

Report

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Report to:	Education Resources Committee
Date of Meeting:	22 November 2011
Report by:	Executive Director (Education Resources)

Subject:	South Lanarkshire Council English for Speakers of Other Languages (ESOL) Strategy 2011-2014
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise members of the outcome of the consultation on the draft South Lanarkshire Council, English for Speakers of Other Languages (ESOL) Strategy 2011 to 2014; and
- ◆ request agreement for the publication and dissemination of the ESOL Strategy 2011 to 2014.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the outcome of the consultation on the draft ESOL Strategy 2011 to 2014 be noted; and
- (2) that the ESOL Strategy 2011 to 2014 be agreed, published and disseminated widely.

3. Background

3.1. South Lanarkshire Community Learning and Development Partnership produced its draft ESOL Strategy 2011 to 2014, taking account of the Adult ESOL Strategy for Scotland (2007). During the past year, there have been further developments that support this strategy in relation to:

- The Curriculum Framework
- The National Assessment Tool

3.2. The Strategy sets out priorities for service delivery and outlines what the Council and its partners want to achieve in the three year period from 2011 to 2014.

3.3. English for Speakers of Other Languages provision is an important part of supporting migrant workers and settled minority ethnic communities in South Lanarkshire to function in all aspects of their lives; in their jobs; the lives of their children and extended families; finding housing; integrating into their communities; accessing further education and training and career progression.

3.4. The Community Learning and Development Partnership has consulted with learners and learning providers to find out the best ways to address the ESOL needs of migrant workers and settled minority ethnic communities in South Lanarkshire.

4. Consultation

4.1. Preliminary meetings to shape the first draft Strategy involved staff from the Council's Community Learning and Home School Partnership Service and Workers' Educational Association (WEA) who began considering the recommendations from the national strategy as well as the developments proposed with *Curriculum Framework* and the *National Assessment Tool*.

4.2. A wider range of partners including Job Centre Plus, Education Resources EAL teachers and Further Education institutions were then invited to assist with the completion of the draft Strategy before progressing it to its final draft for consultation.

4.3. Ongoing consultation was undertaken with a range of stakeholders to help finalise the content of the draft Strategy. The draft Strategy was accessible through the Council website. Comments were sought from schools, youth learning, community learning and home school partnership service staff, enterprise resources, and from partner agencies from the four Community Learning and Development Locality Action Planning groups. Partners were invited to consult within their own organisations and networks. These included:-

- Workers' Educational Association
- NHS
- Voluntary Organisations
- Community Organisations
- FE Colleges

16 responses were received, some of which are collated team, service or organisation responses.

4.4. A simplified version of the Strategy was made available for consulting directly with ESOL learners.

4.5. A number of helpful comments were made and some of these are detailed below and have been included in the draft Strategy where appropriate:-

- 'The strategy is very comprehensive and covers many aspects of ESOL provision'
- 'It's great that both individual and family learning are highlighted as a means of provision/support'
- '[I] welcome the recognition of budget constraints and the impact of this on service delivery'
- 'The plan effectively demonstrated the need for and benefits of the provision, both for individuals and the community at large'
- 'The strategy has been well thought out and states the appropriate outcomes and actions required to meet the appropriate needs. In particular, the reference to creating stronger links to colleges is a worthwhile initiative.'
- 'Most of our volunteers would like to help in the ESOL class.....maybe this issue could be addressed in the future'
- 'Should we develop beyond our capacity to deliver?'
- 'The ESOL Strategy appears to be comprehensive, well-researched and likely to achieve its outcomes with the support of all partners and agencies involved'
- 'WEA Scotland welcome the format of the document, its inclusion of SMART targets and the partnership nature of the document'

5. Proposal

5.1. The South Lanarkshire ESOL Strategy will:-

- raise awareness of ESOL provision and ensure the best possible match between learner needs and high quality provision, supporting learning and progression
- improve collaboration and co-ordination by identifying and developing opportunities for local partnerships and initiatives supporting the goal of increased inter and intra-sector co-operation
- raise awareness of local developments which can be used as national models of good practice

5.2. The draft Strategy sets out:-

- the South Lanarkshire context and the role of Community Learning and Development
- the links to national priorities
- a summary of what has been achieved in the past 3 years, 2008 to 2011
- partnership proposals for ESOL in South Lanarkshire 2011 to 2014, including an action plan and intended outcomes

5.3. Some highlights of key achievements during 2008 to 2011 are noted below:-

- the family ESOL project has provided an opportunity to showcase our provision on a national scale as an example of good practice
- increased workplace learning offered through Workers' Educational Association and supported by a number of employer in-kind contributions
- community delivery has been informed by the social practice model enabling relationships to develop between providers of language learning and other service providers
- 464 new learners engaged
- 30,947 learning hours completed

5.4. It is proposed that the South Lanarkshire ESOL Strategy is approved and that Education Resources makes appropriate arrangements for its publication and dissemination.

