



UKSPF ESOL

EDTCE Scrutiny Commission

Date of meeting: 12/03/2025

Lead director/officer Mike Dalzell

Useful information

- Ward(s) affected: All
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- Report version number: 1

1. Summary

As part of the 2024-25 UK Shared Prosperity Fund (UKSPF) programme, two ESOL projects were commissioned to provide flexible ESOL learning opportunities targeting economically inactive people.

Theme	Lead	Partners	Allocation
ESOL/ Basic Skills	Leicester City Council – Leicester Adult Education	Leicester Museums and Art Galleries, Libraries and Neighbourhood services Community venue partners - PYCA, Shama Women’s Centre, Somali Development Service, Wesley Hall, Sikh Community Centre, Leicester Turkish Community Education Centre, Community Shop at Stocking Farm	£275,000
ESOL/ Basic Skills	Twin Training	None	£275,000

Project targets:

Number of people supported to access basic skills (ESOL)

- Adult Education – 266 individuals
- Twin Training – 194 individuals
- Total – 460 individuals

The 2024-25 projects, due to complete by March 31st 2025, have already successfully provided learning to 487 residents.

For the transition year of 25-26, these successful projects have been extended, with an allocation at 80% of the projects’ 24-25 funding approved (subject to contract).

2. Recommendation(s) to scrutiny:

EDTCE Scrutiny Commission are invited to:

- Consider and comment upon the development of the UKSPF funded ESOL projects in 2024-25.

3. Detailed report

3.1 Adult Education – Everyday English

Everyday English is an innovative ESOL programme led by Leicester Adult Education and delivered in partnership with local community organisations aimed at engaging and supporting Leicester residents with limited English skills. The project started in December 2023 and is due to end in March 2025. The total amount of the grant is £275,000.

The project entails:

- Everyday English ESOL classes (20 GLHs) delivered by Leicester Adult Education and partners.
- Enrichment activities that entail visits to the local museums and taking part in social and creative activities to boost participants' confidence and increase their independence.
- Support some learners who do not meet ESFA funding rules (e.g. asylum seekers) to access mainstream ESOL classes.
- Caseworker to support some economically inactive learners to remove barriers, raise awareness of existing services and promote further learning opportunities.

3.1.2 Positive outcomes

- Strengthened partnership work.
- Provided many learners with the opportunity to start their learning journey resulting in improved English language skills and increased confidence.
- Supported more than 80 learners who are not eligible to join mainstream ESOL provision accelerating their integration.
- Increased awareness of local services and knowledge of local heritage and cultural sites through the enrichment programme.

3.1.3 Key outputs to date

	Total project target	Output so far	Progress
Everyday English	266	342	achieved
Enrichment activities	160	153	on track
Learners supported onto a course through financial support	80	84	achieved

Everyday English classes are being delivered by Leicester Adult Education and a selection of the partners already engaged in Multiply. Partners engaged in delivery of Everyday English classes are Shama Women's Centre, SOCOPA, PYCA, BYCS, Wesley Hall and Somali Development Services (SDS).

The enrichment programme included a wide range of activities such as:

Visit Newarke Houses Museum	Visit Leicester Museum	Guided Tour - Belgrave Hall
Guided Backstage Tour - The Curve	Visit the Christmas markets	Creative Textiles
Visits to voluntary organisations	Creative Writing – Sharing Stories	Creative Crafts

Learners benefit immensely from the opportunity to use English in real life situations.

