A review of English for Speakers of Other Languages (ESOL) policy for Wales

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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1.   Introduction/Background

1.1   The most recent Welsh Government [English for Speakers of Other Languages (ESOL) policy](#) was released in 2018 and updated in November 2019. Access to effective ESOL classes is highly important for the successful integration of people migrating to Wales. Therefore, maintaining an up-to date and relevant policy is important to ensure the best outcomes for them.

1.2   On 29 January 2019, the Welsh Government published the [Nation of Sanctuary Refugee and Asylum Seeker Plan](#). The Plan contains a range of cross governmental actions to improve outcomes for refugees and people seeking asylum in Wales. The Plan includes an action to promote essential skills for refugee and asylum-seeking people to improve employability prospects, inclusion and social cohesion. ESOL remains one of the key priorities for adult learning provision in Wales. Asylum and migration policy are non-devolved; however, the Welsh Government is responsible for a number of policy areas integral to the successful integration of people seeking sanctuary in Wales, including education and health. When accessing these public services, the provision of ESOL classes for people seeking sanctuary who do not speak English or Welsh is vital for ensuring better outcomes for these individuals, enabling integration, skills development, and employability.

1.3   The Welsh Government has provided funding until 31 March 2023 for the delivery of Reach+ (Regional ESOL Assessment Central Hubs). These hubs act as a central point of contact for anyone wishing to access ESOL in these cities by assessing their ESOL needs and referring to the most appropriate ESOL provision. They also act as a one stop shop for refugees to access a wider pool of advice and support via the ReStart[1] project.

1.4   The Welsh Government has previously commissioned research into the gaps and opportunities for refugees in the labour market through the "ReStart: Refugee

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[1] The Restart project supports Refugees to integrate into Wales by providing accredited ESOL (English for Speakers of Other Languages) courses, and employability support.

Integration Employer Engagement Opportunities" report (2020). One of the key recommendations of this research is to:

> *'Review how effectively the actions and good practice identified in the current ESOL policy for Wales in relation to access to formal ESOL provision (including in particular ESOL+[2] and ESOL for specific purposes, such as passing the driving test), and support to access other opportunities to develop language skills in informal and social settings, such as Friends and Neighbours (FAN) who run groups to develop conversational English), have been implemented.'*

1.5   Other research includes ["An Investigation into the Barriers to Education and Employment for Forced Migrants in the Convergence Areas of Wales"](#) (Chick and Hannagan Lewis 2020), which highlights the need for new models of provision to be tried in which learners are given greater agency to pursue integration routes that are more closely related to their needs, abilities, and expectations. The research draws attention to the value of more participatory forms of language education that could be delivered alongside or as part of more conventional provision.

1.6   In February 2022, the Welsh Government commissioned Learning and Work Institute, in association with the University of South Wales, to review the ESOL policy for Wales. The review took place between February and July 2022 and aimed to assess the availability and adequacy of ESOL provision in Wales as well as making viable, evidence informed recommendations for improvements.

Aims and Objectives

The aims and objectives of the research were to:

1.7   Produce a detailed mapping of current ESOL provision in Wales.

1.8   Determine how well formal ESOL provision in Wales offers adequate and timely support to learners, including an assessment of:

- What works well in the provision of ESOL and ESOL+ in Wales, and what gaps exist in the provision.

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[2] ESOL+ are vocational awards such as hairdressing or catering to better prepare ESOL learners for progression onto mainstream vocational courses or into work.

- What challenges/barriers and/or facilitators exist in the provision of ESOL in Wales.
- How well ESOL provision is offering adequate and timely support to those subject to varying immigration statuses, to those facing particular vulnerabilities, and to those based outside of the dispersal cities.
- Whether the types of ESOL provision in Wales are adequate in terms of their quality, appropriateness, availability, and flexibility.
- The impact of remote learning and digital exclusion on access to ESOL provision.
- The extent to which more informal, participatory forms of learning support the real-life language needs of adult forced migrants.
- How the progress and outcomes of ESOL learners, and their demographic characteristics, are monitored and measured over time and how anonymised data can be shared for transparency and accountability.
- Whether ESOL providers are developing bespoke ESOL provision to support people into work (or maintain work) and how ESOL provision is aligned with vocational training.
- Whether ESOL providers are developing bespoke ESOL provision for other specific purposes, such as community orientation or to support passing driving tests.
- The available provision to learn Welsh as well as, or instead of, English where appropriate, and the take-up of the Welsh provision.
- Where the take up of Welsh language teaching provision is high or low, to capture reasons for these variances.
- Whether funding for ESOL provision being used in the best possible way to achieve maximum efficiency and outcomes.
- The role of the Welsh Government, local authorities, Institutions, and public service partners in providing a strategic and co-ordinating lead to ensure sufficient, quality ESOL provision in Wales.

1.9 Determine whether there is sufficient access to other opportunities to develop language skills in informal and social settings, such as Friends and Neighbours (FAN) who run groups to develop conversational English or Welsh, and whether partnerships between formal ESOL providers and Hubs and informal ESOL providers are effective.

1.10   Propose viable, evidence informed actions/recommendations for future policy development which could improve ESOL provision in Wales and address the gaps identified in the review.

2.   Methodology

The methodology for the review is outlined below.

Stage 1: Scoping

2.1   A brief rapid review of literature and the ESOL learning aims data collected by the Welsh Government on the Lifelong Learning Wales Record (LLWR).

Stage 2: ESOL provision

2.2   An **online survey** for ESOL providers (formal and informal), practitioners and learners, to gather data on where and how ESOL is delivered and to provide insight on the issues identified in the aims/objectives of the research. The survey was conducted during April and May 2022. A pilot of the initial questions was conducted in April 2022 with responses leading to a review and amendments to the survey before distributing wider. The survey questions can be seen in Annex E.

2.3   The surveys were distributed to over 150 organisations throughout Wales including further education institutions, adult community learning providers, local authorities, vocational training organisations, and third sector organisations. The full analysis of the provider survey responses can be seen in Annex A, with the full analysis of the practitioner and learner survey responses available in Annexes B and C, respectively.

2.4   Four online forums were delivered in June 2022 to gather insight from ESOL providers (formal and informal), organisations involved in wider support and learners. Representatives from 24 organisations and 10 learners in total attended.

2.5   Semi structured interviews were delivered during June and July 2022 in person and online with key stakeholders involved in ESOL delivery or support. Representatives from 14 organisations were interviewed in total.

2.6   Twelve online/in person focus groups with teachers, learners and managers from 10 organisations delivering formal and informal ESOL provision were conducted between May and June 2022.

Added value

2.7   In addition to the above, learner voice has been captured in a short film of [ESOL learners (migrants and people seeking asylum)](#) reflecting experiences of those who are in, who have been through, and those who are waiting to access formal provision. Produced and edited by the University of South Wales School of Journalism.

3.   Rapid Review

A brief rapid review of literature was conducted to confirm and highlight areas for further exploration and to recognise effective practice.

3.1   Calculating numbers of people accessing ESOL provision is challenging. However, Welsh Government's *ESOL Policy for Wales* (2014) states that in 2011/12 there were over 7,000 people enrolled in ESOL classes at colleges of further education in Wales, with the majority of learners at entry level 3 or below. In addition to this figure, each year over 2,000 people enrol on a part-time ESOL class with Adult Learning Wales. Thus, between these 2 major providers of ESOL, it may be inferred that approximately 10,000 people annually participate in ESOL education in Wales. This figure does not include numbers attending informal ESOL provision delivered by charity/third sector, faith-based and community groups.

3.2   Wales has 4 main dispersal cities, Cardiff, Newport, Swansea and Wrexham, (which are also centres for the REACH project) that between them deliver the vast majority of ESOL classes. However, all areas of Wales have migrant populations and all local authorities have taken part in UK Government refugee resettlement schemes. Moving provision online because of COVID-19 has meant that there is now far more awareness of the possibilities for digital learning – which may help overcome some of the access barriers previously reported in the research. There are plans by the

Home Office to expand dispersal across all local authorities in Wales and across the UK.

3.3   Recent reports and policy documents from the Welsh Government identify ESOL as being crucial in promoting the inclusion and integration of migrants in Wales. The ESOL Policy for Wales (2018), the Refugee and Asylum Seeker plan (2019) and the Equality, Local Government and Communities report (2017) stress the importance of providing timely, appropriate language education delivered by well qualified teachers. Nevertheless, the organisation of ESOL is complex and research over the last two decades reveals consistent themes that need to be addressed. Some examples of the challenges identified have been a shortfall in classes at certain levels resulting in long waiting times (Rees, A 2010; Williams 2017; Chick 2017), a lack of suitably qualified teachers, along with less-than-ideal working conditions, (Rees 2010; Chick 2019) and that better collaboration between formal and informal providers is needed (Furlong and Hunt 2009; Rees 2010; Chick and Hannagan-Lewis 2019).

3.4   The most recent mapping report of ESOL in Wales , substantiates many of these issues. That report concludes that ESOL infrastructure in many parts of Wales is not sufficiently developed to meet the needs of migrants. It found that few areas away from the major cities are able to provide a satisfactory programme of English and highlights a lack of funding for creche facilities is preventing more women from attending classes. The crucial role that the voluntary sector plays also features in the report. For many people ESOL classes can provide vital, pressure-free social spaces which bring people together. For such migrants, ESOL is not only a tool needed for employment but an opportunity to learn English so as better to cope with their daily lives, social encounters and thus their sense of inclusion and belonging.

3.5   A review of the ESOL data collected by Welsh Government on the Lifelong Learning Wales Record (LLWR) was conducted as part of the scoping stage. The data collected shows the number of formal ESOL learning activities started in 2020/21. There were 4,795 ESOL learning activities started in 2020/21. For those learning activities still active after 8 weeks there was an 85% completion rate (3,855) and of the qualifications which were completed 74% (2,855) were successfully achieved.

3.6   There were 3,385 ESOL learning activities started in 2020/21 at Entry level, with an 84% (2,675) completion rate and 77% (2,060) were successful in achieving the qualification.

3.7   There were 875 ESOL learning activities started in 2020/21 at Level 1, with an 85% (705) completion rate and 66% (465) were successful in achieving the qualification.

3.8   There were 535 ESOL learning activities started in 2020/21 at Level 2, with a 93% (480) completion rate and 68% (330) were successful in achieving the qualification. The local authority breakdown of these figures can be found in Annex D.

4.   Survey response summaries

Provider survey summary

4.1   An online provider survey was conducted during April and May 2022 with both formal and informal providers.

4.2   Twenty-two providers responded to the survey, representing 20 separate organisations that cover 15 of the 22 local authority areas in Wales. The majority of the responses came from Further Education institutions (10) and local authorities (7).

Practitioner survey summary

4.3   An online practitioner survey was conducted during April and May 2022.

4.4   Fifty-one practitioners responded to the survey, representing 22 separate organisations across 13 local authorities including Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Flintshire, Newport, Pembrokeshire, Rhondda Cynon Taf, Swansea, Torfaen, Vale of Glamorgan, and Wrexham.

4.5   Twenty-three of the responses were from practitioners in Further Education (FE) institutions. Six practitioners were from local authorities. Four practitioners were from the funded Third Sector and nine from the Voluntary Third sector. The others were unknown.

Learner survey summary

4.6   Twenty-one learners completed the survey. 17 of the learners who completed the survey are aged between 25-55, 17 identified as female, and there were 17 nationalities represented. 18 of the learners were unemployed, with six having childcare responsibilities

4.7   Thirteen learners who responded were studying part-time ESOL provision and eight were studying full-time ESOL provision.

4.8   The majority of the learners who responded (15) were studying Entry level 3 or pre-intermediate provision. One learner was studying Entry level 2[3] or advanced beginner and two learners each were studying Entry level 1 and pre-entry provision. There were no learners who responded that were studying levels 1 or 2.

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[3] **ESOL qualifications can be obtained at: ENTRY levels 1, 2, 3 and Levels 1 and 2**

5.   Findings

5.1   The following section of this report represents the main themes and qualitative findings from the data gathered through the online surveys, focus groups, online forums, and stakeholder interviews that were conducted with ESOL professionals, ESOL learners, third sector leads and other stakeholders.

> "ESOL gives me an opportunity to be creative and connect with people who have gone through difficult life circumstances." (ESOL college tutor)

Funding and Infrastructure

Funding

> "At the moment, a learner leaving the course and going into employment is not seen as a positive outcome." (ESOL college manager)

5.2   In the majority of discussions carried out with tutors and managers in formal college settings, participants reported concerns about the way ESOL provision was funded. In general, the dissatisfaction with the present mechanism is that ESOL is treated in the same way as other subject areas. Two main points emerged regarding why this needs to be addressed. Firstly, that the ESOL student demographic differs markedly from other cohorts and secondly, that language use, and how it is acquired, assessed, and taught differs markedly from other subject areas.

5.3   As the funding mechanism for ESOL currently operates, many respondents reported that having to demonstrate progression requires too much class time. Moreover, syllabus development is centred on assessment preparation and respondents reported these requirements as being unnecessary and of little pedagogical benefit. This means that those providers tied to a prescribed syllabus for funding reasons have far less flexibility in responding to unplanned needs (for example, the Ukrainian refugee crisis). Feedback from some ESOL college managers revealed that lengthy waiting lists were emerging with regard to the placement of new arrivals, since joining a class that has been preparing for an assessment is often not viable.

5.4   The funding mechanism not only appears to make infilling of courses arduous, but it was reported that ESOL students, more often than other student cohorts, are less likely to complete a course. This could be because of the transient nature of some learners, but it is also because some learners have a positive outcome and progress into employment.   Several college heads expressed frustration that non-completion negatively affects their funding, reporting that the current system of funding lacks the necessary flex required for these learners.

5.5   ESOL learners are required to take assessments frequently in order to evidence progression and must repeat a whole year if they fail one element of the final year exams. This can be demotivating and costly in terms of time and ambition and can have a serious effect in terms of outcomes. However, requiring ESOL learners to pass so many assessments has direct impacts on funding. Several college heads reported being dissatisfied at the fact that the bulk of current funding is dependent on a learner passing all four aspects of the qualification and that if a learner passes only one or two elements of the test, this is seen as a fail. Added to this pressure on funding is also the previously mentioned issue of the transient nature of the learner cohort and how this also negatively affects the funding received, as the following ESOL college manager explained:

> "If a student leaves and we can't get them through the assessments, then we don't get funding and our quality stats go down" (ESOL college manager)

5.6   Creating meaningful contexts for learners to use language authentically is key to developing fluency, but a focus on teaching-to-the-test and an overwhelming quantity of bureaucracy related to assessment administration was reported by several college providers as being detrimental to good practice. The funding mechanism, and the associated requirements to evidence progression through testing, was cited as being the reason a greater amount of class time could not be included as part of the syllabus. A number of college tutors and managers asserted that the inclusion of an informal, non-assessed element in the curriculum would make language learning a far richer experience for the students involved and thus

avoid spending time on pedagogically unhelpful administration, expressing views such as:

> "We've got to meet certain criteria in terms of designing curriculum to be considered a full-time learner. And in doing that to meet the requirements we are doing things that aren't necessarily to the benefit of the learners." (ESOL college manager).

5.7   Meaningful language education can, and does, take place in settings that are not required to comply with a complex funding system. The following case study of a third sector organisation is one example of what can be achieved.

Case Study - Oasis

Numerous charities provide ESOL and create vital spaces for friendships to be made, language to be improved and social bonds and bridges to develop. The largest of all charities providing ESOL is Oasis in Cardiff, which was set up to help refugees and people seeking asylum to integrate within their local community.

The mainly voluntary team at Oasis organise and deliver a wide variety of services to promote this aim, ranging from food clubs to trips, sports events, gardening and ESOL.

These activities bring people together and offer vital opportunities to develop language fluency, and it is in the informal ESOL provision where the largest number of their volunteers are employed.

Oasis' ESOL classes were originally set up to provide language learning spaces for newly arrived asylum seekers who faced the prospect of spending months on a waiting list before beginning formal ESOL classes. However, even after starting college, many students continue to access the Oasis provision to 'top up' their formal classes and by getting more opportunities to practise during vacation periods.

Although there is only one full-time ESOL professional employed at Oasis, there are now approximately 30 volunteer teachers providing informal language education at Splott Road and online. Each week, there are over 300 filled spaces in classes with new learners arriving daily. Drop-in Welsh classes are also offered each week, delivered by qualified Welsh language volunteer teachers. In addition to this, 9 teachers are now employed on an hourly-paid basis to deliver non-accredited ESOL to refugees and people seeking asylum from Afghanistan, the Middle East, and Sub-Saharan Africa, at three different hotels around the city. With large numbers of unaccompanied asylum-seeking

children (UASC) and Ukrainian refugees already in the city, and many more expected, all of the above figures are expected to rise sharply.

This informal provision provides crucial linguistic, psychological, and emotional scaffolding for the newly arrived sanctuary seekers, enabling them to begin language learning, form friendships and access support as soon as they arrive, as the following sentiments from learners who took part in the online forums reveal:

> *"Oasis helps us to stop feeling lonely"*

> *"Oasis provides friendship and somewhere to meet. I come for English but also for friendship, making social connections and fun."*

> *"If Oasis wasn't here, there would be a wall between me and the country"*

Having the flexibility to respond swiftly to need is also a notable feature of what informal provision can offer. For example, at the now-closed Penally camp, Oasis delivered six classes of ESOL each week for six months. The provision at hotels in Cardiff and the imminent provision for newly arrived Ukrainian refugees, is another example of this ability to be responsive. Formal ESOL courses, tied by their funding agreements, are neither appropriate nor possible to organise at such short notice. That the language education at the centre is free from assessment and a prescribed syllabus allows teachers to focus on the issues most important to the lives of the learners, without the straitjacket of preparing for tests or exams. This means that such informal spaces are more likely to offer opportunities for fluency practice, friendship-making and understanding of issues such as health, housing, education and the activities in the local community.

However, given the voluntary nature of the provision, they face huge challenges in providing the linguistic, social and emotional benefits that effective ESOL can bestow. Demand for ESOL classes at Oasis massively outstrips supply and there is a desperate need for Continued Professional Development (CPD) for volunteer teachers who are inexperienced or underqualified. What is more, a lack of funding for creche facilities means that parents, particularly mothers, often miss the opportunity to attend classes, and a lack of space means that numbers in each class are often allocated on a first-come first-served basis.

Further information about Oasis and the service it provides can be viewed here:

[WHAT WE DO | Oasis Cardiff](#)

Infrastructure

5.8 There is a commitment in policy from the Welsh Government to ensure that Wales is a nation of sanctuary and a place that welcomes migrants. What is clear from all participants, in both formal and informal settings, is a commitment to supporting refugees, asylum seekers and migrants to achieve the best possible outcomes as they settle in Wales.

5.9 Several towns, schools, councils, universities, and colleges in Wales are involved in the sanctuary movement and use the focus this provides to enhance responses to support refugee integration.

5.10 There is some evidence that the COVID-19 pandemic has led to less collaboration between providers as opportunities for networking have been limited and disrupted.

5.11 Discussion at the online forums and in interviews with providers described how the COVID-19 pandemic has interrupted some local co-ordination and collaboration, with some partnership meetings having stopped. Some reported being in the process of building back networks and re-establishing meetings and shared ways of working.

5.12 In one online forum, discussion focused on the need to have ESOL co-ordination and planning groups across regions and localities and there were views that in some areas there existed a "*mosaic of provision with some falling through the gaps.*"

5.13 Providers reported that there is scope to make formal arrangements between themselves to ensure learner progression. It was felt that, in some cases, staffing changes have meant that long standing working relationships and informal networking have been lost and there is no formal arrangement between organisations to replace this. Several participants called for clear local partnerships that encompass progression and that are not just based on personal professional relationships.

5.14 Some positive developments were reported with one council taking a lead in co-ordinating a response to the needs of refugees and migrants and in other areas re-establishing an ESOL Planning Group, including links to a university.

5.15   There is growing demand for ESOL outside of the main dispersal areas and the Reach+ Hubs. In these areas there was concern that more investment was needed to establish co-ordination and development work. This would enable the whole of Wales to have a more joined up approach to delivery. There was a request that the Welsh Government should take more of a leadership and strategic role in establishing this.

5.16   Several participants suggested that, within local and regional co-ordination, there needs to be greater clarity on the rules around re-settlement, entitlements, and understanding the guidance on varying immigration statuses. They argued that there should be a lead role to gather data on gaps, progression opportunities and to build knowledge to enable feedback on issues that need addressing at national or local level.