6. Employee Implications

6.1. Reductions in staffing will impact on the ability to sustain the level of ESOL provision.

7. Financial Implications

7.1. Cost pressures affecting staffing within the Council as well as a reduction in partnership funding will impact on the ability to sustain the level of ESOL provision delivered in previous years.

8. Other Implications

8.1. In developing this strategy there are no known sustainability issues. In terms of risk, maintaining and sustaining the current level of support will be determined by future funding arrangements.

9. Equality Impact Assessment and Consultation Arrangements

9.1. An equality impact assessment has been carried out on the recommendations contained in this report. The proposals will have differential impact as the recommendations are intended to target specific sector(s) of the community.

However, it is considered that this impact is justifiable and the results of the assessment will be published on the Council website.

- 9.2. Consultation and engagement with a range of stakeholders as described in paragraph 4 above.

Larry Forde
Executive Director (Education Resources)

31 October 2011

Link(s) to Council Objectives/Improvement Themes/Values

- Raise educational attainment for all
- Improve the lives of vulnerable children, young people and adults

Previous References

None

List of Background Papers

- Adult ESOL Strategy for Scotland
- The Curriculum Framework
- The National Assessment Tool
- Website: www.esolscotland.com

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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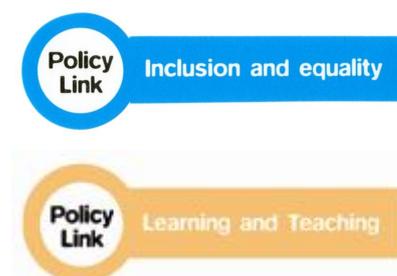
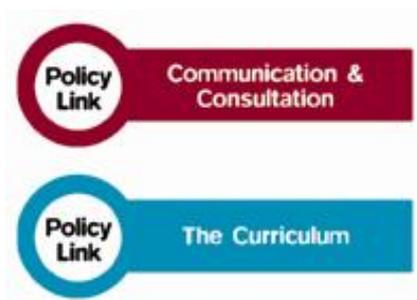
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Education Resources

English for Speakers of Other Languages (ESOL) Strategy

2011 - 2014



English for Speakers of Other Languages Strategic Plan 2011 - 2014

1.0 Background

- 1.1 English for Speakers of Other Languages (ESOL) provision is an important part of supporting migrant workers and settled minority ethnic communities in South Lanarkshire to function in all aspects of their lives; in their jobs; the lives of their children and extended families; finding housing; integrating into their communities; accessing further education and training and career progression.
- 1.2 South Lanarkshire Community Learning and Development (CLD) Partnership in the past three years has delivered an extensive range of ESOL learning. Core classes are offered at beginner, elementary, pre-intermediate and intermediate levels. Workplace learning, delivered by the Workers' Educational Association and supported by a number of employer in-kind contributions also plays a significant part in the provision offered by the CLD Partnership. The Family ESOL project has also provided an opportunity to showcase our provision on a national scale as an example of good practice. The social practice model that informs community delivery has enabled relationships to develop between providers of language learning and other service providers, including NHS, Libraries, private letting agents, housing, education and many others to encourage dialogue to ensure effective promotion and delivery of services. Relationships with Further Education (FE) colleges have also enabled appropriate referral systems to be established to ensure learner progression.
- 1.3 The purpose of this ESOL Strategy is to set out the activity that will support the Scottish Government's vision of ensuring a high quality, accessible and cost effective ESOL provision that supports the ambitions of the growing economy and of encouraging active citizenship in a diverse and pluralistic society.

2.0 The national policy context:

- 2.1 The Adult ESOL Strategy for Scotland (2007) stated:

“That all Scottish residents for whom English is not a first language have the opportunity to access high quality English language provision so that they can acquire the language skills to enable them to participate in Scottish life; in the workplace, through further study, within the family, the local community, Scottish society and the economy. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live.”

