

Thematic review of the planning and delivery of English for Speakers of Other Languages (ESOL) provision in Scotland.

February 2026

Introduction

In November and December 2025, HM Inspectors undertook a thematic review of the response to the English for speakers of other languages (ESOL) crisis. During the review, HM Inspectors engaged with national organisations, visited six local authority areas, and associated ESOL delivery partners, primarily local colleges. This report sets out the findings from the review.

Executive summary

ESOL provision plays a crucial role in supporting inclusion, integration, and opportunity for people settling in Scotland. It enables learners to communicate effectively in English, access essential services, progress into education and employment, and participate fully in community life. High-quality ESOL learning strengthens both individual wellbeing and Scotland's wider social and economic fabric by unlocking the potential of a diverse population.

The national ESOL landscape, however, remains complex and challenging. Demand for ESOL learning continues to exceed available provision, a situation that many stakeholders believe has worsened since the publication of *Learning: For All. For Life.* in 2024. Persistent barriers such as limited childcare, high transport costs, long waiting lists, and difficulties in recognising overseas qualifications continue to restrict learners' access, participation and progression.

Despite these pressures, ESOL providers across Scotland demonstrate strong commitment and creativity. Person-centred approaches, trusting relationships between tutors and learners, and a broad mix of formal and informal learning opportunities are enabling many learners to improve their English. This is helping learners to build confidence, connections, and pathways into further study or employment. Effective partnership working in a number of local authority areas, such as coordinated referral systems and innovative volunteer-supported initiatives, helps learners access the right support at the right time.

However, the absence of a coherent national ESOL strategy and consistent and effective local planning continues to result in fragmented provision and inconsistent progression pathways. Significant variation exists between local authority areas in the availability, coordination and funding of ESOL learning. Short-term or uncertain funding arrangements, combined with pressures on staffing and limited access to specialist training, undermine the stability and development of the ESOL workforce. These factors contribute to a 'postcode lottery' that affects learners' ability to access and progress through ESOL learning equitably.

Overall, Scotland's ESOL landscape is characterised by dedicated partners working under significant strain, strong practice in places, and persistent systemic barriers that limit impact. Achieving consistent, high-quality ESOL provision for all learners will require clearer national direction, stronger partnership structures, and a more coherent approach to progression. There needs to be deeper engagement with employers, a sustainable workforce plan, and a long-term funding model that facilitates stability and strategic planning.

1. Background

This thematic review was carried out at the request of the Community Learning and Development Strategic Leadership Group (CLD SLG), chaired by the Minister for Further and Higher Education. The CLD SLG was established following the publication of Learning: For All. For Life. A report from the Independent Review of Community Learning and Development in June 2024. This report and the Evaluation of community learning and development in Scotland, published in December 2024, identified urgent issues in relation to learners' access to and progression through ESOL learning. The Minister and CLD SLG wished to understand the initial response to the crisis.

The CLD SLG requested that HM Inspectors gather insights into what has changed since both reports were published. This should include where improvements are emerging and what barriers remain. English as an Additional Language (EAL) provision in schools was out of scope for this review.

The ESOL landscape is complex, with a diverse range of learners with differing requirements. Many learners have experienced trauma, and some have no previous experience of formal education. Others come from a professional career that they wish to return to. Arrangements for learners seeking asylum differ from those who have arrived in Scotland on visas or as part of a resettlement scheme. Learners almost always need to fit their English learning around their busy lives.

ESOL programmes are delivered in colleges and local authority community-based provision. The third sector also plays a valuable role in ESOL delivery. Most college provision is funded through the Scottish Funding Council (SFC). Other funding streams include UK resettlement schemes, the Scottish Government New Scots Integration Fund and other initiatives aimed at employability, such as No One Left Behind and the UK's Multiply fund. ESOL provision includes classroom-based college courses, employability courses, conversation cafes, and informal support delivered by a mix of paid staff and volunteers. ESOL courses may be accredited and non-accredited.

Currently, there are no formal arrangements or tracked data identifying the demand for ESOL provision across Scotland. However, individual stakeholders agree that they are unable to meet current demand, which has continued to grow at a time when resources have reduced. For example, in Edinburgh, census data shows that 37,000 people identify as not being proficient in English. Yet only around 1,700 learners attend college ESOL programmes in the region. Although this does not account for learners accessing provision not provided by colleges, these figures demonstrate a significant gap.