“The activities helped me to practice English and saw different places in my city. I learnt something new from these activities. It was really helpful, and I feel more confident to join different classes in the future. Thank you for giving me a great opportunity to learn something new. I really appreciate it”. Mina UKSPF learner

3.2 Twin Training

The project supports individuals with ESOL needs and who are actively seeking employment:

- to access one to one support to find employment
- build CV and work portfolio
- explore their skills/goals/the local labour market
- access ESOL courses pre-entry to Entry Level 3
- improve basic skills (English, Maths and IT)
- gain employability skills
- learn new life skills
- gain qualifications in money management and pre-vocational qualifications

3.2.1 Key outputs to date

	Total project target	Output so far	Progress
People accessing Basic Skills courses	194	145	on track
People gaining a qualification	145	145	achieved
People engaged in life skills support	89	117	achieved

3.2.2 Twin Training Case Study

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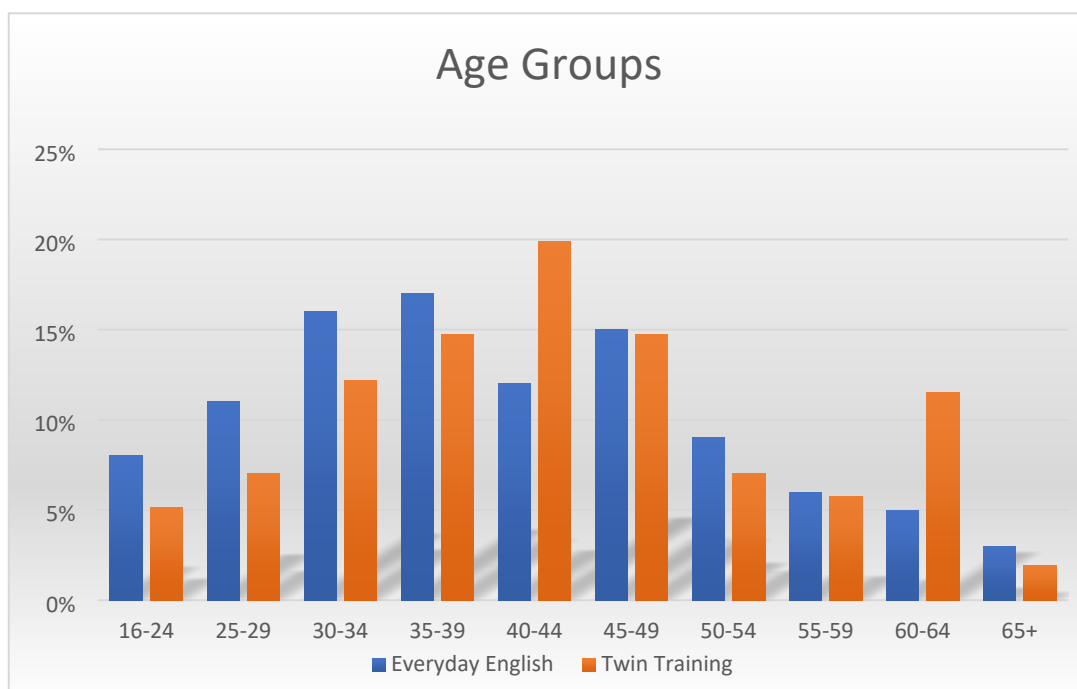
3.3 Participants

The higher levels of participation by women is typical of ESOL provision and reflects the higher proportion of women who come to the UK as spouses and the higher likelihood that men will be learning English in a work context.

