

English for Speakers of Other Languages

Summary of English for Speakers of Other Languages
(ESOL) activity from funding reports 2016-2017

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Introduction

Over 2016-2017, Community Planning Partnerships (CPPs) received funding to support the delivery of ESOL to support the [national strategy for ESOL](#). A total of £1,455,000 was allocated to CPPs. Funding bids received were reviewed by the Scottish Funding Council (SFC) and Education Scotland to ensure they were in line with the strategy objectives and were directly related to ESOL before funding was administered.

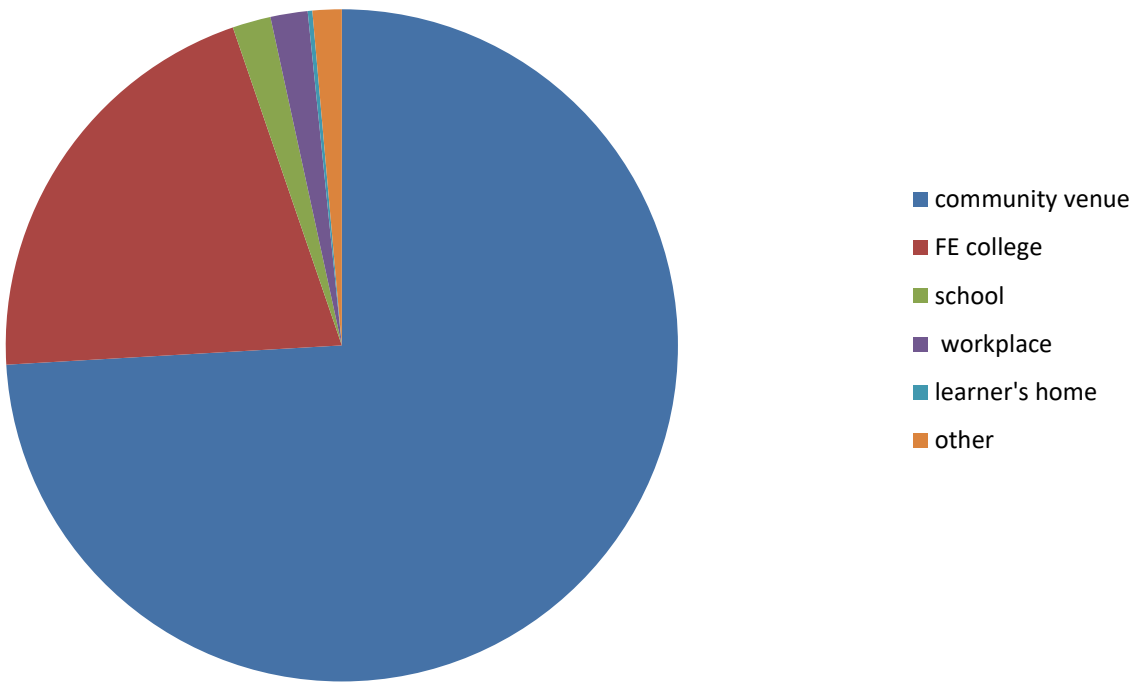
The summary report is organised according to regions with the intention of informing the newly formed Regional Improvement Collaboratives. The report gives a summary of key traits/characteristics along with potential areas of work that each collaborative area could focus on. The report provides a summary of each region and how the funding was used in 2016-17 and it is hoped will inform future activity in the context of the new regional improvement collaborative model. The information gathered here is based on the returns that CPPs were required to submit and provides an analysis of the evidence presented in the reports.

Overview in Figures

- In 2016-17, £1,455,000 was allocated to Community Planning Partnerships to support the delivery of ESOL programmes.
- As a result of this 12,852 learners were recorded as accessing provision.
- This figure reflects a 24% increase on the numbers recorded for 15-16.
- 2684 learners achieved SQA accreditation which represents almost 21% of the total number of learning opportunities made available.
- This figure is a small increase from 15-16.
- A total of 129 projects were proposed for the fund. 116 are reported as being complete giving a 90% completion rate.

ESOL Provision Settings

Providers were asked to give information on where provision took place. The majority (74%) of learning took place in community venues. 21% took place in further education college settings. 2% of learning took place in school settings, 2% of learning took place in workplaces, less than 1% took place in the learner's home and less than 2% took place in other settings including online, local job centre, local hotel and nursery setting.



This information was requested to support [Scottish Government's Race Equality Framework](#) and in particular Goal 23:

23. Reduce barriers and provide support for minority ethnic people who are new to the labour market, including school leavers and new migrants

Our evidence gathering and stakeholder involvement processes demonstrated clearly that recent migrants face additional barriers to employment, on top of the barriers relating to structural and personal racism faced by the wider minority ethnic population in Scotland. In particular, challenges associated with recognition of overseas qualifications and experience, levels of English language proficiency and employer perceptions of these issues are impacting the ability of recent migrants to access employment.

There are also areas in which school leavers from minority ethnic backgrounds could be better supported. As well as our previously stated commitment to ensuring that careers guidance meets the needs of minority ethnic young people, we must ensure that they have equal access in practice to different post-school destinations, including Modern Apprenticeships which have historically had low levels of participation from minority ethnic groups.

(extract from the Race Equality Framework)

Part of the work to achieve this goal was to include measures to improve access to high quality advanced, vocational and conversational ESOL provision, linked to both employability schemes and with employers across all sectors to promote uptake for staff in post within the Implementation plan for the refreshed ESOL Strategy.

This is the only year that providers have been asked to report on learning settings and gives a baseline measure for any subsequent data gathering on this. From the data gathered, this funding source provides learning predominantly in community based venues. While a small percentage of provision took place in workplaces, this does not take account of the employability focussed learning that takes place in other settings.

South East Collaborative

Edinburgh City Council	East Lothian Council	Fife Council
Midlothian Council	Scottish Borders Council	

Within this grouping of local authority areas, Edinburgh has by far, the largest proportion of ESOL learners. Edinburgh received over £160,000 of ESOL funding through the CPP which enabled them to offer provision accessed by over 2500 learners. There is a strong partnership working ethic that includes the College, the Council and third sector partners including the Workers' Educational Association (WEA), Saheliya and The Welcoming. A range of provision is offered. Targeted support is available for young people aged between 15-19 years who are at risk of disengaging because of the language barrier. There is a dedicated suite of programmes for this age group to support their language skills as well as opportunities to work towards qualifications such as the SQA NC ESOL for Employability (SCQF level 4) and integrated ESOL classes with a focus on employability including the opportunity to undertake work placements. Priority is given to those needing to meet language requirements for immigration purposes. This is taken into account when providers deliver ESOL in a broader context such as ESOL Family Learning.

East Lothian has a strong volunteering model and the service is mainly aimed at those in rural areas who are unable to attend formal classes. There is a focus on employability in classes. Many learners who have started their English language tuition with a volunteer tutor will progress to these classes. The employability programme also gives learners an opportunity to work towards an SQA ESOL qualification. East Lothian is a smaller partnership that received over £20,000 in funding and worked with around 100 learners. East Lothian are currently working to develop links with Edinburgh College to explore progression pathways for learners.

In Fife, the main partners in ESOL delivery are Fife Council ESOL Service, Fife College and SRUC Elmwood. However, the partnership also work with Fife Migrants' Forum, Nursery and Primary Schools and the Council's English as an Additional Language (EAL) Service. Key themes of provision include employability (and the promotion of volunteering opportunities), ESOL for Parents programmes that improve language and communication skills when engaging

with schools – this in turn has had a positive impact on the children’s learning experience and increased their involvement in school activities. Like Edinburgh, the Fife partnership also offer provision targeted at young people (in S4-S6). The partnership received over £88,000 in funding and worked with 245 learners in 2016 -17.

The Midlothian and Scottish Borders partnerships deliver ESOL with similar themes such as employability. Both also report on the activity in working with Syrian families arriving in their areas through the Home Office resettlement scheme. While the Scottish Borders partnership is strong in terms of the link between the college provider and the community provider, in Midlothian there is only one ESOL provider – MALANI.

Common traits/characteristics of each partnership:

- focus on ESOL for employability – recognising the significance and impact of employability related goals
- focus on young people – recognising the risk of disengaging from education because of the language barrier and the transition out of school
- family ESOL – where the focus is mainly on the parents but with the recognition that the outcomes for parents will have a positive effect on their children
- the use of volunteers with volunteer support systems in place

Collaborative potential:

- sharing of effective practice in using and supporting volunteers
- making further links within the regional collaborative and the agenda around attainment for young people
- sharing of effective practice in the delivery of ESOL for employability
- sharing of learning and teaching resources that have been developed from the funded projects e.g. resources to deliver SQA accredited ESOL units, web design and development and content and course materials for Family ESOL learning

Tayside Collaborative

Angus Council	Dundee City Council	Perth & Kinross Council
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Dundee City providers include Dundee City Council, Dundee and Angus College and Dundee International Women’s Centre. The partnership has been developing their volunteering infrastructure through this funding which has included the design and delivery of a volunteer training programme, the creation of a Dundee ESOL Volunteers’ Group space on [i-Develop](#) and half day continuing professional development (CPD) events. A recruitment pack for volunteers and a toolkit for staff have also been developed. The partnership also explored and developed more blended provision through the use of digital technology. There is now a fully interactive online portal with training in the use of digital technologies available on mobile phones and tablets to support language teaching.