5.17   In one interview it was clear that there are very different demands for ESOL across Wales – the landscape is different in the north and west of Wales compared to the south-east and Cardiff. There was a feeling that some policy drivers and systems were more suited to the ESOL population in Cardiff and not elsewhere.

5.18   It was reported that provision in North Wales, for example, must adapt for lower numbers of learners with different profiles and learning needs. This discussion focused on a need for more flexibility in the system for providers to adapt to need and that it was essential to have a funding system to enable this.

> "The Welsh Government needs to trust us (through policy and funding frameworks) to do the right thing for our learners. We understand our learner needs and a "one size fits all" approach does not work". (ESOL college manager)

5.19   A lack of information on courses that are available for ESOL learners was of concern to some participants. They reported that they would welcome a resource that provides information on provision (informal and formal) in each area for advisors to use in signposting and providing advice to clients. They were concerned that they are currently spending staff time researching this information in response

to client requests, this is also the case in terms of their awareness of different funding streams for learners. There was a suggestion that situations change rapidly, with multiple avenues of funding available, this can be confusing and a barrier for learners as funds that they are aware of can be limited or have differing eligibility criteria.

"Learners come in and say that 'I have heard that I can access this' [funding opportunity], but then when we unpick the detail, realise that they are not eligible, and then help them to find anything equivalent that they can access." (intermediary organisation)

Awareness and Access

Awareness

5.20   The majority of respondents from both formal and informal settings reported that there is a lack of communication on a number of levels within the profession, and more co-ordination is needed between all providers both within the regions, as well as nationally. This includes formal and informal providers, universities, private training providers, local authorities and adult education organisations, as one college manager commented:

> "There is no database of providers in (our city)." (college manager)

5.21   Several participants highlighted the need for a digital platform to list all forms of ESOL provision across Wales. If this was an openly accessible platform then it would help other frontline staff improve their advisory service to migrant clients, for example, Careers Wales, Working Wales, local authority resettlement leads or Jobcentre Plus, as well as other wider support organisations.

5.22   There are examples of platforms that have been developed successfully in Wales and in other parts of the UK. Migrant English Support Hub (MESH) collaboration in Yorkshire has developed the Learn English site through the Asylum, Migration and Integration Fund (AMIF). In Wales, the Adult Learners' Week platform provides links to courses (in person/online) searchable by type and region, as well as wider information and advice.

5.23   A Wales-wide platform would facilitate better awareness of available courses and enable online provision to be more easily identified and accessed. This would also provide a solution for areas where ESOL is not available because of issues around rurality or the need for a specific level or type of ESOL provision.

5.24   Recalling an ESOL student who had been placed on a waiting list until the next academic year, the report from a college head exemplifies the issue:

> "And so that's the kind of student where we would try to help them to find something in the community. But it is difficult. We would try and signpost them. We do have a list, but it's always hard to know whether that list is up to date or not. And you know, it's a bit of a maze trying to work out where they should go." (college head)

5.25   Improved communication within colleges and organisations also emerged as a concern and was articulated by several college managers. The absence of any "engagement officer" or "central point for collection of holistic data" was reported as being a barrier to better recognising individual learner needs. Such a role would include outreach, collecting holistic data on learners' aims and aspirations and identifying learners who may face barriers to access, for example, parents with young children or part-time employees, learners who may desire / be suitable for fast tracking. This role would also include the signposting of options to learners through communications with external organisations such as universities, volunteering agencies, job centres and others.

5.26   Feedback from a local authority representative outside of the main dispersal areas suggested a need for dual roles, for example, tutors who could also work as development officers, fulfilling a need to outreach, network, identify learners and facilitate links. One ESOL manager reflected on what they felt such a role might involve:

> "We need to be asking learners what do you want to learn English for? How will you use it? How do you see your life? What are your dreams? What are your

ambitions? And then you need this learning pathway to get them there." (ESOL manager)

5.27   The following case study highlights what may be achieved if efforts are made to both improve communication between providers and better understand the aspirations and needs of ESOL learners. Samira's (not their real name) journey is an illustrative example of a learner who has been able to take advantage of the various types of ESOL available to support migrants in Wales. What is important to note is that her successful journey evolved by chance, rather than coordinated effort:

Case Study - Participant

Arriving in Wales during the first COVID-19 lockdown, Samira, from Iran, knew no-one in Cardiff and found herself alone in a strange culture and faced with the enormous task of rebuilding her life through the use of a language of which she had only rudimentary knowledge. Samira's linguistic journey since resettling in Wales is of note, as she has experienced not only informal, third-sector provision but also formal college classes as well as language preparation courses for university study. All three of these providers have helped Samira achieve her true potential. In her words:

> "The Refugee Council online classes during that period of time, were lifesaving. There was no need to go through any waiting lists or assessments or paperwork. It really was a window to the light through my darkness and helped me a lot. After attending those classes, I began attending ESOL classes at Cardiff and Vale college. My English developed enough so that in Summer 2021 I won a scholarship to study a master's degree in Design Animation."

Samira was in Wales for a year before she was accepted onto a formal ESOL course. She studied at college for a year, attending two 3-hour classes each week. At the end of that year, she passed Level 1 ESOL Skills for Life and applied for a university scholarship, and for an intensive 5-week language program to prepare her for that study. Again, in her words:

> "Being a person seeking sanctuary in Wales is life changing indeed. It is like you are standing next to a busy road. One way leads to you working in a restaurant or food delivery, the kind of job that doesn't need the skills or

> *qualifications you may have. Doing these jobs, when you know you have more to offer, can lead to mental health problems as you feel undervalued and of little use to society. However, in the other direction, if you are lucky, you can use your skills and experience, develop a professional career, and be useful for society."*

After two years of waiting for a Home Office decision on her claim for asylum, Samira was finally granted refugee status earlier this year. Despite the desperately demanding context, she is currently completing her master's degree. All three types of language education have played a part in enabling Samira to utilise her skills and experience and thus pursue her dream of working in Animation.

Access

5.28   Several college providers and all the third-sector participants raised the issue of a lack of creche/childcare facilities being a major barrier to participation in ESOL classes. It was pointed out at one organisation that the number of women participating in classes went up notably during the COVID-19 pandemic as online classes meant easier access. Some ESOL managers felt that these needs were not recognised within the planning of provision and that creche facilities would be of enormous benefit.

5.29   There is clearly a need for greater support for parents with children through both family ESOL classes and the provision of facilities, as one ESOL manager for a large charity explained:

> "There is a huge gender inequality issue which I think is to do with childcare. It's coming up over and over again, no matter which site or what context: women have poorer access to ESOL classes than men. And a lot of it is to do with childcare." (charity manager)

5.30   What is more, there are examples of good practice and demand for classes where provision is delivered with creche facilities - in community settings that do not require the participants to travel across a city or region. One third sector

organisation reported the added value of young children getting access to English language through creche and playgroup provision and the impact this has had for pre-school children unused to hearing or speaking English.

5.31   There is a paucity of alternative options to the regular, levels-based annual progression. A learner starting ESOL classes at Entry level 1 would be expected to take a minimum of five years to reach and complete level 2 and thus become 'employment ready'.

5.32   Both tutors and managers at several colleges reported that there are currently no fast-track, intensive options for highly motivated learners, although some providers did report moving learners mid-term. Moreover, there are almost no bespoke courses for young people (18-24) who are keen to enter employment or higher education and who may not wish to spend five years or more studying part-time language courses. As mentioned, these gaps in provision were raised by college teachers and managers as well as by those responsible for ESOL provision in local authorities and third-sector organisations. One suggestion was to allow multi-level completion, as this college tutor advocated:

> "…going back to the idea of a fast stream and a slower stream. We currently have a system where it's one level a year, and you're supposed to roll into the next level the next year. But some learners could do a lot more, learn faster in a shorter time." (college tutor)

5.33   Participants in both formal and informal settings aired the belief that the delivery of intensive courses, based around the education or employment aspirations of the course participants would be ideal for many younger ESOL learners. They identified a need for specialist ESOL courses that taught language alongside the specified vocational or educational choice of the learner. It was noted that services such as Job Centre Plus should view such intensive courses as work preparation thus not being prejudicial to benefits or other support.

Impact of remote learning and digital exclusion on access to ESOL.

5.34   Feedback from across the data sets highlight that there has been an unprecedented development of digital learning in response to the COVID-19 pandemic. There have been challenges with maintaining delivery for ESOL in a remote or blended environment, however, there has been progress with adapting, developing teaching, and upskilling learners with digital skills and access to digital resources.

5.35   The [Estyn Review of Remote and Blended Learning](#) provides a useful analysis of the 'rescue, review and renew' phases of Welsh Government's approach to post-16 learning in response to COVID-19.

5.36   Some providers feel there is potential to continue to test and develop remote and blended ESOL provision for higher level learners who have more skills to cope with digital learning and resources.

5.37   The challenges of remote learning were highlighted for those ESOL learners who are not literate in their first language and the majority of feedback suggested that for these learners face to face teaching was essential.

5.38   Participants from all sectors of provision reported that learners with low levels of literacy have been the hardest learners for whom to provide remote and blended learning. This was reflected in the Estyn report which found:

> "Learners' language skills may not allow them to understand written materials fully. They may need support from a teacher to help them understand and interpret the materials. Some learners who have arrived as refugees in Wales may not have high levels of literacy in their first languages and, even though providers have had materials translated into their first languages, learners do not necessarily understand what is required of them unless there is someone who can read the information to them".

5.39   Feedback suggests that many learners wanted to return to face to face teaching not only for the opportunities to be in the same room as tutors and peers but also for the social, networking opportunities as well as the wider support, information and advice that being in a community or college-based environment offers.

5.40   Discussions highlighted that remote ESOL provision may also have benefits for providing some continuity for those learners who are transient, face uncertainty in living arrangements and find themselves being relocated to other dispersal areas at short notice.

5.41   Feedback from several participants across the focus groups suggested that for learners in rural areas, those who have issues with accessing transport and learners who are unable to find appropriate childcare, remote learning can provide a way to access provision.

5.42   Some college providers interviewed highlighted that many learners found online delivery difficult – with access to appropriate devices, Wi-Fi and particularly finding a quiet space to learn.

5.43   The Estyn Review highlights providers who have begun to include questions for applicants to courses or at enrolment, about the types of devices they have access to. This enables an audit from the outset on the digital status of learners and their needs.

5.44   Providers from all settings reported on introducing digital literacy classes for learners to improve their skills and employability. This is also to prepare and up-skill them for any future remote or blended learning.

5.45   Feedback from private language schools demonstrated established practice in offering both live lessons online and via online learning platforms and this offer could provide additional resource across the mix of provision.

5.46   Several participants noted that a digital pan Wales provision could be developed for certain levels of ESOL or some bespoke, focused ESOL pathways, for example ESOL for employment. A number of participants suggested that this would have benefited the sudden influx of new arrivals from Ukraine.

5.47   It was suggested that the Open University could play a role in supporting developments and to explore how platforms like Open Learn and Future Learn could be used for ESOL provision. The role of the Open University in developing [Everyday Maths and English](#) in collaboration with essential skills providers in further

education and other settings was highlighted as an example of good practice. Tutors are now using this resource in addition to face-to-face teaching.

5.48   Feedback reflected on the need for ongoing Continued Professional Development (CPD) to continue upskilling the workforce to develop their knowledge and confidence in embedding digital resources in teaching to enhance the learning experience for students. The Estyn Review of Blended and Online learning found that most teachers did not have personal experience of either teaching or learning online before the lockdown in March 2020. Most reported they lacked the knowledge and confidence to use the medium. In response to this review Welsh Government funded Jisc to develop and deliver a programme of professional learning around digital learning design. The 2021 Workforce Survey shows increased confidence of FE lecturers (68%) to deliver digital learning effectively (compared to 42% before the pandemic).

5.49   The Estyn Review found that Adult Community Learning partnerships faced more challenges in pivoting to remote learning because of a lack of centralised IT learning support teams, virtual learning environments and access to shared online resources. However, partnerships have been working actively with Jisc through the COVID-19 pandemic and they report significant developments on the implementation of virtual learning environments and resources across the sector.

5.50   The Adult Learning Partnership reports various hybrid models working well. Some providers are innovating, for example, the use of virtual reality in ESOL. However, they also highlight that a key purpose of ESOL is to develop communication skills, and this requires opportunities for learners to speak to others in person.

5.51   The last two to three years has seen a rapid pivot by learning providers to a greater use of digital approaches to delivery. The speed of change has highlighted the variety of terminology that has been adopted to describe digital learning approaches across the sector. It might be helpful to note guidance produced by The Quality Assurance Agency for Higher Education (QAA) to assist in building a common language to describe digital approaches to programme delivery.

Taken from [Estyn Thematic Review](#)

Cameo:

Adapting a Cardiff and the Vale adult learning in the community course for remote and blended learning delivery.

A good example of this approach is an Entry 3 course for English Speakers of Other Languages (ESOL) delivered by Cardiff and the Vale College in conjunction with Cardiff and the Vale adult learning in the community partnership.

The team delivering the course came together to re-design the schemes of work and teaching plans to work effectively as a blended learning course. In their planning, they took into consideration how they might easily change to working remotely if in lockdown. The teachers divided the group of learners into 'bubbles', smaller groups of maximum five people, in order to be COVID-19 secure when learners are onsite.

To deliver the course as blended learning, they reviewed the course and made adjustments to decide when to teach language skills discretely or as mixed skills. The team arranged to introduce new material to learners online as a whole group. Teachers each take responsibility for delivering the different elements of the course. Learners have an additional opportunity to work in their 'bubbles' with a teacher onsite or online, dependent upon restrictions, to practise listening, reading and speaking. Teachers take good account of learners' social, financial and cultural circumstances in what they ask learners to do online.

For example, learners may live with their families in accommodation that has limited personal space and therefore they wish to join the class with videos turned off. In one particular class, the teacher built on work introduced in the previous session by another colleague, providing the opportunity for learners to practise using new vocabulary and syntax through reading a document shared on screen and sharing their own ideas in English about the subject of the text.

As the language used in the session is not the learners' first language, the teacher was careful to make full use of the facilities on the chosen IT platform to retain the learners' attention.

For example, the teacher presented the text by reading it aloud so the learners can hear the correct pronunciation and intonation and by asking open questions. The teacher used coloured markers to help learners to keep track of the place in the text. The teacher asked

questions to find out how well the learners understood the text and to elicit their opinions, thereby helping them to recall and extend their language use.

ESOL provision for those facing particular vulnerabilities

5.52   Two cohorts of ESOL learners with particular vulnerabilities were mentioned in focus groups and interviews – those with additional learning needs and young people.

5.53   There was some concern about how far current ESOL provision is meeting the needs of learners with additional learning needs (ALN). One college tutor explained, that adult ESOL learners who, based on her experience of supporting non-ESOL ALN learners, appear to have additional needs for support and are not able to progress in their ESOL learning due to a lack of assessment of their learning needs.

> "It's very hard to assess them [ESOL learners with potential ALN] really, we don't assess them if they're an entry level learner … they can't progress if they're not assessed" (college tutor)

5.54   A number of college tutors felt that many of these learners who may also have never experienced formal learning in their home country are placed at a disadvantage due to undiagnosed ALN. There is potential for college-based learning support officers to work on a one-to-one basis with these learners, however, lack of access to ALN funding is a barrier to offering this type of support to all learners who need it.

5.55   It was also highlighted that, as many ESOL learners with ALN are likely to be working at pre-entry level, there is currently no mechanism that allows them to have any element of their learning accredited.

5.56   Tutors in both formal and informal settings reported that the capacity to learn can be affected by trauma and that these learners need additional support. It was highlighted that there is a lack of funding or co-ordination to enable this type of support to happen.

5.57   There has been some work in this area with the collaborative Trauma and Adverse Childhood Experiences (TrACE) project led by Coleg Cambria. This project provides training resources to develop a Trauma and Adverse Childhood Experiences (TrACE) informed approach in further education (FE) in Wales. However, practitioners highlighted they also need access to CPD on a trauma informed approach to teaching and learning specific to the PTSD needs encountered in an ESOL classroom.

5.58   In respect of young people, safeguarding concerns were raised about those under the age of 18 who have been identified as being likely victims of human trafficking. They face barriers in terms of engaging with online ESOL classes for example, due to not having a safe space to access remote learning. Many of them are also anxious about using public transport to attend face to face classes due to concerns about their physical safety. These barriers to accessing ESOL learning were reported as especially concerning, as any delay to these young people learning English means that they are at risk of exploitation into precarious work or being re-trafficked.

Access to ESOL for those subject to varying immigration statuses

5.59   The varying immigration statuses referred to in this section relate to ESOL learners who are migrants, forced migrants, refugees and asylum seekers or persons with other forms of humanitarian protection. The issues raised refer to those learners with any one of those statuses, unless a specific group is named.

5.60   There is evidence of those with varying immigration statuses being supported by Working Wales regional stakeholder engagement managers for advice on, for example, their right to work and being signposted to local facilities. However, there are challenges in providing timely ESOL support to these individuals.

5.61   Two themes emerged in relation to how well ESOL is offering adequate and timely support to those who are subject to varying immigration statuses. The first relates to delivery challenges due to fluctuations in demand; the second around a lack of

consistency in levels of awareness about what funding is available to support these learners.

5.62   Providers report that it can be extremely challenging to ensure timely provision for all groups as the need for provision tends to be extremely unpredictable for these groups. One provider stated that:

>   "It's quite difficult when you get these new waves of students coming in because of conflict, to accommodate them immediately and that is always the issue." (ESOL provider)

5.63   The inability to respond swiftly to emerging needs is especially challenging in regions that are outside of dispersal areas. Migrants and refugees who are higher level ESOL learners are seen to be especially disadvantaged as, in these areas, provision tends to be at a mixed level due to lower student numbers.

5.64   This issue of instability in living accommodation is identified as not just being a concern for asylum seekers and refugees who are outside of dispersal areas. Many providers and practitioners reported that when a learner is not living in one place for a fixed period of time, then their needs for ESOL learning cannot be met in a timely way. They explained that it can be challenging for individuals to find provision in a new area and that they will often have to join waiting lists before they can continue with their learning.

5.65   For these individuals, a lack of coordination of provision was identified by providers and practitioners as placing them at risk of falling between 'gaps in provision'. Some providers did identify that Individual Learning Plans are helpful in supporting learners who have moved to a different area. A number of participants felt that a database that provides information about both courses and general support services available by local area would help to support these learners.

5.66   There is confusion amongst some college providers about which groups can access free ESOL provision. Reports from both online and face to face forums describe how different areas appear to have differing guidelines about how ESOL is funded for asylum seekers.

5.67   For example, in Powys, asylum seekers can have one year of full time ESOL provision before going onto part time provision. However, other providers were less clear about the duration of funding for these learners. Working Wales reported that a resource that provides clarity about funding streams and learner eligibility for the funding, would overcome this barrier to provision. The time taken to establish which funding streams different groups of ESOL learners are eligible for causes inevitable delays in individuals attending classes.

5.68   Providers highlighted some challenges in supporting the needs of refugees under the age of 16 and identified issues relating to the availability of ESOL expertise in schools. One participant explained that their college has accepted ESOL learners aged 14-16 to plug gaps in provision. However, this highlighted particular safeguarding issues for learners outside of a school setting, and that ESOL practitioners are not necessarily trained to teach learners in this age group.

5.69   Funding concerns in relation to a lack of access to the Educational Maintenance Allowance (EMA) for young asylum seekers over the age of 16 were also raised by some providers and practitioners. This was especially pertinent with regards to the impact that this might have on the opportunity to progress to an apprenticeship or traineeship for example.

5.70   Several participants reported concern with learners over the age of 16 and their transition from school into a vocational course in cases where their language skills were not well-developed. They suggested more flexibility in the funding models to enable delivery of fast-track / intensive ESOL provision alongside a full-time course.

Curriculum and Quality

Informal and Participatory Approaches

"As an ESOL teacher you become a mediator, a counsellor, you are solving lots of issues." (college ESOL tutor)

5.71   The desire for, and value of, more informal, participatory types of language education, based on the real-life needs of the learners, was reported by a majority of the formal and informal providers interviewed. Language education for migrants overlaps with issues such as forced migration, trauma, employment, illiteracy, and financial precarity. Migration, and certainly forced migration, frequently entails the loss of cultural, social and linguistic capital, and ESOL providers are aware that language education is ideally placed to foster the type of social bonds, bridges and links that are often impacted as a result of being a migrant.