2. Methodology

This thematic review explored how effectively ESOL providers have responded to the challenges highlighted in the independent review. It focused on:

- accessibility of provision to meet individual learner needs
- collaboration among ESOL providers to remove barriers
- workforce capacity to support learners effectively

HM Inspectors focused on the experience of learners in accessing provision within communities and colleges and how providers respond to demand.

The review was undertaken over three phases:

Phase one – scoping and desk research. HM Inspectors drew from recently published research and reports. This helped to inform subsequent phases of the review.

Phase two – HM Inspectors engaged with key national ESOL networks, relevant national bodies and representatives from the six identified local authority areas. National bodies included:

- Adult Learning Managers Association
- CLD Managers Scotland
- Education Scotland*
- ESOL Scotland
- Lead Scotland
- Learning Link
- National Association for Teaching English and other Community Languages to Adults (NATECLA) Scotland
- Refugee Integration and Resettlement Team, Scottish Government
- Scottish Funding Council
- Scottish Refugee Council

*HM Inspectors are also members of the national ESOL network, chaired by Education Scotland.

Phase three – HM Inspectors visited Glasgow City, Dumfries and Galloway, Perth and Kinross, Orkney Islands, Aberdeen City and the City of Edinburgh councils and a selection of colleges within those areas. Visits were undertaken by a team consisting of two HM Inspectors and, where required, an Associate Assessor.

Key features of visits included:

- Meetings with learners, both with a provider and in the community.
- Engagement with staff and volunteers from CLD teams and third-sector providers of ESOL.
- Engagement with ESOL partnerships, where they existed.

- Engagement with college staff providing ESOL courses and funding to community-based partners.

3. Key findings

Stakeholders, including national agencies, are clear that where ESOL provision is well-developed, this supports new arrivals to Scotland to access other services, to volunteer and gain employment, and to become part of their community. This strengthens areas and can help to staff essential services. However, over the 18 months since the publication of 'Learning: For All. For Life.' insufficient progress has been made by stakeholders at a local and national level to address barriers that support learners to progress. A few stakeholders think that the situation has worsened for ESOL learners, with more pressure placed on diminishing resources.

HM Inspectors identified the following aspects that are contributing to the experiences and outcomes of ESOL learners:

3.1 Access and progression

ESOL provision in Scotland is delivering positive outcomes through person-centred approaches, strong partnerships, and varied learning opportunities that support integration and progression. However, demand continues to exceed supply. There are long waiting times, unclear progression pathways, and barriers such as childcare, transport and recognition of overseas qualifications. Greater national and local coordination and sustainable solutions are needed to ensure equitable access for all learners.

Where ESOL provision is working best, it is rooted in the individual needs of learners. For example, the person-centred, group work in many CLD settings that supports those arriving in Scotland with very limited English and often wider challenges, such as experience of trauma. However, ESOL provision is not limited to formal ESOL classes. ESOL providers in the areas visited are providing a range of environments and positive experiences. Examples include learning cafes, cultural events, holiday activities, and family learning. As well as cultural events that support learning more about Scotland, learners are encouraged to share their own cultures. This contributes to learners' sense of wellbeing and connection to their new communities.

Many ESOL learners require longer-term support to enable them to learn English to a standard that enables them to integrate well and contribute to Scottish society. They may also require support to address personal, educational, and social issues. In the CLD Sector, there are positive examples of staff and volunteers providing this ongoing support. This enables learners and their families to progress in their lives. Practice that includes aspects of youth work for unaccompanied minors and family learning with parents can be particularly inclusive and supportive. The use of a standardised assessment is helping to ensure that learners are placed in the right provision that matches their language level. ESOL providers in Edinburgh ask additional questions about learners' circumstances, such as their work patterns and their household. This is helping them to ensure classes are offered at a time and place that suits the learner and attendance is maintained. However, there is not sufficient gathering of data to understand learners' progress, such as the number of learners who repeat a class. There is scope to develop the gathering of learner data in this area and to develop further the standardised approach to assessments.

National organisations and local stakeholders understand that, too often, potential learners are waiting too long for appropriate ESOL support. For those arriving with low levels of literacy, traumatic backgrounds, or few, if any, social connections, the support needed is very different than for those arriving to take up known employment. However, in both cases, limited ESOL provision can significantly reduce their ability to contribute to Scottish society. For those seeking to convert their existing qualifications into employment in healthcare, and who hold medical qualifications in their original countries, this is a major barrier. The conversion and recognition of previously gained qualifications are not common across Scotland. Many learners eager to access employment are retraining for lower-paid roles. There is no coherent strategy to provide access and progression, and this is contributing to a lack of consistency in approach.

