

Report To: Education & Communities Committee **Date:** 30 October 2018

Report By: Corporate Director Education, Communities & Organisational Development **Report No:** EDUCOM/92/18/GM

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Subject: English for Speakers of another Language (ESOL) - Update

1.0 PURPOSE

- 1.1 The Purpose of the report is to update the Education and Communities Committee with an overview of ESOL provision, including the impact on the Refugee ESOL learners attending Community Based provision within Community Learning and Development

2.0 SUMMARY

- 2.1 ESOL community based provision works in partnership with the Refugee Integration Team to offer English Language acquisition learning opportunities to support integration within Communities for learners who have Refugee status within Inverclyde.
- 2.2 Inverclyde is among the 32 Councils identified for achieving a refugee support target three years early. Collectively, the 32 Councils welcomed the arrival of the 2000th Syrian Refugee to Scotland through the Syrian resettlement programme.
- 2.3 Community Learning and Development offer learning opportunities to learners where English is not their first language, in relation to language skills acquisition to support work, family, community and individual goals and aspirations.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Committee endorses this report.

Grant McGovern
Head of Inclusive Education
Culture and Communities

4.0 BACKGROUND

4.1 The Syrian Resettlement Programme is a voluntary programme run by the UK Government in partnership with UNHCR and local authorities across the UK. Through this programme, the UK Government has committed to resettling 20,000 refugees through this scheme, and 3,000 from the Middle East North Africa region through the associated Vulnerable Children Relocation Scheme. Inverclyde welcomed their first six families in November 2015, with engagement from Community Learning and Development from December 2015.

4.2 Community Learning and Development have offered universal ESOL provision, in a number of community based venues across Inverclyde. These programmes were delivered on a part-time basis, 2 hours per week over a 38 week period, giving 76 learning hours in total for each programme. The programmes supported the following learning opportunities:

- Acquisition of English Language Skills for everyday contexts.
- Opportunity to undertake a raft of accredited learning to support transition from Community based provision to Further Education, a wealth of Core Skills and Personal Achievement Awards, as well as developing the language skills and knowledge required to pass the Citizenship element of application for UK citizenship.

4.3 The learning programmes offered the following elements for learners at all levels:

- Local community based venues, where learners can learn to improve their English Language Skills, and support integration within local communities.
- Initial assessment, carried out with all learners to support level of provision that learners can/will access.
- Embedded ICT, where appropriate access to Internet and Email in order to remain in contact with family abroad while improving computing skills.
- First steps employability support to register with Universal Job match and complete claimant commitments, also support with CV and application with the emphasis on transferable skills.
- Development of language based employability skills, i.e. interview conversation.
- SQA National ESOL qualifications from SCQF2 to SCQF6 – to support differing needs and levels of learners.
- SQA Core Skills accreditation, 10 hour to 40 hour units in Communication and Numeracy at levels 2, 3 and 4 to evidence language skills progression.
- Opportunities to work towards a range of SQA qualification such as Employability and Volunteering Awards.
- Support to pass the Life in the UK test and appropriate SELT tests.
- Support to have non UK qualifications in specialist fields recognised in the UK.
- Progression from beginner through to advanced learning opportunities.
- Access to guidance interviews and progression pathways to other learning opportunities.
- Where required 1:1 support can be provided from a bank of PDA ITESOL qualified Volunteer Tutor Assistants.

5.0 CURRENT POSITION

5.1 During the period September 2017 to September 2018, the following data has been captured:

- 7 ESOL classes offered per week, totalling 556 learning hours available.
- Family Learning opportunities in partnership with Pupil Equity Fund partners to support language for school interactions and reading and learning as a family.
- Driving theory short course which then developed into a partnership with Police Scotland around a Driving Health Check, which supported ESOL learners opportunity to access information and advice that would make them safe and legal to drive in the UK.
- 4 new ESOL Volunteers trained to support learners with developing Conversational English skills.
- The level of learners accessing provision was:
 - 44 learners at SCQF level 2
 - 26 learners accessing at level 3

13 learners at SCQF level 4

- 83 learners accessed and were supported within ESOL provision during the aforementioned time frame.
- 2 learners were supported to access volunteer opportunities within local community groups.
- 15 learners achieved accreditation in the following areas:
 - 13 learners achieved their Preparation for Literacies Level 2 Unit, that supported them to access West College Scotland provision.
 - 2 learners achieved a Level 3 Core Skills qualification.
 - 1 learner achieved National 4 numbers accreditation.

From the data captured it is evident that there is no predominant county of origin in relation to our ESOL learners. Of the 83 learners that accessed Community Learning and Development provision, the breakdown of demographics is as follows:

Ethnicity	Number of learners	% of overall learners
Afghani	6	7.2%
Asian Other	23	27.7%
Black African	1	1.2%
Syrian	19	22.9%
White Other	22	26.5%
Asian Chinese	6	7.2%
French	1	1.2%
Kurdish	2	2.4%
White European	1	1.2%
Asian Indian	1	1.2%
Unknown	1	1.2%

5.2 A number of learning outcomes were supported, from the programmes offered, these supported the learners in the following ways:

- A reduction of social isolation for learners.
- Improved spoken and written English language skills.
- Increased individual and group capacity.
- Improved communication skills and social interaction opportunities.
- Increased confidence in self-esteem, in particular when engaging with health agencies and schools – this is directly linked in the development of both the spoken and written English language.
- Improved family relationships.
- Increased joint learning.
- Increased ability to use learning to support children’s learning, both within the school environment and the home environment.
- Improved learner pathways to wider learning and volunteering opportunities.

6.0 IMPLICATIONS

Finance

6.1 The cost of delivery of ESOL provision within Inverclyde.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
02127	ESOL		43,000		

Legal

6.2 None.

Human Resources

6.3 None.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 The increase of English for Speakers for Other Languages, settling in Inverclyde will support both economic and capacity in our communities.

7.0 CONSULTATIONS

7.1 N/A.

8.0 CONCLUSIONS

8.1 N/A.

9.0 BACKGROUND PAPERS

9.1 None.