5.72   Where funding is available, third-sector providers have the autonomy and flexibility to adopt the type of participatory pedagogies which can address the social and cultural issues that are intertwined with language education. Moreover, not being tied to an assessment schedule means that informal provision can be better placed to respond swiftly to emerging needs.

5.73   Conversely, college-based provision currently has little freedom to employ such learner-centred approaches. Due to the number of assessments on college courses, for the most part, tutors must follow a prescribed syllabus and use prescribed materials in order to prepare the ESOL learners for the next test / assessment requirements. This reduces the amount of time available for communication, genuine interaction, and learner-centred tasks. Coupled with the fact that many tutors have not been prepared to teach in that way. This has been evidenced recently by the challenge of providing language education for the Ukrainian and Afghan refugees, formal providers have far fewer options to react swiftly to emerging needs. Several respondents highlighted the value of informal approaches, stating for example:

> "It is vitally important to provide opportunity for informal practice…to take a holistic approach. It's good to learn the grammar but you also need to know how to ring your GP or how the bank works." (third-sector manager)

5.74   In addition, several college tutors and managers recognised that there was a need to move away from the use of materials not specifically designed for an ESOL context. This was not only because language learning is interlinked with

acculturation and thus a syllabus which primarily tested a learner's linguistic knowledge was missing opportunities to address their other needs, but because much language teaching material is published for a global audience and does not reflect the interests or needs of migrant learners.

5.75   In advocating for more participatory approaches, a number of respondents from formal and informal settings suggested that opportunities to provide space for informal use of English "*would work better than endless hours of studying published materials".* Learners' opinions towards receiving alternative approaches to formal, assessment-based language education were also positive. Several stated that they attend informal classes in community settings because it is a chance to meet others, to make friends and to chat. Where such spaces are created, learners reported practising their English at the same time as making social connections.

5.76   The way in which assessments are tied to funding mechanisms, thus requiring tutors to follow a prescribed syllabus, is the main reason preventing college based ESOL classes from including more participatory type pedagogies. Because of this, managers at several colleges voiced concerns that, in some instances, the wider needs of learners were not being met and that:

> "The assessment driven curriculum hinders opportunities for learning." (college manager)

5.77   Many of the forum participants reflected on how the current organisation of formal language education did not allow for the creation of a more learner-centred classroom environment. ESOL providers are aware of the intersectional nature of language education, integration, and inclusion, and yet often have little space or time to investigate more deeply the issues that learners would like to address, as this college tutor suggested:

> "Learners bring their "outside lives" into class everyday but the assessment focus means there is little time to truly engage and explore these needs and issues." (college tutor)

5.78   The requirement to evidence learning through formal assessments is directly connected to the way that pedagogy in ESOL has evolved. That is to say, the way that teaching and learning is organised has developed from an obligation to evidence progression, as opposed to developing from a focus on learner needs. The testing regimen is also accompanied by an administrative burden, leading to sentiments from college tutors such as the paperwork being "intensive and unhelpful" and that it would be "…great to have courses not tied to assessments".

5.79   Migrants in the UK find building friendships and developing social links problematic[4] regardless of their attendance at formal ESOL classes. Social connections play a large part in promoting feelings of belonging and inclusion, and the UK Government's Indicators of Integration Framework[5] explicitly acknowledges this. Also recognised in that framework is that receiving communities and local institutions - including language education providers - have central roles in welcoming and accommodating newcomers "as part of the two-way interaction at the heart of many definitions of integration."

5.80   Neighbourhood-organised events and conversation clubs are a welcome addition providing further, informal opportunities for language practice and integration. However, they should not be seen as an equivalent or replacement for a non-formal pedagogy delivered by qualified teachers or volunteers. A national (UK-wide) suite of materials is available to support organisations and individuals who wish to deliver informal conversation clubs for migrant learners. The National Centre for Learning Welsh has developed the "Siarad" programme which brings together Welsh speakers and learners together for informal conversations in social settings.

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[4] Ćatibušić, B., Gallagher, F. and Karazi, S. (2021) Syrian voices: An exploration of the language learning needs and integration supports for adult Syrian refugees in Ireland. *International Journal of Inclusive Education* 25(1): 22-39.

[5] Home Office (2019) *Indicators of Integration Framework*.
https://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019

5.81   The FAN charity currently runs 35 group meetings a week – taking place in Cardiff, Barry, Bridgend, Swansea, Llanelli, and Newport, with a mix of face to face and online sessions. Friends and Neighbours (FAN) groups are a space for anyone in the local community to connect with others. Around 200 participants engage each week; not all are ESOL learners.

5.82   One organisation participating in this review described a collaboration with the Mental Health Foundation to set up a Health and Wellbeing group for ESOL learners. "Perthyn" is an informal support group to tackle isolation and depression and some women have been trained as peer mentors. Discussions through this group can provide fluency practice and support to learn new words in context.

5.83   A college provided another example of working with other voluntary agencies and volunteers from the local community to go through materials with learners outside of the classroom.

> "Coffee mornings are very successful. They initiate and assist in making genuine friendships and the 'volunteer English speaker' and the forced migrant will often make arrangements for additional meetings at the weekends - to walk on the prom or to have another coffee." (college manager)

5.84   Feedback from the online forums suggests that working with volunteers in some formal provision is not widespread but there were reports from some providers that they would like to do more and have had requests particularly from Ukrainian arrivals asking if they can volunteer in classes. The use of volunteers in ESOL provision is potentially beneficial, for example by increasing capacity and providing learners with extra support. It also requires careful planning and adequate support for those in volunteering roles. This helps avoid risks such as 'job substitution', whereby the roles of paid professionals are replaced by volunteers, and poor learner experience and outcomes due to volunteers lacking the necessary skills to facilitate learning. In particular, it is important to distinguish between volunteer ESOL teachers (who are qualified as ESOL teachers but are unpaid) and volunteers who carry out other roles to support language learning, such as classroom assistants, conversation partners and mentors.

Workforce Development

> "Teachers at our college are mentoring a PGCE student regarding the teaching of refugees because there are no ESOL modules available." (college manager)

5.85   The research highlighted a lack of teachers with an ESOL-specific qualification. Participants in this review frequently referred to the need for both initial teacher qualifications and CPD courses that focus specifically on ESOL issues. In all online forums, feedback highlighted the lack of such qualifications and difficulties in the recruitment of teachers. For example, far more CPD and initial teacher education is needed in areas such as teaching basic literacy skills, designing participatory classes, discussion-based fluency classes, trauma informed approaches and the social context of migration.

5.86   In third sector organisations, where funding and CPD opportunities are even scarcer, providers usually rely on internal training through the goodwill of more experienced volunteers. The Welsh Government 2018 ESOL policy states that, formal providers are expected to offer opportunities to existing staff, and recruit new staff qualified with "ESOL-specific qualifications". Several participants were concerned that there was, nevertheless, a serious lack of ESOL-specific CPD or initial qualifications. In highlighting the need for improved ESOL teacher education one professional noted their experience:

> "We have students...who have no education at all. You never get taught about that. (Teacher education) never goes into detail about how to work with those learners who have no educational background. They have very specific needs." (third-sector professional)

5.87   Moreover, several participants noted difficulties in the recruitment of teaching staff because they are unable to offer full-time, fixed or secure contracts because of the annual allocation of funding through the Adult Community Learning Grant. This makes planning and the recruitment of suitably experienced or qualified workforce problematic.

5.88   A number of participants also voiced concern that the absence of available, professional qualifications particular to ESOL teaching has a direct effect on the quality of teaching, teacher identity and the image of the profession overall.

5.89   Within the field of ESOL, there is a rich body of literature that advocates for the employment of participatory approaches to language education for migrants[6] and, importantly, there are also numerous publications, and materials, designed to inform and educate teachers about these[7]. While such approaches were included in ESOL teacher preparation courses in the past, most notably as part of the Level 5 Certificate in ESOL, since its withdrawal, there is no accredited ESOL-specific teacher education currently available in Wales. There have been attempts at introducing more participatory type language education projects. The following case study provides a good example:

Case Study – The Speak to Me Project

Speak to Me was a participatory project designed by a creative writing lecturer, Barrie Llewelyn based at the University of South Wales. The project brought together migrants resettled in the Pontypridd area of South Wales with local residents. It was the outcome of discussions between ESOL researchers and teachers on alternative approaches to building students' competence in English. It formed part of an action research cycle which had begun with an investigation into how ESOL classes might be organized collaboratively and run according to the principles and tools of participatory pedagogy. The project offers an alternative to assessment tied, formal ESOL classes, and

demonstrates how participatory projects can be sites of mutual learning and transformation for those involved.

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[6] For example, see Cooke, M., Bryers, D., and Winstanley, B. (2018). Our Languages: Sociolinguistics in multilingual participatory ESOL. *Working Papers in Urban Language & Literacies* 234. https://ourlanguages.co.uk/

[7] For example, see Learning and Work Institute (2017) Citizens-Curriculum-Activity-Pack-for-Particpatory-Learning.pdf (learningandwork.org.uk)

Llewelyn describes how '*it was in the way the people shared their stories and listened to one another. We all realised, very quickly, that we all have an awful lot in common.*' The project provided space and time for learners to use whatever language they had to express themselves and thus to develop the confidence to speak. However, the project appears to have been equally beneficial for people in the receiving community, as one local participant recollected:

> *"The project was and remains to be one of the most wholesome experiences I have ever been a part of. To be put into a situation where we could just talk, with no pressure, no fear and certainly no judgement was so lovely, and as a result of it, I think we all came away with broader perspectives, broader smiles."*

An exhibition of the project, together with two films made during its running, can be accessed below*:*

Speak to Me (2021) https://gallery.southwales.ac.uk/past-exhibitions/speak-me/

Speak to Me Too (2022) [English Research at USW | Speak to Me Too - YouTube](#)

Speak to Me Too (2022) [Tenby 4 - YouTube](#)

Welsh Language Provision

5.90   Feedback across a number of data sets suggests that whilst the priority for many providers has been on securing adequate ESOL provision there has been some progress on the development and delivery of WSOL (Welsh for speakers of other languages), with some providers offering WSOL or embedding Welsh language within provision.

5.91   The National Centre for Learning Welsh (https://learnwelsh.cymru) supports eleven "Learn Welsh" course providers across Wales and is responsible for all aspects of the Learn Welsh sector - from curriculum and course development to resources for tutors, research, marketing and e-learning. A fee structure is in place and Learn Welsh language courses are taught in virtual and face-to-face classes, at five learning levels.

5.92   An interview with the National Centre for Learning Welsh highlighted developing provision in relation to refugees and migrants. The National Centre has created "Croeso I Bawb" (See case study, page 40) following a presentation at the Wales ESOL conference in 2019 and discussions that followed at the Wales ESOL Network, co-ordinated by the Learning and Work Institute.

5.93   The "Croeso I Bawb" taster course is free, with grants for their provider network to deliver courses. The Centre has established a policy whereby every Learn Welsh taster course is now free for all learners enabling Croeso I Bawb to be offered free of charge to migrants, refugees and asylum seekers, within this policy.

5.94   An interview with Addysg Oedolion Cymru | Adult Learning Wales has highlighted the development of a Memorandum of Understanding with the National Centre for Learning Welsh to increase opportunities for adults to learn Welsh. [A 10-hour WSOL (Welsh for Speakers of Other Languages) course for refugees and asylum seekers](#), developed by the National Centre, is taught by Addysg Oedolion Cymru| Adult Learning Wales. The provision was piloted with learners on the EU (European Union) AMIF (Asylum, Migration and Integration Fund) funded project and has been offered more widely.

> "The WSOL course provides ESOL learners with an opportunity to learn some basic Welsh and has proved to be a hugely successful area of provision, which we are developing further to reach more learners across Wales."

5.95   Future plans include a roll out of a North Wales version of the WSOL course online and in locations across the area. Plans to extend the number of online courses and run additional face to face courses in Swansea and Newport will be put in place from September 2022. There are plans in place to run summer taster sessions for Ukrainian refugees in Welcome Centres and to extend provision to parents connected to schools and integrating a family learning element to their WSOL programme.

5.96   The National Centre for Learning Welsh indicated a desire to work more actively with other ESOL providers to roll out the Croeso I Bawb taster course and WSOL provision.

5.97   "Adult Learning in Wales" - the Welsh Government policy statement, sets out the vision for community adult learning in Wales. The statement sets out priorities to fund the provision of Essential Communication Skills including ESOL, Essential Number Skills, Essential Digital Skills and Essential Employability Skills.

5.98   Local authorities, further education institutions (FEIs), and Adult Learning Wales deliver provision. Whilst there is a focus on ensuring that where appropriate, provision is delivered through the medium of Welsh there is no requirement to deliver WSOL as part of this policy.

5.99   Representatives from the Adult Learning Partnership Wales (representing local authority and FE adult community learning provision) were interviewed and reported that many providers offer a Welsh 'induction' session as part of ESOL courses. Welsh is also 'embedded' as practitioners use locally sourced teaching materials, and texts which contain Welsh words or phrases. Welsh for Adults courses are also highlighted to ESOL learners.

5.100   Interviews with other providers in North Wales have indicated that embedding Welsh language and cultural awareness into ESOL classes works better than stand-alone Welsh classes. One provider had a small group of level 1 learners who did some Welsh for Work provision. However as 75% of learners are at entry level the focus is on building English language skills as they felt it would be confusing to try and introduce another language too early for this level of learners. They reported that Welsh would be promoted as a progression.

5.101   Interviews also highlighted WSOL being developed by REACH in Cardiff and through informal voluntary providers in Cardiff and Newport.

> "WSOL started at the centre about 4 years ago – women want to learn Welsh so that they can help their children. Taster courses have been delivered through Learn Welsh Gwent." (REACH representative)

5.102   A wrap-around approach has been introduced in some areas, with ESOL provision combined with Welsh language lessons, computer literacy, culture, coffee mornings and occasional outside speaker sessions.

5.103   A number of participants reported that the Learn Welsh centres could do more outreach to migrant communities and local "Welsh clubs" could do more to promote inclusion and integration. There was a suggestion that examples of excellent delivery by some organisations were piecemeal rather than co-ordinated policy.

Filmed Case Study – Inspire! Award Winner

Joseff Gnagbo describes his experience of learning Welsh.

https://www.youtube.com/user/niacedc/search?query=joseff

Case Study – National Centre for Learning Welsh

Croeso i Bawb/All are Welcome

As part of its mission to welcome people from all backgrounds to learn and enjoy Welsh, the National Centre for Learning Welsh has a 'Croeso i Bawb' project to teach the Welsh language to people who do not speak English as a first language, including refugees and asylum speakers.

In consultation with ESOL and Learn Welsh experts and practitioners, they produced a Welsh taster course which does not use any English. The course includes soundtracks and flash cards. The course was being piloted when the first lockdown came into place and Learn Welsh providers are now planning provision for the new academic year.

The National Centre has done two things to facilitate these courses: adopt a policy whereby every Learn Welsh taster course is free of charge and established a grant for our providers to hold 'Croeso i Bawb' taster courses. This grant funding is additional to the core funding for other Learn Welsh services.

They recognised that ESOL providers (who aren't a part of the National Centre) are in an excellent position to attract learners to 'Croeso i Bawb' courses. Therefore, as part of a Memorandum of understanding (MOU) with Adult Learning Wales, they provide WSOL (Welsh for Speakers of Other Languages) courses. To date, four courses have been held:

three virtual and one face to face. As part of this partnership, a member of Learn Welsh staff visits the last session of these courses to discuss progression.

Following a grant from Welsh Government, three new elements of the project are being developed:

The taster course will be available as a self-study online course at learnwelsh.cymru;

Units on Wales and the Welsh language will be available in five languages on learnwelsh.cymru: Cantonese, Syrian Arabic, Farsi, Pashto and Ukrainian;

SSIW (Say Something in Welsh) courses will be available in Pashto, Dari and Arabic.

The National Centre will continue to develop 'Croeso i Bawb' resources and provision. This will include a bespoke marketing campaign and an event to launch the new elements in the project.

ESOL and Employment

5.104   Accessing employment is a key aim for many of those joining ESOL provision. Nevertheless, for many, the pathway into work that aligns to their skills and ambitions can be slow and difficult. Some learners are professionally qualified and were in highly skilled work before arrival in Wales and find the slow progression in ESOL classes difficult. Chick and Hannagan Lewis (2020)[8]

5.105   Several college tutors and managers reported the value of the ESOL+ courses in which learners come together for their ESOL class and are then streamed into the vocational modules of their choice.

5.106   Data collected found that this type of provision has not been developed by other colleges across Wales, with feedback suggesting that developing courses in the ESOL + model has been challenging mainly because of smaller cohorts of learners.

5.107   The majority of college-based participants expressed a wish for more vocationally focussed ESOL. Many recognised the need to provide this but felt limited in their

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[8] Chick and Hannagan Lewis (2020)
https://pure.southwales.ac.uk/ws/portalfiles/portal/4862343/Refugee_Council_Report_A4.pdf_Dec_15th.pdf

ability to do so because of lower numbers of learners, and cohorts of learners with lower language competency.

> "We would like the freedom to put together a model that would support lower-level learners into work – we have an appetite to do more but we would need a funding model to enable this." (college manager)

5.108   The need for vocational and employability support for ESOL learners was recognised as an area of provision that needed to be developed urgently, to respond to learner needs and ambitions.

5.109   One college manager suggested that, within current provision, a large proportion of ESOL learners are not considered to have a high enough level of language skills to access vocational ESOL classes. However, waiting for a learner to get to an appropriate level can take some time, lead to learner frustration and risk drop out because the learner is not satisfied or motivated by the level/type of ESOL that they are receiving.

5.110   There has been work in the East of England to develop pre-vocational ESOL, to enable more learners at different levels of proficiency to have a pathway into work.

Case Study: Wellbeing And Work for Refugee Integration (East of England)

The part EU-funded Well being and Work for Refugee Integration Project - EELGA SMP (WW4RI) was inspired by earlier initiatives to improve refugee integration by reducing the time needed to access the labour market and find appropriate work.

By providing a comprehensive support structure which recognises the multiple aspects of a refugee's life, project beneficiaries receive tailored support for their employment skills, English language skills and health and wellbeing, to holistically tackle barriers to integration.

The employment strand of WW4RI involves advisors assisting beneficiaries with their employment skills, helping them to understand the UK job market and to find appropriate work. Advisors support beneficiaries throughout the project, and signpost them to other forms of support.

The project's ESOL and Skills strand responds to refugees' need for language support. Sector-specific ESOL courses facilitate the improvement of English language skills and learning about particular sectors; on completion they offer work placements with local employers.

Skills courses, where beneficiaries can improve their IT skills or learn driving theory, are also available. In addition, MENTA provides support for those wishing to start a business, including those who have previously run businesses in their country of origin.

The wellbeing strand provides access to individual, targeted, mental health support, in response to the traumatic experiences of some refugees and the psychological stress of migration, plus the lack of available mainstream expertise.

5.111 There was evidence that some workplace provision for ESOL was being limited because of the reluctance of employers to give time off for classes and difficult shift patterns interrupting the ability to attend classes.

5.112 One interview highlighted the effectiveness of the Employer Pledge initiative which had been part of the Basic Skills Strategy in Wales. The Pledge provided a national push in gaining employer support and recognition of the value of enabling access to learning at work.

5.113 Some participants suggested creating an ESOL Work Based funding model to provide a mix of learning in the workplace alongside ESOL learning support and accreditation. One college said they would like to develop a mix of face-to-face sessions with online learning for vocational/workplace provision but felt that development work and innovation are stifled within the current funding model.

> "We need pliability of funding to be able to put bespoke packages together. We haven't got the funding to digress and create wrap-around packages to focus on a particular sector." (college manager)

5.114 One interview participant suggested creating a wraparound package of ESOL and employment support (like programmes currently available for 16–18-year-old students) and for this approach to be recognised within funding allocations.

5.115   Several college tutors and managers called for a more immersive, fast-track approach to ESOL that offered sufficient variety and flexibility to be tailored to different vocational routes. It was also noted that there was a need for holistic support that focused on wellbeing, confidence building and guidance for pathways into further learning or employment.