- 2.2 The Strategy further specified the importance of CLD Partnerships in achieving a consistent and coordinated approach while implementing the main regional tasks of: signposting learner needs; offering advice to the National ESOL panel; collaboration and representation through the building of local partnerships and initiatives; and more communication and promotion of local and national developments. The Strategy proposed and delivered on the development of an ESOL website that provides an up-to-date resource for maintaining consistency of approach across CLD partnerships. Further information can be found at www.esolscotland.com
- 2.3 ***“Life Through Learning: Learning Through Life”*** - the Scottish Government's lifelong learning strategy places a lifelong learning culture at the centre of its social and economic agenda. The benefits of realising the potential of ESOL learners is, therefore, key to achieving the vision of a prosperous, inclusive, diverse and pluralistic society.

3.0 The South Lanarkshire Strategy

3.1 The South Lanarkshire Strategy will:

- raise awareness of ESOL provision and ensure the best possible match between learner needs and high quality provision, supporting learning and progression
- improve collaboration and coordination by identifying and developing opportunities for local partnerships and initiatives supporting the goal of increased inter and intra-sector cooperation
- raise awareness of local developments which can be used as national models of good practice

3.2 Guiding principles:

The ESOL Strategy for South Lanarkshire aspires to 5 guiding principles that complement the existing vision of the Scottish Government across a range of strategies:

- **Inclusion** – Provision which supports migrant and refugee settlement, and aids inclusion and full participation in Scottish society and economy
- **Diversity** – Provision which recognises and values the cultures of learners and the contribution that new Scots make to society and economy
- **Quality** – Provision which is high quality, easily accessible, cost effective and uses best practice in the teaching and learning of languages
- **Achievement** – Provision which contributes to wider national literacies targets and promotes attainment and personal and social achievement
- **Progression** – Provision which supports and encourages routes into further learning, employment and in local community life.

4.0 South Lanarkshire Strategy outcomes:

4.1 Partnership and promotion

1. Awareness of the ESOL strategy and the particular needs of these adults is embedded within the Community Planning Partnership and the Single Outcome Agreement for South Lanarkshire Council and its partners.
2. Partners work together to further expand the opportunities for volunteering within ESOL provision.
3. Attempts are made to maintain and resource current engagement levels, taking account of the current economic climate and the cost pressures affecting service provision being experienced by the Council and all the Partners (see Appendix 1).
4. ESOL provision is effectively targeted to the identified areas of need both geographically and thematically. This will include the delivery of work based ESOL provision, family learning provision; and support for accessing services and information.
5. New funding streams are identified and secured to develop further provision.
6. Examples of good practice in ESOL in South Lanarkshire are showcased at a local and national level

4.2 Quality assurance in learning and teaching

1. Quality of learning is improved through taking account of the development of the adult ESOL curriculum framework and use of new diagnostic and formative assessment tools.
2. There are effective guidance and support mechanisms in place for learners as detailed in the Government's vision.

3. All learners will have an individual learning plan that reflects their goals and aspirations and this will be reviewed on a regular basis.
4. Through the development of Continuing Professional Development (CPD) for all staff delivering ESOL activity it is intended that the quality of teaching will be improved. This will be achieved through the use of different delivery methods best suited to learner needs and demand. It is further envisaged that all providers will have robust planning and evaluation processes in place to assist with the overall improvement of these learning experiences.
5. Learners should be encouraged to work towards the most appropriate, high quality accredited ESOL qualification and be supported to do so. Stronger links with local colleges will be developed and maintained.

5.0 Implementation

- 5.1 The intended outcomes of the Strategy and the actions required to achieve these, are described in the action plan (see Appendix 2).
- 5.2 To achieve these outcomes the following recommendations need to be put in place:
 1. An ESOL partnership group made up of key stakeholders will be established.
 2. Community Learning and Development locality plans will reflect ESOL activity.
 3. Partners will provide twice yearly progress reports.
 4. CLD Partnership ESOL end-year report will be compiled.
 5. Twice yearly staff development/networking opportunities will be resourced.

Further Information

For further information or if you would like this information in a different format or language please phone Lianne Grieve, Senior Community Learning and Home School Worker on 0141 630 2520 or email lianne.grieve@southlanarkshire.gov.uk.