The partnership also deliver a range of language levels in outreach classes using a mix of

venues including community centres, schools and voluntary sector venues. These outreach classes ensure that provision is made accessible to learners within their own community.

Provision in Angus is offered by Angus Council and Dundee and Angus College. Funding was used to pilot an International Café in Montrose, build capacity of the service by recruiting and training volunteers for the Volunteer Buddy Scheme, CPD for staff and volunteers, a summer camp (which is planned and organised by the participants), a range of provision that is accredited or aimed at particular levels such as literacies level, and classes for parents with the availability of a crèche. The partnership worked with over 100 learners.

The Perth and Kinross partnership have offered a range of provision within this funding including a course at Perth College University of Highlands and Islands (UHI) which embeds an ASDAN Award, Scottish Qualifications Authority (SQA) ESOL units and SQA Communication units. ESOL courses are designed and delivered to increase learners’ knowledge of their local community and how to access services. This work has involved wider partners such as community link workers and local primary schools. One partner provider also delivered a number of classes and a range of levels.

Community based ESOL features heavily in this partnership. Perth and Kinross Council, Crossing Borders, Minority Ethnic Hub and Perth College UHI are all involved in direct delivery of ESOL.

Common traits/characteristics of each partnership:

- development and capacity building work around volunteer staff
- strong involvement of third sector organisations
- key contexts for learning include employability and integration

Collaborative potential:

- sharing of resources such as those developed by the Dundee partnership
- making further links within the regional collaborative and the agenda around attainment for young people and family learning
- sharing of effective strategic development between providers and sectors

Forth Valley and West Lothian Collaborative

Clackmannanshire Council	Falkirk Council	Stirling Council
West Lothian		

The West Lothian partnership is made up of West Lothian College and West Lothian Council. They worked with 456 learners with 271 of these achieving accreditation. More than half of the learners accessed provision at below Scottish Credit and Qualifications Framework (SCQF) level 2 indicating that the majority of the learners have low levels of English language skills. This is delivered by West Lothian Council’s community based ESOL service as part of the

partnership arrangement where the College work with those who are SCQF level 3 and upwards. The partnership are working to develop transition pathways from community based learning to college provision.

The Stirling partnership is made up of a number of organisations including Stirling Council, Forth Valley College, Stirling Multi-Cultural Partnership, Stirling Council Libraries and the Stirling School of English. However, their wider partnership includes Stirling Education EAL services, Stirling Council Communities and Partnership Policy Officer and the Syrian Vulnerable Person's Resettlement (VPR) officer. The partnership's focus for delivery is ESOL for integration, socialisation and everyday life and ESOL for employability. There is a strong community based focus to ensure that a range of ESOL provision can be accessed across the Stirling area. Providers work with wider partners such as the local Jobcentre Plus office where there is a well-established referral process to the ESOL Work Club run by Stirling Council community based ESOL service that focuses on CV writing, job application and interview processes for ESOL learners with employability related learning goals. From their data, Stirling Council's community based ESOL service can identify demand for ESOL provision such as the need for ESOL support within the hospitality and tourism sector within the area.

Clackmannanshire's provision is arranged in a similar way to Stirling's in that there is a focus on employability and community based provision which offers beginner and literacy level provision. Their main providers are Forth Valley College and Clackmannanshire Council.

Clackmannanshire International Learners is also involved in the planning of ESOL provision and represents learners views. It provides book clubs, conversation clubs and social, cultural and educational outings for members. The partnership also link with the local Jobcentre Plus office for their employability related ESOL work. Similar to Stirling, the Clackmannanshire community based adult learning service ensures that ESOL provision is available across the local authority area and has delivered classes ranging from beginner/literacy level to intermediate level. Their model of delivery is similar to the West Lothian partnership where Forth Valley College offer higher level progression ESOL opportunities which are award bearing. The employability focus of provision is similar to the model in Stirling where there is a partnership with the local Jobcentre Plus office and an established referral process to Clackmannanshire's ESOL work club.

The Falkirk partnership have an established ESOL provision within the college and the community. The college provider offers the full-time ESOL for Employability courses at SCQF level 4 and part-time ESOL courses including courses in the evening while the community based ESOL service focuses on accredited ESOL provision and supporting those needing to improve their English for visa applications as well as the broader context of the need to improve English for everyday life such as to help children in school and communication in the workplace. Community based ESOL provision also runs a Family ESOL group where parents and children come together to develop their English language skills around agreed themes of family, health and education. There is also a focus on employability with provision aimed at migrants who are needing to improve their English skills to enable them to work in their field. The partnership also has capacity to deliver ESOL in the workplace with the involvement of the WEA - a national third sector organisation for adult learning.

Common traits/characteristics of each partnership:

- delivery model has college provider working with higher level learners while community based providers work with lower level learners

- partnerships have a focus on employability and are all delivering accredited ESOL provision
- community based provision ensures that provision is accessible across a local authority area

Collaborative potential:

- sharing of effective practice in relation to how learners are supported in the transition between providers for progressing to other provision and ensuring supported learner journeys
- extend partnership working activity beyond existing partners to those in the new regional improvement collaborative and aligning to attainment objectives through family learning activity, employability and progression in learning through accredited ESOL provision

Northern Alliance

Aberdeen City Council	Aberdeenshire Council	Argyll and Bute Council
Comhairle nan Eilean Sar	Highland Council	Moray Council
Orkney Islands Council	Shetland Islands Council	

The Aberdeen ESOL partnership consists of Aberdeen City Council, North East Scotland College and the WEA. Each partner has a specific focus. The college’s activity with the additional funding is delivering ESOL in the workplace working with local employers who employ large numbers of migrant workers. This is mainly in food processing companies within the area. The college has also offered beginner level courses on a part-time basis for refugees arriving on the Syrian resettlement programme. Aberdeen City Council provision has focussed on developing provision within the context of a Language Café which has now grown and is extending to more areas within Aberdeen City. To meet the demand for language support and to ensure learners are effectively supported, the Council’s community based ESOL service has undertaken an intensive volunteer recruitment drive which has ensured that all ESOL classes will have a volunteer who is trained and has the necessary checks completed. Community-based services have also worked with the WEA to pilot a small project to support ESOL parents supporting their children who are transitioning from nursery to primary school and an ESOL learner group at Woodside Community Centre have been supported to become a self-sustaining group. The WEA has supported the partnership in building its capacity through delivering a range of CPD opportunities to practitioners based on a training needs analysis exercise that was undertaken. CPD sessions covered cultural awareness, formal versus community based ESOL teaching approaches and working with learners who do not use the roman script. Practice sharing events were also organised.

Similar activities can be seen in the Aberdeenshire partnership where again the College is involved in workplace ESOL delivery along with the WEA. The partnership recognises and attempts to address the challenge of rurality for their area. Aberdeen Council Community Learning and Development (CLD) service endeavours to meet demands for learning through tailored and learner-centred provision. The development of specific provision in relation to family

learning, work with young people, e-learning opportunities and language cafes are attempts to address some of the challenges the partnership face in relation to meeting demand.

Workplace ESOL is also a feature within the Argyll and Bute partnership. They recognise that by going into the workplace, the Council's Adult Learning service has opened up learning opportunities to people living and working in isolated villages in Argyll. Community based ESOL classes comprise of family ESOL sessions, provision specifically for refugee families, drop-in classes, conversation classes, short part-time non accredited ESOL courses as well as accredited courses. As a result, ESOL learners feel less socially isolated and have increased opportunities to meet others. The partnership also offers 1:1 pairings for learners with significant ESOL learning needs and also work with those in rural/isolated areas to access provision and achieve their goals.

The partnership in the Western Isles is made of up two organisations – Cothrom Ltd (which is a third sector organisation) and the Learning Shop - an adult literacies centre run by the Adult Learning and Employability section of the Education & Children's Services department. It works with other council departments including Education, Employability services, libraries, early years and the NHS. Provision is a mixture of weekday daytime and evening classes and short term 1:1 tuition provided by volunteers for learners who cannot attend groups. All provision takes account of learners' goals which includes working towards a qualification to support progression or employability goals. Learners achieving their employability goals are able to progress into employment or gain higher paid work more in line with their previous occupation.

High Life Highland in the Highland partnership is the main provider of community based ESOL provision with a focus on supporting integration and inclusion, learner progression and employability. Classes are offered at a range of levels in community venues. Similar to Aberdeen, the WEA in Highland have a capacity building focus that includes the facilitation and coordination of Highland ESOL providers meetings, CPD opportunities for ESOL tutors as well as an element of direct ESOL delivery. Another third sector organisation delivers ESOL within a specific area of the Highlands (Badenoch) where learners have difficulty in reaching other centres for learning. As well as English, there is also a focus on local culture and natural heritage. An interesting point is made in the report here about the perceived unmet need:

Some learners, although highly qualified in their own language, appear to be content with their current work. Due to the limited range of industries in the area they may also not see any alternative to their current work and subsequently not see the need for studying English, content to learn 'on the job' and remain at the essential level of English skills that meet their immediate need.

The colleges within the partnership deliver accredited courses which not only includes SQA ESOL qualifications with one college, but also an opportunity for learners to sit Cambridge ESOL exams.

The Moray partnership offers provision which is flexible and takes account of learners' needs. Within the ESOL for Employability project, the focus is on improving language skills for access to qualifications and further education, increased confidence in participating in their local community and to be more productive and successful in their jobs. Learners can also work towards SQA ESOL qualifications. The project also refers to the potential of development work around ESOL for vocational learners such as Health and Social Care and Catering. The partnership also works with Syrian refugees and delivers an ESOL literacy class.

In Orkney, a small number of classes are delivered either by The Learning Link or Orkney College. The partnership have attempted to address access to ESOL for learners on the isles, in workplaces and remoter areas of Orkney by piloting delivery via Skype. Low numbers mean that running classes can be a challenge particularly for learners looking to undertake SQA ESOL qualifications. This has been partially addressed by referring learners to Shetland College where learning was accessed via distance learning. The Beginners group run by the Learning Link also incorporates a peer-support “buddy” system approach to enable further integration and cohesion within the group for new starts.

Key ESOL providers in Shetland are Shetland College and Shetland Island Council Adult Learning services. The college has a focus on ESOL provision to support employability goals, English for citizenship and ESOL for those in the senior phase in schools. The college recognises that most of its learners are under-employed or are working well below their qualification level or are in unfulfilling jobs. The employability focus of delivery takes this into account as part of delivery design. Shetland’s Adult Learning services cover a range of ESOL provision to take account of the learners’ levels. The service also delivers workplace ESOL classes and family ESOL classes that support parents whose children are transitioning from nursery to primary. Adult Learning services also offer a 1:1 service for learners who are unable to attend classes.

Common traits/characteristics of each partnership:

- challenge of rurality in terms of addressing access to provision for providers in rural areas
- challenge of rurality in terms of the risk of learners becoming socially isolated
- volunteer tutors feature strongly within the services
- strong focus on ESOL for employability or work-related goals

Collaborative potential:

- sharing of practice such as the Language Café toolkit that is being developed by the Aberdeen partnership
- sharing of practice on how providers are working with learners in isolated areas (Aberdeenshire/Argyll and Bute)
- developing effective practice in ESOL delivery around employability for learners who are identified as under employed or unemployed (Argyll and Bute, Western Isles, Moray)
- sharing of practice in relation to Family ESOL learning and how this is supporting parents whose children are transitioning from nursery to primary school (Shetland)

The West Partnership

East Dunbartonshire Council	East Renfrewshire Council	Glasgow City Council
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Inverclyde Council	North Lanarkshire Council	Renfrewshire Council
South Lanarkshire Council	West Dunbartonshire Council	

In East Dunbartonshire, the CLD ESOL service is the only provider for the area. It organises its provision according to different levels and in different areas all within community venues. It also takes account of celebration events such as Adult Learning Week and Book Week. The majority of classes are for those at SCQF level 3 and below and they work with an extensive range of partners including Jobcentre Plus, Skills Development Scotland (SDS), East Dunbartonshire Leisure and Cultural Trust and East Dunbartonshire Council Skills for Learning, Life and Work Service. For provision at higher levels, learners have the opportunity to work towards SQA ESOL qualifications. The focus of provision has enabled people to be more independent and able to use their language skills for everyday life such as accessing public transport, speaking to the doctor or their neighbour, improved job prospects, increased confidence and reduced isolation. These are among the examples given.

East Renfrewshire’s CLD service is also the only ESOL provider for their area and has a combination of classes that run according to level as well as project based learning that focuses on integration such as the World Café project. The service also offers accredited learning in partnership with Clyde College. The service reports on strengthened relations with educational establishments as a result of increasing numbers of EAL children arriving. The service offers courses and workshops for a range of learners including parents, refugees from the Syrian resettlement programme, learners looking for work and learners needing to prepare for the Life in the UK test. Their wider partners include schools and nurseries in Barrhead, the local authority’s Syrian resettlement team and Libraries.

Glasgow has a range of partners involved in direct delivery of ESOL within the Glasgow area including the three regional colleges, Glasgow Life, WEA and the Glasgow ESOL Forum. These providers work with a wider range of partners within Glasgow such as Amina Muslim Women’s Resource Centre, Scottish Refugee Council, Glasgow Council for the Voluntary Sector and Bridges Programme to name a few. The content and contexts for delivery include employability and family and community learning and targeted provision for learners with no English language skills. Employability focussed delivery includes working with wider partners to deliver classes to Muslim women or young refugees and asylum seekers. Classes take account of language level recognising that regardless of level, many learners are looking to improve their language skills to find employment. As a result literacies classes with an employability focus are delivered as well as classes aimed at higher levels. The recruitment of an employability officer (with ESOL expertise) by one provider has enabled learners to secure work placements and for some, move into employment. The employability courses can also be accredited with learners working on a range of SQA ESOL qualifications including ESOL for Work units and group awards. Family and community learning provision aims to address some of the barriers to learning including ensuring there is a crèche facility for learners with childcare commitments and delivering in venues that are accessible. Projects can also have a specific focus such as the Becoming a Mother project which is designed to attract women who may otherwise not access antenatal classes. Partners are also targeting learners with low level English skills which includes new refugees, asylum seekers and migrants to the city. The Glasgow partnership has been working to record the number of people in the city who are looking to access ESOL provision using a single access register system. The data from the

system shows that the demand for provision is extremely high with a peak recording of 11,000 applicants during this funded year. 3,500 of this figure are recorded as being unable to access provision. The partnership is strong in offering flexibility of provision to recognise the needs of learners in terms of their personal circumstances.

The Inverclyde Partnership is made up of Inverclyde Community Learning and Development and West College Scotland. Provision is delivered within community based venues with the opportunity for learners to undertake a qualification. The two providers work closely to support ESOL learners to transition from community based provision to broader college based provision. The partnership also has a focus on family learning with provision being offered in nurseries and community venues. Sessions were delivered using role play to support language needed for the parents to become engaged with their children's school. College provision also gives learners the opportunity to work towards a qualification.

The North Lanarkshire partnership consists of New College Lanarkshire and North Lanarkshire's CLD service. There is a strong capacity for the delivery of accredited classes with classes taking place both within the college and community based venues. Non-accredited provision offers opportunities to learners to improve their language skills within specific contexts such as the ESOL Book Club, Job Club, ESOL café, outdoor cooking project and family gardening project. Some of the projects have a family learning theme working in partnership with local primary schools.

Renfrewshire's provision is delivered by West College Scotland and Renfrewshire Council's Adult Learning and Literacies Service. The partnership worked with 287 learners in 2016-17 with 177 achieving accreditation on college ESOL courses. Again, employability is a key focus along with integration. Courses supporting employability goals have helped learners to find a job or to improve their ability to do their current job. The partnership are also engaging with refugees who have been resettled in Renfrewshire through the Syrian programme. Community based provision focusses on beginner level English, conversation classes, family learning and guidance sessions where learners are supported in their progression routes on to further education.

In South Lanarkshire, the partnership includes both South Lanarkshire College and New College Lanarkshire. College providers are in a position to offer accredited learning within community based settings as well as within college settings. While the partnership worked with 472 learners in 2016-17, over 300 of those learners engaged in ESOL through community based activity. The development of a Hamilton Hub has enabled learners to participate in other community based activity including a local political literacies group and a community consultation exercise. The partnership includes the WEA whose delivery focuses on employability within a community setting and ESOL in the workplace. Key workplace language issues include health and safety, pay and payslips, sickness, holidays, giving and understanding instructions while employability topics cover CV building, development of job seeking vocabulary, applications and telephone skills.

