local [ESOL Advice Services/single points of contact \(SPOCs\)](#) on its website.

TOP TIP: Reset have produced a helpful [guide for Community Sponsorship Groups on how to access ESOL provision](#).

10.2 Identifying learner needs

The first step towards ensuring that the individuals you support have access to suitable ESOL provision is to have a conversation with the individual about their preferences, so that these can be relayed to the assessor on their behalf if needed. For example, a learner may prefer to attend a men-only or women-only class or want to avoid classes which fall on a Friday afternoon due to Friday prayers or the Sabbath. They may want to do an intensive course or a few hours a week to begin with or learn English alongside working. For individuals with childcare needs, they may have preferences about whether their child attends crèche on-site or off-site and/or want to attend a class while they child is at school or nursery. It will not always be possible for an ESOL provider to cater for all preferences and some preferences may reduce the options available to the learner overall. It is also useful to have an overview of the individual's other commitments and existing schedule, for example, school run duties, DWP appointments, medical appointments and caring responsibilities.

10.3 Initial assessment

The next stage is to arrange and attend an initial assessment with a single formal ESOL provider or qualified ESOL tutor for the adult. Unless engaging a qualified tutor directly, the initial assessment will normally take place face-to-face at one of the provider's venues and the adult may need to be accompanied or supported with the travel route if they are unfamiliar with the area or public transport. Accompanying the adult may also help with any anxiety that may arise from navigating this system and ensure that both they and the ESOL provider understand any arrangements and next steps. Some providers may offer bespoke, on-site initial assessment for

groups of learners. An initial assessment will involve establishing an individual's speaking, listening, reading and writing levels, and key information which impacts on their ability to attend classes such as their physical and mental health needs, childcare needs and availability.

The assessment of all four skills usually takes place in the same sitting and at the end, the assessor will be able to share the learner's ESOL level with them and anyone accompanying them. There will be a level for each skill – speaking, listening, reading and writing, and an overall level which decides the level of the course they are deemed suitable for. This usually takes into account their prior education and transferrable study skills. An assessment will also be made about the learner's readiness for an accredited or non-accredited course and the most appropriate intensity of provision, i.e., number of hours per week.

Once the individual's ESOL levels are known, the provider will outline the options available. If the options are not suitable or immediately available, using the information made available via the initial assessment, Refugee Resettlement Coordinators and Education leads at Community Sponsorship Groups will be able to contact other local ESOL providers in turn to check whether they have vacancies at the given level, and which accommodate the learner's identified needs. It is still likely the learner will be asked to do another initial assessment once suitable provision with vacancies is identified; however, the suggested approach makes it less likely they will be asked to sit these assessments only to find there are no vacancies at the required level or required time of day multiple times.

10.4 Interpreters

It is helpful to have an interpreter on hand for learners who have very emerging levels of English, but assessments can often proceed without. Where an interpreter is present, in many cases, they will be asked to leave the room while the tutor ascertains the learner's level without support. The approach will vary between providers, so checking in advance is advised.

Top tips

- Reset have shared tips on how to use [Google Translate](#) effectively in the absence of an interpreter.
- Migrant Organise have produced [good practice guides for interpreting in several languages](#).

10.5 Enrolment

If a suitable ESOL course is identified at initial assessment, enrolment can usually take place on the same day. Depending on how the course is funded, the person may need to take along with them evidence of their immigration status and income-based benefits, or if they are working evidence of their income. Information on what will be required will normally be outlined by the provider beforehand and is usually dependent on the funding stream's requirements.

Should there be a gap between the initial assessment and the start of the course, the provider may be able to signpost to local voluntary-sector organisations for conversation clubs or other informal provision while they wait.

10.6 Progression

If a learner joins a course with a formal provider, at the end of their course or the end of the academic year, they will normally be offered a course to progress onto in the following term or academic year. This may be onto the next level of ESOL, an accredited version of the course they have been doing or another adult learning course. Where provision is of a shorter duration or with a provider which is unable to offer appropriate progression opportunities, it may be necessary to find an alternative provider. It is important to enquire about progression for the learner before the term ends, leaving sufficient time to make alternative arrangements. Gaps in learning, particularly where these gaps are longer than a few weeks, and the learner does not regularly use English outside of the classroom, can result in 'language learning loss'.²⁰⁹ The provider may be able to provide a new assessment of the adult's levels to support looking for progression routes and may also be able to sign-post to these.

Top tips

- Reset have produced a helpful on how to encourage families to [practise their English outside the classroom](#).
- [Duolingo is a useful and free resource](#) for people learning English. It can be used on mobile phones and desktops and scaffolds learning of English onto the learner's existing language/s.

10.7 Catering for additional needs

Travel

In addition to accompanying the individual to the initial assessment, where the ESOL course takes place at a different venue, it may be necessary to accompany them to their first few classes if they are unfamiliar with the area or public transport. AEB providers can use their Learner Support allocation to support students with travel expenses.

Universal Credit claimants may also be entitled to travel discounts through the [Flexible Support Fund](#) for mandatory provision where such costs are not met by the provider, or for approved non-contracted provision where this is previously agreed with DWP staff. In addition, a 50 per cent discount is available to people in receipt of Jobseekers Allowance, Universal Credit, Incapacity Benefit, Employment Support Allowance or Income Support who have been unemployed for a certain number of weeks. Further information is available on the [Transport For London website](#).

TOP TIP: Where regular DWP appointments fall at the same time as a class, informing the work coach of this clash will often result in the regular appointment being rescheduled to a convenient time. Where required, ESOL tutors are often able to provide the necessary documentation.

Digital support

Both online and face-to-face ESOL provision usually requires some access to digital devices. Many tutors use smart-phones and applications such as WhatsApp, MS Teams and Zoom to communicate with learners in

between lessons. Support both in terms of access to devices, Wi-Fi and 1:1 tutorials on how to use devices, applications, such as MS Teams and platforms, such as Virtual Learning Environments (VLEs) may be required. Please see previous section on AEB-funded provision for information on Learner Support which can be used to support learners to access online learning. For Hong Kong BN(O) status holders, where digital equipment is necessary for individuals to access online learning, local authorities may reclaim related costs. However, the limit of £850 for each learner is still applicable.

TOP TIP: Vodafone's [Charities Connected](#) is a digital inclusion programme which can help people get digitally connected with free SIM cards including 20GB of data.

TOP TIP: The Good Thing Foundation's [Everyone Connected](#) programme supports digitally excluded households without access to the internet.

TOP TIP: BT is offering a £10 monthly fixed broadband tariff for low-income families called BT [Home Essentials](#).

TOP TIP: Visit the BBC's [Give a laptop](#) webpage to find out about other organisation and schemes offering free digital devices.

Learners with Special Educational Needs and Disabilities

There is a [statutory requirement](#) for learning providers to provide assessment and related resources to ensure reasonable adjustments are made to identify and accommodate people with special educational needs and disabilities, including dyslexia. AEB providers should draw on Learning Support210 for this purpose. Please note, Learning Support and Learner Support are distinct allocations. All AEB providers can access Learning Support to support them in making reasonable adjustments to cater for learners with special educational needs and disabilities.

Where provision is not AEB-funded or the full cost of necessary resources and support cannot be provided through existing funding, for adults arriving via UKRS, ARAP, the ACRS or British nationals evacuated from Afghanistan, a request for exceptional costs may be made to the Home Office. It is essential to secure prior agreement before incurring any costs by contacting the Home Office's Resettlement Local Authority Payments team: ResettlementLAPaymentsTeam@homeoffice.gov.uk.

11. Childcare

11.1 Childcare

Many ESOL learners have children not yet in full-time education. This can make it more difficult for them to access ESOL provision. Some providers are able to offer courses with a crèche on-site; childcare off-site; or parent-and-toddler or Family Learning courses.

Although ESOL classes with crèche or childcare provision exist, they are uncommon. Online ESOL can offer a solution for some learners who are unable to access childcare provision or are not comfortable leaving their child in such provision.

Existing ESOL provision with childcare

Onsite crèches may be funded by:

- specific crèche funding from local Children and Family Centres for delivery on their premises
- specific funding routes, for example, projects funded by the DLUHC
- AEB-funded providers, who may reinvest revenues (including the 'London Factor' 10% uplift) as they see fit, including for the development of crèche facilities.

Additional considerations:

- availability of crèches in [children and family centres](#) will vary considerably between local authorities.

Informal programmes, including family learning or parent and baby/toddler programmes may be funded by:

- any funding route that allows for informal delivery
- AEB; providers can make use of Community Learning funding streams, as well as the non-formula funding flexibility, to use up to 10% of their allocation for non-formula/informal provision
- family/community learning
- grants, trusts or foundations, including volunteer-led provision.

Additional considerations:

- informal programmes can be a suitable option for parents with small babies and those who might struggle to access formal provision due to eligibility or other barriers, or who are not ready to leave their child with a childminder.

Childcare funding options for individuals

The bullet points below list the range of childcare funding options available to individuals (entitlement is subject to eligibility):

- Information on types of childcare support for parents can be found on the [Childcare Choices website](#). This includes the [early years entitlement scheme](#), tax-free childcare, as well as the 15- and 30-hour free childcare scheme
- [UKRS/ACRS/ARAP/Community Sponsorship/Eligible Afghan British National childcare funding](#) for resettled refugees
- Other funding streams that allow for funds to be spent on childcare, for example, [HK BN\(O\) scheme](#) and Homes for Ukraine Sponsorship Scheme
- [Learner Support](#) available via adult education providers: learners can apply for Learner Support directly with their learning provider. Learner Support can cover childcare costs via a registered childminder for individual learners
- Job Centre Plus funding through [Working Tax Credit](#), or [Flexible Support Fund](#), which can be used for childcare. The Flexible Support Fund (FSF) is a non-recoverable discretionary fund that Jobcentre staff

can use to purchase goods or services to supplement mainstream services and tailor support to the needs of individuals and the local area. The FSF can be used to pay for childcare costs for eligible claimants undertaking an activity to move them closer to the labour market. This includes when a claimant is attending mandatory provision where such costs are not met by the provider, including ESOL courses.

Additional considerations:

- local authorities may hold details of all local childminders including Ofsted ratings, location and languages spoken that would enable parents to choose, upon enrolment, a childminder located as close as possible to their class and proficient in a specific language if needed
- the Family Information Service can help signpost learners to the most suitable childcare option according to the parents' and child's individual circumstances.

11.2 ESOL childcare funding from the Home Office

Where existing mainstream entitlements are unable to cater for the childcare needs of adults arriving via the UKRS, ARAP, ACRS and eligible Afghan British nationals, the Home Office has made additional funding for childcare available. The aim of this additional funding is to increase ESOL attendance, benefit whole families and increase opportunities for integration with the local community. This funding cannot be used to support people staying temporarily in bridging hotels. It is intended for local authorities to support families who are resettled in their borough.

Examples of eligible expenditure under the Home Office ESOL Childcare funding include:

- Room/facility hire in which childcare is offered so that parents can attend ESOL lessons.
- Creche, nursery and/or childminder fees.
- Interpreter fees i.e.. to assist parents in their interaction with childcare staff.
- Creche/nursery worker salaries/wages, only for the hours spent providing childcare to the children of Refugees accessing ESOL.
- Innovative approaches such as providing family English language learning sessions to help parents learn English when they are unwilling or unable to leave their children.
- Costs directly linked to mobilising provision to bring lessons closer to learners unable to attend mainstream provision.
- Training costs for childcare facility staff, e.g. paediatric first aid training, only for those providing childcare to the children of Refugees accessing ESOL.
- Additional transport costs that are not funded through existing Department for Transport, Local Authority or other funding streams.

Your regional ESOL coordinator can offer support and advice when making applications for childcare funding.

Top tips

- Information on funding for wrap-around support for people in bridging hotels can be found in the [Funding Instruction for local authorities in the support of the United Kingdom's Afghan Schemes](#).

11.3 ESOL childcare funding from the DLUHC

Where existing mainstream entitlements are unable to cater for the childcare needs of adults arriving via the Hong Kong BN(O) route, additional costs may be reclaimed, subject to the limit per adult learner (£850).

12. Utilising additional bespoke ESOL funding

12.1 Working in partnership with local ESOL providers

It is advisable to map existing local provision and liaise with local formal and informal adult learning providers in advance of commissioning, in order to avoid duplication of funding and maximise opportunities for learners and value for money. Working with existing providers can be particularly cost-effective where a number of resettled families do not arrive at one time and pooling of funding is not an option. It can also offer the following opportunities:

- some providers will have existing unspent funding that can be used to provide the required hours of ESOL to individuals or bespoke provision for eligible groups of learners. This allows for additional funding to be used for further opportunities for English-language practice for the adult
- other providers will have vacancies in existing classes which can be ‘topped up’ at cost or no cost. This presents a valuable opportunity for adults arriving via the resettlement schemes to make social connections with people from a range of backgrounds
- adults are likely to be able to access progression routes from one ESOL level to the next across years, other learning opportunities including Maths and ICT, alongside extra-curricular activities and resources
- some providers will be able to offer a certain number of hours at no cost and provide additional hours to top up to the required eight hours (where formal ESOL is deemed appropriate for the learner) at cost, funded by the additional dedicated funding. Timetabling is generally easier where the learner is attending provision at the same institution
- alternatively, where provision must be commissioned, existing providers may be able to make recommendations on schemes of work, and/or qualified tutors with a required specialism, such as ESOL basic literacy, who you can either employ directly or fund through the organisation.

Top tips

- ESOL providers are much more likely to respond to requests for bespoke ESOL provision where there are a group of people interested in a course. It is possible to mix adults from different resettlement schemes (UKRS/ARAP/ACRS) to fill a course if they are working at the same level.
- Your regional ESOL coordinator is also a good point of contact when researching what ESOL provision already exists in the landscape. See our [feedback and contact us](#) section.

12.2 Commissioning ESOL provision

Commissioning ESOL provision may be appropriate in the following circumstances:

- where adults arrive outside of traditional enrolment periods and would not otherwise be able to access ESOL within one month of arrival
- where there are no vacancies in any of the existing ESOL provision
- where there is no suitable provision available, for example, evening and weekend classes or courses within an acceptable distance
- in order to top-up provision to the required eight hours
- to provide additional supplementary support to adults, including for example, online resources
- where the needs of the individual are such that they are not easily accommodated by existing provision.

It is also important in the first instance to gauge interest and need with potential learners ahead of commissioning to ensure the provision that is set up meets the needs of the cohort of adults in terms of content, location and times. The type of provision commissioned may include social integration projects, such as conversation groups or other informal activities, or specific interventions like literacy support for new readers and writers or language training to support access to employment, further education or higher education. Please refer to the following section on for indicative costs of commissioning a bespoke ESOL course.

Top tips

- Newham ESOL Exchange, a local ESOL Network, has prepared guidance on [setting up an ESOL class](#).
- The GLA has produced a prototype [ESOL Provision Planning Map](#) which helps stakeholders to identify areas where English language provision may be in high demand. The map also includes filters for local community venues and organisations which may be interested in hosting or referral partnerships.

12.3 Pooling ESOL funding

ESOL funding for an identifiable group of individuals on the UKRS, ARAP, ACRS and British nationals who have been evacuated from Afghanistan, who arrive in a local authority at close to the same time, can be pooled locally or sub-regionally. Pooled funding can be used to commission bespoke provision; hire a tutor for a small group or individual tuition; or hire a coordinator of volunteer teachers, depending on what is most appropriate for the group of adults and the type of organisation engaged. Pooled funding must benefit the adult it is intended to support.

The additional funding permits other (non-resettlement) adults to benefit from any additional provision secured as a result of the £850 funding per adult, where this would be advantageous to the English-language development of resettled adults. For example, a bespoke course or conversation club for resettled adults funded by the bespoke ESOL funding for resettled communities can also be open to other adults with English-language needs in the community.

Where funding is being pooled across a wide area – for example, to cater for learners with mobility difficulties or where, in order to secure sufficient numbers of learners for a particular type of course, the course is offered to people across local boundaries – consideration should be given to online provision.

Top tips

- Working in partnership with a range of organisations, including Community Sponsorship Groups, other local authorities supporting UKRS, ARAP, ACRS and British national evacuee families as well as BN(O) arrivals, can improve access for all learners.

12.4 Sub-contracting

Although funding can only be claimed by Local Authority departments, sub-contracting is permitted. Organisations wishing to be subcontracted to support people on resettlement schemes or immigration routes with their English language development, should contact their local authority's Hong Kong Welcome Hub lead, Refugee Resettlement Coordinator or ESOL department in the first instance. If in doubt, your regional ESOL coordinator will be able to advise. Local authority departments needing support with registering on the DELTA system can contact their regional ESOL coordinator for further guidance. Subcontracting is permitted on all schemes with an ESOL element including ACRS, ARAP, UKRS, Hong Kong BN(O) Scheme and the scheme for British evacuees from Afghanistan under Operation Pitting.

12.5 Procurement

If you are looking to set up an informal programme, the local authority's procurement team and ESOL department may be able to provide information on current suppliers and the organisation's procurement process. It is important to include consideration of progression for adults at the end of the given course onto further learning, volunteering or employment dependent on their needs and preferences, and evaluation of the programme overall in the invitation to tender or specification.

It is advisable to plan for tutor and additional costs in advance. Advice on employing one or more tutors directly, whether for 1:1 or group tuition, is provided in the next section. It is worth noting that commissioning a formal provider, as opposed to independent tutors, can be more costly due to the commissioned organisation's additional on-cost and overhead expenditure. However, this can vary significantly between providers. The following section provides information on indicative costs.

12.6 Standard AEB course costs per learner

The AEB [currently funds](#) each learner at the following standard base rate for accredited ESOL:

- Speaking and Listening: £600 funding, 120 Guided Learning Hours
- Reading: £300 funding, 60 Guided Learning Hours
- Writing: £450 funding, 90 Guided Learning Hours
- Full mode E1-L2: £1,265 funding, 270 Guided Learning Hours.

The standard base funding rate per learner, and any other applicable funding uplifts,²¹¹ is inclusive of tutor costs, on-costs, tutor preparation time, rent, management and all other related teaching costs to the organisation. The national AEB data collection also allows providers to claim for extra funding for *Additional Delivery Hours*,²¹² where the needs of specific learner cohorts means that the actual teaching delivery hours are significantly more than those assumed in the standard base funding rates. Guided Learning Hours (GLH) indicate how many teaching hours providers are, on average, expected to need to deliver to a learner who is completing a course. Non-accredited ESOL courses do not have formally specified expected GLH but are funded at the same hourly rate as accredited courses. Please refer to [The Single Activity Matrix](#) for further information.

A provider may agree to abide by standard AEB course costs per learner or may not depending on whether the learner is AEB eligible or not and whether they are an AEB provider or not. The above standard course costs are indicative only. Please see **AEB co-funding and full funding eligibility** section for further information.

Top tips

- When assessing bids, the cost for ESOL provision is most easily assessed as cost per learner. When assessing or comparing ESOL programmes more generally, figures on ‘unique’ number of learners are more useful when ascertaining the full reach of the proposed activity.
- Engaging a tutor with some knowledge of the family’s first language can be helpful.

12.7 Hiring a private tutor for 1:1 or small group tuition

Hiring a private tutor may be an option where none of the provision available in locality is accessible or suitable to the adult; or where they have additional needs, such as basic literacy, that require further attention. If planning for private tuition, it is advisable to design the programme ahead of the commissioning process, including learning objectives, timescales and resources needed, as well as learner needs such as childcare. Local ESOL providers may be able to provide advice on current tutor rates, job descriptions for the role and how to evaluate learner progress. 1:1 tuition can be provided at home or at another preferred location. Tutors should be DBS-checked.

Classes for groups increase opportunities for social interaction, English-language practise and support the development of social connections and friendships in a way 1:1 tuition does not. Where possible, it is encouraged that sessions are arranged for groups of adults from different families across resettlement schemes, where funding has been pooled for identifiable individuals.

Top tips

- Engaging volunteers to support English-language development through conversation, social activities and trips out can offer valuable opportunities to practise English as well as increase social interaction and integration. You can advertise for volunteers on the GLA’s [Team London](#) website.
- The GLA manages the [ESOL Jobs & Volunteering in London Bulletin](#) which can be a useful way to invite applications from tutors.

- Engaging a tutor with knowledge of the primary curriculum as well as adult ESOL core curriculum can be more efficient and allow for families to learn together.