All the areas visited are successfully providing access to basic English learning. However, this varies significantly from one locality to another. This impacts how quickly someone can be assessed and access the right class for them. For example, waiting lists are lower in Perth and Kinross, and Dumfries and Galloway, where the number of learners is lower. Whilst there are variations in waiting times across the country, demand for ESOL learning continues to significantly outstrip supply. One recent positive change to reduce waiting lists is the temporary Scottish Government-funded work between Glasgow College Partnership and Glasgow Life. This has enabled around 1,000 learners to access provision. The Glasgow ESOL register has been an important step towards managing the very significant demand for learning in the city. Learners need only register once, and data is shared with partners. This has helped prevent duplication and speeded up access to learning.

ESOL providers employ a range of methods to ensure that learners have access to relevant information. This includes fliers, posters, social media posts and linking with partners who provide accommodation. Most learners can easily find out where and when classes are available. Effective signposting is supported through referral arrangements by third-sector partners and statutory agencies, as well as displays in community venues. In addition, word-of-mouth continues to be a significant way that many learners find their way to services. The City of Edinburgh Council has moved from a telephone enquiry service to having a dedicated staff member in a local venue on a regular basis. This has reduced the administration time and improved the quality of information received from learners. As a result, learners access classes more quickly.

Almost all learners speak positively about the impact that ESOL classes are having on their lives. This includes how their learning is helping them to access other services, such as education and healthcare. Almost all learners understand that improving their English will help them move on to further study or employment. They value the approach of the staff and tutors who support them. The positive, trusting relationships learners have with tutors mean they are often approached for advice and guidance. As a result, tutors can be an important gateway to further information and referrals to other services. For example, Glasgow colleges provide a wide range of support services such as financial advice, guidance on housing, hospital appointments, and emotional support. In addition, practical support such as food banks, free breakfast and lunch provision, childcare services, warm and welcoming study

spaces, and access to digital learning devices is helping to reduce barriers and strengthen learner wellbeing and engagement.

A few providers are making effective use of digital technologies to assist learners in accessing courses in a flexible way, at times that suit them. This includes distributing devices to learners who need them. In Aberdeen, a few learners are accessing accredited qualifications through a Glasgow-based online platform. In Dumfries and Galloway, learners are reinforcing their classroom learning and progressing at an individualised pace to meet their needs by attending the supported self-study, where they have access to laptops and learning software. The potential to reach International English Language Testing System (IELTS) levels provides progression opportunities for learners with aspirations to attend further higher-level study. However, digital learning is often hindered by access to devices and the costs associated with data packages.

In all the areas visited, progression pathways for learners are, to an extent, in place. In the best examples, partners work well together to ensure pathways are in place, such as the Scottish Wider Access Programme (SWAP) ESOL Healthcare offered at Glasgow Clyde College (GCC). Funded by Multiply, this programme demonstrates high levels of attainment and provides direct access to university for successful ESOL learners.

Providers are aware that most learners who access community-based learning wish to progress to college. This is not always possible. The known barriers that individual learners face in accessing ESOL continue to impact learners' participation and progression. A lack of childcare options and difficulties with transport, including costs, are preventing some learners from accessing classes or attending them consistently. Transport difficulties are more acute in rural areas. Many learners are travelling for over an hour to reach classes. A lack of childcare disproportionately affects parents, most often mothers wishing to improve their English. As a result, mothers are at greater risk of isolation in society. At ESOL Perth, the dedicated space for children within the classroom and a part-time worker are enabling mothers' participation in ESOL learning. The women are better able to focus on their learning when their children are close by. North East College Scotland (NESCOL) managers arrange induction sessions to support male learners in developing awareness of cultural differences. This has been helpful in strengthening gender-based relationships between learners and college staff.

Further consideration of online learning options may help to alleviate barriers for some learners. ESOL Scotland is piloting 10-week online learning courses. For some learners, learning online may also be a useful addition to in-person learning. Currently, the average in-person offer is around four hours of learning per week. For those for whom online learning is appropriate and accessible, it has the potential to increase the pace at which they can become proficient. It also reduces some barriers, such as travel and access to childcare. However, careful evaluation is required to ensure this resource is effective, does not redirect funding from core ESOL learning, and can be used effectively to augment existing provision for learners.

Learners who met with HM Inspectors highlighted that, at times, they struggle to engage with the arrangements associated with accessing English classes. This includes registering for

classes, making applications, and accessing student support services. As a result, learners may be missing out or take longer to access the support they need.

Recent tensions in communities around the housing and support offered to refugees and asylum seekers are making the provision of ESOL in local areas more challenging. This creates additional barriers for learners. For example, where provision is relocated to alleviate community tensions, this can result in additional travel or childcare issues.

3.2 Strategic approaches and partnership working

The lack of a coherent national ESOL strategy and consistent and effective local planning is resulting in fragmented provision, inconsistent progression pathways, and limited data to inform planning. Where there are strong local partnerships and innovative practices such as coordinated referral systems, volunteer-led tutoring, and employability-focused initiatives, these are helping learners access classes and progress. However, these efforts vary significantly across areas. Greater national coordination, improved workforce support and stronger engagement with employers are essential to address the persistent barriers which inhibit learners' progress.

Almost all national organisations and local stakeholders agree that the lack of a clear, coherent national ESOL strategy is problematic. The previous ESOL Strategy was not replaced, with ESOL being embedded in the Adult Learning Strategy 2022-2027. However, the status of this strategy's implementation is unclear. As a result, there is no cohesive approach to ESOL within Scotland. This is adding to the high level of variation HM Inspectors found in provision and in progression pathways. In addition, at a time when ESOL needs have increased significantly, national support has been reduced or redirected.

National organisations are proactive in working to address identified ESOL demand. This includes facilitating networks that provide important support to ESOL practitioners and leaders. The Education Scotland-led ESOL Network is effective in providing opportunities for strategic leaders who support ESOL provision to share information and learn from each other's practice. However, ESOL practitioners and volunteers lack opportunities to network, especially at the national level.

The current landscape is fractured with insufficient and inconsistent partnership planning across provision. ESOL partnerships vary from area to area, with some being very effective. However, whilst there are positive projects and initiatives, too often, how these link to the wider work across an area is insufficiently considered, monitored and planned. This makes it challenging for learners to access the provision that would be best for them or to progress.

There is a lack of transparency, clarity and accountability regarding ESOL provision across Scotland as a whole. No organisation has oversight and a full understanding of the ESOL offer. Data is limited and not yet shared effectively, even between national bodies. Whilst individual organisations, and in a few cases partnerships, do undertake evaluation of their work, there is no current way to benchmark against provision elsewhere in Scotland. As a result, it is unclear what the quality of provision is and what provision best meets learner, community, and business needs. A few national organisations suggested a national register of ESOL learners

would make it easier to see the scale of the challenge and direct resources toward the greatest needs.

At a local level, where there is effective partnership working, this is helping to ensure that learners have access to classes and activities. Partners continually look for ways to reach new learners and support existing ones. Providers understand well the challenges learners face accessing ESOL. Whilst these issues remain, there are examples of partners collaborating effectively to mitigate them where possible. For example, Perth and Kinross Council's status as a Council of Sanctuary includes an action plan with aims for ESOL learners. Partners in Edinburgh have created their own ESOL strategy, underpinned by their ESOL forum and associated sub-groups.

In most areas visited, ESOL coordination is helping to ensure the greatest reach across communities. Where strong referral pathways are in place, they help ensure learners can move seamlessly between providers. Edinburgh College's support for over 70 volunteers providing in-home tutoring is an innovative way to enable learners who would otherwise struggle to attend a class. Volunteers receive training on lesson plans and are then supported to create them by a support worker.

The strength of partnerships and the consistency of their membership are variable. This is leading to potential gaps in representation, which impact ESOL learners. For example, not all ESOL providers have a strong relationship with social work services supporting unaccompanied minors. There are a few examples of ESOL learners receiving inconsistent messages from partners, including government agencies. This is leading to interruptions in their attendance at classes. There is the potential to build closer relationships with all partners to maximise and strengthen the learning offer.

Where partnerships are well-established, open and flexible approaches to working together are helping to ensure that more learners can access classes. For example, in a few areas, local employability partnerships (LEPs) play a significant role in helping to coordinate ESOL learning. This is helping to establish routes to employment for ESOL learners. LEPs help to build and maintain important links with employers considering employing ESOL learners. For example, in Orkney, the LEP is an effective forum for strategic and operational staff and partners to network, share information and identify opportunities for ESOL learners to progress. This is improving communication between partners and is leading to improved support for learners.