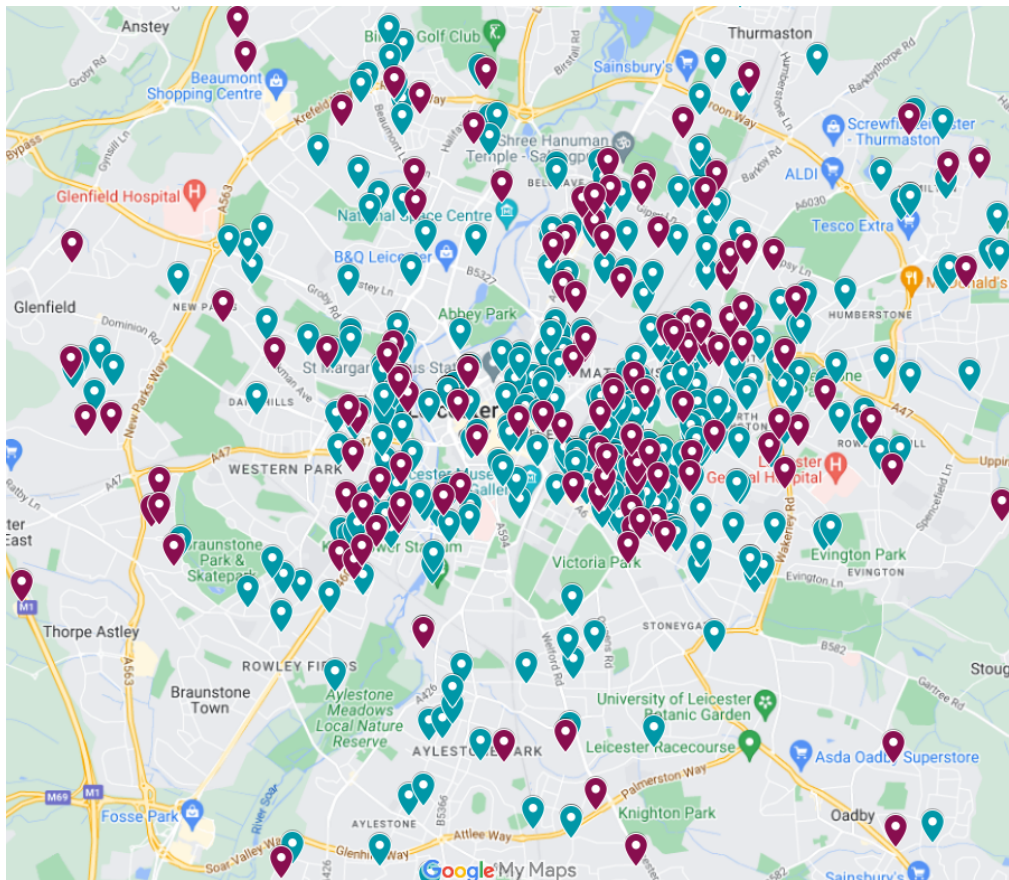
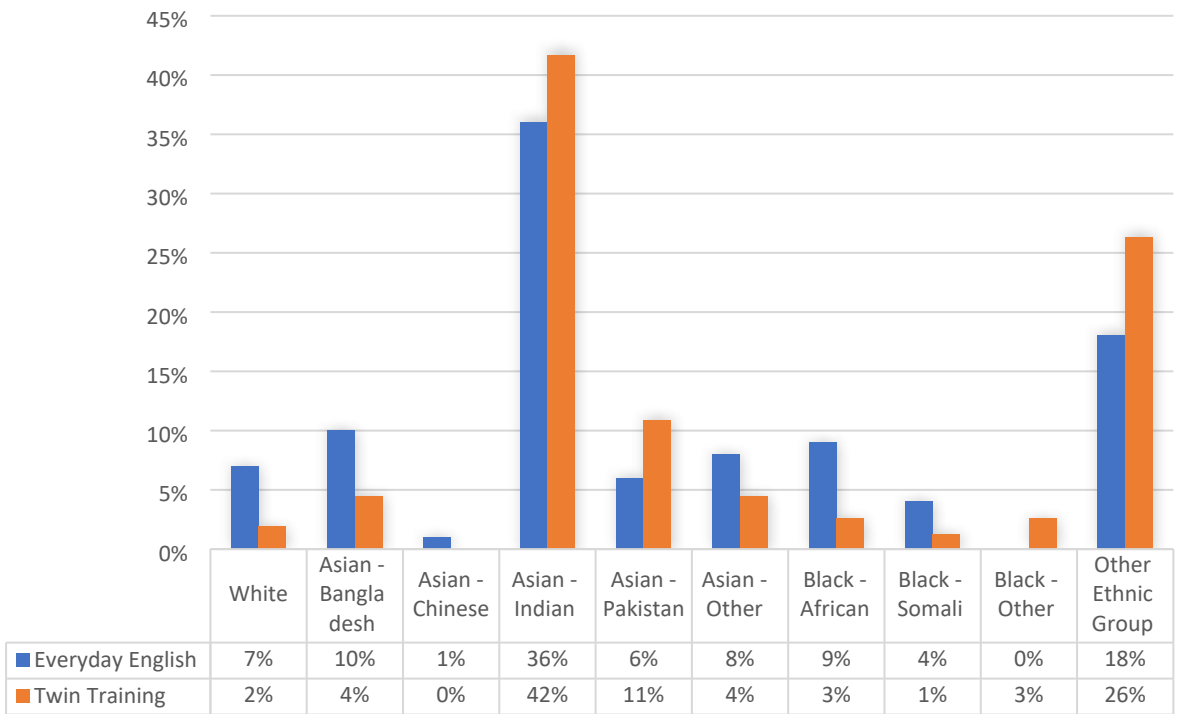
Twin Training specifically targeted participants who were unemployed and seeking employment.