Case Study: Stepping Stones – Northern Ireland

The ESOL Young Persons 'Stepping Stones' Project is a collaborative initiative between Conway Education Centre, Extern, Ulster University, and Full Service Community Network. The overall focus of the project is the development of English language ability and social skills by immigrant, refugee and unaccompanied minors who have recently arrived in Northern Ireland.

This is a growing and diverse population in Northern Ireland who, on arrival, often have little or no English language skills. Consequently, this population can struggle to secure places in school or further education with implications for academic learning, inclusion and future life choices. In addition, many immigrant, refugee and unaccompanied minors face key risk factors prior to arrival in Northern Ireland, which can include exposure to violence, separation from family, and poverty.

Given the struggle young immigrant and refugees experience with both language barriers and socioemotional wellbeing, and the interaction found between these factors, a 24-week (September 2021 – April 2022) language and wellbeing project was setup to provide a structured education, language and wellbeing programme.

This specifically aimed to facilitate the acquisition of English, provide personal development to improve confidence and social skills, provide guidance in terms of educational and employment opportunities, and to nurture an overall sense of belonging. The programme involves a unique collaboration between education, the charitable sector and academics.

This programme was provided to 11 young refugee and asylum seekers between 16 and 19 years of age who were not in receipt of a place in secondary school.

Objectives:

Provide a structured education programme to facilitate English language learning, increasing confidence and integration into NI society

Provide tailored and innovative language assessment and intervention to identify and target specific areas of language need and accelerate English language development

Provide personal development and wellbeing sessions to improve confidence and education/employability progression opportunities and create a sense of belonging

Provide a holistic and positive education experience which will equip participants with improved language skills and confidence

5.116 For some ESOL learners, recognition of their existing skills and qualifications could provide a faster route into the kind of employment they want. Many migrants and refugees settle in Wales with professional qualifications and spending five years moving through the ESOL levels can be extremely demotivating.

5.117 In the online forums there was mixed awareness with regards to the opportunities of Recognising Prior Learning (RPL) to provide progression and pathways into work. One participant said:

> "Recognising Prior learning should be a priority. How do we react quickly?"

5.118 However, only one participant in the online focus groups said that they had used a RPL approach to gain recognition for a learners' existing qualifications. Some participants were unaware of RPL and what they might do to support their learners in this process.

5.119 There is some developing practice in this area from Scottish Government, with the announcement of funding for a pilot project to reduce Scotland's skills gap by formally recognising and accrediting the skills and qualifications of migrants and refugees in key sectors such as social care, construction, engineering, IT and hospitality.

5.120 Colegau Cymru/Colleges Wales has been working with the Welsh Government on a project to develop a more systematic approach in Wales and to share practice from Scotland. Workshops have been held across the sector including ESOL, to discuss the Scottish approach and to map out a clearer way forward with partners in Wales. Colleges Wales has indicated that the main process for recognising qualifications from forced migrants was through the statements of comparability issued through the UK national agency for international qualifications and skills (UK ENIC - www. enic.org.uk)). Their research found that, although the process of obtaining statements of comparability when migrants were able to produce documentary evidence was well understood, there was little awareness of the ENIC process when there was limited or no documentary evidence.

5.121   Further work in this area has developed with UK ENIC and organisations like Careers Wales as well as third sector organisations to build understanding of the processes.

REACH

5.122   This review did not include an evaluation of the REACH project. Nevertheless, numerous references to its operation were made by providers both inside and outside the dispersal cities.

5.123   Where REACH was not in operation (i.e. outside the 4 dispersal areas), a number of college managers voiced concerns that they were not receiving as much support in conducting initial assessments (IAs) as other areas were.

5.124   IA is time consuming and a growing issue as the number of displaced people increases in all parts of Wales. In dispersal cities themselves, concerns expressed by participants from college tutors and managers alike, centred on four main areas. Firstly, that the facilitation of outreach classes at community-based sites was being neither encouraged nor supported.

5.125   Secondly, the process of sending new learners from informal providers to REACH hubs often resulted in waiting times and confusion on the part of the learner.

5.126   Thirdly, that a lack of communication between REACH assessors and ESOL providers meant that, in some cases, IAs were being carried out by the provider as well as by REACH assessors.

5.127   Fourthly, that REACH IAs should provide a more holistic assessment and understanding of the learner needs and pathways. For example, REACH does not collect information on childcare needs / educational aspirations etc. The ESOL data collection framework developed by L&W could provide a starting point for the agreement of a common approach to ESOL data collection.

5.128   The lack of involvement of third sector and other informal providers was a point reiterated by several participants, as this college tutor reflected:

'Before I started in the college 6-7 years ago, I'd been working in Women Connect First in Riverside, and Bawso in Butetown, and [unclear]… and to think that they've all gone when we got REACH --- and REACH was the point of keeping them!' (college tutor)

6. Conclusion and Recommendations: Priorities for Action

6.1 One of the most striking impressions that resulted from the interviews and discussions at both the online forums and focus groups was the passion, dedication, and commitment of the ESOL professionals who contributed to the review.

6.2 Effective ESOL teaching requires far more than just the explanation of grammar rules, raising of lexical awareness or the instruction of phonological patterns of English. ESOL teachers are frequently the front-line staff who migrants approach for help. ESOL teachers develop expertise and understanding of the myriad challenges that face those (re)constructing a new life in a new language.

6.3 Across Wales we encountered teams of committed ESOL professionals keen to provide such holistic and meaningful language education, based on the real-life needs of their learners. The following reflections from teachers in formal and informal sectors both capture and typify the dedication we encountered:

"(I love my job because of) …the students. They're just fabulous."

"It's brilliant to be in the class with them all and everything they bring. For me it's people, I just love being with people, interacting."

"It's diversity for me. I think we achieve in an ESOL classroom something that doesn't happen in many walks of life. You can have debates with all religions, nationalities, all kinds of walks of life."

"It's the progression as well. When you see them progressing year by year. It's wonderful for them but also wonderful for us to see. They're making a life for themselves here, and how happy they are about it."

6.4 The research specification was wide ranging with up to sixteen areas of interest highlighted. The research methods investigated all questions identified in the specification through a mixed approach of a survey, interviews, focus groups and online forums.

6.5 Evidence was collected from a wide range of stakeholders including teachers, managers, learners and local authorities, as well as organisations providing informal

ESOL provision, wider supporting agencies and Working Wales. The specification of the review called for a wide range of areas to be examined. Access to provision, quality of classes offered, waiting lists and types of education offered across Wales and between formal and informal providers. Whilst there were, in general, more options for migrants based in the dispersal cities, the Home Office decision to begin housing people seeking asylum far more widely means that provision of adequate language education is set to become even more complex.

6.6   The large quantity of both qualitative and quantitative data gathered during this review substantiated the belief that ESOL providers are crucially placed to promote the inclusion and wellbeing of migrants. Moreover, the findings corroborate the case for more holistic, flexible models of language education to complement the current formal provision. That is to say, ESOL classrooms are in a unique position to play a greater role in fostering a sense of belonging, understanding and participation in Welsh society, yet teachers and providers need to be supported in facilitating this use of the ESOL classroom. A restrictive syllabus and / or a lack of appropriate teacher education can obstruct implementing an approach that facilitates the emotional and psychological wellbeing, in addition to language development that ESOL provision can bestow.

6.7   The recommendations set out below attempt to address the issue of constructing a more cohesive, joined-up approach to ESOL planning. They also seek to provide pathways to maximise the role ESOL classrooms can play in migrants' wellbeing, inclusion and sense of belonging. The recommendations have been grouped in the following headings: Funding and Infrastructure, Awareness and Access, Curriculum and Quality, REACH, and Other.

Recommendations:

Funding and Infrastructure

6.8   Funding

Recommendation 1: A Task Group consisting of providers and the Welsh Government should be set up to review the ESOL funding model with the aim of i) implementing an improved system which recognises the mobility of the student cohort and ii) exploring options that would allow greater flexibility and innovation in the running of courses. Specifically, the type of fast-track employment focussed, and participatory courses referred to throughout this report.

Recommendation 2: Third-sector providers should be recognised for the role they play in the provision of language education and its interconnectedness with social inclusion. Such providers should be supported by Welsh Government funding to provide intensive, responsive, and inclusive language education initiatives.

Recommendation 3: Welsh Government funding should be made available to colleges, local authorities, and other formal providers for the inclusion of non-accredited courses such as conversation-led classes and intensive, fast-track courses.

6.9   Infrastructure

Recommendation 4: The Welsh Government should work with the sector to ensure that ESOL co-ordinating and planning groups (perhaps aligned with each Adult Community Learning Partnership across Wales) are established with lead coordinators and development workers. These ESOL coordinators could be networked with the Welsh Government policy leads and other agencies to review provision, identify gaps and be alert to demand or supply issues.

Recommendation 5: The National Centre for Learning Welsh provides a model for the co-ordination of language provision. The Welsh Government could consider the development of a similar model for ESOL in Wales with responsibility for leadership around curriculum and course development, resources for tutors and CPD as well as research, course signposting and marketing.

Awareness and Access

6.10   Awareness

Recommendation 6: Each local authority area should develop a digital information page of local providers, with up-to-date details of provision.

Recommendation 7: The Welsh Government should commission a national platform for ESOL and WSOL, with all providers encouraged to have a profile on the site to list courses (online and in-person) and a link to their own sites.

Recommendation 8: Existing facilities e.g., REACH hubs need to work more closely with informal providers, especially those in community settings, to ensure learners are aware of all the options available.

Recommendation 9: The major colleges and local authority providers should be enabled/funded to support an employment / development officer. Such a role would enable a better understanding of learners' holistic needs and facilitate closer liaison with external partners such as third-sector providers, voluntary organisations, careers officers, universities and so on.

6.11   Access

Recommendation 10: Formal and informal providers should be enabled, through an appropriate funding model, to design and deliver intensive, full-time language education courses based, as far as possible and feasible, on the stated aspirations of the participants.

Recommendation 11: The Welsh Government should request a review of creche facilities on sites of formal provision, with follow up to investigate why there may a lack of facilities and to find solutions.

Recommendation 12: Providers should be encouraged and supported, through appropriate funding, to trial fast-track courses for suitably identified learners.

6.12   Impact of remote learning and digital exclusion on access to ESOL.

Recommendation 13: The professional learning available for FE and Adult Learning practitioners via Jisc could be enhanced or supplemented, so that leaders and teachers have access to professional learning that supports their development in embedding specific ESOL digital learning into their teaching and practice. This would

facilitate knowledge construction regarding the effective design of ESOL focussed remote and blended teaching and learning, as well as further develop teachers' pedagogical and assessment skills.

Recommendation 14: The Welsh Government should review and commission online courses/learning resources that can be offered across Wales. Such courses would be level-appropriate, bespoke for certain target groups or vocationally focused.

Recommendation 15: A Task Group with a focus on digital learning, building digital skills for learners and ongoing CPD for practitioners would promote the recommendations 13 and 14.

6.13   ESOL provision for those facing particular vulnerabilities

Recommendation 16: There is a need to review arrangements for ALN assessment and for support to be made available for those ESOL learners who are identified as having additional learning needs.

Recommendation 17: The TrACE training resources should be promoted and shared more widely and provide a useful tool to develop more specific trauma informed training for the ESOL settings.

6.14   Access to ESOL for those subject to varying immigration statuses

Recommendation 18: A centralised online resource, funded by Welsh Government, bringing together all funding streams available for learners with varying immigration statuses, information about duration of funding and clear eligibility criteria should be developed.

Recommendation 19: There is a need to implement bespoke provision and support for pre-16 students and to provide more effective links to ESOL providers (in England colleges can support ESOL learners from the age of 14).

Curriculum and Quality

6.15   Informal and Participatory Approaches

Recommendation 20: Welsh Government funding should be made available for the delivery, testing and review of projects based on a participatory pedagogy. Such a

pedagogy resonates strongly with the Nation of Sanctuary aspirations regarding inclusion and wellbeing.

Recommendation 21: ESOL funding for colleges and other accredited adult language education providers should include a specific proportion allocated to the delivery of informal, non-assessed courses based on the needs of learners.

Recommendation 22: Welsh Government should establish more coordination and awareness of the potential for volunteers to support language learning. Providers should be supported to ensure volunteers are adequately trained and supported to carry out their role. The support of volunteers in ESOL provision is potentially beneficial, by increasing capacity and providing learners with extra support and the opportunity for practicing language skills. It also requires careful planning and adequate support for those in volunteering roles. This helps avoid risks of "job substitution" whereby the roles of paid professionals are replaced by volunteers.

Recommendation 23: The Volunteers in Migrant Education project provides resources to help distinguish between different kinds of volunteer roles. Learning and Work Institute has produced guidance for volunteer-led conversation clubs, which are suitable for use by community groups who wish to establish informal conversation clubs. The National Centre for Learning Welsh, Siarad scheme provides a model which could be reviewed for its applicability to ESOL settings.

Recommendation 24: A Task Group led by ESOL practitioners should be set up to review and improve issues around ESOL materials, assessments and methodology.

6.16   Workforce Development

Recommendation 25: The provision of ESOL- specific teacher education needs to be addressed at a national level and programmes should be available to practitioners across all provision and for all existing staff. There is no ESOL-specific teacher education programme currently available in Wales.

Recommendation 26: Welsh Government investment is needed for a Wales-based ESOL teacher education qualification. The needs of those working in the ESOL profession should be addressed as part of the Welsh Government's Post 16 Workforce Development work

Recommendation 27: A regular CPD programme for the ESOL workforce should developed, in particular there is a need to embed CPD and teacher training on additional learning needs and ESOL-specific trauma- informed practice.

Recommendation 28: The Welsh Government should stipulate that all new ESOL teachers possess or consent to studying for an ESOL-specific qualification.

Recommendation 29: A Centre of Excellence for ESOL Teaching could be explored to develop, share practice and coordinate teacher education, CPD and support for the workforce. Providers should be encouraged to participate in the newly established Welsh branch of NATECLA (National Association for Teaching English and other Community Languages to Adults).

6.17   Welsh Language Provision

Recommendation 30: The development of the Croeso I Bawb course has highlighted the benefit of the National Centre for Learning Welsh involvement in national conferences and the Wales ESOL forum. Opportunities should be sought to continue this collaboration with the Centre and the network of ESOL providers.

Recommendation 31: The National Centre for Learning Welsh should be included in the Wales ESOL Forum and the developing National Association for Teaching English and other Community Languages to Adults (NATECLA) branch for Wales. Moreover, opportunities for dialogue with the Adult Learning Partnership Network meetings and with each of the Adult Community Learning Partnerships across Wales should be facilitated.

6.18   ESOL and Employment

Recommendation 32: A Task Group of ESOL providers should work with the Welsh Government to develop new models of provision. These would include vocationally focused courses, intensive fast-track courses, and courses for zero-level learners. Providers should be supported through more flexible funding mechanisms to create and pilot such bespoke provision.

Recommendation 33: More co-ordination across the existing channels of employability support and programmes co-ordinated by Working Wales and others is required. This could be facilitated by recommendation 10

Recommendation 34: Welsh Government should focus on developing the systems and framework needed for recognition of prior learning (RPL) to be embedded in support for all migrants.

Recommendation 35: The Welsh Government and Regional Skills Partnerships should play a lead role in liaising with employers to recognise the value of enabling access to learning at work and offering time off to attend ESOL classes.

Recommendation 36: There is a need for more awareness of support for ESOL learners in programmes like ReACT+ and regular briefings or updates from Working Wales directly into the ESOL networks would be beneficial.

Recommendation 37: In line with recommendation 10, guidance and advice for ESOL learners should include opportunities for volunteering as well as opportunities to receive support from agencies such as Business Wales, for example, in order to learn about routes to self-employment.

6.19 REACH

Recommendation 38: A formal evaluation of the REACH project should be carried out to assess its current effectiveness and the feasibility of it being rolled out across Wales. This will become more urgent should the UK Government plan to widen dispersal come into effect.

Recommendation 39: There should be a review of how initial assessment (IA) are conducted. This would include a focus on how communication with all providers can be enhanced; how training in the use of initial assessment materials might be best organised and how a more holistic approach to IA would be of value.

6.20 Other

Recommendation 40: We suggest that a number of Work Packages are established, and associated Task Groups set up to co-create solutions. These Work Packages might focus on the following areas.

Funding Model Review

National and Local Co-ordination

Awareness/Mapping/Online Platform

Workforce Professional Learning and Development

Digital Learning and Teaching

Curriculum Innovation, Materials and Assessment

Vocational ESOL and Employment

Limitations

6.21   There were challenges – the number of areas to investigate combined with time and budget constraints meant that some areas could not be investigated in depth. Indeed, some issues in the research specification would benefit from further research to provide further evidence and advice. This applies to the following areas:

6.22   Producing a detailed mapping of current ESOL provision in Wales was difficult with the resources and time available. The research has identified the main providers of formal ESOL across Wales, however gaps remain because it was not possible to fully explore the range of organisations supporting ESOL informally in each locality. We suggest that a more productive way of doing this would be to establish effective local co-ordination of ESOL provision (formal/informal/online/in-person). This would provide ongoing and up to date information on provision, as well as raising awareness of opportunities.

6.23   Research questions attempted to identify how well ESOL provision offered adequate and timely support to those subject to varying immigration statuses, to those facing particular vulnerabilities, and to those based outside of the dispersal cities. Some data was collected and reported particularly in relation to additional learning needs. However very little data was gathered regarding any particular challenges of language education for people identifying as LGBTQ+. This may well be because discussing issues around politics, sexuality and religion can be challenging for teachers. Very few ESOL teachers have any training in the classroom management of challenging issues. There is however a growing body of LGBTQ+ research within ESOL[9] and this has resulted in teacher education materials that are tremendously useful as language teaching tools, and which can usefully form part of the ongoing dialogue around equality, diversity and inclusion. Our research highlighted the need for a coordinated professional learning and development programme for the ESOL workforce. Including a LGBTQ+ strand to

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[9] E.g. see Gray & Cooke (2019). Queering ESOL: Sexual Citizenship in ESOL Classrooms. In M. Cooke and R. Peutrell (eds) *Brokering Britain, Educating Citizens*. Bristol. Multilingual Matters

this programme with materials and awareness training should be developed and offered as one of the topic areas.

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8. Annex A – Provider online survey analysis

Survey response summary

8.1 An online provider survey was conducted during April and May 2022 with both formal and informal providers.

8.2 A pilot of the initial questions was conducted in April 2022 with responses leading to a review and amendments to the survey before distributing wider.

8.3 The provider survey was distributed to over 150 organisations throughout Wales including further education institutions, adult community learning providers, local authorities, vocational training organisations, and third sector organisations.

8.4 22 providers responded to the survey, representing 20 separate organisations who are covering 15 of the 22 local authority areas in Wales. With many responses coming from Further Education institutions (10) and local authorities (7).

Table 8.1 – Survey responses by local authority area

Local Authority	Responses
Blaenau Gwent	1
Bridgend	2
Caerphilly	1
Cardiff	5
Carmarthenshire	1
Ceredigion	1
Flintshire	1
Merthyr Tydfil	1
Newport	2
Pembrokeshire	1
Rhondda Cynon Taf	1
Swansea	1
Torfaen	1
Vale of Glamorgan	1
Wrexham	1

Source: Provider Survey responses

Table notes: 21 responses identified a local authority area

8.5   All providers who responded had been delivering ESOL provision for over 3 years, with their main source of funding being the Welsh Government. Grant funding is also used to fund ESOL delivery through Asylum, Migration, and Integration Fund (AMIF), scholarships, franchise agreements with colleges, ReACT funding and the National Lottery Community Fund.

8.6   The vast majority of adult (19+) learners can access the providers ESOL provision for free with 18 respondents indicating that all adults, or almost all adults can access free provision, with only one organisation saying that everyone, or almost everyone must pay.

8.7   Nearly a quarter of providers (6) deliver provision that is co-funded, these include learner self-funding, international student fees, and AMIF.

8.8   The majority of the providers (14 in total) deliver ESOL provision between Pre-entry and Entry Level 3. A high number deliver Level 1 and Level 2 ESOL provision (20 of the 22 providers who completed the survey).

