

ESOL Programme - Theory of Change (2022 - 2026)

Objective One

To influence policymakers and stakeholders through thought leadership, and to support evidence-based system change to improve outcomes for disadvantaged ESL* learners

Objective Two

To build sustainable capacity and expertise to improve outcomes for people who use ESL and are developing their English language skills, including those with compounded risk

Inputs

Funding

of projects and research

Networks and connections

Working with partners and stakeholders

Expertise and experience

in ESOL* pedagogy, teacher education and policy

Change mechanisms

Grant funding projects, where possible with a focus on 'places'

Collaborating with other funders and partners

Evaluating and collating the evidence from projects

Sharing learning to drive change in policy and practice

Convening stakeholders in the ESOL policy field, through the ESOL Policy Group

Development and promotion of policy recommendations

Outcomes

Vulnerable young people and adults who use ESL have improved access to language support and education

Providers have enhanced capacity to deliver accessible and suitable ESOL

Employers have a better understanding of the benefits of supporting language education in the workplace

Education and local government stakeholders have improved understanding of how to support late arrivals

Policy is more reflective of the needs of speakers of ESL

Long term impact

Adults who are disadvantaged by language barriers have increased opportunities to access ESOL provision and language support which allows for progression in English learning and improves their educational, employment and social outcomes