

MAYOR OF LONDON

The Mayor's European Social Fund (ESF) 2019- 2023 Programme

Volume 2, Annex 6 - Specification

Lot 6: English for Speakers of Other Languages (ESOL)
Support



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1. Project Specification – ESOL Support¹

1.1 Project Overview

This £2.5m Project will enable unemployed adults with low-level English language and literacy skills to attain Pre-Entry and Entry Level 1 ESOL and Level 1 and 2 Digital Skills qualifications. It will also support entry into job-search, training and employment. Underpinned by a strong focus on social integration, support for good language and digital skills will be combined with support to attain broader competences like independence, confidence and relationship building, needed for adapting to new environments, accessing services and exploring entitlements. Learning should be contextualised through delivery within community-based settings and incorporate activities associated with community engagement. This 4-year Project will run from August 2019 to June 2023.

- Key activities: support to attain Pre-Entry and Entry Level 1 ESOL and Level 1 and 2 Digital Skills qualifications and broader competences required for social integration, job-search, training and jobs. Delivery will take place within community-based settings
- Target group: Unemployed and inactive adults aged 18+ with low-level English language and literacy skills, living in London
- Funding: £2.5m
- Number of Projects supported: One contract to be awarded.
- Geographical focus: One of London's sub-regional partnership areas, covering a minimum of five boroughs
- Primary Result: A minimum of 580 Participants will enter into job search, training or employment.

1.2 Background

The Mayor has recognised the need to provide more support for people to learn English language skills when they arrive in the UK. He has signalled his intention to work with partners to increase the accessibility of ESOL so that Londoners have access to the provision they need to develop their English language skills. With the impending withdrawal of the United Kingdom (UK) from the European Union there will be greater

¹ To be read in conjunction with the Mayor's ESF 2019-23 Programme Specification

employment opportunities for those who develop English language and basic digital skills in the post-Brexit economy. Being able to speak English is not only crucial for accessing employment in London, it is also associated with several other benefits including independence, confidence and self-determination.

Between 2009/10 and 2015/16 national public spending on ESOL reduced by 60%² or by almost half a billion pounds (£490m). Significant gaps in provision have been created; over half of providers (rising to two thirds of colleges) reporting that they struggle to meet demand for ESOL and that provision right across London is oversubscribed.³ London providers report demand to be predominantly at Pre-Entry and Entry Levels. In addition, ESOL provision at Pre-Entry level or Entry level 1 and accompanying literacy support was reported to be particularly difficult to access.⁴ Thus, a shortfall in provision is compounded by its lacking visibility and failing to meet the learning preferences of those who need it most. Government analysis on the impact of funding cuts show that people with low-level English language and literacy skills are one of three groups most at risk from public funding cuts.

As the first stage in language learning for many, Pre-Entry support is key to progression in the development of language skills. Evidence suggests that the current lack of available, appropriate support at this level is preventing many from attaining the essential capabilities to take initial steps toward fully accessing education, training and employment skills support and gaining and retaining jobs.

Good language skills deliver tangible benefits, including better access to healthcare and education and unlocking migrants' capabilities.⁵ The wider social benefits of English for Speakers of Other Languages (ESOL) in the long term include savings to health and welfare, and harnessing migrants' potential employment skills to strengthen the economy.⁶

Low levels of literacy are strongly linked to digital exclusion.⁷ In Greater London 6% of people have no digital skills.⁸ This is a real brake on opportunities to attain and thrive in employment as well as access services. Around 70% of employers say they would not interview an entry level candidate without basic ICT skills; individuals with good ICT skills earn between three and 10% more than those with lower ICT competence; and unemployed people with online access could increase their chances of getting employment with an estimated lifetime benefit of over £12,000 for every person moved into employment.⁹ The acquisition of digital skills is also crucial from the perspective of

² GLA analysis of ESOL funding data in Foster, D. and Bolton, P. (2017) [Adult ESOL in England](#). London: House of Commons Library.

³ L&WI (2017) [Mapping ESOL in London](#)

⁴ *ibid*

⁵ DEMOS (2014) [On Speaking Terms](#)

⁶ *ibid*

⁷ L&WI (2017) [Mapping ESOL in London](#)

⁸ Lloyds (2018) [Digital Skills Index](#)

⁹ GLA (2013) [A Digital Skills Inclusion Strategy for London](#)

accessing government services and support schemes including universal credit and childcare, the claims processes for which are moving online.