Although there are a few positive examples, further work is required to engage with employers. This will help to build their knowledge, understanding and confidence of the potential of the workforce whose first language is not English. Providers should continue to build on English learning combined with vocational qualifications. This will help ESOL learners to attain the level of English they need to successfully enter the workforce. ESOL learners would also benefit from more support with job applications and interviews.

3.3 Funding and resourcing

Variations in the access to funding, how it is allocated, and its often-temporary nature are significantly impacting partners' ability to maintain consistent ESOL programmes. As a

result, learners face a ‘postcode lottery’ when trying to access learning and progress their language skills.

National organisations all spoke of the significant variance in ESOL provision between local authority areas. Some of this is due to the differing contexts of each local authority, including the number of small, community-based third sector organisations involved in ESOL and community integration. This is primarily due to the variation in the ways funding is provided, partnership agreements and arrangements for delivery and ESOL/CLD staffing levels within local authorities and colleges. Currently, five percent of college funding from the SFC is allocated to ESOL, approximately £23 million annually. This has significantly increased since 2015. Colleges receive guidance on the allocation of this funding. However, the SFC does not specify how funds should be used. It is for individual colleges to decide based on the needs of their learners. This is resulting in a significant variation in how SFC funding is used and to what extent partners are involved. This approach to funding allocation is also contributing to a ‘postcode lottery’ that significantly disadvantages learners in some areas of Scotland.

There is a range of funding mechanisms to support ESOL provision, for example, resettlement schemes from the Home Office, Multiply Fund, and other Scottish Government initiatives, such as New Scots and No One Left Behind. However, these funding streams all have specific requirements and a range of expected outcomes. This makes it challenging for providers to plan ESOL programmes and to develop clear progression pathways, whilst meeting the requirements to access the funding.

Most partners highlighted the lack of funding as a significant factor in their sustained delivery of ESOL programmes. In addition, a few stakeholders also raised concerns about the lack of resources for ESOL. This includes learning materials, digital devices and data packages and a lack of suitably trained staff. Even when funding is available, a lack of suitable staff and resources means that learners’ needs are not being met.

The variability of funding, resource allocation, and support from national organisations can be more challenging in rural, remote and island communities. Several national organisations raised the need to ensure that learners are not disadvantaged by where they choose to live or are placed, for example, through resettlement schemes. They point out that although numbers may be smaller, the needs are not. Those living in rural or island communities may also struggle to access appropriate support to progress in their learning, for example, if no local college courses are available.

Where partners are working well together, they are creative and innovative in applying for and allocating funding for ESOL. However, short-term and temporary funding streams are negatively impacting on the ability to plan ESOL and provide consistent services that are appropriately resourced. As a result, ESOL learning programmes may be too short in duration or lead to interrupted progression pathways and timescales. The longer-term funding landscape for ESOL remains uncertain.

3.4 Workforce needs

The ESOL workforce actively engages in professional learning, collaboration, and sharing of innovative practices to enhance provision, where possible. Staff complete trauma-informed training, adopt creative approaches, and work together to meet diverse learner needs. However, short-term contracts, fragmented training, and limited strategic coordination undermine stability and development.

Informally, groups of tutors meet locally to support one another and share information and resources. This is helping build helpful local networks and to improve consistency in the approach tutors take and the resources they use. For example, in Edinburgh, CLD staff linked to a provider that required access to students for their trainee teachers to gain experience. This resulted in an intensive English class for some higher-level ESOL students, which increased their skills significantly. However, there are insufficient opportunities for operational staff, including volunteers, to come together, share practice and consider next steps to develop their practice. There is a need to build more ongoing support for the ESOL workforce at all levels.

Tutors recognise the importance of the trusted relationships they build with learners. They take a trauma-informed approach to delivering learning. This is particularly important for learners who are fleeing traumatic circumstances such as war or persecution. Not being able to speak English makes learners more vulnerable. Consideration should be given to ensuring that the ESOL workforce is suitably trained and appropriately vetted. Tutors are often a gateway to other services that learners need. Many tutors show dedication in supporting learners above and beyond their expected role. This relies on tutors being well-informed about the work of partners. In Orkney, a few staff have undertaken first aid mental health training. This helps develop a holistic approach to supporting ESOL learners and reduces the need to signpost to alternative services.