CLD Partnership ESOL end of year report baseline figures

Reporting period	Total number of learners engaged in learning programmes	Total number of NEW learners engaged in learning programmes	Total number of learning hours
1 April 2010 – 31 March 2011	260	145	10022
1 April 2009 – 31 March 2010	325	167	12661
1 April 2008 – 31 March 2009	320	152	8264

English for Speakers of Other Languages action plan 2011-2014

National outcomes <ul style="list-style-type: none"> • Smarter • Wealthier and Fairer • Safer • Stronger • Healthier 	Local outcome: Tackling disadvantage and deprivation Connect for 2007-11: Raise educational attainment for all. Increase involvement in lifelong learning.			
Outcomes	Action	Output	Outcome indicators	Responsible
Learners access appropriate provision relevant to their needs	ESOL Provision is effectively targeted to the identified areas of need	Workplace learning delivered in various locations	Management information collation provides evidence of increase in learners accessing workplace learning	WEA
		Issue based summer programme delivered	Evidence of learners feeling more able to access services/information	CL/HSP and various other partners
		Family learning project rolled out into other localities	Learners report feeling more able to participate in school and community activities	CL/HSP and schools
	To maintain and resource current levels of ESOL activity	Last year's engagement of 260 learners maintained	260 learners registered for courses	CL/HSP WEA FE colleges
	Build practitioners' skills and ensure access to information to better identify and respond to individual need	Training and information sessions offered to practitioners that take account of national developments	Staff better trained and competent in identifying and responding to individual need	CL/HSP WEA FE colleges
	Collation and reporting of outcomes and impacts ensures responsive service and informs future planning	Evidence exists that substantiates that management information is used for annual improvements in service delivery	Evidence exists that substantiates that management information is used for annual improvements in service delivery	CL/HSP
		Develop opportunities for volunteering	Training identified and provided for	Trained tutor assistants offered class placements

	within ESOL provision	volunteer ESOL tutor assistants		
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Key: CLHSP – Community Learning and Home School partnership Service; WEA - Worker’s Educational Association; FE – Further Education

Outcomes	Action	Output	Outcome indicators	Responsible
Learners become more autonomous and informed about how to progress into further learning, volunteering or employment	Encourage practitioners to support learners to plan their own learning and develop a personalised learning plan	Learning plans exist for all ESOL learners	Individual plan contributed to learner successfully completing learning programme	CL/HSP WEA FE Colleges
	Encourage and support learners to reflect on their learning and to plan effectively for progression	Systems are in place that ensure effective information/advice and guidance are in place for all ESOL learners	Learners have accessed Information Advice and Guidance and as a result have been supported to a clear progression.	CL/HSP WEA FE Colleges
	Increase referrals and ease of movement between partners to ensure appropriate support and/or progression to further learning	Stronger links with local colleges developed and maintained Appropriate systems to monitor incoming/outgoing referrals developed and implemented	All partner agencies using shared systems and clear progression evident	All partners
ESOL learning increases learners' chances of obtaining and/or maintaining employment	Increase employers' and employer organisations awareness of the benefits of ESOL learning in the workplace	Increased number of workplace learning opportunities	Management information on outcomes and post exit guidance indicate learners are sustained in employment or progress to other employment.	WEA CL/HSP FE Colleges
	Stronger links with voluntary sector to be developed and maintained. Promote to ESOL learners the advantages of volunteering to increase employability	Links developed and maintained with voluntary sector. Voluntary sector delivery of awareness of volunteering opportunities	Evidence of more ESOL learners volunteering	VASLAN CL/HSP

Key: CL/HSP – Community Learning and Home School Partnership Service; WEA - Worker's Educational Association; FE – Further Education;
VASLAN - Voluntary Action South Lanarkshire

Outcomes	Action	Output	Outcome indicators	Responsible
Promotion of ESOL provision is positive at national and local levels	Increase the effectiveness of local strategic and delivery partnerships to better evaluate, plan, coordinate and improve ESOL services	ESOL Strategy promoted within the Council and its partners.	Awareness of the ESOL Strategy is embedded within Community Planning Partnership and the Single Outcome Agreement for South Lanarkshire Council and its partners	Locality Action Plan Chairs
	Produce effective publicity materials to promote ESOL learning opportunities across South Lanarkshire	Materials produced and disseminated amongst key partners	Partners and learners are well informed about ESOL provision. Increase in partner and self-referrals	All Partners
	Showcase examples of good practice in South Lanarkshire at a national level when opportunities arise	Links maintained with national ESOL forum, events attended and awareness of good practice raised	South Lanarkshire practice is better reported on at a local and national level	All Partners
	Further develop referral pathways with potential referral organisations Increase awareness of ESOL provision with all service providers and voluntary organisations, in particular social work, health and jobcentre	Awareness raising sessions with Social Work reception teams, Jobcentre plus and health workers	Increase in number of referrals from Social Work, health and Jobcentre	CL/HSP

Key: CL/HSP – Community Learning and Home School Partnership Service