In West Dunbartonshire, the college (West College Scotland) is the biggest provider of ESOL having worked with 170 learners in 2016-17. West Dunbartonshire's community-based ESOL is provided by Working4U which targets members of the community who are furthest away from the job market and encounter barriers to learning. As part of the community based project, there is a Language Café set up as a way to provide additional learning hours to groups. While this partnership is small, it should be noted that the college covers this area as well as Renfrewshire and Inverclyde and has reported a high number of applicants for college places which have been unmet.

Common traits/characteristics of each partnership:

- key theme and focus of delivery is employability
- partnership work between CLD and college provider to support learners to transition from community based to college based provision as a way of progression
- working with learners with no English language skills offering “first steps” provision
- large number of learners at lower levels (SCQF level 2 and 3)

Collaborative potential:

- sharing of practice and approach to those preparing for the Citizenship test (East Renfrewshire)
- collaboration and partnership working with schools (East Renfrewshire)
- sharing of practice and resources in relation to teaching ESOL literacies and ESOL digital course (Glasgow)
- extending the wider partnership to the regional improvement collaborative and exploring potential links between ESOL providers and schools with high EAL populations and the promotion of ESOL family learning and SQA ESOL qualifications from SCQF level 2 up to 6
- project based learning including Living in Scotland/ESOL for Scottish Life accredited courses (Renfrewshire/West College Scotland)
- effective model of ESOL family learning (South Lanarkshire)

South West Collaborative

East Ayrshire Council	North Ayrshire Council	South Ayrshire Council
Dumfries and Galloway Council		

East Ayrshire’s community based ESOL is run by the Vibrant Communities service where they have been developing ESOL hubs across the authority. Community based ESOL has a focus on engaging with hard to reach ESOL learners in small communities who are socially isolated and have limited English language skills. There is also a commitment within community based provision to the continuing professional development of staff involved in ESOL delivery and a programme of support and training was delivered. A family literacy learning programme was also delivered to Syrian refugee families who have settled in the area. Partnership with Ayrshire College included team teaching on accredited courses, proactive engagement between the college and ESOL learners in the community through their role in carrying out initial language assessments and co-delivery of the pan-Ayrshire tutor-training week.

North Ayrshire’s community based ESOL provision has seen a change in demographics in their ESOL learners where there has been a drop in learners coming from EU countries while an increase has been seen in learners coming from India, Vietnam and Thailand. North Ayrshire Council delivered ESOL in three localities – Saltcoats, Irvine and the Isle of Arran. Further funding was secured through the Syrian resettlement project and European Social Fund funding for an ESOL and Employability project delivered by the WEA. Ayrshire College have also accommodated school aged refugees by providing them with language support. The course

which was run over the 4 weeks in July focussed on local investigation, a successful trip to the local Abbey which removed barriers to cultural differences and helped the young people identify places to visit with their families in their own leisure time. The College was also successful in working with school aged refugees in helping them to achieve the National 2 Preparation for Literacy Unit.

South Ayrshire has a strong ESOL volunteer tutor function as part of their community based ESOL services. Trained volunteer ESOL tutors deliver one to one tuition which takes place in locations throughout South Ayrshire. This provision is the route for engagement with informal ESOL learning in community settings. Signposting involves referring learners to the most appropriate level ESOL group. Community classes offered include a range of levels as well as contexts including Family ESOL learning, ESOL and IT for employability, ESOL book group and groups accommodating learners with higher language levels who are not interested in progressing to College ESOL provision. South Ayrshire's provision was accessed by 348 learners – the highest number among each of the three Ayrshire authorities. Learners who progressed to College ESOL provision gained accreditation. Ayrshire College also offered a Vocational Study Drop-In Service aimed primarily at students studying on mainstream programmes who have gaps in their knowledge of academic English. Learners who accessed this service were successful in gaining their qualifications. Further work on this service is to be carried out including awareness raising and promotion within the college to curriculum staff.

Dumfries and Galloway community based ESOL programme delivered a range of outcomes in 2016-17. The programme now sits within the newly formed Community Learning Service of the Council following a restructure. ESOL provision has helped improve learners' language skills as well as their confidence and life skills. Learners have improved their skills to progress into voluntary and paid employment, progressed onto further learning and are more able to contribute to their personal, family and working lives. The programme has also supported the Dumfries and Galloway resettlement project to develop English language skills of families and support integration into the local community. Coordination of provision and progression routes from community based provision to college based provision have been supported by a part-time funded coordinator based in the college who has promoted ESOL provision and is responsible for carrying out initial language assessment. The coordinator also acts as a main point of contact for learners. Dumfries and Galloway College worked with 78 ESOL learners with 55 of them achieving SQA accreditation. A third sector organisation – Dumfries and Galloway Multicultural Association have also been involved in ESOL delivery working with learners who are mainly beginner/literacy level.

Common traits/characteristics of each partnership:

- Focus on continuing professional development but differing levels of success between Dumfries and Galloway and the Ayrshires.
- All report on the response of ESOL services to the refugee resettlement programme of Syrian families.

Collaborative potential:

- Sharing of practice in supporting school aged refugees.
- Sharing of knowledge in accessing other sources of funding to support delivery.

- Delivery of CPD sessions focussing on common themes such as ESOL literacy.

Impact of Home Office Language Requirements

Partnerships were asked to report on any impact to the language requirements introduced in 2014 which has resulted in SQA ESOL qualifications not being recognised by the Home Office for those looking to extend their stay or apply for citizenship. The information which follows is a collation of responses given within the 2016-17 reports.

Fife

More students are working towards B1 Trinity exam and Graded Examinations in Spoken English (GESE) in Listening and Speaking; they study with us but have to go to Edinburgh or Glasgow to take the test and we notice that even beginner level students are able to pass despite poor literacy skills. It seems easier to achieve GESE than SQA Access 2 which covers 4 skills of speaking reading writing and listening.

Edinburgh

Edinburgh College have had a steady stream of learners asking for help to prepare for A2 or B1 testing as well as giving advice at Initial Assessment interviews about where to find information on the changes to the spouse visa process with testing and visa renewal now required at the half way point as well as at the end of the spouse visa. Many people seemed unaware of the new requirements. It is difficult to incorporate Life in the UK test preparation into a general ESOL course syllabus when only a small percentage of the class need to focus on this but tutors are able to direct learners to resources such as the interactive learning resources provided by the Edinburgh City Libraries web-site, as well as printed materials available from bookshops. 3 learners have successfully used this as the focus for their lessons with one of our volunteer home tutors.

Comhairle nan Eilean Siar (Western Isles)

Western Isles Learning Shop

As a result of SQA qualifications no longer being valid for Home Office requirements learners have continued to show a reluctance to register for and sit SQA assessments and this is indicated in the figures of learners achieving SQA accreditation.

As a result of the ongoing uncertainty over the UK's exit from the European Union, all learners who enrolled for the Citizenship - Preparation for Life in the UK test this year were European citizens with longstanding links to the local community. Their anxiety at their future status has led them to prepare for the possibility they may need to sit this test in order to remain in the country. The notes of interest for the next session of classes are also all European.

Cothrom

No learners accessed formal SQA qualifications in 2016/17 as these were no longer accepted by the Home Office.

This previous year the group of 5 who were hoping for citizenship, felt very uncertain about 'Brexit' and what this might mean for them. All of them have decided to "wait and see".

Stirling

We are not able to deliver the SQA unit that was previously accepted as evidence toward an application for visa or citizenship.

One project also states:

With SQA no longer being recognised by the Home Office in terms of citizenship, we are in the process of looking at how we increase our IELTS provision and provision at a lower level which

might support progression to IELTS. This work will include oral language assessment and ESOL for writing.

Argyll and Bute

Kintyre: Some of the qualifications that were acceptable for Home Office requirements are no longer acceptable. This now means that our learners would have to travel a 300 mile round trip to access a learning centre where these qualifications are delivered.

Highland

Following the decision by UKVI not to accept SQA ESOL qualifications as evidence of English Language ability, students wishing to apply for leave to remain or citizenship are required to sit SELT (secure English Language Tests) from an approved list of test centres. In Scotland, the test centres are in Edinburgh and Glasgow. The cost of the test is £150 (whether IELTS or Trinity). Students travelling from Highland also face high travel and overnight accommodation costs in addition to an exam format which is different to that offered by the SQA. Since this change students have approached staff requesting information about UKVI ESOL requirements and support for SELT examinations. Having canvassed our student group we would like to provide one day courses focussed on the requirements for Trinity GESE Level 5 (B1). The most appropriate SELT for our largely settled migrant population. We continue to provide support to students wishing to sit the Life in the UK: Citizenship test through the integration of citizenship studies throughout our curriculum. (West Highland College)

Moray

This has had an enormous impact on the learners in our provision. The Moray CPP ESOL provision offers learners the opportunity to gain an SQA ESOL qualification, which until the changes from the Home Office the learners could use for settlement purposes. However since the change in the Home Office requirements our learners have to travel to Edinburgh to do the exam. The cost and inconvenience of travelling south to an approved test centre is significant. As a result of the changes Moray Council has now become a listed provider of Trinity GESE training so that we can locally help students to be prepared for the exams. This means that they can learn locally despite having to still travel to Edinburgh or Glasgow for the exams.

East Dunbartonshire

There has been an impact on ESOL learners in East Dunbartonshire since the change to the Home Office Language Requirements.

In the past, learners used to study for accredited SQA provision to assist with gaining Citizenship etc. provided by East Dunbartonshire Council. Since the change of the qualifications recognised by the Home Office, learners have had to gain these qualifications outside East Dunbartonshire. (Learners can attend groups in East Dunbartonshire for general practice which may assist in study towards the Trinity Qualifications but cannot gain the qualification in their local area). This has proven very difficult for many learners as it costs them in time (including travelling time) to go elsewhere for the qualification and also has financial costs such as costs in course materials, courses, assessment fees and travel costs to provision outside their local area.

The impact on East Dunbartonshire Council is that more learners would have studied for SQA ESOL courses delivered by EDC if this qualification was recognised by the Home Office to fulfil its Language Requirements.

Glasgow

The change to the Home Office language requirements has had a significant impact on our learners. We spend an increased amount of time dealing with learner enquiries regarding the

new requirements and receive feedback that many of our learners simply cannot afford to do the tests. Other learners take the test when they are not well prepared due to a lack of preparatory courses for the new test. The courses that are available are expensive and infrequent and the option to prepare for the course online requires learners to already have a strong level of English, this is an additional barrier for our learners. As an SQA Centre we have also found that some learners question the validity of the SQA qualifications that we offer as these are no longer accepted. This has created a sense of confusion for learners. (Glasgow ESOL Forum)

Number of learners accessing provision per area in 2016-17

East Lothian	102
Scottish Borders	187
Fife	245
Midlothian	115
Edinburgh	2583
Angus	105
Dundee City	867
Perth and Kinross	356
West Lothian	485
Stirling	327
Clackmannanshire	109
Falkirk	296
Aberdeen City	261
Aberdeenshire	779
Argyll and Bute	231
Western Isles	70
Highland	569
Moray	135
Orkney	37
Shetland	98
East Dunbartonshire	103
East Renfrewshire	245
Glasgow	1543
Inverclyde	113
North Lanarkshire	849
Renfrewshire	287
South Lanarkshire	472
West Dunbartonshire	220
East Ayrshire	115
North Ayrshire	133
South Ayrshire	348
Dumfries and Galloway	197
Total	12582

Case Studies

Partnerships were asked to provide case studies related to themes that:

- highlight the challenges and how they were addressed in supporting the integration of refugees and asylum seekers
- highlight the challenges and how they were addressed in supporting the integration of migrants and settled minority ethnic populations
- show the approaches used to involve learners in other groups beyond the ESOL classroom
- show the impact on personal, community, family and work life of the learner(s)
- show how barriers to learning were addressed and
- show how equality and diversity are promoted

The following is a selection which reflects the themes above.

Language cafes in Aberdeenshire

In addition to attending formal ESOL classes, Language Cafes started being developed in Aberdeenshire Council community venues during this period, to allow ESOL learners to further practice their English language skills in an informal café environment. This was a new development and these opportunities were provided in addition to the small group classes learners attended.

The Language Café sessions were run regularly and were facilitated by CLD staff and volunteers. Topics of discussion have included world cuisines, UK and local customs and etiquette, and learners have shared their personal 'stories'.

The Language Cafes have allowed learners to converse in English with learners, staff and volunteers from diverse countries and backgrounds. This includes learners who are here as economic migrants and with refugee status. These informal opportunities allow ESOL learners to meet new people, reduce social isolation and to help learners integrate further into their communities.

More advanced ESOL learners assisted staff with the setting up and running some of the Language Cafés. As a result of this work these learners started working towards SQA Core Skills Accreditation level 3 - 'Working with Others'.

ESOL learners in Clackmannanshire

An ESOL learner from Pakistan who has lived in Scotland for 20 years joined ESOL classes to improve her literacy skills so that she could help in her family's restaurant. She wanted to be able to write down orders for food and to be able to read the menu. She joined the Clackmannanshire Council Adult Learning ESOL beginners and literacy classes and has been working on tracing, writing the alphabet, letter sounds and reading words. Several Syrian refugee students joined the Clackmannanshire Council Adult Learning ESOL beginners' class half way through the year and she was able to communicate with them in English and Arabic. During the class break she spoke to them in English and for any words they couldn't say in English they used Arabic and were able to find things in common with each other. This made the Syrian students feel at ease and she has helped them integrate into the class easier. In

addition, her writing has improved and she is now able to form words and correctly identify the sounds of words and letters. She has been learning to read the takeaway menu for her family's restaurant and can now confidently work in her family's restaurant, once a week, taking orders for takeaway. She hopes to build this up to 3-4 days a week.

DA is of Filipino origin and has lived in Scotland for 3 years. DA learnt a little English when she was younger and recently married a Scottish man. He had been trying to help her with her English but she felt she needed more tuition so she started attending the Clackmannanshire Council Adult Learning post beginners ESOL class. DA was shy and timid when she first joined the class but her English was at a good level and she was always keen to do extra work at home. As her English improved so did her confidence. As a result, she is a great asset to have in the class as she is always willing to help her peers if she sees that they were struggling. DA was also very welcoming to the Syrian refugee students that joined her class and made them feel comfortable by asking about Syrian cultural traditions and sharing Filipino cultural traditions. DA was interested in finding a job and as her confidence in writing and speaking English improved she started attending the ESOL work club. She attended the ESOL work club for many weeks, taking time to work on building a great CV and cover letter. She was keen to practise interview techniques so she could feel confident when attending interviews. As a result of her determination and hard work, DA managed to find employment in a local supermarket and still attends English class when she can.

ESOL Learners in Glasgow

Students A (husband) and B (wife) are a married couple in their thirties who attend an ESOL literacies class. They are Kurdish asylum seekers from Iran and have a young daughter of 2 who is often in poor health. They have lived in Glasgow since November 2016 and are constantly under threat of deportation as their asylum case has not been successful. They are appealing their case at the moment. This has resulted in many disruptions to attendance, motivation and generally retention/attention difficulties with learning. During this year they were moved from accommodation near the college to Parkhead, which now means they have a one hour journey on two buses. They both speak Kurdish and little Farsi. Student A also speaks some Arabic. Although student A speaks these languages, he has very little knowledge of written language. Student B has strong writing skills, having attended school in her own country. Student A was a chef in Kurdistan and would love to continue this as a career if they get leave to remain, with the dream of opening a family restaurant one day. As a result, both are highly motivated. However, despite them juggling the childcare responsibilities and alternating absences, sharing work done in class at home, the outside influences of their asylum case and caring for a sick child is having a detrimental effect on attendance and progression. Student A is expected to pass SQA ESOL Literacies 1, whilst student B achieved a pass in this last year and will be put forward for ESOL Literacies 2, which with adequate preparation she is expected to pass.

MT initially started studying with Glasgow ESOL Forum at the start of this year when we were able to offer her a place on our 'First Steps' course. She had been on the [Glasgow ESOL Access Project](#) (GEAP) register for some time and this was her first opportunity to join an ESOL class in Scotland. MT enjoyed the course and was keen to continue with her studies when the course finished. Fortunately we were able to offer her a place on one of our National 3 courses (also funded by this funding stream) so that she could progress on to an accredited course with us. MT has complex health issues (both mental and physical) which have been a barrier to learning for her but the flexible learning environment which we were able to provide suited her

very well and she was able to participate well in class and successfully complete the assessments for the SQA 'ESOL in Context' unit. We provided some flexibility for MT when she was not well enough to attend class and provided catch up work so that she could slot back into the group when she felt able to return to class and although the assessments were challenging for her she successfully completed them all. In the longer term, MT hopes to complete National 4 and progress to college. The small class size and the informal learning environment that we have been able to provide have been a vital step in her learning journey as she has gained confidence, study skills and language skills that will enable her to progress into a more formal learning environment. At the time of writing, MT has a level testing appointment of City of Glasgow College and a potential place offer from Glasgow Kelvin College. If these do not suit her personal circumstances, we will offer her a place to continue to study National 3 'Everyday Life' here at Glasgow ESOL Forum

We have chosen this case study to highlight the need for the flexible provision we have been able to deliver and the progression routes we have been able to develop internally as part of our ESOL Strategy funded work.

Working with expectant mothers in Glasgow

The "Becoming A Mother in Scotland" pilot course was designed by Glasgow Life in collaboration with NHS Community Midwives to support women who have English as a second or other language (ESOL) access antenatal learning and support. The course aimed to empower pregnant women to be better able to access written and spoken information to make informed decisions, to understand the culture of childbirth in Scotland and, ultimately, to improve the health outcome for the women and babies.