Figure 8.1 - Levels of ESOL Provision

ESOL Provision level   Number of Providers
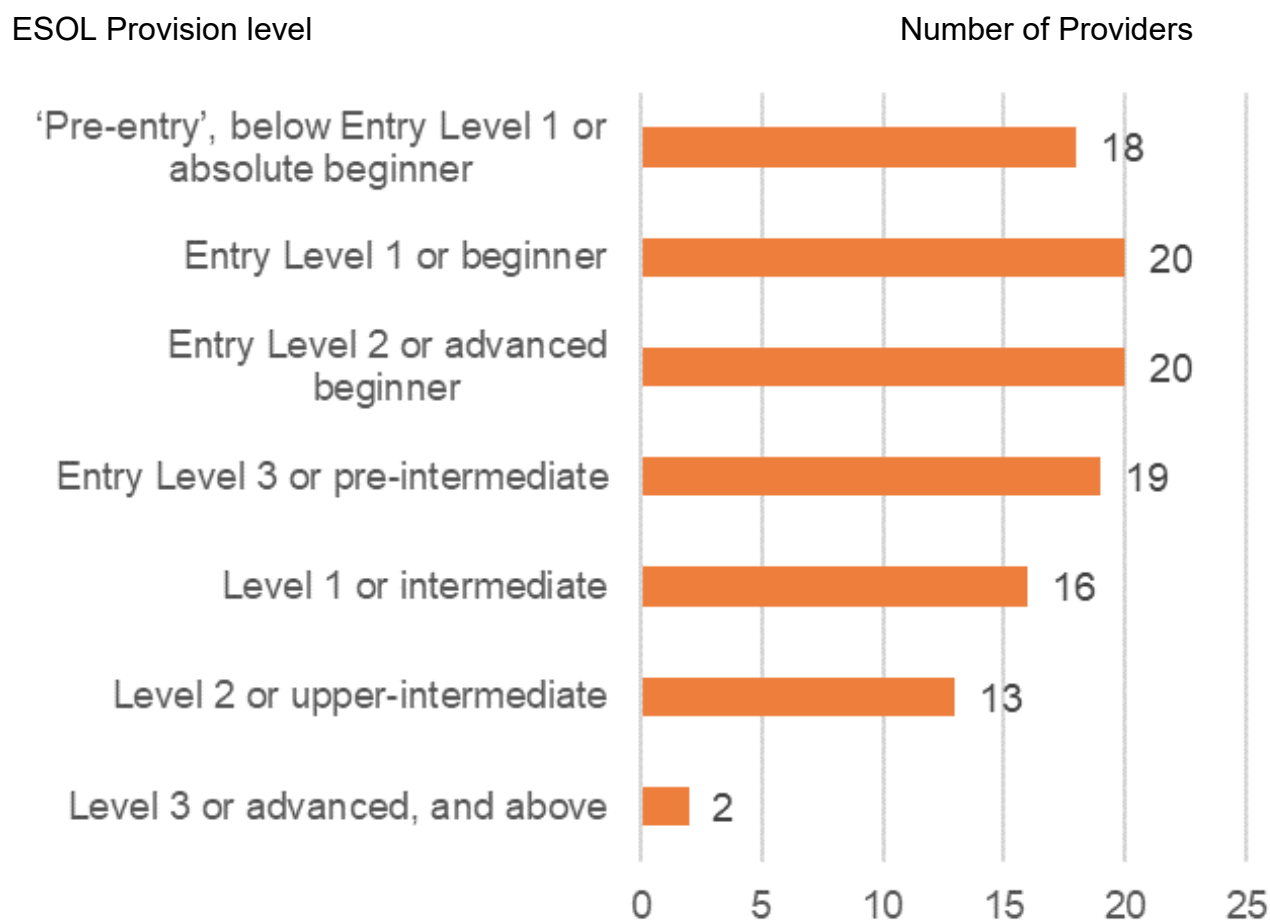
Source: Provider Survey responses

8.9   A small number of providers indicated that their ESOL provision is delivered as mixed level classes with only 3 indicating that they mixed ESOL levels in broad groupings or any levels within classes. Most providers who gave a free-text response to describe their mixed level provision commented that they only offer mixed level classes if the numbers were low.

'Where numbers are low then mixed classes will be held'

'The mixed classes are due to low numbers, as the numbers increase, we will be able to provide single level classes'

8.10   A typical course duration for ESOL provision was identified as longer than 13 weeks with 16 providers responding to this, only 3 providers delivered courses shorter than this (between 6-13 weeks) and no providers delivered ESOL provision under 6 weeks. 12 of the 16 providers who responded also offer 'rolling' enrolment with four providers enrolling only in September/January, and one for each only in September/termly/half-termly.

8.11   Full-time ESOL provision is delivered by 19 providers who responded. With 11 providers delivering less than 14 hours. 9 providers delivering 14-17 hours and only one provider delivering over 17 hours per week.

8.12   Part-time ESOL provision is delivered over an average of 9 hours per week for the 1 provider who responded. With 17 providers delivering under 10 hours and only four delivering over 10 hours.

8.13   Fifteen providers identified they offered support to enable learners to access their provision, these include, 6 offering help with travel costs, 5 providers help with study costs (course materials etc) and four with creche facilities and/or other support with childcare needs.

8.14   Seventeen providers offer accredited provision including Skills for Life ESOL Qualification, Unit-based Awards in English, Essential Skills English, and an International English Qualification (e.g., Cambridge First Certificate / IELTS)

8.15   Sixteen providers offer non-ESOL qualifications to learners in ESOL provision. These qualifications were highlighted as Essential Skills, Employability, Digital and Vocational to prepare learners for work.

8.16   Fourteen providers offer non accredited ESOL provision with a number identifying these as drop in, rolling or taster/engagement courses and largely conversational making accreditation difficult.

8.17   Twenty providers responded that they deliver general ESOL provision to learners, they also identified other language learning provision they offer, with 7 offering family learning ESOL, 5 offering ESOL for young adults (16-19), four offering single-sex ESOL provision – Women only, four offering ESOL literacy provision, 3 offering

language provision for specific professional purposes (e.g., medical, teaching etc) 3 offering vocational provision with embedded ESOL. Only 2 offering WSOL (Welsh for speakers of other languages) provision, and one offering single-sex ESOL provision – Men only. None of the providers identified that they offered ESOL for young adults (14-16).

8.18   Two providers who responded said they offer ESOL+ provision to learners which includes, Health and Social Care, Business Administration, Accountancy, Public Services, Customer services, Hair and Beauty, Hospitality, Carpentry, and Employability. Another provider said that level 1 ESOL learners have an option to study a vocational subject on a part-time basis in addition to their main ESOL programme.

8.19   Over half of the providers who responded said they offer classes of bespoke ESOL provision to support people into work or maintain work. Providers identified these classes as Employability Skills, English for Work, and ESOL for employability. One provider also highlighted that they offer classes to businesses over half term or holidays for their staff to attend. In addition to this, providers also offered bespoke ESOL classes for other purposes such as Citizenship, Driving theory courses, Health and wellbeing, financial literacy and Customer services.

8.20   Six providers responded that they offer the opportunity for classes to learn Welsh as well as or instead of English. Although some of these providers do not currently deliver this provision, they did identify plans to develop learners' Welsh language skills and introduce conversational Welsh classes in the future.

8.21   Thirteen of the 17 providers who responded to delivering online provision, indicated the positive benefits of being able to offer more flexible provision and 7 stated online ESOL provision being more accessible. 3 providers also identified that there was an increase in ESOL learners online.

8.22   Providers also identified they faced some barriers to online learning, with 15 providers saying there were issues with learners having the skills needed to learn online. 13 providers saying that access to broadband was a barrier. 12 providers found access to relevant equipment was an issue for some learners. 5 providers

who responded identified that there had been a decrease in the number of ESOL learners online.

8.23   Eight providers that responded stated online provision has resulted in a greater attendance by seldom heard groups. With 6 providers saying it had not increased and 7 that did not know. With 11 providers saying that online learning offers the opportunity to provide ESOL for more people who may currently not be able to access the right provision for their level/needs.

8.24   Eleven providers said that waiting times for provision had not been affected by online delivery. 6 providers said there had been an effect on waiting time and 3 providers did not know if waiting times had been affected.

8.25   Nine providers identified that their ESOL provision was linked to specialist support

8.26   services. These support services are highlighted in the table below. Some providers also identified links with services such as refugee resettlement programmes within local councils and sanctuary support.

Table 8.2 – Specialist Support Services ESOL provision is linked to

Specialist Support Service	No of Providers with linked ESOL provision
Information, Advice and Guidance (IAG)	8
Employment	6
Mental Health	3
Homelessness	2
Human Trafficking	2
Drug and Alcohol misuse	2
Disability	2
Domestic violence	1
Lesbian, Gay, Bisexual, Transgender and Queer/Questioning people (LGBTQ+) (with the + representing other identities including non-binary)	1

Source: Provider Survey responses

8.27   Fifteen providers who responded stated that they record and monitor learner attendance, progress and outcomes via internal management information systems. Feedback from learners is collected through various means which includes Surveys, Individual learning Plans, and Learner forums. The frequency of these varies between providers and ranges from termly surveys, to end of year learner forums.

8.28   Thirteen providers who responded share anonymised data for transparency and accountability. Some providers described using management information systems to allow for coordinated collection of data that can be stored securely.

8.29   Sixteen providers responded with their approximate levels of learners who are accessing ESOL provision yearly, with the total number being 4,563. Of the 16 providers who responded, 7 providers have 399 learners who are 16-19 years old. 5 providers have 179 learners who are 20-24 years old, 10 providers have 680 learners who are 25-54 years old, and 8 providers have 3,305 learners who are 55+ (although it is worth noting here that 2 of the 8 providers account for 3,000 of these learners).

8.30   The main characteristics of the demand for ESOL provision are Entry level courses with 11 of the 20 providers who responded identifying this. Only 2 providers state that there is not one main learner characteristic, but a diverse range. 1 provider responded that demand was high for part-time or evening provision at Level 1 and 2.

8.31   Six of the 19 providers who responded considered their ESOL provision to be oversubscribed. 3 providers identified pre-entry and entry level provision to be oversubscribed and all 6 identified the shortage of qualified tutors and funding to be the main issues they faced. 1 provider reported that whilst they have space in their classes, the funding is not available for learners to take up these places.

8.32   When asked about waiting times for their ESOL provision, 5 of the 12 providers who responded said there were low to no wait times experienced by their learners. Wait times identified by the 7 remaining providers ranged from 1 week to 15 weeks across all qualification levels.

8.33   Ten providers identified an increase in the availability of suitable ESOL practitioners would help alleviate any oversubscription within ESOL provision, as would an increase in general funding (8), a greater availability of suitable locations (6) and an increase in funding at specific ESOL levels (5). Nearly a quarter of providers (3) thought an increased coordination of learner initial assessment and placement in appropriate provision, alongside, support for greater innovation in delivery would also help alleviate oversubscriptions. With one provider saying that an increased support/framework for volunteer support for conversational/mentoring would help.

8.34   Some of the other opinions from providers about what would help to reduce oversubscription includes,

'More effective partnership working at both national and local levels'

'Increased flexibility in the FE funding rules for ESOL curriculum'

8.35   Twelve providers thought both an increase of support for childcare needs/creche facilities and support for learner's travel costs would help more learners to access ESOL provision. 6 providers said an increase to funding in general to allow a wider range of provision at different time and levels and for 5 providers an increase to funding specifically to offer more free of charge ESOL provision would also help more learners access ESOL provision.

8.36   Thirteen providers who responded deliver ESOL provision in partnership with other organisations. 13 providers who responded work in partnership with other stakeholders to plan their ESOL delivery.

8.37   Comments from providers suggest that the main partnerships developed are with organisations from the third sector, local authorities and Jobcentre Plus. Several providers also commented that they are working in partnerships that aim to specifically address the needs of refugees.

8.38   When asked what they saw as the most prominent issue facing ESOL provision in Wales, 11 of the 20 providers who responded identified the recruitment and retention of qualified tutors as the most prominent issue. 5 providers identified

funding as an issue, both in terms of levels of funding, and flexibility of what it can be used for.

9.   Annex B – Practitioner online survey analysis

Survey response summary

9.1   An online practitioner survey was conducted during April and May 2022.

9.2   A pilot of the initial questions was conducted in April 2022 with responses leading to a review and amendments to the survey before distributing wider.

9.3   The practitioner survey was distributed to over 150 organisations throughout Wales including further education institutions, adult community learning providers, local authorities, vocational training organisations, and third sector organisations.

9.4   Fifty-one practitioners responded to the survey, representing 22 separate organisations across 13 local authorities including Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Flintshire, Newport, Pembrokeshire, Rhondda Cynon Taf, Swansea, Torfaen, Vale of Glamorgan, and Wrexham.

9.5   Twenty-three of the responses were from practitioners in Further Education (FE) institutions. 6 practitioners were from local authorities. Four practitioners were from the funded Third Sector and 9 from the Voluntary Third sector. The others were unknown.

9.6   Practitioners' contracts are predominantly fractional contracts with 15 practitioners specifying this as their contract type. 11 practitioners reported having sessional – contracted hours, 8 had full time contracts, 8 as volunteers and four as sessional – 'zero hours' / agency contracts. The remaining were unknown.

9.7   Twenty-five practitioners who responded have been teaching ESOL provision for over 10 years, 7 for 5-10 years, 6 for both 2-5 years and 6 months-2 years, with 5 practitioners teaching ESOL provision for less than 6 months.

9.8   Only 1 in 5 ESOL practitioners who responded teach other subjects as well as ESOL.

9.9   Thirteen practitioners responded to having a certificate in Teaching English to Speakers of Other languages, 10 practitioners responded to having a PCGE Subject specialism in literacy and/or ESOL. 7 having a QCF Level 5 Diploma in Education and Training (including Teaching English: ESOL). 6 practitioners had a MA in Teaching English to Speakers of Other Languages. 3 had an ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA).

9.10   Two of the practitioners who responded are currently studying for an ESOL-related qualification. With 10 practitioners citing either time or cost as the barriers they face to studying an ESOL related qualification at present.

9.11   Seven of the practitioners who responded were a member of a specific ESOL professional organisation, which includes NATECLA (National Association of Teachers of English and Community languages), IATEFL (International Association of Teachers of English as a Foreign Language) and LESLLA (Literacy Education and Second Language Learning for Adults).

9.12   Thirty-four practitioners who responded said they do not feel they have the opportunity or support necessary to network with peers, with some of the reasons identified as lack of time, the geographical spread of peers, lack of awareness of support and opportunities, along with the COVID-19 pandemic causing many events/conferences to be postponed/cancelled.

9.13   Practitioners identified that the development of an ESOL network with membership from both providers and practitioners would be the kind of support that would enable them to network with peers. Some practitioners commented that this would facilitate more opportunities for peer discussion and sharing best practice across Wales.

9.14   Forty-two practitioners who responded access CPD (Continued Professional Development) to support their delivery.

9.15   Fifteen practitioners have identified CPD requirements that need to be addressed. These include in-depth training for delivering ESOL to vulnerable refugees, especially mental health and trauma related issues. ESOL delivery through digital media and delivering multi-level provision in one class.

9.16   Forty-four of the 51 practitioners who responded felt valued as an ESOL sector practitioner. 7 who did not feel valued cited lone working online as a reason, along with the priority given to other disciplines and the zero-hour contracts faced by many does not reflect the amount of work needed in addition to the taught hours.

9.17   Forty-six practitioners provide general ESOL provision for adults, with 8 providing ESOL for young adults 16-19, and 7 offering ESOL literacy provision for learners. Currently no practitioners who responded are providing WSOL (Welsh for Speakers of Other Languages) or Single-sex ESOL provision – Men only opportunities.

Table 9.1 – Currently provided ESOL provision

Provision	No of Practitioners
General ESOL provision for adults	46
ESOL literacy provision	7
ESOL for young adults – 16-19	8
Single-sex ESOL provision – Women Only	5
Family learning ESOL/Language provision	2
Language provision for specific professional purposes*	2
ESOL for young adults 14-16	1
Vocational provision for adults with embedded ESOL of language support	2
WSOL (Welsh for speakers of other languages)	0
Single-sex ESOL provision – Men only	0

Source: Provider Survey responses

*e.g., Medical or Teaching

9.18   Thirty-six of the 51 practitioners provide online learning opportunities. With 34 of those practitioners reporting the ability to offer flexible provision, and

26 citing the ability to offer more accessible provision has worked. One practitioner stated a benefit has been:

9.19   *'Merging students from different sites to form conversation clubs.'.*

9.20   Two practitioners reported that online learning has improved levels of digital literacy amongst those learners who were able to easily access IT equipment.

9.21   A third (13) of those practitioners who responded said there has been an increase in ESOL learners online.

9.22   Thirty-six practitioners identified that the skills to learn online are an issue. Along with 29 stating access to broadband and 27 stating access to relevant equipment as other issues they face.

9.23   One practitioner highlighted that they would welcome a blended approach to online delivery to take advantage of the benefits reported of remote learning, such as increased flexibility for those with childcare responsibilities. Although it needs to be acknowledged that some learner groups (lower levels, refugee, and asylum seekers) would benefit far more from face-to-face provision.

9.24   Seventeen practitioners who responded said that online learning has resulted in greater attendance by seldom heard groups. With 21 practitioners stating they did not know if the attendance was greater or not.

9.25   Over half (25) of those practitioners who responded did not know if online provision had affected any waiting times for learners, with 16 practitioners stating that it had not affected waiting times.

9.26   Twenty-one of the 47 practitioners responding agreed that online learning offers the opportunity to provide ESOL for more people who may not currently be able to access the right provision for their level/needs. 22 providers stated they did not know.

9.27   Practitioners who provided free-text comments reported that they can record attendance via centralised, often FE college-based systems. Some

practitioners state that monitoring attendance is more challenging for drop-in sessions.

9.28 There is a mixed picture in terms of learner feedback, with some practitioners who provided free-text comments about how feedback is given stating that they give formal feedback via surveys and electronic systems such as Microsoft Forms (14 practitioners), whilst 8 practitioners commented they are providing this feedback informally in face-to-face conversations with the learners.

9.29 Forty of the 46 practitioners who responded either do not share anonymised data, or do not know if they share anonymised data, for transparency and accountability.

9.30 Seven practitioners identified a lack of qualified teachers as a prominent issue impacting provision. There is also evidence that there is an insufficient number of classes available to meet learner demand. In free-text comments, some practitioners expressed a need for more wellbeing support for certain learner groups, especially refugee and asylum seekers. A lack of childcare is also cited in these comments by several practitioners as a barrier to learning for women.

9.31 Eight practitioners have the view that more non accredited provision would be beneficial with less level and access requirements, as this would allow practitioners to focus on what the learner needs, rather than what they need to achieve to gain a qualification outcome. 1 practitioner highlighted that although there is a need for pre-entry provision, those learners often have spiky profiles, so they don't easily fit into standard classes. Another said that although access or progression criteria is minimal for lower levels, this does cause issues when learners reach Entry 3 or level 1, as they do not have the skills to cope. 4 practitioners identified that childcare or travel costs continue to exclude learners from provision.

10. Annex C – Learner online survey analysis

Survey response summary

10.1 Twenty-one learners completed the survey. 17 of the learners who completed the survey are aged between 25-55, 17 identified as female, and there were 17 nationalities represented. 18 of the learners were unemployed, with 6 having childcare responsibilities

10.2 Thirteen learners who responded were studying part-time ESOL provision and 8 were studying full-time ESOL provision.

10.3 The majority of the learners who responded (15) were studying Entry level 3 or pre-intermediate provision. One learner is studying Entry level 2 or advanced beginner and 2 learners each were studying Entry level 1 and pre-entry provision. There were no learners who responded that were studying Levels 1 or 2.

10.4 There were a variety of reasons given from learners as to why they were attending classes, 14 learners were attending to enable them to live independently, 12 learners stated it was to help them find work, nearly half (10) were attending to meet people and make new friends. 5 learners stated they were employed and attending to help them find better work. A further four learners were attending because their children speak English/Welsh.

10.5 Only 2 of the learners who responded currently carry out any voluntary work, although 5 of the learners stated they do volunteer to support other ESOL learners. 12 learners who responded would like to volunteer in the future.

10.6 None of the learners are currently learning Welsh, but 5 have stated they would like to learn Welsh in the future.

10.7 Nearly half of the learners (10) currently attend classes online. With some saying:

'I have had a good experience, but I like it more face to face'

'I am in home when my daughter come back from school'

10.8 Eight learners identified some barriers they have faced while online learning, these include, internet connection issues, cannot concentrate easily, not as much focus with the teacher

10.9 The ESOL activities that were identified as most enjoyable by learners include, conversational activities, working in small groups, speaking, and making friends.