Most tutors employed by partners have access to professional development. Most tutors, employed by colleges and local authorities, have the Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification. However, overall, too few ESOL delivery staff across the wider workforce have access to specialist ESOL qualifications. This is partly due to limited opportunities in many areas of Scotland to gain such expertise. Aspiring tutors may not be able to access a course near them or meet the costs. CLD workers' holistic person-centred approaches help enable ESOL learners to integrate into their communities and become effective contributors to Scottish society.

While CELTA is a well-recognised qualification, the majority of tutors who met with HM Inspectors do not feel that it fully prepares them for working with all learners. Many learners have experienced trauma and require a sensitive, trauma-informed approach. Some learners have not experienced any formal education and may not be sufficiently literate in their first language. ESOL learners may also present with additional support needs such as dyslexia. Tutors need to develop a wide range of skills and experience to better support and meet these needs.

Personal development opportunities and ongoing support are more formalised in the college and local authority sectors. From the areas visited, it is less clear how third sector organisations and volunteers can access training and development. A more consistent and

strategic approach to developing the role of the ESOL tutors would help to ensure that the wide range of learning needs can be met appropriately. For example, more consistent access to trauma-informed practice training for volunteers and those working in the third sector. ESOL tutors come from a range of backgrounds and have a range of skills. A coordinated approach and a clearer pathway to becoming an ESOL tutor would help the system to maximise the impact of these skills and improve how learners' needs are met. Consideration should also be given to ensuring that the wellbeing needs of tutors are being met. Tutors can be impacted by the experiences and challenges that their learners have faced.

Volunteers play an important role in extending ESOL provision, especially in community-based social and informal learning. They often work alongside qualified staff to support classes and individuals within classes. In addition, in many areas they organise support activities such as conversation classes and social gatherings. National organisations are clear that volunteers are a key part of addressing the ESOL crisis. However, best practice is often where volunteer-run activities work in tandem with learning and additional needs support provided by qualified and trained staff. For example, pupils at St Mungo's Academy, Glasgow, undertook Scottish Credit and Qualifications Framework (SCQF) accredited Community Interpreter training. They are gaining SCQF-recognised qualifications whilst enhancing their families' capacity to engage in work and learning.

The temporary nature of some ESOL funding is inhibiting the professional development of ESOL tutors. Short-term and part-time contracts mean that tutors leave at the end of their contract or have other employment alongside their ESOL role. This restricts their availability to engage in professional learning. As a result, career opportunities for ESOL specialists can be very limited, and undertaking qualifications is less attractive.

4. Key Insights

- **ESOL provision is essential for social and economic inclusion**
It enables learners to participate fully in Scottish society but lacks a coherent strategic national approach. Access remains unequal across the country and progression pathways are unclear.
- **Persistent barriers to access require targeted solutions**
Challenges include fragmented provision, inconsistent partnerships, unclear learner progression routes, and limited employer engagement. These known challenges have not been sufficiently addressed and may have worsened in recent years.
- **Workforce development and funding issues undermine stability**
Inconsistent support for staff and volunteers, coupled with short-term and complex funding arrangements, impacts service quality and sustainability.

5. Recommended Actions

1. **Develop a National ESOL Strategy and improve effective local approaches to planning**
 - a. Establish a coherent, consistent approach to ESOL for the planning of provision across Scotland.
 - b. Define the national ESOL offer for learners and providers.
 - c. Implement a system to track progress against strategic aims, enabling trend analysis and informed planning.
2. **Strengthen ESOL Partnerships**
 - a. Issue clear guidance on partnership purpose, scope, membership, and functions.
 - b. Address gaps in collaboration that limit learner access to services.
3. **Create Clear Progression Pathways for Learners**
 - a. Map routes to higher levels of English proficiency.
 - b. Support learners to re-enter careers aligned with their qualifications and experience.
4. **Increase Employer Engagement**
 - a. Build stronger links between ESOL provision and the labour market.
 - b. Promote and support access to opportunities for learners to access jobs and careers they are qualified for, reducing unemployment and under-employment.
5. **Implement a Comprehensive Workforce Plan**
 - a. Provide consistent support and development opportunities for ESOL staff and volunteers.
 - b. Commit to long-term workforce stability to ensure high-quality learning for all learners, regardless of location.
6. **Review and Simplify ESOL Funding**

- a. Address the complexity and short-term nature of current funding arrangements.
- b. Explore options for more sustainable funding models.
- c. Take steps to ensure funding is used to best effect and leads to meaningful outcomes.