The target learner was expectant mothers beyond 20 weeks in their pregnancy at ESOL Access 2 stage and above. The majority of women were recruited through Midwives, which was advantageous, as they were in a position to change antenatal appointments to support the women to attend the course. A small number of women were also recruited through Glasgow Life. This pilot course was delivered in an informal setting to a small group of 9 women running for 7 weeks in May and June 2017. In order to address potential childcare barriers, a free crèche was offered and refreshments were made available throughout the duration of the course.

The delivery model involved input from the midwives on the topic being covered that week followed by bespoke English language support from the ESOL tutor. The extremely good working relationships developed between Glasgow Life and NHS staff was a key contributing factor to the success of the pilot. Topics covered included pregnancy and childbirth in Scotland; support in pregnancy; understanding the maternity ward; giving birth; staying healthy; breastfeeding. Language support was vital as the learners sometimes felt vulnerable e.g. not understanding their notes in their maternity records or knowing what kind of pain relief to choose.

Quotes from learners who took the course:

"The midwife told me about the course. I came to find out about having a baby and to meet other mums. It helps me with speaking and to make a lot of friends. I live in Govanhill."

(ESOL learner from Algeria)

“I heard about the course at an ESOL assessment in college. I wanted to learn everything about pregnancy and about my unborn baby. I wanted to understand the Scottish people because the accent is different. We learn a lot of new words and have good feedback with the midwives and tutor. The class has helped to improve my English.”

(ESOL learner from Moldova)

“The midwife told me about the course. I wanted to learn about pregnancy and healthcare. It is helpful for my English. Sometimes I don’t understand the vocabulary and the class helps. We have information about hospital, the dentist and medicine. It has helped me to understand different words – they are explained easily.”

(ESOL learner from India)

“I heard about the course from my ESOL tutor. I was interested in finding out about having a baby in Scotland. It is useful to learn about what to do in labour and about phoning the hospital. We have been given good information on pregnancy, health and labour.”

(ESOL learner from the Czech Republic)

Language cafes in Aberdeen

The idea behind the cafes is to promote integration particularly among non-native English speakers (NNES) and their immediate community in Aberdeen, provide an opportunity to practice and improve spoken English skills (particularly to build confidence), and to find out more about services available in the local community. Language Cafes are promoted through social media and information is continuously updated and shared with other third sector agencies, housing associations, community centres, primary schools, Jobcentre, Aberdeen City Council (Adult Learning Development) and NHS. Clients and volunteers are updated through mailing lists (after permission is granted) as well as invited to join Grampian Regional Equality Council’s Facebook page which is also coordinating a new Facebook page under the name “Learning English in Aberdeen”. These two initiatives have proven to be successful in providing updated information, encouraging people to attend the Language Café sessions and integrating communities. The Language Café works also as a source of information for people who require additional English learning or advice regarding specific community queries. Language Café volunteers will refer learners to Aberdeen City Councils Adult Learning team for ESOL classes. Volunteers are encouraged to research information that may be of interest for clients, ranging from walking groups and transport facilities, to activities that may prove useful to increase knowledge about Scottish culture and local government. There are Language Cafes across Aberdeen including one in the city centre, Torry and a ladies only one in Sunnybank. Work has begun on a toolkit to support community groups in setting up their own Language Café groups.

One to One ESOL in Kintyre, Argyll and Bute

Although the numbers were small, the learners that did attend 1:1 provision felt empowered and ready to move onto a larger class where they could work towards an accreditation. The one to one provision was used almost like a feeder class for the larger group. When learners joined the larger group, those that had been feeling socially isolated were also able to meet up with other learners in the same position, and some firm friendships have now been formed within the group.

For example, one learner has been able to gain employment due to her attendance at our one to one provision. After her initial interview with a large well known company in the area, the feedback from the local HR department was that the ESOL learner was very suitable for the job, but her spoken English wasn't at a level they required to offer her employment. After attending English lessons, she was delighted to be offered the job. This learner has taken part in other activities and made new friendships along the way. Overall she has reported that she is now taking a more active part within social and community life, something she hadn't really done before, and is now feeling far less isolated than she had before. She feels that her reading and writing skills have improved, as well as her skills for work, encouraging her to be more vocal and confident in expressing her ideas and opinions to others.

ESOL learners in the Western Isles

A local family contacted Cothrom for language support for their new au pair, S***, whose first language was French. After an initial meeting with both S*** and her employer it was clear that although both her written and reading English skills were of a good level, her spoken language skills were low.

It was agreed that S*** would come along to the Learning Centre and meet the Tutor for some 1-1 tuition to start with. She began coming along twice a week to improve her conversational skills. She wanted to learn about a number of specific subjects such as tenses and how and when to use them; how to say and understand large numbers in terms of population of a country and distances; and to practise the different ways of telling the time using both digital and analogue. She spent time conversing with the tutor and speaking to other learners and staff in the building both in a class setting and socially at breaks. Through these conversations we realised that she enjoyed art and painting and this led her to join a local community group in furniture upcycling.

This allowed her to gain new skills in painting techniques, decoupage etc. while meeting other people and improving her conversation skills in English. S*** thoroughly enjoyed this experience and both her spoken language and self-confidence were greatly improved. Her learning experience was enhanced as she was doing something practical that she enjoyed and had an interest in. Throughout the class S*** had to listen to the tutor and work as a team to discuss what had to be done and how they would achieve this. She also had to ask questions if she was unsure of a task or asking where things were. This extended her English vocabulary and gave her more confidence in speaking to others. S*** was supported to translate her CV from French to English and updating it with her Uist experiences. She has since applied for work in Spain and moved there last month.

Multi-agency working in East Ayrshire

Family A arrived in East Ayrshire in March 2016 as part of the Syrian Refugee Resettlement Programme. East Ayrshire Council (EAC) has agreed to receive up to 50 refugees over the next five years and there is a multi-disciplinary and partnership approach to ensure they get the help and support they need to settle in East Ayrshire and integrate into community life. An important aspect of this support is English language learning, which is essential for people to integrate into the community, participate in society and fulfil their potential. The family included three adult members and a younger adult, M 22yrs, who not only had very little English, but was also hearing impaired.

The family were referred for English language learning, which in East Ayrshire is delivered in partnership between the Council and Ayrshire College. The ESOL Development worker met with the family initially to talk through the support we could offer and M was assessed with significant English learning needs, compounded by his hearing impairment. The family started to attend English family learning sessions and additional sessions were arranged for M, covering basic sign language and communication. These sessions were delivered through a local community partner, the Killie Browser, a third sector organisation and social enterprise based at Kilmarnock Train Station. The project worker there is fluent in British Sign Language and we also had help from an interpreter in Housing Services, which helped to break down communication barriers. As well as help with his English learning and communication, M wanted to find out more about volunteering, training and employment opportunities to build on his education and move on in his life here in Scotland. Through the links with the Killie Browser, M started to work in the community café there as a volunteer initially for 2 days a week. He was supported to attend a barista training course with the Mathew Algie Coffee School in Glasgow and then went on to undertake the REHIS course in Food Hygiene, accredited at SCQF Level 5 through the Wise Group, Kilmarnock. As well as receiving work experience and accredited training, M also took on the role of mentor with C, who is also hearing impaired and was attending the Killie Browser on a work experience placement from Grange Academy. M helped C to build his self-confidence and think about his own future. M has since moved with his family to Glasgow and is now working part time in a café and sandwich shop and is also enrolled in a graphic design course at the University of Glasgow. He is well integrated into community life and still keeps in touch with the staff and services that supported him initially in East Ayrshire. As well as describing M's journey, this case study illustrates how the various services and partners are working together to secure positive outcomes for the people we support.

Website development and using social media for and with ESOL learners in East Lothian

The ESOLwithus group, in its original form, produced the East Lothian A-Z booklet which has been widely distributed throughout the region and which has proved to be a valuable resource for many new arrivals. Indeed, we have provided copies for the Syrian families who are new arrivals to Haddington and Musselburgh.

More recently the group have developed and are maintaining a website (www.esolwithus.com) following on from the success of the A-Z booklet, which has been incorporated. This online version ensures the sustainability of the resource and allows for it to be readily updated throughout the academic year, even more so now that it has been converted to the more user-friendly Weebly format.

In addition, the group have populated the site with a wealth of useful information. For example, the booklet (“What to know and where to go in East Lothian”) informed several of the ‘New Arrival’ pages on the website, where students used their experiences to further highlight requirements and issues, such as how to enrol children at school, find and register for health care, or understand the legislation and practices for renting a home here. They have also offered a platform for comments and discussion and, additionally, they have included welcoming texts in various languages which we hope will help newcomers, with little English, to make earlier contact with our ESOL provision.