10.10 Learners identified some of the challenges they face about ESOL classes in the free-text comments. These comments highlighted not having enough time for outside class exercises (homework), not understanding the teacher, writing, and the confidence to speak to other people.

10.11 Seventeen learners were happy with the ESOL provision they were attending but did identify that more classes would improve their experience of ESOL.

10.12 The learners surveyed attended an average of 8.8 hours per week, and 8 learners felt that this was about right. A further 8 learners said that this was too few, with only four learners saying it was too many hours.

10.13 Some of the places that students use English/Welsh outside of the classroom include doctors (GP), at home, in the shops, when talking to friends, with their children and in all day-to-day activities.

11. Annex D – Mapping report of current ESOL provision

This report presents key features of ESOL provision in each local authority in Wales. The section for each local authority is split into three parts:

- English proficiency of local authority residents
- Description of ESOL provision available in the local authority
- Summary of learning aims achieved at each ESOL level

The English proficiency of local authority residents is presented in a table, based on the 2011 census. This details the number of residents in each local authority at each level of English proficiency, split by gender. Percentages are also provided, calculated as the percentage of all local authority residents in that gender group.

It should be noted that that the data from the 2011 census does not include the impact from more recent events such as Brexit and the recent movement and resettlement of refugees and asylum seekers from Syria, Afghanistan, and Ukraine.

The description of ESOL provision available in the local authority is based on two sources: a survey of ESOL providers and desk research to identify provision gaps in the survey responses. It is therefore important to note that this section will not include information about all providers in each local authority. However, the data does demonstrate some of the key similarities and variations in ESOL provision between local authorities.

The summary of learning aims is based on Lifelong Learning Wales Record (LLWR) data for learners living in each local authority, in the years 2020/21, the most recent year available for this kind of analysis. Due to the ways in which ESOL provision is recorded in the LLWR, the numbers are rounded to the nearest 5, and any numbers lower than 5 are suppressed and replaced with a '*'. This also means it does not necessarily offer a comprehensive picture, especially as providers' curriculum models vary in terms of the number of learning aims learners are enrolled on. Furthermore, accredited provision that does not result in ESOL qualifications but is attended by learners with ESOL needs cannot be identified, and similarly some non-accredited learning which addresses ESOL needs may not be visible in the data. However, the data does provide some indication of the relative volumes of ESOL provision being delivered in each local authority.

Across the data sets providers reported a mix of provision with some term time enrolments, some rolling programmes for mixed levels of learners and some summer school or family learning ESOL in partnership with schools.

Blaenau Gwent

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	27,995	27,660 (98.8%)	90 (0.3%)	152 (0.5%)	72 (0.3%)	21 (0.1%)
	Female	29,326	28,994 (98.9%)	110 (0.4%)	120 (0.4%)	84 (0.3%)	18 (0.1%)

Source: Census 2011

The principal ESOL providers for Blaenau Gwent are:

- Coleg Gwent

ESOL is also provided by third sector organisations such as

- Aneurin Leisure

Providers reported that both accredited and non-accredited ESOL provision is delivered at various times throughout the day and mainly driven by learner needs and tutor availability. The majority, if not all learners, can access free provision, with the majority of levels ranging from Pre-entry to Entry level 2. These courses are delivered as mixed level courses with learners at any level attending the same course, although there is the option of single level classes should the number of learners be high enough.

There is a rolling enrolment for the courses and learners can start at any time during the year. There is a blended offer of learning for those learners who cannot commit to regular attendance i.e., with caring responsibilities. The provision delivered in the local authority is linked to specialist services for information, advice, guidance, and employment.

Learning Aims summary	Started	Completed	Successful
Entry Level	10	5	*
Level 1	*	*	*
Level 2	*	*	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Bridgend

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	55,661	54,728 (98.3%)	317 (0.6%)	357 (0.6%)	215 (0.4%)	44 (0.1%)
	Female	58,229	57,303 (98.4%)	355 (0.6%)	337 (0.6%)	192 (0.3%)	42 (0.1%)

Source: Census 2011

The principal ESOL providers for Bridgend are:

- Bridgend College

Providers reported that only accredited courses are available and delivered at a range of times throughout the morning, afternoon, and evening. The majority, if not all learners, can access free provision, with the majority of levels ranging from Pre-entry to Entry level 2. These courses are mainly delivered as single level courses; mixed level courses are rarely offered. There are two enrolments per year, one in September and one in January. Some bespoke ESOL provision is delivered directly to organisations for their staff in the local authority.

Learning Aims summary	Started	Completed	Successful
Entry Level	45	35	30
Level 1	5	*	*
Level 2	0	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Caerphilly

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	69,692	68,989 (99%)	256 (0.4%)	281 (0.4%)	134 (0.2%)	32 (0.05%)
	Female	74,133	73,415 (99%)	280 (0.4%)	273 (0.4%)	133 (0.2%)	32 (0.04%)

Source: Census 2011

The principal ESOL providers for Caerphilly are:

- Caerphilly Adult Community Learning

Providers reported that mixed level provision is available for learners in broad groupings of levels, based mainly on learner numbers, ability, and location. The majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 1 in both morning and afternoon sessions.

The majority of provision is delivered over 36 weeks, but some taster or introductory provision is available along with a limited number of 1:1 sessions. Learners can start courses at any time during the year with provision generally offering rolling enrolments. Support is available in the local authority for assistance with study costs. Expertise in Family Learning is being used to deliver some provision in schools. Recently, provision has been set up to specifically support Ukrainian refugees.

Learning Aims summary	Started	Completed	Successful
Entry Level	15	10	*
Level 1	*	*	*
Level 2	0	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Cardiff

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	137,779	125,889 (91.4%)	4,880 (3.5%)	5,051 (3.7%)	1,669 (1.2%)	290 (0.2%)
	Female	145,336	133,588 (91.9%)	4,388 (3%)	4,203 (2.9%)	2,592 (1.8%)	565 (0.4%)

Source: Census 2011

The principal ESOL providers for Cardiff are:

- Cardiff and the Vale College (Reach+)

ESOL is also provided by third sector organisations such as:

- ACE Cardiff
- OASIS
- Trinity Centre
- Welsh Refugee Council

Celtic English Academy provides fee paying language classes as a private provider.

Providers reported that provision is mostly run as single level courses but with some mixed level classes being available in broad groupings of levels with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to level 3 through various

providers. Providers highlighted that most provision is available in morning, afternoon and evening sessions, with some provision available as flexible (both drop-in and remote learning). Learners can start a course at any time during the year with provision offering both rolling enrolments or traditional semester enrolments of September and January.

Most of the providers highlighted that there were informal learning activities such as 'conversation clubs and reading clubs' available to learners. ESOL+ provision is available in the local authority for various vocational sectors including: Health and Social Care, Carpentry, Hair and Beauty, Hospitality and Catering and Employability.

Some providers highlighted that they do offer bespoke ESOL provision to support employment.

Learning Aims summary	Started	Completed	Successful
Entry Level	2,155	1,610	1,200
Level 1	580	460	275
Level 2	345	300	175

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Carmarthenshire

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	72,724	71,124 (97.8%)	441 (0.6%)	578 (0.8%)	443 (0.6%)	138 (0.2%)
	Female	78,039	76,338 (97.8%)	543 (0.7%)	527 (0.7%)	457 (0.6%)	174 (0.2%)

Source: Census 2011

The principal ESOL providers for Carmarthenshire are:

- Learning Carmarthenshire (Carmarthenshire County Council)

ESOL is also provided by 3rd sector organisations such as:

- Addysg Oedolion Cymru/Adult Learning Wales

Providers reported that provision is mostly run as single level courses but with some mixed level classes being available. The majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 1 at morning, afternoon and evening sessions. Flexible provision is also available, both drop-in and remote learning. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	55	50	30
Level 1	*	*	*
Level 2	5	5	*

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Ceredigion

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	31,958	31,021 (97.1%)	507 (1.6%)	305 (1%)	101 (0.3%)	24 (0.1%)
	Female	32,734	31,657 (96.7%)	599 (1.8%)	357 (1.1%)	98 (0.3%)	23 (0.1%)

Source: Census 2011

The principal ESOL providers for Ceredigion are:

- Coleg Ceredigion

Providers reported that provision is mostly run as mixed level classes in broad groupings (for example, Entry 1 and 2 together, Entry 3 and Level 1 together). The majority, if not all learners, can access free, accredited or non-accredited, provision for levels Pre-entry to Entry 1 at morning and afternoon sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	0	0	0
Level 1	0	0	0
Level 2	0	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses – There were no ESOL learning activities recorded on the LLWR for Ceredigion.

Conwy

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	45,911	45,096 (98.2%)	313 (0.7%)	336 (0.7%)	133 (0.3%)	33 (0.1%)
	Female	50,191	49,325 (98.3%)	376 (0.7%)	334 (0.7%)	132 (0.3%)	24 (0.05%)

Source: Census 2011

The principal ESOL providers for Conwy are:

- Grwp Llandrillo Menai

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	35	35	30
Level 1	20	20	20
Level 2	20	20	20

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Denbighshire

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	37,177	36,516 (98.2%)	269 (0.7%)	270 (0.7%)	102 (0.3%)	20 (0.1%)
	Female	39,604	38,914 (98.3%)	309 (0.8%)	278 (0.7%)	421 (1.1%)	20 (0.1%)

Source: Census 2011

The principal ESOL providers for Denbighshire are:

- Grwp Llandrillo Menai

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	50	50	40
Level 1	10	10	10
Level 2	5	5	5

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Flintshire

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	60,669	59,196 (97.6%)	356 (0.6%)	630 (1%)	421 (0.7%)	66 (0.1%)
	Female	63,193	61,938 (98%)	357 (0.6%)	476 (0.8%)	368 (0.6%)	54 (0.1%)

Source: Census 2011

The principal ESOL providers for Flintshire are:

- North East Wales Adult Community Learning Partnership - Flintshire County Borough Council

- Coleg Cambria (Reach+)

Providers reported that provision is mostly run as single level classes. The majority, if not all learners, can access free, non-accredited, provision for levels Pre-entry to Level 3 at morning sessions. The duration of most classes is between 6-12 weeks. Learners can start a course at any time during the year with providers offering rolling enrolments with Single-sex provision available for both men and women. Some provision is delivered specifically for refugees under the Afghan Relocation and Assistance Policy (ARAP).

Learning Aims summary	Started	Completed	Successful
Entry Level	40	40	35
Level 1	5	5	*
Level 2	*	*	*

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Gwynedd

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	49,206	47,826 (97.2%)	537 (1.1%)	642 (1.3%)	174 (0.4%)	27 (0.1%)
	Female	51,717	50,293 (97.2%)	573 (1.1%)	616 (1.2%)	208 (0.4%)	27 (0.1%)

Source: Census 2011

The principal ESOL providers for Gwynedd are:

- Grwp Llandrillo Menai

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	45	45	40
Level 1	10	10	5
Level 2	15	15	15

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Isle of Anglesey

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	28,187	27,884 (98.9%)	132 (0.5%)	122 (0.4%)	36 (0.1%)	13 (0.05%)
	Female	29,703	29,380 (98.9%)	154 (0.5%)	112 (0.4%)	48 (0.2%)	9 (0.03%)

Source: Census 2011

The principal ESOL providers for Isle of Anglesey are:

- Grwp Llandrillo Menai

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access free, accredited or non-accredited, provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	25	25	20
Level 1	*	*	*
Level 2	*	*	*

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Merthyr Tydfil

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	23,146	22,356 (96.6%)	164 (0.7%)	278 (1.2%)	274 (1.2%)	74 (0.3%)
	Female	24,696	23,967 (97%)	185 (0.7%)	241 (1%)	246 (1%)	57 (0.2%)

Source: Census 2011

The principal ESOL providers for Merthyr Tydfil are:

- The College Merthyr Tydfil

Providers reported that provision is mostly run as single level classes. The majority, if not all learners, can access free, accredited, provision for levels of Pre-entry to Level 2 at morning, afternoon and evening sessions. There are also flexible learning opportunities via both distance and blended learning using technology. There are links with ALN coordinators for ESOL learners with learning difficulties. Although there is no provision specifically to support refugees, they are integrated into the main provision and specific support sessions would be offered if required. The ESOL provision is linked to specialist support services such as information, advice, guidance and employment. There are also links with specialist mental health, disability and LGBTQ+ services.

Learning Aims	Started	Completed	Successful
Entry Level	25	20	15
Level 1	5	*	*
Level 2	10	10	5

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Monmouthshire

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	36,582	36,101 (98.7%)	211 (0.6%)	194 (0.5%)	72 (0.2%)	4 (0.01%)
	Female	38,498	37,926 (98.5%)	301 (0.8%)	194 (0.5%)	68 (0.2%)	9 (0.02%)

Source: Census 2011

The principal ESOL providers for Monmouthshire are:

- Monmouthshire County Council

Providers reported that provision is mostly run as single level classes although mixed level provision is available. The majority, if not all learners, can access free, accredited, provision for levels of Pre-entry to Level 2 at morning, afternoon and evening sessions. Providers highlighted that there is provision specifically to support refugees. The ESOL provision is linked to specialist support services such as information, advice, guidance, and employment.

Learning Aims summary	Started	Completed	Successful
Entry Level	*	*	*
Level 1	0	0	0
Level 2	0	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Neath Port Talbot

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	55,868	55,371 (99.1%)	166 (0.3%)	202 (0.4%)	105 (0.2%)	24 (0.04%)
	Female	59,307	58,626 (98.9%)	282 (0.5%)	243 (0.4%)	125 (0.2%)	31 (0.1%)

Source: Census 2011

The principal ESOL providers for Neath Port Talbot are:

- NPTC Group of Colleges

ESOL is also provided by third sector organisations such as:

- Addysg Oedolion Cymru/Adult Learning Wales

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access accredited or non-accredited provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	25	25	25
Level 1	25	25	20
Level 2	15	15	15

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Newport

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	56,361	53,363 (94.7%)	950 (1.7%)	1,367 (2.4%)	616 (1.1%)	65 (0.1%)
	Female	59,987	57,065 (95.1%)	980 (1.6%)	1,048 (1.7%)	758 (1.3%)	136 (0.2%)

Source: Census 2011

The principal ESOL providers for Newport are:

- Coleg Gwent (REACH+)

- Newport City Council

ESOL is also provided by third sector organisations such as:

- The Gap

- Red Cross with some provision from Addysg Oedolion Cymru|Adult Learning Wales

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to level 2.

Providers highlighted that most provision is available in morning, afternoon, and twilight (4pm-6pm) and evening sessions. Learners can enrol at any time with both traditional September and January enrolments and continual rolling enrolments throughout the year.

Some providers highlighted there is provision specifically intended to support refugees and bespoke provision supporting employment.

Learning Aims summary	Started	Completed	Successful
Entry Level	175	120	105
Level 1	40	30	25
Level 2	10	10	10

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Pembrokeshire

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	48,383	47,627 (98.4%)	326 (0.7%)	294 (0.6%)	116 (0.2%)	20 (0.04%)
	Female	51,979	51,242 (98.6%)	377 (0.7%)	233 (0.4%)	112 (0.2%)	15 (0.03%)

Source: Census 2011

The principal ESOL providers for Pembrokeshire are:

- Learning Pembrokeshire

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to level 1. The duration of most classes is between 6-12 weeks.

Providers highlighted that most provision is available in morning, afternoon, and twilight (4pm-6pm) and evening sessions. Learners can enrol at any time with rolling enrolments throughout the year.

Providers identified that there are single-sex courses for women only available in the local authority. Some providers highlighted that support is available for refugees in the local authority through the Vulnerable Persons Resettlement Scheme (VPRS) with creche and course materials funded this way.

Learning Aims summary	Started	Completed	Successful
Entry Level	*	*	*
Level 1	0	0	0
Level 2	0	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Powys

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	53,866	52,878 (98.2%)	256 (0.5%)	445 (0.8%)	239 (0.4%)	48 (0.1%)
	Female	56,217	55,219 (98.2%)	356 (0.6%)	405 (0.7%)	194 (0.3%)	43 (0.1%)

Source: Census 2011

The principal ESOL providers for Powys are:

- NPTC Group of Colleges

ESOL is also provided by third sector organisations such as:

- Addysg Oedolion Cymru/Adult Learning Wales

Although there was no direct response from providers to the survey it was identified that the majority, if not all learners, can access accredited or non-accredited provision for levels Entry 1 to Level 2 at morning, afternoon and evening sessions. Learners can start a course at any time during the year with providers offering rolling enrolments.

Learning Aims summary	Started	Completed	Successful
Entry Level	30	30	25
Level 1	*	*	*
Level 2	5	5	5

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Rhondda Cynon Taf

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	92,143	90,543 (98.3%)	635 (0.7%)	695 (0.8%)	226 (0.2%)	44 (0.05%)
	Female	97,973	96,754 (98.8%)	494 (0.5%)	480 (0.5%)	202 (0.2%)	43 (0.04%)

Source: Census 2011

The principal ESOL providers for Rhondda Cynon Taf are:

- Coleg y Cymoedd

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited provision for levels Pre-entry to level 2. The duration of most classes is between 6-12 weeks.

Providers highlighted that most provision is available in morning, afternoon and twilight (4pm-6pm) and evening sessions. Learners can enrol during September or January terms.

Providers highlighted that specific ESOL provision is available for refugees in the local authority area.

Learning Aims summary	Started	Completed	Successful
Entry Level	35	20	15
Level 1	10	10	5
Level 2	*	0	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Swansea

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	96,656	92,153 (95.3%)	1,695 (1.8%)	2,031 (2.1%)	696 (0.7%)	81 (0.1%)
	Female	100,971	97,029 (96.1%)	1,529 (1.5%)	1,493 (1.5%)	746 (0.7%)	174 (0.2%)

Source: Census 2011

The principal ESOL providers for Swansea are:

- Gower College Swansea (Reach+)

ESOL is also provided by third sector organisations such as:

- Addysg Oedolion Cymru/Adult Learning Wales

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to level 2.

Providers highlighted that most provision is available in morning, afternoon, and evening sessions. Learners can enrol during September or January semesters.

Providers identified that there are vocational courses available with embedded ESOL and language support (ESOL+) available in the local authority and that some provision is specifically intended to support refugees.

Provision in the local authority is linked to specialist services such as information, advice, guidance and employment; there are also links to refugee resettlement programmes within the local authority area.

Learning Aims summary	Started	Completed	Successful
Entry Level	355	300	235
Level 1	95	75	45
Level 2	30	25	15

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Torfaen

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	35,557	35,152 (98.9%)	173 (0.5%)	170 (0.5%)	45 (0.1%)	17 (0.05%)
	Female	38,276	37,847 (98.9%)	174 (0.5%)	170 (0.4%)	68 (0.2%)	17 (0.04%)

Source: Census 2011

The principal ESOL providers for Torfaen are:

- Torfaen Adult Community Learning

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to entry level 3.

Providers highlighted that most provision is available in morning, afternoon, and evening sessions. Learners can enrol at any time with rolling enrolments available throughout the year.

Providers identified that although provision is not specifically intended to support refugees, there has been additional provision implemented specifically due to the Ukrainian refugee crisis.

Learning Aims summary	Started	Completed	Successful
Entry Level	*	*	*
Level 1	0	0	0
Level 2	*	*	0

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Vale of Glamorgan

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	49,357	48,567 (98.4%)	417 (0.8%)	279 (0.6%)	82 (0.2%)	12 (0.02%)
	Female	53,147	52,190 (98.2%)	552 (1%)	288 (0.5%)	97 (0.2%)	20 (0.04%)

Source: Census 2011

The principal ESOL providers for Vale of Glamorgan are:

- Vale of Glamorgan Council, Vale Learning Centre

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited provision for levels Pre-entry to level 2.

Providers highlighted that most provision is available in morning and afternoon sessions. Learners can enrol approximately every 6 weeks with 'half-termly' enrolments but rolling enrolments are used for smaller classes.

Providers identified that some provision is specifically intended to support refugees and citizenship.

