

LOCAL GOVERNMENT NATIONAL INDICATOR SET TECHNICAL HANDBOOK - RESPONSE TO CONSULTATION DOCUMENT

Name and address of responding organisation:
Devon County Council

Is this your organisation's official response to the consultation? No

Name and phone number of key contact in case of follow-up queries:
Louise Taylor - 01392 383478

National Indicator Number:

NI 13

Please complete a separate form for each indicator on which you wish to respond

Indicator Issue	
1. Is the Technical Definition of this indicator clear?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<p>If NO</p> <p>a. What aspects of the technical definition of the indicator are unclear? Please specify clearly - is it in relation to the measurement method, or - on reporting</p> <p>b. Please suggest how the template can be clarified/improved.</p>	<p>Do migrants only develop english through ESOL courses? Accepted that this is one way of measuring but think there are other routes e.g. english at work programmes - on the job language training.</p>
2. Does the Technical Definition for this indicator have any unintended consequences?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<p>If YES</p> <p>a. What are the unintended consequences on this national indicator?</p> <p>b. Can the unintended consequence be avoided? If so, how?</p>	<p>There are many ways of learning English and enrollment on a course is only one of these. The indicator would not enable us to find out what proportion of migrants were becoming integrated through learning the language. Some will already be proficient,</p>

	<p>some will learn by other means such as through e-learning, through employer schemes, private or voluntary tuition etc. Many will have no need of a paper qualification.</p> <p>What this might measure is whether demand for ESOL courses is met by supply - i.e it measures the availability of such courses.</p>
<p>3. Will the Technical Definitions for this indicator work in practice?</p>	<p>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>If NO a. Why would this technical definition not work in practice?</p>	<p>Not sure - does it presuppose that ESOL courses are accessible to people? Does it need to ask how many migrants, how many courses available, what uptake?</p> <p>It has a whole series of confused terms. This can't really be corrected without redrawing the whole rationale and definition etc.</p>
<p>4. Is this indicator defined at the right spatial level?</p>	<p>Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>a) If not, what level should it be defined at? (including whether information is already gathered and/or reported at that level and if so where, if not, estimated cost of collecting and reporting it)</p>	

<p>5. Should data for this indicator be provided for any or all of the different equalities strands (please tick the relevant box)?</p>	<p>Ethnicity <input checked="" type="checkbox"/></p> <p>Gender <input checked="" type="checkbox"/></p> <p>Religion <input checked="" type="checkbox"/></p> <p>Age <input checked="" type="checkbox"/></p> <p>Sexual orientation <input type="checkbox"/></p> <p>Disability <input checked="" type="checkbox"/></p> <p>Other (Please specify) <input type="checkbox"/></p>
<p>a) For any boxes ticked at 5, is this information already gathered and/or reported and, if so, where? If not, what would be the estimated additional burden of collecting and reporting it?</p>	<p>Not known</p>
<p>6. Further comments on the questions above and /or any other comments that are not covered above questions.</p>	
<p>Additional comments from colleagues:</p> <p>The indicator simply measures a pass rate out of those who apply for a course. This is not related to the need for such education in the target population as an LA that fails to advertise the courses well may achieve good results with the few that apply yet fail to impact on the desired outcome; namely to ensure that all possible is being done. Also, since the migrant population may be transient there is no measure of the impact of the effort on the overall language skill level in the community.</p> <p>What if ESOL courses are not available/accessible/affordable - could it look like people are not bothering?</p> <p>Find this whole measure very confused. It seems to be mixing a number of activities and doesn't really address any with clarity. This appears to be a Home Office derived target which has a very confused understanding of learning and skills.</p>	
<p>Completed versions can be sent to niconsultation@communities.gsi.gov.uk. Hard copy responses should be returned to Local Government Quality and Performance Division, Zone J2, 4th Floor, Eland House, Bressenden Place, LONDON, SW1E 5DU.</p>	