The 'Learning English' pages are useful for directing learners to our local English classes, with information on who to contact and how to register. There are also "tried-and-tested" websites for practising English, which should suit all levels.

A Facebook presence is maintained to publicise forthcoming events and post photographs, which is a good place for learners to interact away from the classroom setting. ESOL tutors are also encouraged to post information about their classes and to contribute articles.

Other activities they facilitate include termly parties, to which all ESOL learners are invited and, as the group are mostly very keen cooks, they hold regular 'bring a plate' events. These allow for informal discussion and mutual support. The group post their recipes on the website for other learners to try.

The group meet on a weekly basis at The Fisherrow Centre, Musselburgh with a qualified ESOL tutor. The tutor encourages the group to be self-determining and they respond extremely well to this. An additional focus for the tutor is ongoing formal guidance with employability skills such as interview techniques and applying for employment and/or other courses.

Working towards SQA National 5 in the community – East Lothian

The National 5 class at Knox Academy met on a weekly basis, for 2 hours. They used a variety of materials and sources, including a course book and One Stop English, in addition to SQA supplementary materials. The group was stable throughout the session; indeed, this was helped by 2 learners travelling in from Dunbar offering lifts to another learner, who wouldn't have been able to attend otherwise. Two of the learners within the group were project managers, both of whom feel their attendance has enhanced their working relationships with their teams and their abilities to deal with customer complaints.

Of the 9 learners who attended this group, all were entered at National 5, ESOL for Everyday Life, and all 9 achieved. Indeed, the tutor was given a special mention in the June External Verification report for their skilful use of video recording of the Speaking assessments. All 9 have re-enrolled for September 2017 with the aim of completing the second unit at this level. Many have also expressed an interest in sitting the external examination and we are currently liaising with our partner, Edinburgh College, to try to arrange this.

Project based learning in East Renfrewshire

Learner A started ESOL courses in 2014. Her English language was at pre-intermediate level when she first joined and she has worked well to improve this through attending our highest level ESOL classes. Learner A soon progressed to our ESOL for Work course as she was keen to find employment in the field of child care/teaching. She learnt how to create a CV, write a formal covering letter and use her language successfully in an interview, which gave her a better understanding of the employment system in the UK and more confidence to apply for jobs. She then joined the 'Welcome to East Renfrewshire project' which aimed to help learners use their skills gained on the course to work as a team and produce a booklet about East Renfrewshire. Although Learner A faced challenges during the project, it was a great experience for her and she gained excellent skills and experience of working as part of a team, using her English to communicate both orally and in writing and generally organising her workload.

Following this project, Learner A got involved in the [‘Around the World in a Week’](#) project. Along with the ESOL STEPS course, this helped her to gain valuable skills which enabled her to improve her confidence and believe in herself. During the course and her time in the primary school, Learner A experienced what it was like to work in a school, manage groups, engage children with different activities and make her workshops interesting and fun. Her presentation, designed during the course, was used in an interview for a job as a Japanese teacher, which she successfully gained. She is currently teaching Japanese with a private company in Glasgow and continues to challenge herself through joining our project based learning courses which are helping her to bridge the gap between the classroom and the outside world.

ESOL and community based learning supporting Syrian families in East Renfrewshire

Learner X started ESOL courses in East Renfrewshire in November 2016. He arrived with his wife and young family from Syria as part of the Home Office Vulnerable Persons Relocation Scheme (VPRS). He attended school in Syria until he was 14 and then left to become a tailor. He started his own business in Syria making bags and stitched clothes. Learner X had an initial assessment with the ESOL team in November and was placed at a pre-entry level. By January 2016, Learner X was taking part in 4 classes per week on our ESOL Refugee Resettlement programme, including ESOL for Parents and ESOL and IT. The programme was set up to accommodate the needs of the Syrian families who have many challenges and barriers to learning. The programme met the needs of 6 families settled in Barrhead at that time, in terms of providing them with a class for complete beginners which allowed more flexibility than our other ESOL classes. This enabled the families to start the settlement process whilst learning English, joining an English class that they weren't always able to attend due to health, hospital appointments and child care, which are some of the issues they face on a daily basis. We worked closely with the Education department to secure childcare for his young children to enable him to attend ESOL classes and other community events and projects.

Learner X is improving his English every week and is gaining more confidence. Adult Learning are working towards providing opportunities for the families to integrate into the community and taking a holistic approach to supporting the refugees that have settled here. We have set up an ESOL for Parents course held in Carlibar Primary school, which enables Learner X and others to contribute to the arts and crafts group with other parents from the school. It provides a platform for the learners to discuss nursery and school life and helps them to integrate into the community, using their English informally to chat to other mums and dads. Learner X talked of not being able to support his children due to the language barrier, this is now improving. Learner X's confidence is building and he recently passed his driving theory. He is now focusing on preparing for his practical test. Learner X is also actively taking up opportunities presented to him by Adult Learning and is keen to integrate into his community and further improve his English language skills. He took an active role in the Café Kids World Café project in partnership with St John's Primary school. He enjoyed interacting with the children who served tea and cakes etc. and other parents too.

Improving the learners understanding of what is on offer to them in the community, to help them settle and improve their English, has led to Learner X volunteering with Community Transport ER. He accompanies elderly people for medical appointments taking them on the bus for shopping etc. He is very keen to start working and most recently attended an interview. He is currently waiting to hear back.

ESOL practice opportunities outside the classroom in Edinburgh

Feedback in tutorials consistently shows that many students do not have sufficient opportunity or confidence to practise their English outside class. In September 2016 a number of guest speakers were invited to talk to the class about chances to volunteer in the local area. One of these, from Carr Gomm, was very enthusiastic about encouraging the students to get involved with some of the community garden projects in the area. She put the class in touch with the manager of Sandy's Community Centre which is just around the corner from the school and a visit to Sandy's was arranged for the following week.

The students were impressed by the kitchen facilities at the centre and excited by the opportunity to grow fruit and vegetables in the raised beds. A number of other groups use Sandy's and it was agreed to set up a gardening and cooking group on Thursday afternoons. A model developed where one student would be directing the preparation of a meal with two helpers, while other people worked in the garden and woodland alongside. As much as possible the cooking uses ingredients grown on site, and some of the meals produced have been quite fantastic. Students wrote down their recipes and a set of cards was printed to publicise the group. The main impact though has been on the improvement in students' confidence in listening and speaking. The Chinese students in particular have benefitted from exposure to a range of native accents, but all students have enjoyed meeting and talking with people who have lived in the area all their lives.

As well as cooking and gardening, a number of workshops have also taken place which has helped students make the most of their own gardens and how to shop efficiently and effectively. Recently a group from Lloyds Bank were at Sandy's to do a day's voluntary work and some of the students were able to talk to them about their work and get advice on applying for jobs.

Like everyone, Community based ESOL students lead very busy lives and finding time to move outside the orbit of their own families and communities is difficult. By building time at Sandy's into a commitment they have already made to attend classes, it has been possible to extend their experience beyond the classroom and into their local community. A number of students have been encouraged to do further volunteering and others have been given the necessary impetus to look for work.

Tynecastle Women's ESOL groups

The Tynecastle Women's ESOL groups (Group 1: Beginner/Elementary, Group 2: Pre-Intermediate/Upper Intermediate) offer a mixture of English language tuition with a focus on practical language used in the context of women's and children's health, school and nursery education, community involvement and services and other relevant areas identified by the learners and information about community groups, children's learning, volunteering etc.

The groups offer crèche provision and so address one of the main barriers many women face to attending ESOL provision. They are mainly aimed at women from language backgrounds which don't use Latin script and who might be struggling with reading and writing (although this is not always the case and the groups are open to all women who might benefit). The groups offer women who for religious or personal reasons require or desire this a relaxed women only space to learn.

The majority of women who attended in 2016/17 came from Arabic speaking countries and were a mixture of refugees/asylum seekers and wives of PHD students attending Heriot Watt and Napier Universities. A number of Chinese, Japanese, Indian and Bangladeshi women also

attended. Most of these women find it difficult the access College or other provision usually because of a combination of immigration status/financial constraints and childcare issues.

As most of the women attending have children and often do not have a lot of support with caring for and supporting them, language which helps in communication with education and health care professionals and information about how health care and education services work are often a focus for the groups.

Tynecastle Community Wing, which is the venue for the groups and part of City of Edinburgh Council, also offers Peep groups for parents, and women from the group who have children of the right ages are encouraged and supported to join (in 16/17 3 women were able to take up this offer). In partnership with other organisations and colleagues 'Raising Children with Confidence' was offered, specifically aimed at Arabic speaking parents and 4 women attended. A 'Family ESOL' course which focused specifically on support for early learning in the transition from nursery to primary was attended by 4 others. 2 women made use of the offer of training and employment advice also offered in the Wing.