Learning Aims summary	Started	Completed	Successful
Entry Level	75	65	45
Level 1	15	10	5
Level 2	*	*	*

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

Wrexham

		Total Residents	Main Language is Welsh or English (%)	Main Language is not Welsh or English			
				Can speak Welsh/English very well (%)	Can speak Welsh/English well (%)	Cannot speak Welsh/English well (%)	Cannot speak Welsh/English (%)
16+	Male	53,663	51,133 (95.3%)	698 (1.3%)	1,179 (2.2%)	572 (1.1%)	81 (0.2%)
	Female	55,363	53,251 (96.2%)	586 (1.1%)	909 (1.6%)	511 (0.9%)	106 (0.2%)

Source: Census 2011

The principal ESOL providers for Wrexham are:

- North East Wales Adult Community Learning Partnership - Wrexham County Borough Council
- Coleg Cambria (Reach+)

Providers reported that provision is mostly run as single level courses with the majority, if not all learners, able to access free accredited or non-accredited provision for levels Pre-entry to level 2.

Providers highlighted that most provision is available in morning, afternoon, and twilight (4pm-6pm) and evening sessions. There is provision available in the local authority that also offers flexible learning via distance learning or blended learning using technology.

Learners can enrol at any time with rolling enrolments throughout the year.

Providers identified that there are vocational courses available with embedded ESOL and language support (ESOL+) available in the local authority and that some provision is specifically intended to support refugees.

There are a number of bespoke courses in the local authority such as ESOL and Driving theory, ESOL and Schools, and ESOL and Customer Service.

Learning Aims summary	Started	Completed	Successful
Entry Level	155	155	135
Level 1	30	30	25
Level 2	50	50	45

Source: LLWR 2022 start/complete/success data for Further Education ESOL courses

12. Annex E – Provider, Practitioner and Learner survey questions

Mapping ESOL Provision in Wales

Choose your preferred language
Dewiswch eich dewis iaith
- ❑ English
- ❑ Cymraeg

Mapping ESOL Provision in Wales

1.1. Please pick the appropriate survey:
- ❑ Provider Survey
- ❑ Practitioner Survey
- ❑ Learner Survey

Background

Learning and Work Institute (L&W), in partnership with the University of South Wales has been commissioned by the Welsh Government to conduct a review of the ESOL policy for Wales. The review aims to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

This work will benefit ESOL policy development in Wales by contributing to a more detailed understanding of ESOL provision

in the region, what works well and what gaps exist in the provision.

About this Survey

This survey is open to ESOL providers and practitioners in Wales.

We would like all kinds of ESOL providers and practitioners to tell us about the features of their provision by completing a short survey, by 13/05/2022.

The provider survey should be completed only once for each provider, by someone who has an overview of the organisation's entire provision. This could be a coordinator, curriculum manager or head of department.
Providers working with third sector partners or subcontractors to deliver ESOL are encouraged to forward this survey to these partner organisations as well.

The practitioner survey should be completed only once for each tutor and take into consideration both current and previous delivery of ESOL provision.

Tutors are encouraged to forward this survey to any other tutors they feel would benefit the research with their inclusion.

Data Protection

The Welsh Government has commissioned Learning and Work Institute to undertake a review of ESOL (English to Speakers of Other Languages) policy for Wales. The aim of this review is to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

As part of this review, information will be gathered from ESOL provider organisations, practitioners, and learners via a survey

and in some cases a focus group.

The Welsh Government is the data controller for the research. However, Learning and Work Institute will delete any personal data collected, and anonymise the raw data, before it is shared with the Welsh Government.
The information collected during the project will be included in a report published on the Welsh Government website and possibly in other publications by Learning and Work Institute and Welsh Government.
Your participation in this research is completely voluntary.

However, your views and experiences are important in order to help inform Welsh Government policies.
The contact for this research is Calvin Lees
E-mail address: calvin.lees@learningandwork.org.uk

PRIVACY NOTICE
What personal data do we hold and where do we get this information?
Personal data is defined under the UK General Data Protection Regulation (UK GDPR) as 'any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier'.

Learning and Work Institute already hold your contact details if you are part of the Learning and Work Institute's stakeholder network (ESOL provider organisations and some ESOL practitioners). If you are part of the network and have previously agreed to be contacted for research purposes then you have been sent a link to the survey.
If you are not part of the stakeholder network then you have been sent a link to the survey by an ESOL provider organisation or an ESOL practitioner. This will be the case for all ESOL learners and some ESOL practitioners.

When you complete the survey you are not required to provide any additional personal data. Completing the survey will not capture your email or IP address and so the response will be anonymous. If you choose to provide additional personal data in open text responses we will try not to identify you from, or link your identity to, the responses you provide.

The survey will include an option for you to signal your willingness to participate in a focus group. If you are willing to take part then you are asked to provide your name, email address and phone number.

The focus group does not require the collection of additional personal data from you other than your image if you agree to the focus group being video recorded. We wish to record focus groups for operational reasons. We will make this clear to you before the session begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded.

A focus group will only be recorded if no one objects. If focus groups are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If the focus group is not recorded, personal data will not be included in written notes prepared during or following the focus group.

Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email or indicate this during the invitation phone call and your details will be removed.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?
The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to:
- provide a better understanding of the availability and adequacy of ESOL provision in Wales;
- contribute to understanding how well ESOL provision supports learners living in Wales;
- make recommendations for how these services can be improved.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data relating to the review can only be accessed by Learning and Work Institute and this data will only be used for research purposes. Learning and Work Institute has Cyber Essentials certification.

When conducting surveys, Learning and Work Institute use a survey software programme called Snap XMP. We have ensured that Snap XMP is UK GDPR compliant and meets our expectations in terms of the security of any data collected via the software (e.g. all data is processed within the UK). As explained in their Privacy Policy (https://www.snapsurveys.com/survey-software/privacy-policy-uk/) Snap XMP separately records participant IP addresses and other technical information in its backend logs, which it deletes after no longer than 6 months. This technical information is not linked to survey response data and is not shared with customers.

Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, it will immediately be reported to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The information gathered will be used to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?

Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed from research responses as part of transcription or data analysis will be deleted three months after the end of the contract. This includes your contact details.

Where the Learning and Work Institute hold your contact details as part of their stakeholder network these will be retained for

the original purpose.

Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

Individual rights
Under UK GDPR, you have the following rights in relation to the personal information you provide as part of this research, you have the right:
- To access a copy of your own data;
- For us to rectify inaccuracies in that data;
- To object to or restrict processing (in certain circumstances);
- For your data to be 'erased' (in certain circumstances); and
- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

The contact details for the Information Commissioner's Office are: Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Phone: 01625 545 745 or 0303 123 1113. Website: www.ico.gov.uk

Further Information
If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:
Name: Steven Macey
E-mail address: socialjusticeresearch@gov.wales
Telephone number: 0300 062 2253
The Welsh Government's Data Protection Officer can be contacted at:
Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email: DataProtectionOfficer@gov.wales.

PROVIDER SURVEY

Section 1- About your Organisation

1.2.   What is the name of your organisation? Please note that answers to this question will be kept confidential and will be used only to ensure that there is only one response per provider.

_____

_____

1.3.   What type of ESOL provider is your organisation? *Please select one.*
   ❑   FE (Further Education) Institution
   ❑   Independent Training Provider
   ❑   Local Authority
   ❑   Third Sector – Funded
   ❑   Third Sector – Voluntary
   ❑   Reach+

   Other, please specify:

_____

_____

1.4.   What is the Welsh local authority where your ESOL provision is located? *If your provision takes place in more than one local authority, please select the main one where provision is located.*
   ❑   Blaenau Gwent
   ❑   Bridgend
   ❑   Caerphilly

- ❑ Carmarthenshire
- ❑ Ceredigion
- ❑ Swansea
- ❑ Cardiff
- ❑ Conwy
- ❑ Denbighshire
- ❑ Flintshire
- ❑ Gwynedd
- ❑ Isle of Anglesey
- ❑ Merthyr Tydfil
- ❑ Monmouthshire
- ❑ Neath Port Talbot
- ❑ Newport
- ❑ Pembrokeshire
- ❑ Powys
- ❑ Rhondda Cynon Taf
- ❑ Torfaen
- ❑ Vale of Glamorgan
- ❑ Wrexham
- ❑ All Wales

1.5. Approximately how many years' experience of running ESOL provision does your organisation have? Please select one.
- ❑ Less than a year
- ❑ 1 – 3 years
- ❑ More than 3 years

Section 2 – Sources of ESOL funding

1.6. What is the main source of your organisation's ESOL funding? *Please select one. You will be able to tell us about other sources of funding later.*
   ❑ Welsh Government
   ❑ Course fee income from learners
   ❑ European Social Fund
   ❑ Asylum, Migration and Integration Fund (AMIF)
   ❑ Home Office – Controlling Migration Fund

   Grant funding from a charitable foundation – please provide details
   _____
   _____

   Other – please provide details
   _____
   _____

1.7. Is any of your adult ESOL provision co-funded? *By co-funded, we mean that some or all learners contribute to the costs of learning by paying fees?*
   ❑ Yes
   ❑ No

1.8. How does co-funding work in your provision? *Select one.*
   ❑ Provision is wholly funded through learner fees
   ❑ Welsh Government funding rules for adult ESOL provision apply

   Other learner co-funding arrangement, please provide details.
   _____
   _____

1.9. In addition to your main source of funding for ESOL, what other sources of funding does your organisation use to offer ESOL provision? *Select all that apply.*
- ❑ Welsh Government
- ❑ Course fee income from learners
- ❑ European Social Fund
- ❑ Asylum, Migration and Integration Fund (AMIF)
- ❑ Home Office - Controlling Migration Fund

Grant funding from a charitable foundation– please provide details

_____

_____

Other – please provide details

_____

_____

1.10. Approximately, what proportion of adult (19+) learners can access your organisation's ESOL provision free of charge? *Please select one.*
- ❑ All adult learners, or almost always all, can access free provision
- ❑ Some adult learners – around half can access free provision
- ❑ Very few adult learners – everyone, or almost everyone, must pay

Section 3: About your ESOL provision

1.11. At what levels do you offer ESOL provision? Your organisation might use different terms for the levels within ESOL – in the list below, please choose the levels you think most closely correspond to the terms used in your organisation. *Please select all that apply.*
- ❑ 'Pre-entry', below Entry Level 1 or absolute beginner

❑ Entry Level 1 or beginner
❑ Entry Level 2 or advanced beginner
❑ Entry Level 3 or pre-intermediate
❑ Level 1 or intermediate
❑ Level 2 or upper-intermediate
❑ Level 3 or advanced, and above

1.12. To what extent is your ESOL provision run as mixed-level classes? *Select one.*
❑ Mostly single level - mixed level classes are rarely offered
❑ Mainly single level, but some use of mixed level classes. *For example, this might be in order to form a viable group or offer provision in a certain location*
❑ Mixed level classes in broad groupings. *For example, Entry 1 and 2 together, Entry3 and Level 1 together*
❑ Completely mixed levels i.e. learners at any level attend the same course

1.13. Please provide further information about the rationale for the use of mixed or single level classes in your provision.

_____

_____

1.14. What is the typical course duration in your ESOL provision? *Please select one*
❑ Very short – up to 6 weeks
❑ Short – 6 to 13 weeks
❑ Longer than 13 weeks

1.15. How many hours per week does your organisation's ESOL provision typically offer for full-time provision?

_____

1.16. How many hours per week does your organisation's ESOL provision typically offer for part-time provision?

_____

1.17. If you have a flexible model of ESOL provision or would like to tell us more about the duration and intensity of your courses, please provide further details.

_____

_____

1.18. At what times of day does your organisation offer ESOL classes? *Select all that apply.*
- ❏ Morning classes
- ❏ Afternoon classes
- ❏ Twilight classes (e.g. 4pm – 6pm)
- ❏ Evening classes
- ❏ Weekends
- ❏ Flexible – drop in
- ❏ Flexible – via distance and/or blended learning using technology

1.19. Please tell us more about the times you offer classes. For example, to meet the needs of certain learner cohorts, popular demand, etc.

_____

_____

1.20. When can learners start an ESOL course in your organisation, assuming places are available? *Please select one option that best fits with your provision.*
- ❏ In September only
- ❏ Each semester e.g. September and January
- ❏ Termly
- ❏ Half-termly / approx. every 6 weeks
- ❏ Any time – rolling enrolment

1.21. Please provide further information on your enrolment arrangements.

_____

_____

1.22. Does your ESOL provision offer any support to enable learners to access provision? *Please select all that apply.*
- ❑ Crèche facilities, and/or other support with childcare needs
- ❑ Help with travel costs
- ❑ Help with study costs, for example course materials

Other support, please specify. *For example, flexible approach for learners with caring responsibilities.*

_____

_____

Section 4 – Use of Accreditation

1.23. Do you offer any accredited provision leading to a recognised qualification in English / ESOL? *This can be throughout your provision, or within certain courses.*
- ❑ Yes
- ❑ No

1.24. Please indicate the qualifications you offer. *Select all that apply.*
- ❑ Skills for Life ESOL qualifications
- ❑ Essential Skills English
- ❑ Unit-based Awards in English
- ❑ International English qualifications e.g. Cambridge First Certificate / IELTS

Other English language qualifications – please specify

_____

_____

1.25. What are your views on the levels and access requirements needed for funding of ESOL provision in Wales

_____

_____

1.26. Do you routinely offer any non-ESOL qualifications to learners in ESOL provision? *For example, this might include Essential Skills Wales qualifications, application of number skills, communication skills, digital literacy skills, or employability skills.*
   ❑ Yes
   ❑ No

1.27. Please provide brief details of the kinds of qualifications and the rationale for using these qualifications.

_____

_____

1.28. Do you offer any non-accredited ESOL provision? *By non-accredited (or non-formal) provision, we mean provision in which it is not a requirement for the learners to work towards a qualification. This could be across the whole of your provision or for particular courses.*
   ❑ Yes
   ❑ No

1.29. Please outline the main reasons for offering non-accredited provision.

_____

_____

Section 5 - Types of ESOL Provision

1.30. What types of language learning provision does your organisation offer? We refer to different kinds of ESOL provision intended to meet the needs of different cohorts of learners. *Please select all that apply.*
- ❑ General ESOL provision for adults
- ❑ Single-sex ESOL provision - Women only
- ❑ Single-sex ESOL provision - Men Only
- ❑ ESOL for young adults 14 – 16, supporting progression to vocational or further learning
- ❑ ESOL for young adults 16 – 19, supporting progression to vocational or further learning
- ❑ Language provision for specific professional purposes e.g. medical professions, teaching
- ❑ Vocational provision for adults, with embedded ESOL and/or language support (ESOL+)
- ❑ Family Learning ESOL / language provision – any model involving parents and children in English language learning
- ❑ ESOL literacy provision – for learners with a particular need to acquire literacy as part of their language learning e.g. if the learner is not literate in their expert language
- ❑ WSOL (Welsh for speakers of other languages)

Informal learning activities which support or complement language learning e.g. language mentoring or buddying schemes, reading circles, conversation clubs etc. If yes, please provide details.

_____
_____

Specialist support for ESOL learners with a learning difficulty or disability. If yes, please provide details.

_____
_____

Other, please specify:

_____

_____

1.31. What ESOL+ provision do you provide?

_____
_____

1.32. What ESOL+ provision do you feel should be introduced or expanded upon in the future?

_____

_____

1.33. Is any part of your ESOL provision specifically intended to support refugees?

_____

_____

1.34. Do you offer classes of bespoke ESOL provision to support people into work (or maintain work) and if so, how is this ESOL provision aligned with vocational training.
   ❑ Yes
   ❑ No

If Yes, please give details.

_____

_____

1.35. Do you offer classes of bespoke ESOL provision for other specific purposes, such as community orientation or to support passing driving tests.
   ❑ Yes
   ❑ No

If Yes, please give details.

_____

_____

1.36. Do you offer classes to learn Welsh as well as, or instead of, English where appropriate?
   ❑ Yes

❑ No

1.37. Please give details of the estimated number of courses and learners that attend classes to learn Welsh.

_____

_____

1.38. Is this number of take up higher or lower than you would expect? Please let us know the reasons for these variances.

_____

_____

1.39. Do you provide online provision?
❑ Yes
❑ No

1.40. What proportion of your ESOL provision is delivered:
Online: _____

Face to Face _____

Blended approach _____

1.41. What has been the impact of developing online learning for ESOL?

_____

_____

1.42. Please indicate what has worked - *Please tick all that are appropriate*
❑ Increase in ESOL learners online
❑ Ability to offer more accessible provision
❑ Ability to offer more flexible provision

Other, please give details

_____

_____

1.43. Please highlight what issues, if any, you have identified. *Please tick all that are appropriate*
- ❑ Decrease in ESOL learners online
- ❑ Access to broadband
- ❑ Access to relevant equipment
- ❑ Skills to learn online

Other, please give details

_____

_____

1.44. What are your thoughts for future online delivery? *[for example, should some bespoke courses be offered nationally to address a shortage of certain levels/types of ESOL provision?]*

_____

_____

1.45. Has online provision resulted in a greater attendance by seldom heard groups? (Such as Learners with young children, or with transport issues, etc)
- ❑ Yes
- ❑ No
- ❑ Don't know

1.46. Has online provision affected any waiting times for learners to attend provision?
- ❑ Yes
- ❑ No

❑   Don't know

1.47. Does online learning offer the opportunity to provide access to ESOL for more people who may currently not be able to access the right provision for their level/needs?
❑   Yes
❑   No
❑   Don't know

1.48. Do you intend to offer ESOL courses purely online in the future?
❑   Yes
❑   No

1.49. Is any part of your ESOL provision linked to specialist support services? *This could be operated in partnership with another organisation, or by your own organisation.*
❑   Yes
❑   No

1.50. Specifically which specialist support services is your ESOL provision linked to. *Please select all that apply*
❑   Information, Advice and Guidance (IAG)
❑   Employment
❑   Homelessness
❑   Mental health
❑   Human trafficking
❑   Domestic violence
❑   Drug and alcohol misuse
❑   Disability
❑   Lesbian, Gay, Bisexual, Transgender and Queer/Questioning people (LGBTQ+) (with the + representing other identities including non-binary)

Other, please specify:

_____
_____

1.51. Please provide further details of the specialist support.

_____
_____

Section 6 – Monitoring & Recording

1.52. How do you currently monitor and record attendance, drop-outs, progress and outcomes of ESOL learners?

_____
_____

1.53. How do you record feedback from the ESOL learners? What is done with the feedback you receive?

_____
_____

1.54. Do you record feedback from a learner who drops out of a course? If so, how is this collected and what is done with this feedback?

_____
_____

1.55. Do you share anonymised data for transparency and accountability?
- ❑ Yes
- ❑ No

If yes, please detail how the data is shared and for what purpose.

_____

_____

Section 7 – Demand for ESOL Provision

1.56. Approximately how many adult learners per year access ESOL provision across your organisation?

16-19 _____   _____
20-24 _____   _____
25-54 _____   _____
55+ _____

1.57. Please briefly describe the main characteristics of the demand for your ESOL provision. *For example, what levels, needs of particular cohorts, family learning etc.*

_____

_____

1.58. Do you consider any parts of your ESOL provision to be oversubscribed? *By oversubscribed, we mean that demand generally exceeds supply for a course, level, time or location, regardless of whether waiting lists are held.*
   ❑   Yes
   ❑   No

1.59. Please provide details of any particular kinds of provision that you consider to be oversubscribed and the reasons for this. (e.g. unexpected number of learners enrolling, shortage of qualified teachers, both resource or space issues, funding shortfalls)

_____

_____

1.60. What are your average waiting times for each level of your ESOL provision?

'Pre-entry', below Entry Level 1 or absolute beginner _____

Entry Level 1 or beginner   _____

Entry Level 2 or advanced beginner_____

Entry Level 3 or pre-intermediate___ _____

Level 1 or intermediate   ____ _____

Level 2 or upper-intermediate _____ _____

Level 3 or advanced, and above___ _____

1.61. What would help alleviate any oversubscription within your ESOL provision? *Please select up to three priorities from the list.*
- ❏ Increased co-ordination of learner initial assessment and placement into appropriate provision within your Local Authority
- ❏ Increased support/framework for volunteer support for conversation/mentoring
- ❏ Increased funding to support ESOL provision in general
- ❏ Increased funding to support ESOL provision at specific levels
- ❏ Increased availability of suitable ESOL practitioners
- ❏ Support for greater innovation in delivery e.g. digital learning, non-classroom based approaches
- ❏ Greater availability of suitable locations in which to run classes
- ❏ Not applicable, we are not oversubscribed

Other, please specify

_____

_____

1.62. What else would in your opinion help to reduce the oversubscription of your ESOL provision?

_____

_____

1.63. What would help more learners to access your ESOL provision? *Please select all that apply.*
- ❑ Increased support for learners with childcare needs, including provision of crèche facilities
- ❑ Increased support for learners' travel costs, to facilitate access to a wider choice of provision
- ❑ Increased funding to offer more provision, or a wider range of provision, for example at different times and levels
- ❑ Increased funding to offer more learners ESOL provision free of charge

Other, please specify:

_____

_____

Section 8 - Partnerships and Locations for your ESOL Provision

1.64. Do you deliver ESOL in partnership with other organisations? *For example, this could include working with community groups, charities, faith groups or associations to run provision in local venues, or to recruit learners.*
- ❑ Yes
- ❑ No

1.65. Please tell us more about this partnership working, particularly any partnerships which are intended to help refugees access the provision.