Gender	Everyday English	Twin Training
Male	16%	31%
Female	83%	69%
Prefer not to say	1%	0%

Employment status	Everyday English	Twin Training
Employed	10%	3%
Unemployed	36%	94%
Economically inactive	54%	3%



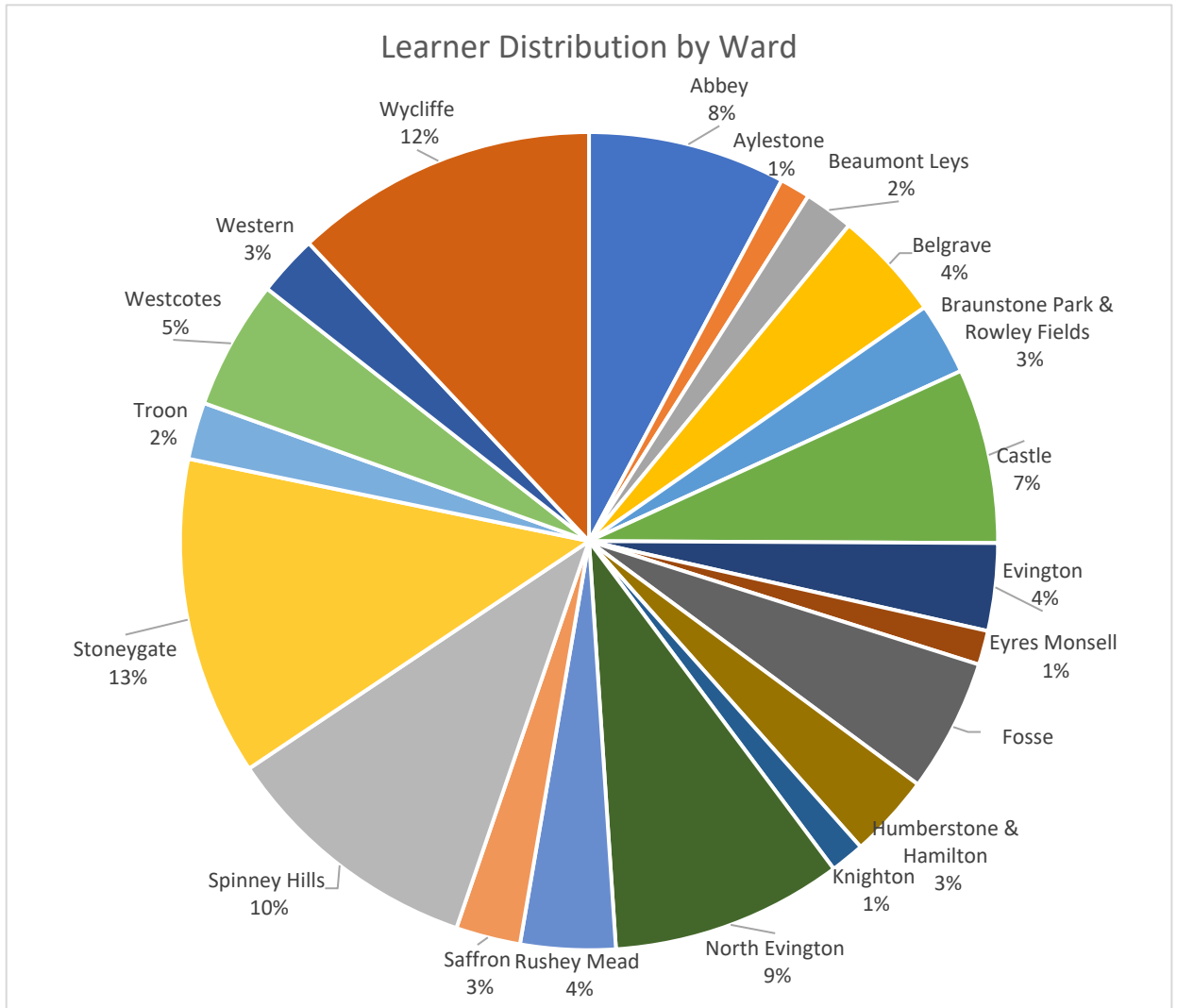
ETHNICITY



Twin Training



Everyday English



4. Financial, legal, equalities, climate emergency and other implications

4.1 Financial Implications

There are no significant financial implications arising from this report. As Accountable Body for portions of the grant funding, the Council is responsible for the financial management of the grant on behalf of the ultimate recipients (the service providers). Providers are paid in arrears based on performance delivery, so there is no financial risk to the Council in a situation of grant repayment.

Signed: : Jade Draper

Dated: 03/03/2025

4.2 Legal Implications

The UKSPF government funded scheme to date 2024/25 (moving on from the former EU funded schemes) and the transitional extended 2025/26 scheme provides economic support and much needed learning, growth and regeneration opportunities and assistance for individuals and businesses in the local area.

Any individual grants and distribution of those funds to organisations, educational businesses and individuals will need to need to comply with the Council's own Constitution including its Contract Procedure Rules (where relevant) to ensure monies are properly spent in accordance with any imposed grant terms and conditions for expenditure, performance and successful outcomes monitored for completion of projects to the satisfaction of the Council to meet 2024/25 and subsequent transitional year 2025/26 government grant allocations.

Steven Lowry-Smith

Signed: *S.Lowry-Smith*

Dated: 28.2.2025

4.3 Equalities Implications