12.8 Infrastructure funding

Where there is a lack of accessible ESOL provision, and there are a group of adults on the ARAP, ACRS, UKRS schemes or British nationals evacuated from Afghanistan for whom funding for ESOL can be pooled, up to 25 per cent of the pooled funding can be spent by local authorities on improving ESOL infrastructure. This, with a view to improving access and participation for the families for whom the funding is intended. This could include [training new ESOL teachers](#), buying teaching equipment and resources and renting classroom space. It is advisable to liaise with local providers first to ensure there is a gap in the local offer before proceeding. If a lack of available ESOL provision is established, you may wish to use the 25 per cent allocation to co-fund the infrastructure improvement with local providers, especially if the intervention relates to teacher training. Funding should be used for infrastructure and capacity building only where it is absolutely necessary.

Funding from the DLUHC for BN(O) status holders cannot be used for developing ESOL infrastructure.

12.9 Funding sector-specific courses and qualifications

For advanced English speakers (above Entry 3), the funding can be used to pay for English-language related courses and qualifications which will facilitate entry to further or higher education or employment, for example, IELTS or OET for medical professionals.

ESOL funding for BN(O) status holders may include language support that improves employability, including IELTS and OET. Funding, up to a maximum of £850 per adult, can only be claimed once per individual, per financial year. It is advised therefore, that when planning ESOL provision for learners, the duration and intensity of the provision ensures that the maximum funding available is utilised.

12.10 Commissioning ESOL with childcare for groups

There are several delivery models that can be considered when planning ESOL with childcare provision. The information below outlines some of these. Further information for commissioners can be found in the [ESOL Plus Childcare](#) guidance.

Commissioning ESOL with childcare - delivery models

- Home Office childcare funding for resettled refugees and DLUHC funding for Hongkongers and Ukrainians on the Homes for Ukraine Scheme
- combining Home Office Childcare and DLUHC funding with:

- local AEB providers, to provide crèche facilities to refugee families and other learners. AEB providers can make use of Community Learning funding streams, as well as the non-formula funding flexibility, to use up to 10 per cent of their allocation for non-formula/informal provision, including ESOL with creche
- other providers with access to other funding routes, such as DLUHC, EFIF, ESF, trusts and foundations.

Additional considerations:

- commissioning provision should be considered as an option where no other childcare provision is available in the local area or the existing provision is unsuitable for the learner cohort being supported
- crèche ratios, such as the number of children for whom each member of staff or volunteer can be responsible, is an essential factor to be considered at the planning stage. This is to ensure safety of children in your care. Ratios will also have financial implications and an impact on the number of children (and parents as a result) that can be accommodated in each class
- evidence from learning providers suggests that onsite crèches are the preferred option for many parents, particularly those with very young children, as they feel more comfortable having their child on site
- crèches can be commissioned onsite at a children’s centre to run alongside an ESOL course or family learning including baby and toddler programmes may be selected. Some providers make use of mobile or peripatetic creche providers.

13. ESOL provision for children (below 19)

13.1 English as an Additional Language (EAL) funding

Children between the age of five and 16 years old are required to be in full-time education. Local authorities have a statutory duty to provide sufficient school places for children of school age. School admission authorities must not refuse to admit a child based on their nationality or immigration status nor remove them from roll on this basis.

Under the current system, the National Funding Formula (NFF) is used to allocate funding from the Department for Education (DfE) to local authorities. The funding allocations to individual schools are determined by the local authority’s local formula. Up until 2022/23, the EAL factor, which allocates funding for pupils whose first language is other than English for the first three years in the statutory school system, was an optional factor; local authorities could choose whether to use NFF funding for EAL, and whether to allocate funding for EAL pupils for one, two or three years. From 2023-24, EAL is a compulsory factor which all local authorities must allocate to schools, and they can no longer choose only to fund those who entered the statutory school system in the last 1 or 2 years.

Schools can draw on their overall funding to support the language needs of children from reception, up to age 16. This includes any funding that the school receives through the English as an additional language (EAL) factor within the NFF [1]. This funding equates to £565 per eligible primary pupil and £1,530 per eligible secondary pupil in 2022-23 (rising to £580 per eligible primary pupil and £1565 per eligible secondary pupil in 2023-24).

Pupil premium is funding that schools receive for pupils from socio-economically disadvantaged backgrounds, i.e., pupils who are from households which have been in receipt of benefits-based free school meals at any point in the last 6 years [2]. Some EAL pupils may be eligible for the pupil premium. This funding is not, however, targeted at EAL pupils per se. Although 'EAL' is not specifically mentioned, schools have the flexibility to use pupil premium funding to support pupils' language development needs. The list of examples provided by the government in its 'menu of approaches' includes 'recruitment and retention of teaching staff', 'interventions to support language development, literacy...', 'teaching assistant deployment and interventions', 'one to one and small group tuition', 'extended school time, including summer schools' and 'communicating with and supporting parents' [3]. Schools must publish a statement on their website describing how they use their Pupil Premium Budget, and how this impacts the attainment of disadvantaged pupils.

Neither Pupil Premium nor funding via the NFF EAL factor are an entitlement for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. This means the provision and quality of EAL in schools can vary.

Top tips

- Certain examination boards including AQA, City and Guilds, OCR and Pearson permit eligible candidates the use of bilingual dictionaries and 10% extra time for examinations in specific subjects. To be eligible, exam candidates must have a first language which is not English, have entered the UK within three years with no prior knowledge of the English language and must not reside in a household where English is spoken.²²³
- In spring 2018, schools were required to assess the English language and literacy proficiency of their EAL pupils against a five-point scale to make a 'best fit' judgement as to the proficiency stage for each pupil. [Read the analysis.](#)
- In 2019, the DfE produced a data release on the attainment of pupils with English as an additional language broken down by how long they had been in the English education system. [Find out more.](#)
- A collection of key resources collated from Refugee Support Network and UNICEF UK. There are various advice sheets and research report to provide information to professionals on how to aid young refugees and people seeking asylum transition through the education system.
- Coram Children's Legal Centre's [factsheets on education](#) including compulsory, further and higher education.
- The Bell Foundation recently produced materials to support schools to effectively [welcome refugee and asylum seeking children.](#)
- The National Association for Language Development in the Curriculum (NALDIC), the UK's EAL professional association, [manages a forum](#) for people with an interest in English as an Additional Language (EAL) and bilingual education to share tips, resources, support and advice.

13.2 Further Education (FE)

Almost all young people aged 16, 17 or 18 years old on 31 August of a given year have a statutory entitlement to fully funded ESOL and Basic Skills training, including GCSE English and Maths. Under ESFA funding rules for 16-19 provision, there is no minimum residency requirement for most young people. Eligible students are fully funded and should not be charged fees.

Many FE and Sixth-Form Colleges offer programmes including ESOL, Maths, Digital Skills and, in some cases, extracurricular activities. Useful contacts to support under-19s are [Virtual Schools](#), local authority departments in charge of the educational development of Looked After Children (LAC) and Care Leavers and Youth Services. The [London-wide College Admissions Information search tool](#) can also be a useful resource to find local FE or Sixth-Form providers.

Top tips

- Read the [funding regulations](#) for post-16 provision to learn more about eligibility.
- The Learning and Work Institute have devised a [useful checklist](#) that provides information and guidance about supporting young people with ESOL needs to access suitable provision.
- Refugee Council has a [short guide](#) on access to further education in England for asylum seekers and refugees.
- REUK has [detailed guidance](#) on asylum seekers' entitlements to further education.

13.3 Additional funding from the Home Office

Funding for the children of those on the ACRS, ARAP, UKRS schemes and eligible British nationals evacuated from Afghanistan is also available to local authorities for additional education costs: £4,500 in year one for children aged between five and 18 years old; and £2,250 in year one for children aged between three and four years old.²²¹ This funding may be used to provide additional EAL support in schools, where funding available through the Pupil Premium has been claimed in full but is not sufficient to cater for the child's EAL needs. The local authority is responsible for ensuring that the appropriate level of funding is paid to places of education (incl. schools, academies, free schools and Further Education colleges, as appropriate) who accept Refugees from the relevant age groups.

Where there are compelling circumstances, additional funding for educational purposes may be requested for children who are 18 years old or younger and who are in full-time education. Such requests are considered on a case-by-case basis, as an exceptional cost. Payments will be made based on the age of the refugee on arrival in the UK. Although there is no dedicated funding for education from year one, tariff funding can be used to provide additional educational support to children alongside adults.

Hong Kong BN(O)

No additional funding has been provided for the educational needs of children of Hong Kong BN(O) status holders. The DLUHC has provided the following guidance in relation to funding for children in their guidance for local authorities:

'Where a school age child requires English language support, this will be provided by schools, with funding through the National Funding Formula (NFF) for schools, which includes an English as an additional language (EAL) component.... The NFF will distribute a total of £410 million through the EAL factor in the current financial year. Schools have flexibility over how they use their overall funding to support EAL pupils in developing proficiency in English, as they are best placed to understand and respond to the specific needs of their pupils'.

Homes for Ukraine Sponsorship Scheme

Local authorities have received separate funding since 2022 for the Ukraine education tariff under the following rates: a per child tariff of £3,000 for early years, £6,580 for primary and £8,755 for secondary and payments calculated on a pro-rata basis. Although 'EAL' is not specifically mentioned in government guidance, the list of examples provided include 'specialist teaching', 'specialist and bespoke services' and 'other reasonable costs associated with the provision of education'. Local authorities will be required to certify that they have passed on the correct amount of funding to schools or, where funding has been spent centrally, that it has been spent in line with these conditions of grant.

13.4 Unaccompanied Asylum-Seeking Children (UASC)

UASC have the same educational entitlements as children in care,²²² where they have been under the care of the Local authority under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014 for 13 weeks or more before turning 18 years old. Useful contacts to support unaccompanied asylum seeking children are [Virtual Schools](#), local authority departments in charge of the educational development of LAC and Care Leavers, and Youth Services.

Top tips

- You can access the [funding instructions](#) outlining funding for local authorities to support and care for former and unaccompanied asylum-seeking children (UASC).
- [Oxfordshire County Council materials](#) to support the educational provision of unaccompanied asylum seeking children as referenced in the UASC handbook. Includes practical strategies and guidance for teachers on how to support pupils new to English.

13.5 Higher Education

The following categories of people qualify for student support and home fee status in relation to higher education courses:

- Afghan Relocation and Assistance Policy (ARAP).
- Afghan Citizens Resettlement Scheme (ACRS).
- British nationals evacuated from Afghanistan during Operation Pitting (between 14th August 2021 and 28th August 2021) or who were assisted in leaving Afghanistan before 6th January 2022.
- Ukraine Schemes (the Homes for Ukraine Sponsorship Scheme, the Ukraine Family Scheme and the Ukraine Extension Scheme).

Applicants under these categories also qualify for Advanced Learner Loans for further education courses. Students in these additional categories do not need to demonstrate three years ordinary residence in the UK and Islands before the start of a course but need to show they have been ordinarily resident in the UK and Islands since the grant of such leave or since they were evacuated from or otherwise left Afghanistan (in the case of British nationals).

Top tips

- [Student Action for Refugees \(STAR\)](#) provides a list of universities in the UK that offer scholarships, bursaries, fee waivers and reduced fees to support people who are refugees and asylum seekers to access higher education.
- The [University and Colleges Admissions Service \(UCAS\) website](#) hosts information for refugees, people seeking asylum, people with Humanitarian Protection, Discretionary Leave and Limited Leave.
- [Refugee Education UK \(REUK\)](#) provide support and advice for young people who want to go University but having been finding it difficult to immigration status and practical barriers. REUK also offer individual educational mentoring for young people in several locations in the UK.

14. Case studies

In this section, several case studies illustrate the range of ESOL provision and ESOL funding streams available in London, as well as the different groups of learners being supported. For further information or to share feedback on the below or any part of this guidance, please [contact us using this form](#). You can also subscribe to the [GLA's monthly ESOL update newsletter](#).

14.1 ESOL for Hongkongers in East Cheshire

Cheshire East Lifelong Learning has had an ESOL presence in Crewe, Cheshire for several years. We advertise in local community centres and we have a contact email on our Council's webpage. However, word of mouth remains the most effective recruitment method. We have our own network of Job Clubs and good working relationships with the Job Centres, so we refer our learners to each other for employability opportunities.

We were contacted in May this year by three people on Hong Kong BN(Overseas) Visa who had seen our flyers. While they are not eligible for ESFA funding until they have been resident in the UK for three years, we made sure we could help them. We created a new class and they studied for, and passed, accredited reading qualifications in the short time before the summer break.

After the break, we welcomed 19 Hongkongers who are on the HK BN(O) scheme. We became aware of the £850 ESOL funding for the Hongkongers on HK BN(O) route in September this year. We applied directly to the DLUHC and will support these learners until they no longer need our support.

All HK BN(O) learners follow the same programme as mainstream 'funded' ESOL learners: interview, initial assessment, class placement, working towards accredited qualifications in ESOL Skills for Life (Reading Writing, Speaking and Listening), and progression to higher levels. We ensure that none of our classes are exclusively of people from one country to provide the variety needed for the best learning experience and lots of opportunities to practise their skills with others from different backgrounds. Classes are two hours weekly and we work to a thirteen-week term with assessments following the end of the terms. Homework is a must for all learners, and it is enthusiastically completed.

We have 20 HK BN(O) status holders now on roll with five on the waiting list. At the time of writing there are nine women and 11 men on the courses, some are wife and husband. From the introductory interviews (initial assessments) we have seen that their employability skills are rich and varied; we have a quantity surveyor, a product engineer, a mechanic, a construction worker, a scaffolder, a finance specialist, a network engineer, magazine editor and a photographer/YouTuber. We are determined to help them gain the English skills necessary for them to achieve their employment potential.

We have class WhatsApp groups with regular communication about further learning opportunities, progression routes into employment (CSCS cards for example) and local community events. The group chat also encourages communications within the groups for travelling together and meeting up outside the class. So far, we have not had to turn anyone away. Enquiries are still coming in and for those further away and unable to travel easily to Crewe, we refer them to other providers nearer their homes.

14.2 Bespoke ESOL and Family Learning for Afghans in bridging hotels in Camden

The ESOL Advice Service was notified of several bridging hotels in the borough of Camden. Bespoke, on-site initial assessment and advice sessions were arranged within a week of initial contact with the hotel coordinator. Qualified ESOL tutors assessed people's speaking, listening, reading and writing skills. They also collected information on their prior experience of schooling, hobbies, aspirations, availability, as well as their health, mental health and childcare needs. Hotel coordinators were trained on how to collect basic registration information, enabling those with ESOL needs to be registered with the service 24/7 or as soon as they express an interest in ESOL.

Many learners were unfamiliar with the local area and were suffering from the traumatic events of their departure from Afghanistan. A significant number of learners had childcare needs and most adults expressed a preference to attend women-only or men-only classes. The data collected was used to design a programme which catered for the needs and aspirations of learners. A decision was also taken to deliver ESOL on-site at the bridging hotels, with a view to progress learners into mainstream provision once they are ready. The ESOL Advice Service proposed the most appropriate levels for the courses and arranged for the recruitment of DBS-checked tutor and volunteer to be able to deliver this programme of learning.

ESOL is currently being delivered directly in the conferencing spaces in the hotel by multiple providers. The Council's Adult Learning Service has been drawn in to deliver Family Learning with ESOL to increase the opportunities to practise English for families and adults with childcare needs.

For learners who do not have English-language needs, the ESOL Advice Service has been providing information, advice and guidance to further and higher education and employment support opportunities. The services provided have been funded by the CMF, the AEB, and additional ESOL and other dedicated funding from the Home Office for local authorities per adult.

14.3 ESOL for non-EU migrants, Refugees and people seeking asylum

Groundwork is a federation of charities mobilising practical community action on poverty and the environment across the UK. We're passionate about creating a future where every neighbourhood is vibrant, every community is strong and able to shape its own destiny, and no one is held back by their background or

circumstances.

TOGETHER is a collection of projects delivered by Groundwork London and Groundwork South supporting Refugees, people seeking asylum and non-EU migrants to settle into life in the UK. Our projects offer a range of services focusing on three pillars of integration: English-language skills; employment advice; and social activities, including wellbeing and resilience post COVID-19. Projects are delivered digitally as well as face-to-face, in a range of locations including community venues, and in bridging hotels.

Our projects are located around London and in parts of South England (Bristol, Hastings, and Kent). Together South, Together Hounslow and IMPACT are funded by the Asylum Migration and Integration Fund. The Together programme includes the following:

- Together Healthy Minds provides mental health and wellbeing support for people seeking asylum across London. Through a series of wellbeing programmes, English-language support, casework support and counselling delivered in partnership with our partners, EACH, individuals are helped to process their past experiences and settle into their lives in London. Notably, we are delivering two entry-level ESOL classes in London bridging hotels
- Together South helps Refugees and non-EU migrants in South East London to connect with and thrive in their communities via a holistic programme focusing on conversational English-language learning, community and cultural activities, and employability advice and guidance. This programme also runs in Hastings and Rother, and Kent
- IMPACT works across West London and Bristol, supporting Refugees and non-EU migrants, helping them to build their language and employability skills, and providing creative community activities to promote intercultural understanding. The project has also been supporting a large number of Afghan nationals with ESOL classes and employment advice directly in bridging hotels
- Together Hounslow delivers weekly 'Rise and Shine' wellbeing sessions for Refugees, people seeking asylum and non-EU migrants living in Hounslow. The sessions are designed to uplift participants' mood, by helping them to connect with nature through arts and crafts and wellbeing activities. Together Hounslow has also partnered with EACH to offer free culturally sensitive therapy for Refugees, non-EU migrants and people seeking asylum living in Hounslow.

14.4 English at Home in Southwest London

Learn English at Home (LEAH) is a charity working across Southwest London supporting ethnically diverse adults including refugees, people seeking asylum and migrants to learn English, empowering people to become active participants in their local communities.

1 to 1 Classes: Clients are paired with a trained LEAH volunteer to support them with their English, learn about vital local services and support integration into local communities. LEAH's one-to-one service is for clients who are unable or would struggle to leave the home to learn because of health reasons, caring or childcare responsibilities, past trauma or not yet being ready to learn English in a formal setting. Volunteers support clients for an hour a week for up to a year and can be arranged around the individual and are currently being delivered remotely.

Group Community Classes: LEAH runs small classes in the community for clients to progress from their one-to-one service and for clients who may be more confident to learn in a group setting. Classes focus on building confidence, developing language skills, progression and integration. Classes are delivered remotely and at local

community venues and run termly for up to a year.

Social Integration Trips and Visits: LEAH volunteers support clients to build networks, reduce their isolation, learn more about their local community and practise their English between their LEAH 1:1 support or community class to support transition and progression. LEAH runs trips to local museums, galleries, libraries and sites of historic interest in the local area.

LEAH can support people with limited English across Southwest London who have barriers to attending a formal college course and they have previously supported Syrian refugees arriving via the UKRS. LEAH enables clients to gain confidence, develop support networks, access services for themselves and their children and make their first steps towards college, volunteering and employment. The LEAH team supports 300 people annually.

14.5 On-site ESOL for Afghan arrivals in East Cheshire

Cheshire East Lifelong Learning was invited to deliver English-speaking classes at a local hotel by the wraparound support team. Several Afghan families, and a few Nepalese nationals, under the Afghan resettlement scheme, have been placed in the hotel temporarily while they await resettlement. There is a regular turnover of families and no settled cohort of learners, so we deliver informal provision on-site at the hotel.

We continue to visit every week to meet new families and to develop English skills with those who are not yet resettled. We work in partnership with a volunteer from the Inspire, Motivate, Overcome (IMO) Charity (based in Blackburn) who is present every day, to make sure our time there is spent effectively. Our ESOL tutor teaches the men while the volunteer takes the ladies for some writing practice (work provided by our tutor) and then our tutor teaches the ladies.

There are many with excellent English skills and many with none. We assess every adult for their English skills and give them documentation to pass on to their future ESOL tutor when they are settled, so they can hopefully avoid having to go through the process of initial assessment multiple times.

It's a different environment from the usual ESOL classes with some interesting and enjoyable experiences: there is teaching going while trying not to wake up the sleeping baby in the middle of the table. We often have to compete with other activities in the hotel; try assessing adults against a background of a very loud chorus of 'hokey cokey' being sung by the children in their class lesson. The tutor is delighted with the pure enthusiasm and the smiles she is greeted with before every lesson and it's a challenge for her to say goodbye to everyone at the end of the session (and getting them to leave too).

14.6 Volunteer-led ESOL in Ealing

ACDA Skills Training is a community-based organisation established in 2009 that is committed to supporting local communities in the West London Boroughs of Ealing, Hounslow, Harrow and Hillingdon.

Due to the pandemic we had to adapt and change the way we support our learners safely. Since April 2020, we have been successfully offering remote and virtual personalised support and training through one-to-one or group sessions over the phone and via video calls – depending on what works best for individuals. We took on 15 new volunteer ESOL tutors to help deliver free virtual ESOL classes. In total we have engaged with and

supported over 900 learners remotely who wanted to improve their English-language skills from their own home.

Volunteers were recruited via the local Volunteer Service as well as through the Do-it Website. Every volunteer was screened, and a DBS check undertaken with our organisation covering the costs. A free phone with unlimited minutes and texts was provided to each volunteer so that they could contact learners remotely. We had a formal volunteer agreement in place so that both parties are clear on what the volunteer role involves and what is required from both sides. This ensures that there is no confusion over what is expected from the volunteer. Volunteers really helped us through a difficult time during the pandemic. All volunteers were provided with access to online resources and online learning materials on ESOL and digital skills which were useful not only for the person they were supporting but also for to improve their own skills.

From July 2000 to October 2021, we hand delivered 315 free internet tablet devices with internet connectivity to vulnerable and disadvantaged individuals across West London in real need and who were disproportionately disadvantaged as a result of the pandemic. This was made possible through the 'Everyone Connected' initiative funded by Nominet, BBC Children in Need, Vodafone, the Light Bulb Trust and Good Things Foundation. As part of this initiative, we worked closely with several services to help identify vulnerable individuals and families who were eligible and who would really benefit from having access to a device with internet connection.

In September 2021, we worked with the Afghan Families Project in Ealing by providing recent arrivals with a free internet tablet and internet connectivity. In total 13 recent arrivals from Afghanistan received a tablet device with internet connection. Dedicated assistance and training were also provided through one-to-one or small group sessions either over the phone, by email or text message and via video calls – depending on what worked best for the individual. By having their own internet devices, individuals could also access our ESOL and Digital Skills sessions remotely with a focus on inclusion and opportunity. Device recipients felt empowered and gained confidence and essential skills, which they were able to apply and use immediately.

14.7 A UKRS Refugee's journey to ESOL in Waltham Forest

1. The Refugee Resettlement Coordinator contacted the ESOL Advice Service (EAS) in Waltham Forest for language and needs assessment of their new arrivals.
2. The ESOL Service Adviser (a qualified ESOL tutor) carried out an initial assessment and made recommendations about the level and type of provision which was most suitable for the learner.
3. The learner was directly referred to a formal provider and informal activities such as conversation clubs and other social integration activities (cooking and gardening programmes).
4. To cater for the learner's childcare needs, the Adviser recommended local crèche facilities which were available and put the family in contact with the LA's Childminding team which helped find a local childminder (paid through the Home Office Childcare fund).
5. The Adviser also made recommendations about additional needs which the learner had, i.e. basic literacy. This enabled the Refugee Resettlement Coordinator to commission a local, qualified ESOL tutor to provide additional support to the learner on their individual learning needs (funded through the £850 made available by the Home Office for UKRS).

14.8 Community-based ESOL in Ealing

ACDA Skills Training is a community-based organisation established in 2009 that is committed to supporting local communities in the West London Boroughs of Ealing, Hounslow, Harrow and Hillingdon. For five years (2014 to 2019), we acted as a Regional Hub Centre supporting centres across London and parts of the Southeast with delivering a MHCLG funded Pre-Entry ESOL programme called 'English My Way'. From 2019 to 2020, we delivered the MHCLG funded the 'Talking Together' English-language programme in partnership with Time Bank and the 'Creative English' project as a sub-contractor for Faith Action.

Partnership working was essential to the success of our all ESOL programmes not only with helping to recruit potential learners who are likely to benefit the most from our ESOL classes but also with retention as well as with providing a free and safe space to learn. In 2019, we worked in partnership with the Afghanistan and Central Asian Association (ACAA), delivering ESOL classes at their new offices in Feltham. Our Basic English classes started in November 2019 and ended in February 2020. This was funded through the MHCLG via the Creative English programme. Organisations like the ACAA let us use their space to offer free ESOL classes which was extremely convenient for learners as they were able to access the training in a familiar environment.

We know that many isolated learners are fearful of having to travel far to access a specific learning programme due to their lack of confidence in speaking English and sometimes being unfamiliar with other parts of their local area. With this in mind, having all our classes taking place in local venues i.e. schools, children's and community centres, shopping centres, social housing associations and other community-based locations. This allows learners who are parents to drop off their child at school or at the crèche and then join their ESOL class straight after in another room, as our class times are arranged to accommodate their routines. Classes also finish in time for parents to pick up their child.

All of these MHCLG-funded English-language programmes were extremely successful in supporting a high proportion of learners with little or no English-language skills not only with improving their English but also with their confidence and by helping them integrate more with people from other communities. During this period, we delivered over 70 Pre-Entry ESOL classes within local community settings in the West London Boroughs of Ealing, Hounslow, Harrow and Hillingdon including in schools, children's and community centres, shopping centres, social housing associations and other community-based locations. Through the English My Way (MHCLG-funded) English programme we supported almost 900 people with approximately 144 learners being identified as being either from the Syrian or Afghan community. In total we engaged with and supported over 1,140 learners from all three MHCLG funded English-language programmes who between them spoke over 50 different languages.

14.9 ESOL for people seeking asylum in hotels

CARAS is a south London charity that specialises in working with young people and adults who are seeking asylum or have a refugee background. We provide holistic support including educational, practical and social help, creating supportive relationships and networks to increase people's wellbeing and safety. The CARAS ESOL project won the President's Award at this year's Festival of Learning in recognition of our unique model of participatory learning, trauma-informed practice and multilingual pedagogy. As well as ESOL classes, CARAS group members also access our other adult programmes, including creative writing, drama, gardening and yoga. Additionally, our casework team provides one-to-one advocacy and guidance on anything from housing to college applications.

In the past year we have welcomed more than 150 people to our adult programmes. The majority of these are recently arrived people seeking asylum who are living in hotels in south London. Given that the hotels generally have no established links to refugee-support organisations, we have partnered with the accommodation provider, local council and other third-sector organisations to offer joined-up support for hotel residents. It was important to invest time in building relationships with staff working at hotels, who then regularly told residents about our services. Word-of-mouth recommendations between residents, initially helped by promotional leaflets, were also crucial. Demand for support services within hotel accommodation is very high, so we quickly built up a steady stream of referrals.

CARAS has found that the hotel residents we support are experiencing significant challenges in their lives relating to ESOL:

- people living in hotels often have high levels of support needs, for example with mental and physical health, legal advice and issues with the accommodation itself. Meeting these essential needs is often a prerequisite to attending ESOL classes, therefore our CARAS casework team works with ESOL learners to help them access the support services they need
- residents are often dispersed to other parts of the UK at short notice, moving to accommodation with no internet. In response, CARAS offers a blended model of face-to-face and online classes so that students can finish their ESOL courses with us after dispersal. Furthermore, we support learners to access data and devices so that they can attend our Zoom classes
- given that people seeking asylum frequently stay in hotel accommodation for many months before the Home Office moves them outside London, they are keen to start attending formal, college based ESOL learning in the capital. Many are unaware of their right to access fully funded ESOL classes after six months. For this reason, CARAS provides college application sessions in July and December to support people through the process. Once registered at college, transport costs remain a barrier. The CARAS casework team supports group members to access Learner Support and advocates with colleges where applications are refused. This has been a particular issue for people without bank accounts, which college systems rely on.

Self-reported assessments with ESOL learners in July this year show improvements in English-language proficiency and confidence across the board, with 47 per cent of learners reporting large improvements in proficiency. In a recent impact evaluation conducted by a third-party research company, ESOL learners reported that “feeling that they are learning and progressing” helps their emotional health and wellbeing, combined with the positive effect of “encouraging” relationships built with CARAS teachers. Furthermore, participants reported having more friends to laugh and joke with, being more interested in everyday activities and being more positive about the impact of their lives.

14.10 Learning ESOL Online

Learning Unlimited (LU) a not-for-profit social enterprise specialising in adult and family learning, ESOL and integration, literacy, numeracy and teacher education.

We are currently leading on the Communities Language and Integration Project (CLIP) funded by the Asylum Migration and Integration Fund (AMIF), which supports language learning and integration for refugees and non-EU migrants, which now includes those recently arrived from Afghanistan and Hong Kong.

Over the last two years the project has supported over 150 people and their families, many of whom are unable to access AEB funded classes due to not being eligible, having young children, irregular work shift patterns or other reasons.

The CLIP project offers:

- ESOL classes with accreditation
- online conversation clubs run by our trained team of volunteers
- other workshops and clubs, such as writing, photography and cinema
- family workshops, trips and activities
- signposting to other relevant training, events and support.

Before the pandemic we worked in Haringey, Southwark and Lambeth children's centres and primary schools supporting refugee/migrant parents/carers. When the pandemic struck, we moved our entire programme online, and it predominately remains online to this day.

Our online classes, conversation clubs and workshops are flexible and accessible; people can attend wherever and whenever. There are many who wouldn't be able to attend face-to-face classes for different reasons including travel, family, safety and work. Our tutors and volunteers now have a lot of experience teaching and supporting on Zoom and have brilliant activities and resources to keep sessions inclusive, fun and interactive. We support people new to Zoom and loan tablets to those who need them.

Initially this wasn't easy; it was new to us all but particularly difficult for those with low level English, literacy and/or IT skills. Our beginner ESOL classes started by communication and support through WhatsApp. Some of our families had limited or no access to Wi-Fi or screens and we were able to start loaning tablets. This made a big difference to some, enabling learning and connection, reducing isolation during difficult times.

By September 2020 we had adjusted to this new online world and started a timetable of levelled classes (beginner to advanced) available to all Refugees and non-EU migrants around London, and even further afield. We trained volunteers to run conversation clubs and give 1:1 exam preparation support. We delivered other workshops including supporting parents with home schooling, yoga and writing (culminating in publications of learners' stories as ESOL readers to support others new to the UK and learning English).

What we started then carries on today. We have two classes that have resumed face-to-face in Lambeth and Southwark (with a crèche) which are popular, but the rest continue online. Online learning allows flexibility and accessibility to many who wouldn't be able to attend face-to-face provision for different reasons.

Registrations take place on Zoom where we support those new to the platform, explain what we offer, find out about the person, their skills, needs and goals and assess their language levels. In the summer term, we offer accreditation through the English Speaking Board (ESB). In 2021, 95 per cent of our learners chose to take exams, which took place on Zoom, and we were thrilled with our 86 per cent pass rate.

Our three online **conversation clubs** run on Tuesdays, Wednesdays and Saturdays. They are drop in and everyone is welcome, including family, friends and others in the local community.

14.11 ESOL for people seeking asylum in Ilford

Redbridge Institute of Adult Education successfully won a bid to the ESOL for Integration Fund for the third year running. The EFIF project is funded by the Department for Levelling Up, Housing and Communities (DLUHC) and aims to help residents with low levels of English to integrate into their local communities, access local services and improve social interaction. This project is known locally as English for Every Day.

Through regular networking with Redbridge Council partnerships, Redbridge Institute came across a number of hotels in the borough that had recently been converted to temporary accommodation for newly arrived people seeking asylum. One of these hotels in the borough accommodates more than 150 people. A majority of the residents have travelled from countries such as Eritrea, Sudan, Iran and Iraq and have been living in London for six months. Some of the residents have made incredibly difficult journeys to reach safety and have arrived via France, Belgium and Germany to name but a few. All residents are waiting to receive their Application Registration Card (ARC) from the Home Office to make their immigration status official.

Upon visiting the hotel, the ESOL team were inundated with requests for ESOL classes by the residents. Interviews and initial assessments were conducted across three separate visits to identify individual needs and English competency levels. So far, 51 learners have started ESOL courses at Redbridge Institute across various locations. Most learners walk for 25 minutes from the hotel to Ilford to attend their courses and this provides a good opportunity for them to familiarise themselves with the local area. As part of the English for Every Day course, learners will tour the local central library and museum and become members. They will also visit local places of interest such as the shopping centre and a local café to apply their speaking skills. The ESOL sessions cover practical tasks such as using local transport, booking an appointment with the doctor and completing application forms. A safe and friendly environment is created to put the learners at ease and writing books and pens are provided to aid learning.

Once the introductory ESOL course comes to an end, learners will complete a summative assessment to check progress and will then be offered a suitable progression course that suits their needs. Of course, there is no guarantee that the residents will remain in Ilford or East London when they are rehoused but they will be guided by the ESOL Advisory team on their next steps in their learner journey regardless of their destination. The Institute has already seen a change in the learners' behaviour and mindset. Learners come to class with a positive attitude and determination and leave with a smile. They have been able to meet new people and make new friends within the first few weeks of the programme.

We would not be able to support these individuals to take their first steps in learning in the UK and integrate into local communities without the EFIF project funds as some are not yet eligible for mainstream ESOL funding. The fund enables us to help these learners to grasp opportunities to settle confidently in the UK and improve their future prospects.

14.12 ESOL for people who are homeless and rough sleeping

We work with people who are rough sleeping, which is the most visible and dangerous form of homelessness. The longer someone experiences rough sleeping, the more likely they are to face challenges around trauma, mental health and drug misuse. Many of our members are also in hidden types of homelessness, which means they stay in hostels, squats, B&Bs, in overcrowded accommodation, or 'concealed' housing, such as the floors, or sofas of friends and family. We also work with people who may be at risk of homelessness. People in low paid jobs, living in poverty, and poor quality, or insecure housing are more likely to experience homelessness. There are social causes of homelessness, such as a lack of affordable housing, poverty, unemployment and life

events which push people into homelessness. Many of our members experiencing homelessness have escaped a violent or abusive relationship. Some people become homeless because they can no longer afford the rent. Our members sometimes go through relationship break down, losing a job, mental or physical health problems, or substance misuse. Being homeless can make any of these problems even harder to resolve.

When members come to us their priorities, quite rightly, are their housing and our coaches work very hard on this, getting through a myriad of scenarios. These temporary housing situations create instability for members and signing up to courses is a real difficulty for members as they may not see any point in signing up for a 3-month course if they are going to be moved out of the borough at any point. We could also argue that when members are going through such a traumatic time, whether learning is beneficial or is it something to concentrate on during uncertainty. We find that sometimes members are locked out of their local ESOL provision as their current status doesn't allow for them to access services, for example an asylum seeker who can't access college courses or members who want to sign up to classes but then go through a labyrinth of links to enrol, during which time motivation is lost. Furthermore, when members have finally found accommodation and we try to link them up with more accessible provision, we often find that classes are full, or they have just missed the start of a new 5/10-week course. This coupled with the scenario of moving into a new area, new accommodation, learning how to pay for bills, council tax etc means that members often forget about the strict enrolment periods that providers have and end up missing out on ESOL classes for a couple of terms until they are fully settled.

Working in a psychologically informed way, we establish an open, trusting and strength based professional relationships with members. Each Crisis member is allocated a lead worker who holds a holistic approach throughout the member's journey and conducts sensitive assessments of their needs, including their housing, emotional and mental health, motivation and their aspirations for the future, part of which, is our learning offer. All our learning is member centred, and once we receive a referral from the lead worker, we arrange appointments around times that are suitable for the members. At the appointment, we find out more about the member and explore what they want to achieve within learning. For instance, we have discovered that some of our members would like to obtain a CSCS labourer card, but they did not feel confident they'd be able to pass the exams as English is not their first language. Therefore, we have started delivering a short course during which our ESOL tutor works with members on improving their vocabulary and understanding the CSCS terminology, which then helps members pass the exams, obtain the CSCS card and find employment on construction sites.

Crisis has been providing a comprehensive learning offer to members we work with for years and whilst during the pandemic, we needed to adapt, we were still able to deliver purposeful ESOL provision to our members. Our online classes were mostly delivered via Zoom and WhatsApp. Pre-pandemic we would do a full initial assessment which would involve assessing all the skills, including reading, writing, speaking, and listening, however considering the various obstacles that members faced, we mostly went with a friendly initial chat to assess members, and adapted the learning as we got to know them more. We have taught online groups and 1-2-1 classes using a variety of resources such as BBC Websites, ESOL resources online, and the Voice of America website as well as creating content targeted towards members' interests or needs.

To fully adapt to online teaching, we shortened the length of the classes as we recognised Zoom fatigue and understood that members need to conserve their data. We created an interactive online SWAY document as a way of adapting to the need for sharing information online with lead workers and coaches. Teaching online, however, raised some concerns and challenges. Whilst we were able to reach out to some members, it was not possible to reach out to everyone, as many members we worked with were digitally excluded. Being digitally excluded had and will continue to have very real ramifications. Being connected means having virtual and quick

access to information, which during the lockdown was important.

However, we partnered with Tesco Mobile with the aim of tackling digital exclusion, which meant we were able to engage more members online. Tesco Mobile provided us numerous tablets, smartphones, laptops as well as data to get members connected. We continue working in partnership with Tesco Mobile to provide digital devices, which include laptops and phones alongside data and sim-cards.

Whilst having devices certainly helped, we also offered 1-2-1 support for those who were digitally excluded. This meant adapting learning styles to suit the needs of the members. Some members were not confident using Zoom. In these cases, we were able to offer 1-2-1 ESOL teaching, using WhatsApp, as this conserved data and was accessible to most of our members.

We set up a local Digital Inclusion Working group to identify and support members who were digitally excluded and enable them to access technology with tailored support from tutors often on a 1-2-1 basis. There were other barriers afterwards, such as adjusting to new learning styles, while living in covid accommodation, which sometimes resulted in not having enough privacy to do the classes or not having enough internet data to attend regular sessions.

However, there were benefits too. By providing online teaching we were able to have smaller group sizes. Having larger group can discourage shyer attendees from taking part and limits sharing in discussions, so people might be less inclined to take part. Having smaller groups also meant that the sessions could be more tailored to members' needs and when members were attending ESOL sessions, they were also developing their IT skills as they were using phones, laptops, and various other software they would not be using in a regular class setting.

We now provide a blended learning offer – this includes face-to-face learning, as well as delivering small online classes. This allows members who cannot travel to our Skylight building access to our learning offer. We continue to work with our community partners, such as International House, Morley College, and the Bishopsgate Institute to provide a varied learning programme for members. We continue to develop our own learning provision and adapt, where necessary, to help our members adjust and thrive in a post-pandemic world.

14.13 Volunteer-led ESOL in contingency hotels

The Sheffield Association for the Voluntary Teaching of English (SAVTE) works with 'English language supports' who volunteer their time to support others develop their English. Many of our English language supporters are now from the communities in which they offer support. We run conversation groups or one to one provision, where all participants are supported to play a very active role. The contingency hotel work is an exception to this. Both our teachers in contingency hotel are qualified teachers, and they volunteered to fill a gap for those stuck in hotels and wanting ESOL provision. SAVTE works hard to be flexible and respond quickly in cases like this.

At present SAVTE is operating two volunteer-led English lessons per week in a contingency hotel for people seeking asylum awaiting decision. The hotel houses a diverse group of students, from countries including Eritrea, Sudan, Yemen, Kurdistan, Iran, Vietnam, and Afghanistan, and with a very wide variance in previous experience of English. Some students are fluent in English, have studied extensively in English-language institutions, or previously worked as translators or interpreters; others are just beginning to read Roman letters, or are new to working in any script.

Such a wide variance in student experience with English presents both challenges and opportunities. Previously, SAVTE operated streamed classes, with some sessions aimed at beginners, others at improvers, and others at confident users of English. Concerns about the omicron variant of COVID-19 in early 2022, however, narrowed the pool of available volunteers, and as a result the two classes currently offered cater to everyone. In any case, attendance at a particular class was self-selected by the students, and many would attend any or all classes that they could. This, plus the precarious and rapidly changeable living circumstances of the students means that there is also considerable variation in attendance from session to session; students leave and arrive all the time.

As a result, volunteer teachers have to attempt to cater to all levels of ability, which is a particular but rewarding challenge. Exercises such as gap-fills that allow more confident learners to practice or self-teach while volunteers focus on small groups of beginners have proved helpful in these circumstances. The teachers can then present the answers to the exercises to the group as a whole, giving the entire class an opportunity to practice pronunciation and to ask questions about unusual vocabulary. In addition, speaking exercises that pair together more confident speakers with emerging speakers can provide good opportunities for collaborative learning. In many cases, students will sit with or work with others that speak their own first language; this allows them to provide support for one another and taps into the well-researched benefits of embracing a multilingual approach.

One of the opportunities afforded by having a group with some very experienced speakers of English is that of recruiting teaching volunteers from among the resident people seeking asylum themselves. SAVTE has sought to do this since beginning to operate in the hotel, and at present, in March 2022, one of the classes is taught by a teaching team of one resident volunteer and one outside volunteer. Having a teacher that understands personally the practical and emotional difficulties faced by many of the students has proven invaluable. It can also be of great value to the resident teachers themselves, who are denied the right to work while awaiting their own asylum decision. By teaching English, they can not only help their fellow people seeking asylum but can build on their own work experience and reinforce their skills in English.

As previously stated, the COVID-19 pandemic has affected SAVTE's ability to operate in the hotel. The high incidence of the omicron variant of COVID-19 at the beginning of 2022 meant that some outside volunteers were no longer able to teach at the hotel. Limited internet connectivity and access to equipment among residents also makes it difficult to implement a remote learning programme. When lockdowns prevented any outside volunteers getting into the hotel, SAVTE provided materials so that the resident volunteer could keep the classes running. This included a laptop, whiteboard, markers, flipcharts, and worksheets. SAVTE also provided the learners with pens, pencils and notebooks. During this period, one volunteer who was also a person seeking asylum and a resident of the hotel, taught two courses of more than 40 people seeking asylum, of a range of levels.

14.14 ESOL for refugees and people seeking asylum in Waltham Forest

Waltham Forest College is supporting people seeking asylum and sanctuary including those from Ukraine. Many have been through traumatic experiences and need additional wrap around support including mental health and wellbeing support, financial support and help with accessing and liaising with external agencies. Refugees are mainly from Ukraine whilst the people seeking asylum and sanctuary are from a variety of countries - the largest being from Afghanistan, Eritrea and Sudan. Some of these people have been victims of human trafficking.

The refugees include 16-18 years old, some of whom are unaccompanied minors. During the last academic year, additional groups were added to be curriculum to support refugees coming into the region, referred to the college through the ESOL Advice Service, the borough's ESOL Single-Point of Contact (SPOC). Many of these learners

were referred late in the academic year and as it is known that the risk to refugees increases if they are not yet formally supported, the College agreed to take additional learners so they could start just before the summer break, rather than wait over eight weeks until the new academic year. This meant the College exceeded the funding tolerance for its devolved AEB budget by around 3% which was unfunded, and the College bore this cost (overall achieved 106% of allocation).

For the new academic year 2022/23, the numbers appear to be higher still. During the first four weeks of the term, Waltham Forest College enrolled 142 refugees, 35 of who were aged between 16-18 years. Whilst the majority of refugees overall are enrolled on ESOL courses, just under half of 16-18 years old refugees are enrolled on mainstream vocational study programmes in subjects such as electrical installations, Business and Digital. Nineteen of the adult learners are aged over 50 years.

The increase in Ukraine arrivals together with rising numbers of people seeking asylum and sanctuary and overall ESOL demand has led to significant increases in learner numbers, in excess of those recruited last year. There were 130 (16-18) ESOL learners planned for 2022/23 and the College has already enrolled 182 (140%) of target compared to the curriculum plan. In addition, to meet continued demand, the College is running a short ESOL speaking and listening course for 16-18 year olds in March, with the aim that they will progress onto full time study programmes in September; To date 40% of applicants are people seeking asylum or sanctuary.

As well as the ongoing support from the College's welfare and safeguarding team, the Deputy Head of ESOL with responsibility for ESOL study programmes, meets with all 'at risk' 16-18 year old ESOL students daily which is having a positive impact on retention, engagement and mitigating risk of other safeguarding and external risks. This has meant he is not available for teaching, and this is being covered by hourly paid staff at additional cost. There were 1083 adult learners planned for the first semester (first half of the year and to date 1267 have been enrolled (117% of target).

Semester two is just about to start. This has a target of 2,625 in the curriculum plan. So far 2,820 adults have enrolled. The College works in partnership with Waltham Forest Council, and community providers in partnership with the ESOL Single Point of Contact (SPOC). The SPOC has asked the College to support with an additional 400 refugees currently staying in a nearby hotel and waiting for a decision on their claim. Consequently, the College, in partnership with the ESOL Advice Service, provided non-funded beginner level ESOL courses to 65 people seeking asylum in October, who were not yet eligible for funding. These classes were held in a local library and the students were all residents of a nearby hotel. Of those, 30 have now progressed onto mainstream courses at the College. As these people seeking asylum only receive £8 per week, the College has supported them with bus fares to college to enrol, and again to start their course. They were then supported by our Welfare team to apply for the hardship fund and given oyster cards and free lunch passes.

In response to the growing need, the ESOL department within the College has opened a 'bring and buy shop' which provides second-hand clothing for our students. These are items largely donated by staff. This is open for an hour at lunch time twice a week and is staffed by volunteer teachers and study programme students. Money raised from the sale of clothes goes to refugee charities. The shop has increased in popularity and although most items are sold for less than £2 it has raised £100 in the last month. The College also continues to fund free breakfasts for all students - the take up for this has increased further this year.

14.15 ESOL and Maths Pilot at South Bank Colleges

The ESOL Adult Learning Service at Lambeth College, now known as South Bank Colleges, has been running a pilot over 18 weeks to fully understand the barriers ESOL students experience with learning Maths, and then removing them. The project aimed to support our ESOL Entry 2 and Entry 3 students with learning Maths, and our ESOL staff to unlock their own potential for teaching Maths, to support progression in work and education. We believe that ESOL teachers are best placed to unlock the English language needed to enable ESOL students' access to Maths.

Alongside ESOL classes and run in alignment with their ESOL timetable to improve accessibility, students took part in a Functional Skills Maths class at Entry 1 and Entry 2. The process we put in place was aimed at building confidence with using Maths every day for staff and students and increasing motivation by connecting the learning with values and outcomes that improve overall life experiences and create meaningful work opportunities. We connected learning with helping students to better manage their everyday finances and supporting their children with homework. This approach has supported us to contribute towards Lambeth's Skills and Employment Strategy and enhanced our curriculum offer to support increased access to maths.

The results have been beyond our expectations. The vast majority of students passed first time, and by the end of the pilot, we had a 98% pass rate. We are now in semester 2, where students are progressing onto the next level for both ESOL and Functional Skills Maths. We were able to capture their voices and experiences on video demonstrating the impact on their life and learning from both staff and students. We hope this will support us engage even more ESOL students to learn maths and ESOL teachers to train as Maths teachers, helping us close the gap in skills as well as the shortage of Maths teachers.

We have successfully begun the process of creating a more inclusive curriculum offer that supports the progression of ESOL learners into mainstream education and assists them with acquiring the skills needed to demonstrate what they are capable of achieving. ESOL students themselves have also been surprised at what they have achieved because many had low confidence in Maths prior to the pilot. We were able to, through this pilot, work with staff and students to overcome some of their insecurities and the assumption that Maths was not for them. Our teachers have also travelled the same journey alongside our students. The college is also running 'ESOL number' and 'ESOL for managing money' as standalone options through Multiply Funding this year.

14.16 English for Action's Walk and Talk

[English for Action](#) (EFA) is an action-orientated charity that works with over 400 migrants, refugees and asylum seekers per year across London, to build their capacity in challenging systems of structural oppression. EFA provides free English courses utilising a methodology we call participatory ESOL, and trains our students in community organising, to ensure they are ready to take on leadership roles and take direct action on the local, regional, and national issues most important to them.

In 2019, EFA set up a 'walk and talk' in response to the social isolation during the pandemic. We wanted to run a group activity, where we could enjoy each other's company, but in a relatively safe way, avoiding indoor spaces. The idea is to walk together, enjoy nature and have chats in mini-groups around the topic of the week.

Thanks to initial funding from Wandsworth Council we were able to recruit participants for a year-long 'walk and talk' group. We kicked off with 16 keen walkers in September 2021 at Battersea Park. Participants have reported it has been really important for their mental health. The walk and chat with classmates clears their minds and leaves learners feeling more positive. They have also used the opportunity to connect with others and

get support. Learners reported they felt more confident speaking English than they had at the start. This was particularly the case for those also attending a classroom-based ESOL class with EFA on another day of the week. We can practise some of the specific grammatical elements that arise in the classroom, and the topics discussed during Walk and Talk reinforce new themes and emerging language. We really notice an improvement in the fluency of spoken English as well as language and vocabulary around speaking about health and mental wellbeing, for example.

Other learners have been inspired to visit Battersea Park more often with friends and family, improving their physical and mental health. Consistency has been key to the success of the activity. Having a routine, meeting in the same place and walking in the same park helps everyone get into the habit of attending. Having tea and coffee at the local cafe in the park which is included in project costs and therefore free for participants, has also been really motivating, especially in the winter. Last summer we went on a group trip and took the boat from Westminster to Greenwich for a day. The Walk and Talk has continued this year and we're seeking funding to take it into a third year.

14.17 Islington Council Refugee Resettlement Team

In the bustling borough of Islington, the Council's Refugee Resettlement Team has been making waves with their exceptional commitment to working with those with lived experiences of migration and displacement, alongside local communities, and statutory partners, to create a safe and supportive environment. As of March 2023, Home Office statistics revealed that 503 Ukrainian and 161 Afghan individuals had found a new home in this welcoming community.

One of the key factors in the successes of the team's many integration-focused initiatives has been its internal organisational partnership and collaboration with the Islington Adult and Community Learning (ACL) service to address the language and employability needs of those new to the borough. The ability to leverage their respective expertise and resources to provide comprehensive support has resulted in the successful piloting of several programmes ensuring newcomers are equipped with the language skills and job readiness training necessary to communicate effectively, access services, and participate actively in their new communities. This partnership marked the beginning of a transformative journey towards creating a more comprehensive, inclusive and supportive environment for newcomers.

As a result of this collaboration, through a mix of central government integration grants for Afghan Resettlement and Homes for Ukraine, a new role was introduced in September 2023 - English Language Refugee and Migrant Coordinator (ELRMC). In line with our Borough of Sanctuary strategic plan, the role was commissioned by Islington's NRPF, Refugee and Migrant service with a remit for resettled Afghan refugees, people who have had to flee Ukraine, people with no recourse to public funds and people seeking asylum. The role has teaching, advisory and project management components, including advising the service of existing English language provision for the cohorts of people supported.

This role has been specifically designed to serve as a crucial link between the Council's Resettlement Team, ACL, the Camden ESOL Advice Service, and the resettled community, bridging the gap between language needs and resettlement support. The aim has been to provide a tailored approach and dedicated support that caters to specific linguistic needs, so empowering individuals to actively participate in their new communities and pursue their goals with confidence.

Since the inception of the ELRMC role, there has been a noticeable shift in the way language barriers are addressed within the resettlement process. The position has demonstrated a further commitment to support by providing bespoke language classes aimed at making a real difference in the lives of those with no or low literacy skills who would otherwise face additional challenges in attending regular ESOL provision, including ESOL with creche. There has also been the opportunity to offer personalised interventions to equip individuals with the tools they need to succeed in a language-driven world.

Additional bespoke learning solutions have been generated through the creation of this role which has ensured that clients with limited language proficiency receive language-focused computer training to manage daily tasks like shopping, bill-paying, looking for jobs online, job applications and accessing essential services, so addressing wider digital literacy disparities.

Innovation has also included a partnership with Islington's Libraries on a monthly reading initiative for resettled families. The aim here has been for not only these families to develop their English language learning skills through stories and crafts, but also, for their children to maintain a connection with their cultural heritage through the introduction of dual-language readers.

The ELRMC role has brought a multitude of benefits to the table. Having a designated individual focused on language resources, the Resettlement Team can ensure a more tailored and effective approach to meeting the needs of over 70 resettled clients that have been referred through this process. The creation of the ELRMC post is a testament to the commitment of the Resettlement Team to support new residents on their journey towards integration. Moreover, with Islington Council now part the City of Sanctuary network and recognised as an official Borough of Sanctuary it means residents from migrant, refugee and asylum-seeking backgrounds can have their needs more practically addressed through solid political, service and community-based actions.

15. Useful resources

15.1 Resettlement and entitlements

- [Reset Communities and Refugees](#)
- [Resettling refugees – support after the first year: a guide for councils](#)
- [Communicating with speakers of Farsi](#)
- [Supporting the mental health and wellbeing of Afghan refugees](#)
- [New arrival from Hong Kong- Language learning, orientation and employment needs](#)
- [Language interpreting and translation: migrant health guide - GOV.UK](#)
- [Good Practice Guide to Interpreting \(Arabic, Bengali, Chinese, English, Somali\) - Migrants Organise](#)
- [How to provide culturally sensitive bereavement support](#)
- [NRPF Network](#)
- [Bail for Immigration Detainees - Home \(biduk.org\)](#)

15.2 Resettlement Schemes and relevant immigration routes

- [Afghanistan 2021: Key resources for UK nationals and Afghans](#)
- [Hong Kong: National Security Law and recent events](#)

- [Vulnerable Persons and Vulnerable Children's Resettlement Schemes Factsheet, March 2021](#)
- [UK Resettlement Scheme: Policy Guidance](#)
- [UK Resettlement Scheme Briefing Note for Local Authorities](#)

15.3 ESOL

- [ESOL Research forum](#)
- [Supporting Refugee Resettlement through ESOL](#)
- [ESOL Briefing for Community Sponsorship Groups](#)
- [ESOL for refugees: a toolkit for commissioners and practitioners](#)
- [Pre-entry ESOL: Guide for the South East Region](#)
- [New to ESOL – Learning and Work Institute](#)
- [Excellence Gateway](#)
- [Teaching Beginners – Refugees](#)

15.4 Children and young people

- [National Association for Language Development in the Curriculum \(EAL-Bilingual\) Google Group](#)
- [Local authority support for asylum-seeking children \(UASC\)](#)
- [Free books for families \(BookTrust\)](#)
- [Blog: How schools can support the language needs of refugees from Afghanistan](#)
- [Learners with Special Educational Needs or Disabilities](#)
- [New Arrivals Excellence Programme: management guide](#)
- [Learners with Limited First Language Literacy](#)
- [Language and learning loss: The evidence on children who use English as an Additional Language – The Bell Foundation](#)
- [ESOL Routes to Learning guide - Scottish Refugee Council](#)
- [The educational outcomes of refugee and asylum-seeking children in England – Education Policy Institute](#)
- [Children and young people - Refugee Council](#)
- [Young Roots](#)
- [Hope for the Young](#)
- [Refugee Youth](#)
- [Coram](#)
- [Every Child Protected Against Trafficking \(ECPAT UK\)](#)
- [Refugee Action](#)
- [Children & young people support \(supportline.org.uk\)](#)

15.5 Commissioning

- [ESOL for refugees: a toolkit for commissioners and practitioners](#)
- [Commissioning ESOL for Refugees](#)
- [Setting up an ESOL Class- The Newham ESOL Exchange](#)
- [How to Use: Find a learning Aim – Gateway Qualifications](#)

- [Qualification search results](#)
- [GLA Adult Education Budget Funding Rates and Formula](#)
- [ESOL Plus Employer Partnerships Guidance](#)
- [Online Learning: SNAP Project Case Study](#)
- [Conversation Clubs: A guide for organisers](#)

15.6 Employment and training

- [Progressing resettled refugees into employment – Learning and Work Institute](#)
- [Supporting low-paid workers with an ESOL need to progress in work – Learning and Work Institute](#)
- [Supporting people with English language needs to access apprenticeships – Learning and Work Institute](#)
- [TERN – The Entrepreneurial Refugee Network](#)
- [Refugee Employment Network](#)
- [Code Your Future](#)
- [Refugees Into Sustainable Employment – Supporting Communities \(Renaissi\)](#)
- [ESOL Plus Employer Partnerships Guidance](#)
- [Central London Integration Hub - Central London Forward](#)

15.7 Higher Education

- [Displaced Student Opportunities UK](#)
- [Language Programme UK— RefuAid](#)
- [Duolingo English Test](#)
- [Student Action for Refugees \(star-network.org.uk\)](#)
- [Support for students from Ukraine in UK higher education \(parliament.uk\)](#)

15.8 Childcare

- [Childcare Choices](#)
- [Help paying for childcare](#)
- [Early years and childcare - GLA](#)
- [Get childcare: step by step - GOV.UK](#)
- [ESOL Plus Childcare guidance document](#)
- [ESOL Plus Childcare evaluation](#)
- [Early years funding \(England\)](#)
- [Childcare: support with costs \(England\)](#)

15.9 Resources in community languages

- [Resources and services in your language - GLA](#)
- [Parental Involvement - The Bell Foundation](#)

- [Supporting the mental health and wellbeing of Afghan refugees](#)

15.10 Partnerships

- [ESOL local partnerships: Case Studies](#)
- [ESOL Plus Employer Partnerships guidance document](#)
- [Mapping ESOL Provision in Greater London](#)
- [Resources to support the development of local ESOL partnerships](#)
- [Establishing and developing ESOL local partnerships](#)

15.11 Volunteers and volunteering

- [Volunteers in ESOL forum](#)
- [Welcome to Team London volunteering - Team London](#)
- [NATECLA - For volunteer ESOL teachers - Resources for volunteer ESOL teachers](#)
- [Volunteers, English language learners and conversation clubs - Learning and Work Institute](#)
- [Conversation Clubs: a guide for volunteers](#)

15.12 Funding

- [Search for charitable and educational grants for individuals](#)
- [Language Access Fund - Trinity College London](#)
- [Funding - The National Lottery Community Fund](#)
- [London Funders](#)
- [Apply For A Grant, London Grants - Trust For London](#)
- [Grants and Advocacy - Hope for the Young](#)

16. Other formats and languages

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

Greater London Authority
City Hall
Kamal Chunchie Way
London E16 1ZE

Telephone **020 7983 4000**
www.london.gov.uk

You will need to supply your name, your postal address and state the format and title of the publication you require.

If you would like a summary of this document in your language, please phone the number or contact us at the address above.

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- [Reference:6](#) They must have pre-settled or settled status under the EU Settlement Scheme
- [Reference:7](#) Spouse or civil partner, unmarried partner (cohabiting at least 2 years), child aged under 18 years old and parent, if the Ukrainian national is under 18 years old.
- [Reference:8](https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigrat...)<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigrat...>
- [Reference:9](https://data.london.gov.uk/dataset/languages-spoken-pupils-borough-msoa)<https://data.london.gov.uk/dataset/languages-spoken-pupils-borough-msoa>
- [Reference:10](https://data.london.gov.uk/dataset/main-language-spoken-at-home-borough)<https://data.london.gov.uk/dataset/main-language-spoken-at-home-borough>
- [Reference:11](https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/la...)<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/la...>
- [Reference:12](https://webarchive.nationalarchives.gov.uk/ukgwa/20160105215333/http://w...)<https://webarchive.nationalarchives.gov.uk/ukgwa/20160105215333/http://w...>
- [Reference:13](https://assets.publishing.service.gov.uk/government/uploads/system/uplo...)<https://assets.publishing.service.gov.uk/government/uploads/system/uplo...>
- [Reference:14](https://assets.publishing.service.gov.uk/government/uploads/system/uplo...)<https://assets.publishing.service.gov.uk/government/uploads/system/uplo...>
- [Reference:15](https://www.gov.uk/english-language/exemptions)<https://www.gov.uk/english-language/exemptions>
- [Reference:16](https://www.gov.uk/government/news/all-public-sector-employees-who-work...)<https://www.gov.uk/government/news/all-public-sector-employees-who-work...>
- [Reference:17](https://assets.publishing.service.gov.uk/government/uploads/system/uplo...)<https://assets.publishing.service.gov.uk/government/uploads/system/uplo...>
- [Reference:18](https://tfl.gov.uk/info-for/taxis-and-private-hire/english-language-req...)<https://tfl.gov.uk/info-for/taxis-and-private-hire/english-language-req...>
- [Reference:19](#) A learner may be eligible for AEB funding but may only be eligible for co-funding, which requires them to pay for half the cost of their course. Please see the section on full and co-funding for further detail.
- [Reference:20](#) Below the London Living Wage which is currently £23,302.50.
- [Reference:21](https://www.london.gov.uk/sites/default/files/2022-12/GLA%20AEB%20Grant...) p.32-33 <https://www.london.gov.uk/sites/default/files/2022-12/GLA%20AEB%20Grant...>
- [Reference:22](https://assets.publishing.service.gov.uk/government/uploads/system/uplo...)<https://assets.publishing.service.gov.uk/government/uploads/system/uplo...>
- [Reference:23](https://assets.publishing.service.gov.uk/government/uploads/system/uplo...)<https://assets.publishing.service.gov.uk/government/uploads/system/uplo...>
- [Reference:24](#) Anguilla, Bermuda; British Antarctic Territory; British Indian Ocean Territory; British Virgin Islands; Cayman Islands; Falkland Islands; Gibraltar; Montserrat; Pitcairn, Henderson, Ducie and Oeno Islands; South Georgia and the South Sandwich Isles; St Helena and its dependencies (Ascension and Tristan da Cunha); and Turks and Caicos Islands.
- [Reference:25](#) And they have permission to stay in the UK for at least 12 months from the first day of learning.