_____

_____

1.66. Do you work in partnership with any other local stakeholders to plan your ESOL delivery? *This could include local authorities, Jobcentre Plus, employers or other community organisations.*

❑ Yes
❑ No

If yes, please provide further details

_____

_____

Section 9

1.67. What do you see as the most prominent issue facing ESOL provision in Wales?

_____

_____

1.68. Do you wish to add any additional comments to suggest how ESOL provision in Wales could be improved?

_____

_____

I am happy to be contacted by L&W researchers about my responses to this survey (This could include an invitation to take part in future focus groups or discussions regarding this research)

1.69. I would like to be contacted by L&W about future events which share the findings of this work?
❑ Yes
❑ No

1.70. If yes, please provide contact details:
Name _____   _____

Email _____   _____

Phone number _____   _____

Thank you for taking the time to complete this survey. Your responses will be helpful in developing ESOL policy in Wales.

Background

Learning and Work Institute (L&W), in partnership with the University of South Wales has been commissioned by the Welsh Government to conduct a review of the ESOL policy for Wales. The review aims to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

This work will benefit ESOL policy development in Wales by contributing to a more detailed understanding of ESOL provision in the region, what works well and what gaps exist in the provision.

About this Survey

This survey is open to ESOL providers and practitioners in Wales.

We would like all kinds of ESOL providers and practitioners to tell us about the features of their provision by completing a short survey, by 3/05/2022.

The provider survey should be completed only once for each provider, by someone who has an overview of the

organisation's entire provision. This could be a coordinator, curriculum manager or head of department. Providers working with third sector partners or subcontractors to deliver ESOL are encouraged to forward this survey to these partner organisations as well.

The practitioner survey should be completed only once for each tutor and take into consideration both current and previous delivery of ESOL provision.

Tutors are encouraged to forward this survey to any other tutors they feel would benefit the research with their inclusion.

Data Protection

The Welsh Government has commissioned Learning and Work Institute to undertake a review of ESOL (English to Speakers of Other Languages) policy for Wales. The aim of this review is to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

As part of this review, information will be gathered from ESOL provider organisations, practitioners, and learners via a survey and in some cases a focus group.

The Welsh Government is the data controller for the research. However, Learning and Work Institute will delete any personal data collected, and anonymise the raw data, before it is shared with the Welsh Government.
The information collected during the project will be included in a report published on the Welsh Government website and possibly in other publications by Learning and Work Institute and Welsh Government.
Your participation in this research is completely voluntary.

However, your views and experiences are important in order to help inform Welsh Government policies.
The contact for this research is Calvin Lees

E-mail address: calvin.lees@learningandwork.org.uk

PRIVACY NOTICE
What personal data do we hold and where do we get this information?
Personal data is defined under the UK General Data Protection Regulation (UK GDPR) as 'any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier'.

Learning and Work Institute already hold your contact details if you are part of the Learning and Work Institute's stakeholder network (ESOL provider organisations and some ESOL practitioners). If you are part of the network and have previously agreed to be contacted for research purposes then you have been sent a link to the survey.
If you are not part of the stakeholder network then you have been sent a link to the survey by an ESOL provider organisation or an ESOL practitioner. This will be the case for all ESOL learners and some ESOL practitioners.

When you complete the survey you are not required to provide any additional personal data. Completing the survey will not capture your email or IP address and so the response will be anonymous. If you choose to provide additional personal data in open text responses we will try not to identify you from, or link your identity to, the responses you provide.

The survey will include an option for you to signal your willingness to participate in a focus group. If you are willing to take part then you are asked to provide your name, email address and phone number.
The focus group does not require the collection of additional personal data from you other than your image if you agree to the focus group being video recorded. We wish to record focus groups for operational reasons. We will make this clear to you before the session begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded.

A focus group will only be recorded if no one objects. If focus groups are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If the focus group is not recorded, personal data will not be included in written notes prepared during or following the focus group.

Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email or indicate this during the invitation phone call and your details will be removed.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to:
- provide a better understanding of the availability and adequacy of ESOL provision in Wales;
- contribute to understanding how well ESOL provision supports learners living in Wales;
- make recommendations for how these services can be improved.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data relating to the review can only be accessed by Learning and Work Institute and this data will only be used for research purposes. Learning and Work Institute has Cyber Essentials certification.

When conducting surveys, Learning and Work Institute use a survey software programme called Snap XMP. We have ensured that Snap XMP is UK GDPR compliant and meets our expectations in terms of the security of any data collected via the software (e.g. all data is processed within the UK). As explained in their Privacy Policy (https://www.snapsurveys.com/survey-software/privacy-policy-uk/) Snap XMP separately records participant IP addresses

and other technical information in its backend logs, which it deletes after no longer than 6 months. This technical information is not linked to survey response data and is not shared with customers.

Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, it will immediately be reported to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The information gathered will be used to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?
Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed from research responses as part of transcription or data analysis will be deleted three months after the end of the contract. This includes your contact details.

Where the Learning and Work Institute hold your contact details as part of their stakeholder network these will be retained for the original purpose.

Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

Individual rights
Under UK GDPR, you have the following rights in relation to the personal information you provide as part of this research, you have the right:
- To access a copy of your own data;
- For us to rectify inaccuracies in that data;

- To object to or restrict processing (in certain circumstances);
- For your data to be 'erased' (in certain circumstances); and
- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

The contact details for the Information Commissioner's Office are: Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Phone: 01625 545 745 or 0303 123 1113. Website: www.ico.gov.uk

Further Information
If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:
Name: Steven Macey
E-mail address: socialjusticeresearch@gov.wales
Telephone number: 0300 062 2253
The Welsh Government's Data Protection Officer can be contacted at:
Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email: DataProtectionOfficer@gov.wales.

PRACTITIONER SURVEY

Section 1- About your Organisation

2.1.   What is the name of your organisation? Please note that answers to this question will be kept confidential and will be used only to ensure that there is only one response per provider.

_____

_____

2.2. What organisation type do you deliver ESOL provision through?
- ❑ FE Institution
- ❑ Independent Training Provider
- ❑ Local Authority
- ❑ Third Sector – Funded
- ❑ Third Sector – Voluntary

Other, please specify:

_____

_____

Section 2 – About you

2.3. What type of employment contract do you have?
- ❑ Full time
- ❑ Fractional
- ❑ Sessional – contracted hours
- ❑ Sessional - 'zero hours' / agency
- ❑ Volunteer
- ❑ Don't know
- ❑ Prefer not to say

2.4. Do you deliver other subjects as well as ESOL?
- ❑ Yes
- ❑ No

If yes, what is the estimated proportion of your time delivering ESOL provision?

_____

_____

2.5. How long have you been teaching ESOL provision for? *Please select one.*
- ❑ Less than six months
- ❑ 6 months to 2 years
- ❑ 2 years to 5 years
- ❑ 5 years to 10 years
- ❑ Over 10 years

2.6. What qualifications do you have as an ESOL practitioner? *If you have multiple, please only select the highest level.*
- ❑ MA in Teaching English to Speakers of Other Languages
- ❑ Level 5 Diploma in Education and Training (including Teaching English: ESOL) (QCF)
- ❑ ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA)
- ❑ ESOL Certificate in Teaching English to Speakers of Other Languages (CELTA)
- ❑ Level 4 Certificate for ESOL Subject Specialism
- ❑ PGCE Subject Specialism in literacy and/or ESOL
- ❑ Level 5 Diploma in Education and Training (including Teaching English: Literacy and ESOL) (QCF)
- ❑ None
- ❑ Prefer not to say

Other (please detail)

_____

_____

2.7. Are you studying for an ESOL-related qualification at present?
- ❑ Yes
- ❑ No

2.8. Please specify which course you are taking.

_____
_____

2.9. Please tell us of any barriers you face to studying for an ESOL-related qualification at present.
_____
_____

2.10. Are you a member of a specific ESOL professionals organisation?
- ❑ Yes
- ❑ No

2.11. Please list the organisations you are a member of.
_____
_____

2.12. Do you feel that you have the opportunities/ support necessary to network with peers?
- ❑ Yes
- ❑ No

If No. Please specify the reasons
_____
_____

2.13. What kind of support would enable you to network with your peers?
_____
_____

2.14. Do you access Continued Professional Development (CPD) to support your delivery?
- ❑ Yes

❑ No

2.15. What types of CPD have you accessed? (e.g. subject, level, face-to-face or online?)

_____

_____

2.16. Are there any CPD requirements you have identified for yourself that need to be addressed?
❑ Yes
❑ No

If Yes, please specify in which areas:

_____

_____

2.17. Do you feel valued as an ESOL sector practitioner?
❑ Yes
❑ No

If No, please specify:

_____

_____

Section 3 - About ESOL provision

2.18. What ESOL provision do you currently provide? *Please select all that apply.*
❑ General ESOL provision for adults
❑ Single-sex ESOL provision – Women only
❑ Single-sex ESOL provision – Men only

- ❑ ESOL for young adults 14 – 16, supporting progression to vocational or further learning
- ❑ ESOL for young adults 16 – 19, supporting progression to vocational or further learning
- ❑ Language provision for specific professional purposes e.g., medical professions, teaching
- ❑ Vocational provision for adults, with embedded ESOL and/or language support
- ❑ Family Learning ESOL / language provision – any model involving parents and children in English language learning
- ❑ ESOL literacy provision – for learners with a particular need to acquire literacy as part of their language learning e.g., if the learner is not literate in their expert language
- ❑ WSOL (Welsh for speakers of other languages)

Informal learning activities which support or complement language learning e.g. language mentoring or buddying schemes, reading circles, conversation clubs etc. If yes, please provide details.

_____

_____

Specialist support for ESOL learners with a learning difficulty or disability. If yes, please provide details.

_____

_____

Other, please specify:

_____

_____

2.19. Do you provide online provision?
- ❑ Yes
- ❑ No

2.20. What has been the impact of developing online learning for ESOL

_____

_____

2.21. Please indicate what has worked. *Please tick all that are appropriate*
- ❑ Increase in ESOL learners online
- ❑ Ability to offer more accessible provision
- ❑ Ability to offer more flexible provision

Other, please give details

_____

_____

2.22. Please highlight what issues, if any, you have identified. *Please tick all that are appropriate*
- ❑ Decrease in ESOL learners online
- ❑ Access to broadband
- ❑ Access to relevant equipment
- ❑ Skills to learn online

Other, please give details

_____

_____

2.23. What are your thoughts for future online delivery? *[for example, should some bespoke courses be offered nationally to address a shortage of certain levels/types of ESOL provision?]*

_____

_____

2.24. Has online provision resulted in a greater attendance by seldom heard groups? (such as learners with young children, learners with transport issues, etc)
- ❑ Yes
- ❑ No
- ❑ Don't know

2.25. Has online provision affected any waiting times for learners to attend provision?
- ❑ Yes
- ❑ No
- ❑ Don't know

2.26. Does online learning offer the opportunity to provide access to ESOL for more people who may currently not be able to access the right provision for their level/needs?
- ❑ Yes
- ❑ No
- ❑ Don't know

2.27. Do you intend to offer any ESOL courses purely online in the future?
- ❑ Yes
- ❑ No
- ❑ Don't know

2.28. How do you currently monitor and record attendance, drop-outs, progress, and outcomes of ESOL learners?

_____

_____

2.29. How do you record feedback from the ESOL learners? What is done with the feedback you receive?

_____

_____

2.30. Do you record feedback from a learner who drops out of a course? If so, how is this collected and what is done with this feedback?

_____

_____

2.31. Do you share anonymised data for transparency and accountability?
- ❑ Yes
- ❑ No
- ❑ Don't know

If yes, please detail how the data is shared and for what purpose.

_____
_____

2.32. What do you see as the most prominent issue facing ESOL delivery in Wales?

_____
_____

2.33. What are your views on the levels and access requirements on ESOL provision needed for funding in Wales?

_____
_____

2.34. Do you wish to add any additional comments to suggest how ESOL provision in Wales could be improved?

_____
_____

Section 4 – About You

I am happy to be contacted by L&W researchers about my responses to this survey (This could include an invitation to take part in future focus groups or discussions regarding this research)

2.35. I would like to be contacted by L&W about future events which share the findings of this work?

❑ Yes
❑ No

2.36. If yes, please provide contact details:
Name _____   _____

Email _____   _____

Phone number _____   _____

Thank you for taking the time to complete this survey. Your responses will be helpful in developing ESOL policy in Wales.

LEARNER SURVEY

Background

Learning and Work Institute (L&W), in partnership with the University of South Wales has been commissioned by the Welsh Government to conduct a review of the ESOL policy for Wales. The review aims to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

This work will benefit ESOL policy development in Wales by contributing to a more detailed understanding of ESOL provision in the region, what works well and what gaps exist in the provision.

About this Survey

You can complete this survey if you take part in an ESOL course in Wales. There are no right or wrong answers, we are interested to hear your experience as an ESOL learner. It is completely voluntary to take part in this survey.

Data Protection

The Welsh Government has commissioned Learning and Work Institute to undertake a review of ESOL (English to Speakers of Other Languages) policy for Wales. The aim of this review is to assess the availability and adequacy of ESOL provision in Wales and make viable recommendations for how ESOL provision can be improved.

As part of this review, information will be gathered from ESOL provider organisations, practitioners, and learners via a survey and in some cases a focus group.

The Welsh Government is the data controller for the research. However, Learning and Work Institute will delete any personal data collected, and anonymise the raw data, before it is shared with the Welsh Government.
The information collected during the project will be included in a report published on the Welsh Government website and possibly in other publications by Learning and Work Institute and Welsh Government.

Your participation in this research is completely voluntary.

However, your views and experiences are important in order to help inform Welsh Government policies.
The contact for this research is Calvin Lees
E-mail address: calvin.lees@learningandwork.org.uk

PRIVACY NOTICE

What personal data do we hold and where do we get this information?

Personal data is defined under the UK General Data Protection Regulation (UK GDPR) as 'any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier'.

Learning and Work Institute already hold your contact details if you are part of the Learning and Work Institute's stakeholder network (ESOL provider organisations and some ESOL practitioners). If you are part of the network and have previously agreed to be contacted for research purposes then you have been sent a link to the survey.

If you are not part of the stakeholder network then you have been sent a link to the survey by an ESOL provider organisation or an ESOL practitioner. This will be the case for all ESOL learners and some ESOL practitioners.

When you complete the survey you are not required to provide any additional personal data. Completing the survey will not capture your email or IP address and so the response will be anonymous. If you choose to provide additional personal data in open text responses we will try not to identify you from, or link your identity to, the responses you provide.

The survey will include an option for you to signal your willingness to participate in a focus group. If you are willing to take part then you are asked to provide your name, email address and phone number.

The focus group does not require the collection of additional personal data from you other than your image if you agree to the focus group being video recorded. We wish to record focus groups for operational reasons. We will make this clear to you before the session begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded.

A focus group will only be recorded if no one objects. If focus groups are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If the focus group is not recorded, personal data will not be included in written notes prepared during or following the focus group.

Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation

email or indicate this during the invitation phone call and your details will be removed.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to:

- provide a better understanding of the availability and adequacy of ESOL provision in Wales;
- contribute to understanding how well ESOL provision supports learners living in Wales;
- make recommendations for how these services can be improved.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data relating to the review can only be accessed by Learning and Work Institute and this data will only be used for research purposes. Learning and Work Institute has Cyber Essentials certification.

When conducting surveys, Learning and Work Institute use a survey software programme called Snap XMP. We have ensured that Snap XMP is UK GDPR compliant and meets our expectations in terms of the security of any data collected via the software (e.g. all data is processed within the UK). As explained in their Privacy Policy (https://www.snapsurveys.com/survey-software/privacy-policy-uk/) Snap XMP separately records participant IP addresses and other technical information in its backend logs, which it deletes after no longer than 6 months. This technical information is not linked to survey response data and is not shared with customers.

Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, it will immediately be reported to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The information gathered will be used to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?
Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed from research responses as part of transcription or data analysis will be deleted three months after the end of the contract. This includes your contact details.

Where the Learning and Work Institute hold your contact details as part of their stakeholder network these will be retained for the original purpose.

Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

Individual rights
Under UK GDPR, you have the following rights in relation to the personal information you provide as part of this research, you have the right:
- To access a copy of your own data;
- For us to rectify inaccuracies in that data;
- To object to or restrict processing (in certain circumstances);
- For your data to be 'erased' (in certain circumstances); and

- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

The contact details for the Information Commissioner's Office are: Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Phone: 01625 545 745 or 0303 123 1113. Website: www.ico.gov.uk

Further Information
If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:
Name: Steven Macey
E-mail address: socialjusticeresearch@gov.wales
Telephone number: 0300 062 2253
The Welsh Government's Data Protection Officer can be contacted at:
Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email: DataProtectionOfficer@gov.wales.

Section 1: About you

3.1.   What is your age?
- ❑   Under 16
- ❑   16-18
- ❑   19-24
- ❑   25-55
- ❑   55+

3.2.   What is your gender?

_____

_____

3.3.   What is your nationality?

_____

_____

3.4.   Are you employed?
   ❑   Yes
   ❑   No

3.5.   Do you have childcare responsibilities?
   ❑   Yes
   ❑   No

3.6.   Do you study ESOL full-time or part-time?
   ❑   Full-time
   ❑   Part-time

Section 2: About your course

3.7.   What level of ESOL provision are you currently studying?
   ❑   'Pre-entry', below Entry Level 1 or absolute beginner
   ❑   Entry Level 1 or beginner
   ❑   Entry Level 2 or advanced beginner
   ❑   Entry Level 3 or pre-intermediate
   ❑   Level 1 or intermediate
   ❑   Level 2 or upper-intermediate

❑   Level 3 or advanced, and above

3.8.   Why are you attending class? *(Tick as many as you wish)*
❑   To help find work
❑   To help find better work if already employed
❑   To meet people/make new friends
❑   To live independently
❑   Because children speak English/Welsh

Other, please specify:

_____

_____

3.9.   Do you currently carry out any Voluntary work?
❑   Yes
❑   No

3.10. Do you Volunteer to support other ESOL learners?
❑   Yes
❑   No

3.11. Would you like to Volunteer in the future?
❑   Yes
❑   No

3.12. Are you currently learning Welsh?
❑   Yes
❑   No

3.13. Would you like to learn Welsh in the future?
- ❑ Yes
- ❑ No

3.14. Do you attend any of your classes online?
- ❑ Yes
- ❑ No

3.15. What impact has online learning had on your experience of ESOL?

_____

_____

3.16. What are the challenges/barriers you have faced while online learning?

_____

_____

3.17. What activities do you enjoy most in your ESOL class?

_____

_____

3.18. What other challenges do you face when studying ESOL?

_____

_____

3.19. How do you think your experience of learning ESOL could be improved?

_____

_____

3.20. Is there anything that you feel could be improved in your ESOL class?

_____

_____

3.21. How do you feel about the 6 levels (6 years) of English that you can attend?
- ❑ Too long
- ❑ About right
- ❑ Too short

3.22. How many hours of classes each week do you attend?

_____

3.23. Do you feel this is too many, too few?
- ❑ Too many
- ❑ About right
- ❑ Too few

3.24. Where do you use English/Welsh outside of the classroom?

_____

_____

Section 3 – About You

I am happy to be contacted by L&W researchers about my responses to this survey (This could include an invitation to take part in future focus groups or discussions regarding this research)

3.25. I would like to be contacted by L&W about future events which share the findings of this work?
- ❑ Yes
- ❑ No

3.26. If yes, please provide contact details:

Name _____   _____

Email _____   _____

Phone number _____ _____

Thank you for taking the time to complete this survey. Your responses will be helpful in developing ESOL policy in Wales.