Women are a priority target group for this Project, especially those with childcare responsibilities, as they are more at risk from digital exclusion (nationally, 61% of those with no digital skills are women¹⁰).

There is a need to deliver support in places that are accessible, familiar and comfortable for Participants in order to attract and engage Participants and drive up the achievement of positive outcomes. Research has demonstrated that delivery from community-based settings rather than formal environments has real potential to do this.¹¹ This learning is frequently provided by community-based organisations. For example, non-formal classes, informal conversation clubs, and speaking buddies can increase the opportunities for ESOL learners to interact in English and provide opportunities to practise their skills outside periods spent in supported learning environments.

Contextualising learning within everyday activities in the home, the school and the community has delivered good social integration outcomes and capacity to boost Participants' confidence in accessing services and liaising with statutory agencies.¹² Whilst partnership arrangements to support ESOL delivery are already in place, there is a lack of awareness of provision available in many local areas, undermining effective signposting and referral to appropriate support. Improving collaboration between training providers and community-based organisations with connections into local communities – with the latter playing a more central and formalised delivery role - will likely enhance the reach into marginalised communities and achieve the level of Participant commitment required for progression into further education, employment and training.

This Project will integrate the support required to acquire Pre-Entry and Entry level ESOL with a focus on supporting digital inclusion and developing basic digital skills for Participants; two complementary strands of activity that, combined, will improve Participants' social integration, as well as their employability.

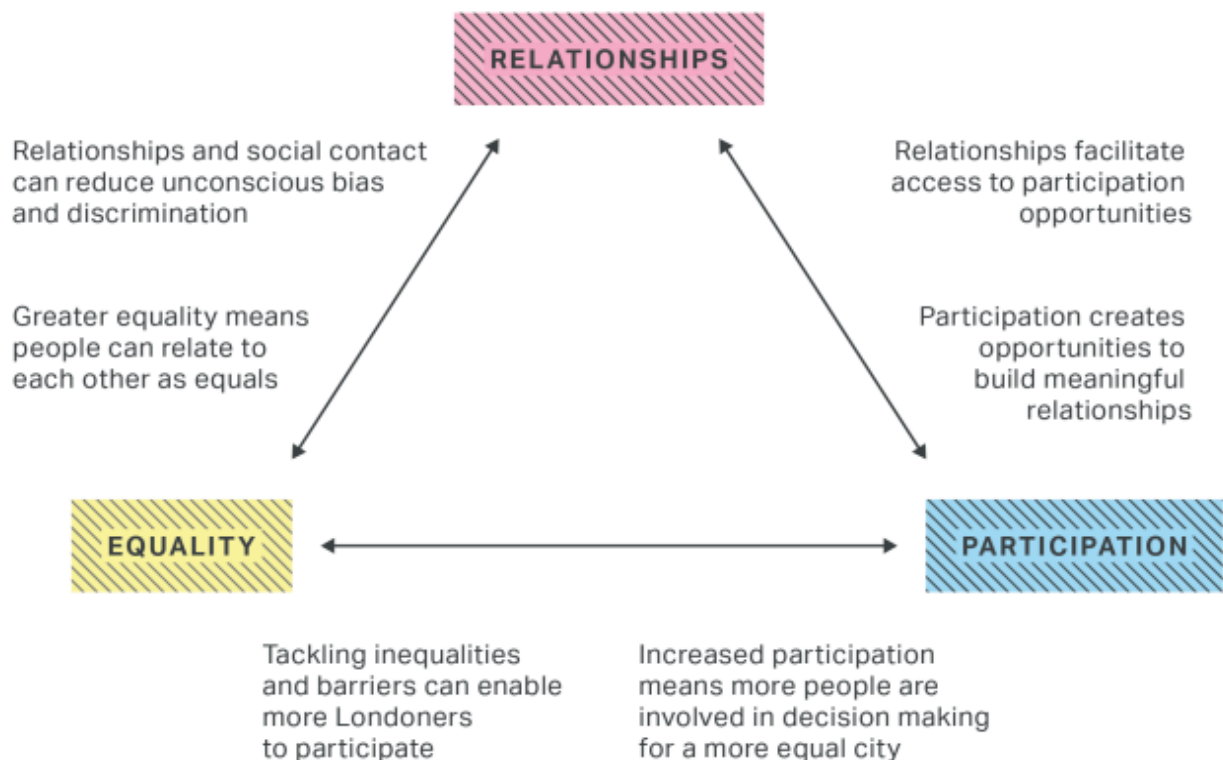
The Mayor understands the importance of social integration to encourage improvements in relationships, participation and equality.¹³ The model below sets out how this could look:

¹⁰ Lloyds (2018) [Digital Skills Index](#)

¹¹ MHCLG (2016) [Measuring the impact of Community-Based English Language Provision](#)

¹² SQW (2015) [English: The Key to Integration in London Final Report](#)

¹³ GLA (2018), [All of Us: Social Integration Strategy](#)



1.3 Objectives

The overall aim of this Project is to:

Promote social integration through enabling marginalised communities to achieve good language and digital skills and attain broader competences and attributes such as independence, confidence and relationship building. These attributes are required for adapting to new environments, accessing services and pursuing positive pathways, training learning and jobs.

The objectives are to;

- support a minimum of 580 Participants into job search, training or employment¹⁴
- support Participants to develop their English language and digital literacy skills
- support Participants to gain an understanding of employment and the world of work through embedded employability skills support delivered as part of the Project
- help migrants adapt to new surroundings and their communities¹⁵

¹⁴ As defined in the Eligibility & Evidence Handbook.

¹⁵ L&WI (2017) [Mapping ESOL in London](#)

- create links between providers and community organisations providing important, supplementary content to 'generic' ESOL provision
- enable Participants to develop networks and support systems, reducing risk of isolation and improving social integration and wellbeing.

1.4 Project Specific Eligibility and Target Groups¹⁶

Eligible Participants will be:

- Unemployed
- Aged 18+
- Living in London
- With Low Level English Language and Literacy Skills (defined as not holding a pre-entry, entry level 1 or above ESOL qualification)

The Project should aim to recruit, as a minimum, proportions of Participants from the Equality Groups set out below.

Equality Groups	Programme Target (%)
Participants from ethnic minorities	90%
Female Participants	60%
Participants with disabilities or health conditions	22%
Participants aged 50+	14%

Bidders must describe how they will identify, recruit and support eligible Participants from these groups, taking into account any barriers to participation.

1.5 Project Specific Geography

The contract area for the Project should cover a minimum of 5 boroughs, which demonstrate a clear demand for pre-Entry level and/or basic literacy provision.

¹⁶ Please also see the requirements outlined in section 2.4 of the ESF Programme Specification and relevant sections of the Evidence Handbook.

Although recruitment activities will specifically target eligible people within the geographical area described within the Project application, in practice, any eligible London resident wishing to participate can be supported.

2. Service Requirements

2.1 Project Deliverables – Expected Stages

The GLA considers successful delivery will incorporate the stages and activities outlined within the table below.

Bidders must demonstrate how they will meet specific criteria. However, there is an expectation that bidders will choose how they deliver their Project, bringing their expertise and a unique approach to delivery.

Element	Activity
Identify and recruit suitable Participants	<p>ESF Providers should work with other organisations to identify and recruit Project Participants who meet the criteria set out in section 2.</p> <p>Some of the Participants eligible for this Project may have limited awareness of the support available and how it can help them, owing to language barriers and having limited interaction outside their immediate community. It is, therefore, important to incorporate a number of possible referral routes into the Project, which include effective ways in which to reach into marginalised individuals and communities. Organisations could include, but are not limited to:</p> <ul style="list-style-type: none"> • Universal services delivered locally (the support framework for people transferring onto Universal Credit) as this is rolled out across London • Local authority employment support services and other teams • Voluntary and Community Sector (VCS) organisations working with migrants and refugees • Adult and Community Learning Services • Family learning services

Element	Activity
	<ul style="list-style-type: none"> • Schools and colleges • Children's centres • Health providers • Jobcentre Plus • Other ESF Projects • Self-referrals • Social landlords • Community centres/hubs and locally-based organisations
Needs assessment and Bespoke Training Plan	<p>ESF Providers must complete a bespoke training plan (BTP) for all Participants as part of their enrolment on the Project. For each Participant, an initial face-to-face assessment must be undertaken to:</p> <ul style="list-style-type: none"> • Establish English language needs in terms of speaking, listening, reading, and writing; • Establish civic and work-related aspirations, capabilities and learning needs; • Identify any barriers to accessing the services provided through the Project (such as childcare or travel costs) and offer support to overcome these barriers; • Establish a set of English language and civic learning objectives in line with the Recognising and Recording Progress and Achievement process (RARPA) <p>ESF Providers will be required to assess the Basic Skills requirements of Participants who do not hold Entry Level or above (or equivalent) qualifications in Maths on enrolment. Where necessary, Participants should be referred to an organisation which can provide an appropriate certified qualification in Maths at Entry Level, Level 1 or Level 2. Bidders will be required to estimate the number of Participants achieving Basic Skills, and successful bidders will be required to inform the GLA via a periodic narrative of the number of Participants who have been referred and the number of Participants who have achieved basic skills. Successful achievement will be required to be verified by Participants' self-declaration as a minimum.</p>

Element	Activity
ESOL Skills Training	<p>ESOL and Digital Skills training delivery should be integrated so Participants benefit from both elements of provision.</p> <p>To maximise accessibility of all training, it should be delivered at times that are convenient for the Participants; in community centres, schools, libraries and settings that Participants are comfortable accessing and attending.</p> <p>To ensure high quality provision, training must be delivered by appropriately qualified staff or staff working towards appropriate qualifications for teaching ESOL e.g. Teaching English to Speakers of Other Languages (TESOL), Certificate in Teaching English to Speakers of Other Languages (CELTA), etc.</p>
Digital Skills Training	<p>ESF providers should provide digital skills training in facilities that are equipped to deliver training that matches with the new essential digital skills framework.¹⁷ Participants will be expected to receive support (min 10 hours) that builds toward gaining units of qualifications in basic digital skills (Level 1 or 2).</p>
Wrap around support	<p>ESF providers must establish appropriate wrap-around support to address the specific barriers Participants may face and enable them to engage in and sustain their involvement in the Project as well as develop skills required for integration.</p> <p>A clear wrap around support plan must be created for each Participant and delivered throughout the ESOL, Digital Skills training, wider integration-focused provision and support to access training and work. This may include childcare, meeting travel costs, advising on benefits and translation support.</p> <p>This wrap around support will be crucial to supporting Participants facing multiple barriers to inclusion and integration, building confidence to access further learning opportunities and employment.</p>

¹⁷ <https://www.thetechpartnership.com/wp-content/uploads/2018/05/EssentialDigitalSkillsFramework-29May18.pdf>

Element	Activity
Deliver Community-based activities	Training should be supplemented with community-based activities to contextualise learning and support social integration. Opportunities should be provided for Participants to engage in community-based events, volunteering, conversation and cooking classes, sports, gardening and/or other activities that encourage social integration.
Employability support	Participants will need to be provided with an understanding of the world of work. Employability skills need to be included in the support, in addition to any other provision required to enable Participants to engage in training, job-search and employment. This could include working with employers to prepare Participants for work through work shadowing, work experience and employability workshops.
Moving into Employment, Education or Job search	Support to Participants to access appropriate opportunities. Bidders should have good working relationships with local employers and (other) education/training establishments in order to provide a suitable progression opportunity.

3. Budget and Payments

3.1 Overall budget framework and parameters

The budget allocated for the work described in this specification is £2.5m. One contract will be awarded.

Available budget	Primary Result
£2.5m	A minimum of 580 Participants will enter into job search, training or employment.

3.2 The Payment Model

Payments will be made on the achievement of results set for each Participant who progresses through the key stages of the Project. All payments are based on a model which reflects the payment stages indicated in the table below.

Anticipated Proportions of Funding for Trigger Payment Activities	
Input/Output/Results	% of payment
Advance payment (to be reclaimed from 'Participants gaining entry to job search, training or employment')	10%
Participants starting on the Project	30%
Participants gaining qualifications in Level 1 or 2 Digital Skills	10%
Participants completing a minimum of 120 learning hours of ESOL training	20%
Participants gaining qualifications in Pre-Entry or Entry Level 1 ESOL	20%
Participants gaining entry to job search, training or employment	20%

By completing the Payment Trigger Calculator (PTC)¹⁸, bidders will be able to determine the value that they are paid for each individual output by selecting the volume of Participants whom they think will engage at each paid stage of delivery.

¹⁸ Please also see the requirements outlined in section 4 of the ESF Programme Specification, paragraph 179 of the Delivery Handbook, and Volume 4, Annex 18.1.

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