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

This report provides details about the development of the UKSPF funded ESOL projects. There are no direct equalities implications arising from the paper.

The themes under the UKSPF aim to support councils to embed equality, diversity and inclusion and tackle local inequalities, increase opportunities and improve public services for those living in poverty and furthest away from the jobs market.

Accessible initiatives that are designed to help learners develop their skills and equip them with the knowledge to find a job or apprenticeship should lead to positive impacts for people from across all protected characteristics. English language skills are critical to support a range of social and economic outcomes, including social and economic integration, social mobility, wellbeing and participation in society. These are likely to support positive equalities outcomes and provide an opportunity to advance equality of opportunity and foster good relations between those who share a protected characteristic and those who do not. Giving people the opportunity to build up sector-specific skills, gain knowledge and experience and fast-track to an interview or progress in their current role can also help improve vocational skills. Some people may not be able to afford similar commercial courses, having free courses should make them more accessible.

Signed: Equalities Officer, Surinder Singh

Dated:24/02/2025

4.4 Climate Emergency Implications

There are no significant climate emergency implications associated with this report.

Signed: Duncan Bell, Change Manager (Climate Emergency). Ext. 37 2249

Dated: 24.02.25

4.5 Other Implications

Signed:

Dated:

5. Background information and other papers:

6. Summary of appendices: