



Skills & Employment Committee	Agenda Item
15 January 2024	6

Title:	ESOL Local Planning Partnership – Annual Report 2022-23
Report of:	Jaki Bradley, Head of Adult Education Budget
Lead Member:	Cllr Lucy Nethsingha, Lead Member -Skills
Public Report:	Yes
Key Decision:	No
Voting Arrangements:	No vote required

Recommendations:

A	To receive the English for Speakers of Other Languages (ESOL) Local Planning Partnerships Annual Report for the 2022-23 academic year, and to note the progress made with delivery and partnership development
B	To note the outcome of the procurement for the ESOL Single Point of Contact (SPOC)

Strategic Objective(s):

The proposals within this report fit under the following strategic objective(s):	
x	Achieving ambitious skills and employment opportunities
x	Achieving good growth
	Increased connectivity
x	Enabling resilient communities
x	Achieving best value and high performance

1. Purpose

1.1	<p>The purpose of this report is to provide the Employment and Skills Committee with an annual update on the ESOL Local Planning Partnerships (ELPP). These were established to improve the co-ordination and delivery of ESOL and related provision, aiming to improve integration and employment opportunities for refugee and migrant communities.</p> <p>The Terms of Reference for the ESOL Planning Partnerships require an Annual Report to be shared with the Skills and Employment Committee. An annual budget of £20,000 is also allocated to the ELPP through the Local Innovation Fund. The ELPP does not have 'formal' powers over devolved functions, other than through recommendations to the Skills and Employment Committee or decisions implemented by Combined Authority officers, in line with their delegations.</p>
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2. Report 22/23

2.1 **Summary**

ESOL training (English for Speakers of other Languages) is one of the key success stories of how the CPCA has deployed its regionally devolved skills funding. Headlines from 22/23 include:

- Large Increase in overall ESOL provision has seen enrolments significantly grow year on year. In 2022/23, in comparison with 2021/22, there was a +60% increase in the number of enrolments.
- Peterborough continues to be a hotspot for ESOL provision; it had the highest proportion of learning in 2022/23 (50% of all ESOL learners) and the 2022/23 figure was an increase of 27% on the previous year.
- The take-up of the Homes for Ukraine scheme is likely to have driven ESOL provision increases in South Cambridgeshire, which saw the largest percentage increase of ESOL learners starting in 2022/23 (+60%).
- Successful achievements have increased across the last three years by 70%
- One of the deliverables for 2022/23 was to commission an external organisation to manage and deliver the ESOL Single Point of Contact (SPOC). Following an open procurement process, the Combined Authority was unable to award a tender to the organisation who applied. Alternative solutions are now being explored.

2.2 **Background**

At the Skills Committee on 10 November 2021, members unanimously supported the implementation of a new way-of-working to more effectively co-ordinate ESOL provision through the formation of ESOL Local Planning Partnerships ('ESOL Partnerships') – one for the North (covering Peterborough, Fenland and Huntingdonshire) and one for the South (Cambridge City, East, and South Cambridgeshire). The Cambridgeshire and Peterborough ESOL Partnerships were constituted in January 2022 and have each met four times.

ESOL Partnerships are a multi-agency and multidisciplinary approach to co-ordination of ESOL, employment support and community integration strategies in a defined geography. The aim is to provide independent and impartial system-leadership across the public sector (DWP, Strategic Migration Partnership, local authorities, health, and police), adult education providers, civic, faith and voluntary organisations. Public sector partners can be expanded or reduced depending on the focus as can others such as business support agencies. The Partnerships have responsibilities to make recommendations to the Combined Authority and other partners to drive improvements to the system.

Key achievements include:

- Doubling of enrolments onto ESOL programmes, particularly Ukrainians in South Cambridgeshire
- Building on the fully funded ESOL Teacher Training programme to attract new entrants into FE teaching - Cambridge Regional College recruited and trained 7 new ESOL teachers. The Strategic Migration Partnership agreed to fund this programme through Home Office funding, building on the partnership approach. Other Mayoral Combined Authorities are exploring this flexibility.
- Providing strategic support and challenge to learning organisations to improve ESOL study programmes.
- Delivering trauma-informed ESOL practice – one session delivered for the north (hosted by Inspire Education Group and one for the South (hosted by Cambridge Regional College).
- Continuing to draw additional funding from DLUHC to support BN(O) status holders from Hong Kong – 75 learners have received ESOL through this route and £46,205 of funding has been claimed.
- Delivery of ESOL in Wisbech through the Local Innovation Fund and ESF funding
- Delivering our second successful hybrid ESOL Conference, hosted by Peterborough City Council – attended by 98 delegates with valuable insights from practitioners.
- Improving FE programmes of study for newly arrived young people.
- Inspire Education Group (Peterborough and Stamford Colleges) achieved the 'College of Sanctuary' award and recognition. The college was highly commended for its work on student welfare and inclusion.

2.3	<p>Key deliverables (co-developed with partners) for the ESOL Partnerships for 2023/24 are:</p> <ul style="list-style-type: none"> • To explore different options for the ESOL Single Point of Contact (SPOC) and implement a solution. • Build capacity and bring new provision on stream with Intensive ESOL for Work programmes (including through the AEB Third Sector Commission) • Continue the ESOL Teacher Training programme (CELTA and TESOL) • Affiliate to the City of Sanctuary scheme with a focus on Trauma-Informed practice in post-16 and FE settings • Provide enrichment for Unaccompanied Asylum-Seeking young people aged 19+ • Embed numeracy/maths into ESOL through the Multiply programme and digital skills. • Deliver CPD in partnership with NATECLA (National Association for Teaching English and other Community Languages to Adults) • Deliver a third ESOL Conference with partners to showcase best practice.
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3. Appendices

3.1	None
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4. Implications

Financial Implications	
4.1	At the Skills Committee of 7 November 2022, a budget allocation of £20,000 was approved for ESOL Local Planning Partnerships. £50,000 was allocated for implementation of the SPOC from the AEB Local Innovation Fund for the 2022/23 academic year however this was not spent. The funds will be spent in future, when revised plan will be approved by the Skills Committee.
Legal Implications	
5.1	There are no legal implications.
Public Health Implications	
6.1	The recommendations outlined in this report have positive implications for public health. Participation in adult learning improves the health and wellbeing of participants and wider society. Additionally, AEB funds skills training for professionals in the health care sector as well as short courses for adults on managing physical, mental health and wellbeing. Trauma-informed ESOL training was delivered to build the professional development of learning organisations delivering ESOL, to embed best practice approaches to mental health and wellbeing.
Environmental & Climate Change Implications	
7.1	The recommendations outlined in this report have neutral implications for the environment.
Other Significant Implications	
8.1	The recommendations outlined in this report have due regard to the Combined Authority's Equalities duties under the Equality Act 2010 in implementing funding policies which seek to widen participation and make learning opportunities more accessible for all citizens. This includes all nine protected characteristics, plus care leavers.
Background Papers	
9.1	N/A