



Ministry of Housing,
Communities &
Local Government

ESOL for Integration Fund prospectus

A fund to help local authorities meet the English language needs of their communities.



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Contents

Introduction	5
Background	5
Section 1	6
What we are looking for.....	6
Aims	6
Deliver locally	6
Provide quality.....	6
Connect people	7
Remove barriers.....	7
Unleash potential.....	7
Encourage co-ordination	8
Funding available	8
Where we are looking.....	9
Section 2	9
Who we want to help.....	9
Learner eligibility	10
What we will fund	10
Community-based taught learning for participants at New to ESOL Level.....	10
Community-based social mixing ESOL clubs and activities	10
Monitoring and evaluation of learners	11
Childcare and family learning	11
Information, advice and guidance (IAG).....	11
Signposting	12
Coordination.....	12
Section 3	12
Outcomes and requirements	12
Criteria.....	12
Assessment.....	14
Scoring guide	15

Section 4	15
Working with successful applicants	15
Payment	15
Governance arrangements.....	16
General Data Protection Regulation.....	16
 Section 5	 16
The process	16
Funding levels	16
Key dates	17
 Annex A: Eligible areas	 18

Introduction

Britain is a diverse and inclusive country. We are committed to levelling up our country and strengthening communities to ensure everyone can progress, no matter what their background. This means empowering those who speak little or no English by boosting language skills and building confidence to unleash their potential, reduce isolation and ensure everyone can participate in their local community.

There are many in England who cannot speak English well or at all. In Census 2011 this was 770,000 people and we know demand for English language classes remains high.¹

We trust people and communities to make decisions that are right for them, as they are best placed to understand their needs. This fund provides an opportunity for local authorities to tell us about their area and how they will deliver learning to residents with little or no English language, who may feel disconnected within their local communities.

Background

The Ministry of Housing, Communities and Local Government (MHCLG) has a history of delivering English for Speakers of Other Languages (ESOL), in community-based settings, as a key intervention to support increased social integration. Interventions range from the Community Based English Language Programme in 2013 to the Integrated Communities English Language Programme in 2019/20. For the last three years ESOL social mixing opportunities, such as conversations clubs and activities, have also been supported by the Department through the Controlling Migration Fund.

Lack of English skills presents a clear barrier to social and economic mobility.² Community based intervention has been proven to work with learners at New to ESOL level ('Pre-Entry' to Entry level 1) evidencing an increase in both English language proficiency and social integration outcomes including confidence, social mixing and access to public services.³

This single ESOL for Integration Fund builds upon evidence of good practice from our previous programmes, as well as insight gained from stakeholder engagement. It responds to feedback which indicates one coherent fund is preferable to help local authorities respond to the complexities of local unmet need.

¹ Department for Education (2019) English for Speakers of Other Languages: Access and Progression

² Department for Communities and Local (2016) The Casey Review: a review into opportunity and integration.

³ Ministry of Housing, Communities and Local Government (2018) Measuring the impact of Community-Based English Language Provision: Findings from a Randomised Controlled Trial

Section 1

What we are looking for

We are looking to support up to 25 local authorities, from a priority list of 65⁴ areas, where we know there is a need for:

- a) **Community based English language classes for learners at New to ESOL ('Pre-entry' – Entry level 1); and**
- b) **Social mixing clubs and activities to support English language practice and social integration.**

The funding period is from April 2020 – March 2021.

Applications must be received no later than 11.45pm on 09 April 2020

Aims

Successful local authorities will be expected to support all participants' integration into British society and improve their connection to the local area. This can be achieved by building confidence to use English and engage with people outside their immediate community – mixing with those from different backgrounds and accessing services. We want this fund to:

Deliver locally

We want to reach and engage learners who may be isolated or within segregated communities with little or no English language skills. We know that community-based tuition is the most effective means of engaging people who are in greatest need of support and may not have previously taken steps to learn English. This fund will support highly localised English language provision in community buildings that learners may already be familiar with, such as schools, community centres and places of worship.

Provide quality

We want the fund to provide high-quality learning experiences. We know some learners new to English language learning may not have literacy skills in a first language, causing learning journeys to be slower or inconsistent. We want to increase literacy skills through the teaching of reading, writing, speaking and listening to learners at New to ESOL Level ('Pre-Entry'- Entry Level 1). Stakeholder engagement tells us that those with a teaching or ESOL-specific qualification at Level 5 or above are more adept at providing resources, assessing progress and preparing learners for more formal classroom surroundings.

⁴ Annex A: List of areas

At Welbourne Children's Centre, Haringey students had the opportunity to create a film. This included taking the bus and using everyday language to navigate around their area followed by activities in the classroom. The tutor and students edited the clips into a film for all to see, share and learn from.

-Together We Learn class, Workers Education Association

Connect people

We want thriving communities with wider civic participation, so all citizens feel proud of where they live and able to make a positive contribution. Stakeholder engagement highlights the importance of English language learning being embedded in everyday experiences.

We want to fund New to ESOL Level ('Pre-Entry' - Entry Level 1) English language teaching focused on connecting learners to the places, spaces and people in their local area – helping them with tasks such as shopping in the High Street, using public transport or visiting the doctor. We want the fund to provide opportunities for English language practice and ESOL social mixing opportunities through shared interests and activities. The latter might include, for example cooking, dancing or gardening, within conversation clubs and language cafes.

Learners met the Mayor and heard about the architecture, valuable items and saw how Mayors' photographs over the years reflected the changing diversity of our community. They discussed issues important to them, including housing and employment. Feedback was very positive and showed learners felt motivated, empowered and engaged with each other through this shared experience.

-Project Manager 'English for Every Day' class visit to Town Hall
Redbridge Institute

Remove barriers

Learning from our previous programmes informs us that accessing more formal approaches to learning English can be difficult for some people. This may be due to lack of childcare facilities, cost of travel or lack of confidence to make the first steps towards learning – in what can initially be an intimidating environment. We want local authorities to provide practical solutions for reducing barriers for learners. We particularly welcome the use of community settings already providing OFSTED registered childcare to offer ESOL sessions such as schools, nurseries and family centres.

Unleash potential

We want the fund to support learners to reach their potential by helping them understand the opportunities available to them. We want to support clear quality information, advice and guidance (IAG) to help learners identify different learning, volunteering or employment opportunities. Local authorities are encouraged to build upon current IAG offering or partnerships.

We recognise the valuable contribution volunteers make to ESOL classes and social mixing activities and clubs. We want the fund to support local authorities in helping

volunteers continue their professional development by signposting them to ESOL specialist qualifications or teacher training courses.

Encourage co-ordination

We know that ESOL support and delivery can be fragmented. It can be difficult for learners to find provision that best meets their needs or further progression opportunities. We want local authorities applying to the fund to build upon existing infrastructure and work with community groups, collaborate with ESOL organisations and utilise education, childcare and IAG workforce already established within their local area.

In Waltham Forest, local partners were keen to build on the existing high standard of training available. To achieve this, they established a 'Single Point of Contact' – a new approach to mapping current English provision on offer, helping raise awareness of different opportunities and providing advice on accessing English language provision.

- Integration Area Lead, MHCLG

Funding available

Up to £6.5m is available in 2020/21 to support up to 25 successful local authority proposals. Funding is currently available for 2020/21 financial year only, with all delivery completed within the funding period.

We have allocated funding as follows:

- £5m to support taught sessions to participants at New to ESOL (Pre-Entry – Entry Level 1) by qualified ESOL practitioners; and
- £1.5m for social mixing opportunities activities for the whole ESOL community through clubs and activities

Successful proposals will reflect a substantial focus on supporting those new to ESOL who speak little or no English through the delivery of taught sessions.

We recommend bids do not exceed more than 25% of total budget on social mixing clubs and activities.

The fund is not intended to supplement but rather complement English language provision available under the Adult Skills Budget. We would expect many participants to progress to more formal ESOL provision as their proficiency and confidence grows.

The department reserves the right not to award any or all the £6.5m if applications do not meet the required criteria to a sufficient level or do not meet due diligence requirements

Where we are looking

We have identified 65 areas that could most benefit from the fund by mapping the main factors that can affect integration for which we have the most reliable local area level data - lack of English language proficiency, economic inactivity and residential segregation

The fund is open to applications from **unitary and lower tier local authorities** in these areas. ([Annex A](#))

Where delivery is to be provided through partnership arrangements with organisations and/or upper tier local authorities, please provide details within the application.

To avoid duplication of funding, any applications from local authorities confirmed to receive funding in 2020 / 21 through MHCLG's Integration Area Programme will be removed during the application assessment stage.

Section 2

Who we want to help

We want to make sure that the learning at New to ESOL Level ('Pre-Entry – Entry Level 1) offered through the fund reaches people who are disengaged from their local area, who may be living within segregated communities, who feel disconnected from community life and are least likely to take up support outside local community-based provision.

Target learners will include:

- People with no or very little spoken English who would most benefit from pre-entry support;
- People with low levels of literacy in their first language requiring support to learn in preparation for more formal sessions;
- People with young children in low-income households requiring childcare to participate.

We expect local authorities to be able to demonstrate they have thought clearly about how the design and delivery of their projects will reach target learners and meet their learning needs. The Government favours a mixed adult learning environment. Providers of our current programme have successfully run mixed-gender classes without deterring women from segregated communities, and so where this is possible this is the approach we would like to see adopted. However, where there is strong evidence that a mixed-gender class is acting as a strong deterrent to participation, women-only classes may be justified. Where this is the case, we would want to see clear steps as part of the information, advice and guidance to prepare participants for progression, where single-gender provision is unlikely to be available.

Learner eligibility

We want to make sure the provision offered under the fund reaches those most in need of support and least likely to take up support outside of local community-based provision. Key characteristics of target learners will include:

- People with little or no English language skills who would most benefit from New to ESOL Level ('Pre-Entry to Entry Level 1 support;
- People not in employment and not actively seeking employment at this stage (i.e. those not generally eligible for other types of fully funded support to learn English);
- Adults over 19 years of age.

For ESOL clubs and activities participants will have the same characteristics but may also be of a higher level of English language proficiency (Entry Level 1- Entry Level 2).

The Department cannot support projects that are aimed at people currently seeking asylum in the UK.

What we will fund

The new fund is available for the provision of:

- **Community based English language taught sessions for participants new to ESOL**, in speaking, listening, reading and writing led by relevantly qualified practitioners.
- **Community-based social mixing ESOL clubs and activities**, such as conversation clubs and language cafes.

Community-based taught learning for participants at New to ESOL Level

Taught sessions must be delivered in community settings local to target learners such as schools, community centres or places of worship. Lessons should connect learners to the wider area by providing practical language solutions to everyday situations, such as visiting the hospital, going shopping or meeting a teacher. We recognise teaching English language to learners at New to ESOL Level is a specialism requiring highly skilled practitioners. Preference is for delivery through relevantly qualified teachers and ESOL specialists at level 5, such as the Certificate in English Language Teaching to Adults (CELTA), or above. Where local authorities believe learning can be effectively delivered through an alternative workforce, robust evidence must be provided within the proposal.

Community-based social mixing ESOL clubs and activities

We recognise the importance of shared interests and activities to support social integration. Clubs and activities provide opportunity for those new to ESOL to practice and build confidence in using English. Clubs and activities may be based around music, drama, cooking, gardening or other interests. Where local authorities believe there is greater unmet need for social mixing activities for higher level learners in their area, rather than provision for those who speak little or no English, please provide robust evidence of this within the proposal.

We recommend bids do not exceed more than 25% of total budget on social mixing clubs and activities.

Monitoring and evaluation of learners

ESOL practitioners or suitably trained assistants will be required to administer informal assessments provided by the Department to learners in speaking, listening, reading and writing at the beginning and end of the taught learning course. To gain a better understanding of the improvement attained by learners in confidence and integration within the local area, participants in all interventions will be encouraged to complete a short survey.

Training and support materials for the assessments and survey will be provided by MHCLG.

Local authorities will be required to collect and submit data regarding the community setting locations, learner numbers and learner characteristics. We are keen to improve our understanding of the longer-term impact interventions have on participants. All funded local authorities will be required to collaborate with external evaluation partners, which the department will commission and fund, for a longitudinal research study and to ensure that they obtain suitable rights under the GDPR to use the resulting data, anonymised, for this purpose.

Childcare and family learning

We know from our stakeholder engagement that lack of childcare can be a significant barrier to accessing learning. We encourage proposals that offer childcare and/or family learning for participants new to ESOL. Practical solutions local authorities might consider could be built upon existing childcare workforce or local partnerships or could utilise education or early years settings. Any childcare solutions must be of high-quality and comply with OFSTED registration requirements and regulations. Local authorities will be responsible for ensuring adherence to relevant OFSTED and safeguarding standards are in place.

Information, advice and guidance (IAG)

A critical outcome for funded provision is to build learners' confidence and explore progression pathways to higher level ESOL classes, training, volunteering or employment. High-quality IAG is essential for enabling individuals to identify progression opportunities aligned to their needs and raise aspirations. We are looking for proposals to set out clearly how their project is designed to ensure every ESOL learner participating in provision will systematically receive at least one session of high-quality IAG, signposting and referral to progression opportunities or services. To ensure quality of delivery and content we require IAG advisors to be matrix Standard accredited, which is the accepted recognised standard and quality framework used by the Department for Education to ensure quality of delivery. Local authorities are encouraged to coordinate with existing matrix Standard accredited workforce or contracts with the National Careers Service, their partners or other services delivering IAG under contract to the Education and Skills Funding Agency.

Signposting

We expect local authorities to have a good knowledge of local information, groups and its own services. All ESOL practitioners, volunteers and support assistants should be adequately trained to support participants and identify vulnerabilities. They should enable participants to access guidance and information to meet identified need and mitigate risks to health and wellbeing.

Coordination

We strongly encourage local authorities to demonstrate their ability to identify and collaborate with suitable local groups, organisations and community settings. Our preference is for local authorities to work together with existing ESOL, IAG and education and early years workforce to simplify delivery and provide clearer access and progression pathways for learners and continuing professional development for volunteers.

Section 3

Outcomes and requirements

In terms of the outcomes and requirements we want to see demonstrated in winning proposals, there are four criteria:

- **Impact on learners and local community**
- **Deliverability**
- **Financial viability**
- **Project management**

These criteria are explained in more detail below.

We will weight our assessment of these outcomes to reflect their importance.

Criteria

All entries must demonstrate in the application form how they meet the criteria and outcomes set out below. We have indicated the weighting attached to each criterion accordingly.

Criteria	Weighting (%)
Effective targeting and integration <ul style="list-style-type: none">• How the proposal has used national and local data to identify target learners and specific geographical areas to benefit the wider community;• The strength of the proposal's strategy to encourage enrolment, participation and retention of target learners;• The strength of the proposal's identification of barriers to learning, with particular focus on accessibility and childcare, and the practical solutions offered to mitigate those barriers.• The expected outcomes for learners in English proficiency in speaking, listening, reading and writing;	30%

<ul style="list-style-type: none"> • The expected outcomes in confidence in using functional English in a variety of day-to-day settings such as speaking to a child's teacher, visiting a GP alone, accessing other services and transport; • The strength of the proposal's strategy to connect learners to sources of advice on a range of issues that may directly or indirectly affect them (for example, employment, health and wellbeing, domestic violence and abuse, hate crime and support for victims or concerns regarding extremism and radicalisation). 	
<p>Deliverability The strength of the proposal's arrangements, including:</p> <ul style="list-style-type: none"> • Provision of high-quality learning to participants new to ESOL in community-based settings and premises; • The proposal's arrangements to utilise current workforce or recruit suitably qualified ESOL practitioners (L5+) for the taught sessions. • The proposal's strategy to deliver relevant practical literacy skills in reading, writing, speaking and listening for use in everyday situations to learners new to ESOL; • The proposal's use of curriculum and activities to build learner confidence to use local services, amenities and public transport • The proposal's arrangements to utilise current workforce or recruit suitably trained language support assistants/volunteers to support guided learning and/or deliver ESOL clubs and activities and support their professional development; • The proposal's arrangements to provide matrix-Standard accredited advisors for provision of IAG (minimum 1 session per learner), supporting progression towards further learning and longer-term goals such as volunteering or employment; • The proposal's arrangements to provide OFSTED-registered childcare to support learners; • The capacity and willingness to adopt standard monitoring and assessment tools as directed by the Department and collaborate with external evaluation partners; • The capacity and willingness to coordinate with local ESOL providers and organisations to develop clear progression pathways for learners. 	30%
<p>Financial viability In assessing value for money, we will be looking for proposals that demonstrate:</p> <ul style="list-style-type: none"> • How costs, and costs per output (i.e. costs per learner) present the best use of money; • A realistic understanding of risk and mitigations to address them; • How delivery and financial risks are identified and will be managed; • How costs and any other funding are profiled in a sensible way. 	20%

<p>Project management and governance</p> <p>In assessing a proposal's capacity, we will be looking for transparent and effective project management demonstrated by:</p> <ul style="list-style-type: none"> • A clear, robust and practical implementation plan and timeline; • Robustness of control and consistency across all local providers of tuition. • A clear course structure – e.g. length, intensiveness and adaptability for guided learning of participants new to ESOL • Capacity to undertake regular, timely, reliable and effective monitoring, including: <ul style="list-style-type: none"> - Assessing learners upon entry and exit of guided learning course. - Conducting informal participant survey on integration. - The return of quarterly aggregate output data (i.e. learner numbers and protected characteristics of those engaged, enrolled and in receipt of tuition). • Clear plans for the capture and retention of learner data in accordance with GDPR for conducting longitudinal research. 	<p>20%</p>
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Assessment

All completed applications will be considered by a panel against the stated criteria. The evidence put forward by each entry in response to each criterion will be assessed against a four-point scale:

- 0 - **Not met**: Does not meet criterion or very minimally
- 1- **Satisfactory**: Meets some of the requirements of the criterion
- 2 -**Good**: Meets most of the requirements of the criterion
- 3 – **Strong**: Meets all the requirements of the criterion

Any application where a score of 1 or less is awarded for one or more of the stated criteria will not be considered further.

The assessment panel will make recommendations to the Secretary of State for Housing, Communities and Local Government as to which proposals to fund. The final decision as to which proposals receive funding will rest with the Secretary of State.

Scoring guide

Score	Rating	Description
0	Not met Criterion not met / absence of information	A proposal at this rating: <ul style="list-style-type: none"> Builds no confidence that the applicant can deliver the requirements due to insufficient evidence of relevant ability, understanding, skills, resources and quality measures Builds no confidence that the applicant's approach/solution will deliver the requirements due to insufficient evidence or an inappropriate approach/solution
1	Satisfactory Meets some of the requirements of the criterion	A proposal at this rating: <ul style="list-style-type: none"> Raises reservations that the applicant can deliver the requirements due to insufficient evidence of relevant ability, understanding, skills, resources and quality measures Raises reservations that the applicant's approach/solution will deliver the requirements due to insufficient evidence or an inappropriate approach/solution
2	Good Meets most of the requirements of the criterion	A proposal at this rating: <ul style="list-style-type: none"> Suggests that the applicant can deliver the requirements through evidence of relevant ability, understanding, skills, resources and quality measures Provides an acceptable approach/solution to delivering the requirements utilising standard strategies, plans, tools, methods or technologies
3	Strong Meets all the requirements of the criterion	A proposal at this rating: <ul style="list-style-type: none"> Builds a high level of confidence that the applicant can deliver the requirements through evidence of relevant ability, understanding, skills, resources and quality measures Provides an exceptional approach/solution to delivering the requirements utilising appropriately tailored and at times innovative strategies, plans, tools, methods or technologies

Section 4

Working with successful applicants

The Department will work with successful local authorities to provide training for monitoring and evaluating learners.

Payment

Successful local authorities will be awarded funds pursuant to a Section 31 grant determination. We will work with recipients to agree a Memorandum of Understanding setting out the expectations of both the recipient and the Department with regards to targets and milestones, the profile of the funding – the amount to be awarded; the size and frequency of instalments; and the timespan over which they will be made. These arrangements will reflect the implementation needs of the project.

Governance arrangements

Governance arrangements between local authorities and any collaborating organisations or upper tier local authority will be the responsibility of the applicant. MHCLG will seek assurance that appropriate arrangements will be in place – for instance, contracts or service level agreements setting out each organisation’s responsibilities for project implementation and monitoring; the proportion of the overall funding they will receive; and the timescales on which they will receive this money. The Department will take no responsibility for the implementation of, and adherence to, these agreements.

The Department’s primary relationship will be with the local authority to which funding is being awarded, which is also the local authority that the Department will hold responsible for the correct use of the funding, successful implementation of the project and achievement of outcomes.

The Department will also hold the local authority responsible for ensuring both their own propriety and that of their partner organisations, making sure that they do not bring the project, competition or Department into any form of disrepute. Local authorities will be responsible for ensuring compliance with state aid and procurement law when implementing the undertakings outlined in their proposal.

General Data Protection Regulation

Participating local authorities and their partner organisations will be responsible for ensuring all participants’ data is collected, controlled and retained in compliance with data protection regulations. Data will be required to be retained for a minimum of three years for future contact for longitudinal research study. The department, and any external evaluation partners, will not require the sharing of participant information. It **will** require the submission of aggregate numeric data pertaining to learner numbers, demographics and particular characteristics and participants should ensure any privacy notices reflect this.

Section 5

The process

Eligible local authorities must submit an application using the application form attached to this prospectus that demonstrates precisely how their proposal meets the Department’s aims, outcomes and criteria as set out in this prospectus. Decisions on the location of projects receiving funding will be made at the sole discretion of the department. Funding will be awarded based upon merit by reference to the evaluation matrix in section 3.

Funding levels

Applicants are invited to state the total amount of funding they are requesting in 2020/21 to implement their projects. As the funding period is from April 2020 – March 2021 we are eager to see delivery from June 2020.

Key dates

Application period closes	09 April 2020
Successful applicants notified by	May 2020
Training for local authorities (monitoring and evaluation)	June 2020
Delivery commences	June/July 2020
Delivery ends	31 March 2021

Completed applications must:

- Be sent via email to englishlanguage@communities.gov.uk
Include the subject line “ESOL for Integration Fund” and the name of your local authority.

Be received no later than 11.45pm on 09 April 2020

Please note it is the responsibility of each local authority to make sure that applications have been received by the Department in time.

Annex A: Eligible areas

The fund is open to applications from **unitary and lower tier local authorities** in these areas.

To avoid duplication of funding, any applications from local authorities confirmed to receive funding in 2020 / 21 through the Integration Area Programme will be removed during the application assessment stage.

Barking and Dagenham	Great Yarmouth	Oldham
Barnet	Greenwich	Pendle
Bedford	Hammersmith and Fulham	Peterborough
Birmingham	Haringey	Preston
Blackburn with Darwen	Harrow	Redbridge
Bolton	Hillingdon	Rochdale
Boston	Hounslow	Salford
Bradford	Hyndburn	Sandwell
Breckland	King`s Lynn and West Norfolk	Sheffield
Brent	Kingston upon Hull	Slough
Burnley	Kirklees	Stoke-on-Trent
Calderdale	Leicester	Tameside
Coventry	Liverpool	Tower Hamlets
Croydon	Luton	Wakefield
Derby	Manchester	Walsall
Doncaster	Mansfield	Waltham Forest
Dudley	Merton	Wellingborough
Ealing	Middlesbrough	Westminster
East Staffordshire	Newcastle upon Tyne	Woking

Enfield	Newham	Wolverhampton
Fenland	North Lincolnshire	Wycombe
Gravesham	Nottingham	