Diversity Festival at Fife College

In Fife College, the Diversity Festival is an opportunity to celebrate the diverse range of nationalities and cultures of students in the ESOL department, and to inspire students to consider the diversity of their local community.

Now an annual event, led by students, it's all about empowering the students, improving their independence and confidence in their own skills and potential, celebrating the sense of belonging and culture identity, by sharing cultures, languages, cuisines, history and achievements from the different countries which make up the spectrum of home countries of our students.

The Diversity Festival is held in the central atrium of the St Brycedale Campus, the main social space of the building, so students from across all areas of the college will encounter it. The stalls and displays are staffed by an ESOL student, and so the interactions with other students and staff attending the festival give native speaker opportunities which develop language skills.

The content and organisation of the festival is led by students, with each class making at least one contribution.

Each class, organised by level, developed a little project, or a few projects where there might be different nationality groups. This year, the Higher ESOL students contributed to the Nations Photo Gallery project, an exhibition of portrait photos of ESOL students to visually display the range of nationalities and ethnicities in the department. The ESOL Beginner class displayed a project on the History of Royal Poland, as a means of sharing heritage.

There was also a musical performance, by a band formed of students across the department, playing a mixture of traditional music, native pop and rock music and songs in the English language.

The sharing of traditional crafts and practical skills is very popular and draws the crowds! Traditional hand massage, demonstrating handicrafts and sharing of cakes and sweets from the range of different countries mean that students from across the college interact closely,

regardless of language ability or experience, and these offerings give a wonderful opportunity to open up new and compassionate conversations over the things that we have in common.

We've found that there is a real willingness and motivation amongst ESOL students to engage and participate in the showcasing of their skills and traditions and sharing of their culture, and a real willingness on the part of all students to receive that, and interact and listen, and we find this really valuable and heartening at a time when such conflict and distrust exists in the world.

We hope that the experience of college is a horizon-broadening one for everyone, regardless of mode or area of study, and the Diversity Festival brings an opportunity for the whole college to learn about the different cultures, celebrate the difference at college and widen their understanding of the world.

After-school ESOL Class in Fife

The main objective of the After-school ESOL class is to help senior high school pupils gain an SQA ESOL qualification and ease their transition from school to further or higher education.

Anna arrived from Poland in 2014 and was admitted to S2 at Dunfermline High School. Like many pupils from other countries, Anna initially struggled with the new learning environment; she had no friends and felt isolated from her peer group, she was not bullied as such but definitely felt aware of being 'different'.

By S4 Anna was still finding school work difficult and failed her National 5 English examination so the guidance teacher, and her mum, encouraged her to accept a place in the after-school ESOL class.

Anna attended the class regularly and proved to be a lively and friendly young woman, much different from her persona at school. She was delighted to be with pupils in a similar situation who were also struggling to settle into the Scottish education system; she made friends, felt less isolated and worked hard to achieve SQA ESOL units Everyday Communication and ESOL in Context. She persevered even when she didn't manage to achieve the outcomes first time.

In S6 the school placed such value on Anna's ESOL achievements that they further encouraged her to re-join the class for another term and she passed the Added-value unit so that she now has the full National 4 ESOL course award which she used when she applied for a Business Studies course at college.

The after-school ESOL class is ideal for pupils like Anna who are not able to achieve any English qualifications at school, but it also helps them socially and emotionally by allowing them to share their experiences, help each other and be more confident.

Helping ESOL learners to volunteer in Fife

The ESOL Volunteer Tutor Programme was devised to serve two main purposes: to provide a new and needed link to our local Community and to meet the growing needs of the learners at SRUC requesting more than one tuition session a week. Classes are restricted at SRUC as there is no funding to support more tutors and so we continue to experience high levels of unmet demand in the local area. Learners who are committed to the weekly classes can now be

offered extra tuition (for an amount agreed between Volunteer and Learner) each week, to further support them.

Cxx and Vxx have been working together over the last 8 months. Vxx is from Moldova and was an Educational Puppeteer at home. Vxx came to Scotland with no English and so his employment options were limited. W paired Cxx and Vxx to work together, to offer Vxx some increased support, with a view to supporting him in the workplace.

Cxx recognised very quickly that Vxx wanted to work in Scotland, but his language skills were letting him down in interviews. He had several interviews for cleaning and manual labour jobs, but couldn't succeed at the interview stage. Cxx thought that getting him a volunteer position would help with many skills, and mainly improve his confidence which was being badly knocked with every job rejection.

Through a contact, Cxx got Vxx an interview with Age Concern and prepared him thoroughly. Vxx was successful and has been volunteering once a week for 6 months. There has been a huge boost to his confidence, language skills and understanding of the local accents – which was something he wanted to improve at the outset. More importantly he has something current to add to his CV, which he is immensely proud of.

This has been a real collaborative exercise between the Volunteer and Learner, something that the class teacher would have been unable to spend the requisite amount of time setting up and seeing through and also, producing a valuable outcome proving that the Volunteering programme can support and help the ESOL learners in many different ways.

Language learning outside the classroom in the Highlands

High Life Highland (HLH) ESOL worked in partnership with Rowan Waste Awareness to run a sewing class, making shopping bags and slippers from old clothes/materials. The class was partly funded by the Climate Challenge Fund and by HLH. 6 learners from the local Alness area came together to learn to sew. 3 ladies from Kerala joined the class, also comprised of local Scots. The course allowed them to develop skills in sewing, an understanding of upcycling but also gave the learners a chance to practise their language skills and develop confidence speaking in a non-threatening environment. The class provided an opportunity for these women to socialise with other women who lived locally and had kids in the same school. This helped develop new friendships and support networks. The ESOL tutor liaised with the sewing tutor to help give an understanding of cultural considerations in working with Muslim women and also to try to develop an understanding of working with people with limited English - this helped to remove language and cultural barriers and encourage the involvement of BME women.

ESOL for settling and living in the Highlands

In Inverness, we have met the needs of the community by offering, in addition to their ESOL class at the appropriate level, the opportunity to participate in group work learning around three priority areas: ESOL for Families, ESOL for Health and ESOL for Work. Challenges experienced by inward migrants and speakers of other languages include the differences in educational systems and national health systems (understanding policies and regulations); the need to raise awareness and develop employability skills as expected or required in the UK. This has been addressed by offering a series of ESOL courses for specific purposes, designed around some of these challenges. The courses help parents/carers to communicate with schools; introducing them to the educational system and how to help their children at school;

language for Health – how to communicate with health care professionals and access health services in Scotland; language for Work - authentic materials used as learning resources and through developing a strong network of partner agencies such as the Department for Work and Pensions (DWP), Skills Development Scotland (SDS) and Signpost.

Overcoming barriers in the Highlands

The owner of a local Chinese restaurant had three new staff members who recently arrived from China. They had very little English, but were keen to improve their language skills. Their boss wanted to support them in improving their English, making work life easier for them and allowing better integration into the local community. One learner, along with two colleagues came in for their first session with very limited English. The learner's colleagues were able to say a few words, but communication with the group was difficult. The group worked on everyday conversation and words/phrases associated with their jobs, supporting them in their work roles and life in the community. For the first few sessions the learner was very quiet and would ask the others in her native language questions and for help. The learner was struggling in comparison with the others for a couple of months. However, as the weeks passed, when doing a recap from the last session it was the learner who was answering the questions and seemed to recall the vocabulary. It became clear that learner was taking the handouts home and studying what was being looked at in each session. As time has gone on, her confidence has grown and she is now able to hold basic conversations. When the learner first arrived to the area she was nervous to go out alone, in case she had to speak English, which she wasn't able to do. The learner now enjoys going out for walks and discovering the local area; she gets the bus regularly and is no longer nervous in shops etc. She is now able to communicate what she has done with her week and continues to work hard in the group.

A learner from Spain this year came to the UK to develop their strength in English, and had considered moving permanently. While being a confident person, they lacked confidence in their spoken English, and their skills in written English. Following initial assessment it was decided with them that they would study at the SQA National 4 level. During the year the learner had expressed a desire to move on from being waiting staff to being a hotel receptionist. This was going to be a big step for them, but with this target in their mind they progressed well. The learner lived some 5 miles from the Learning Centre in an area which can be isolated, and in terms of weather, inhospitable at times. Public Transport from Kingussie to where they lived is very limited, and was not at times they needed to travel to their class. However, they overcame this in the warmer weather by using a bicycle, and in times of bad weather was sometimes able to obtain a lift from a friend or colleague. Sometimes this failed, and they would arrive having walked the 5 miles, drenched. Their employer was mostly co-operative in arranging their work rotas to fit with class times, although this was not always possible. For English study outside class-times, e.g. homework, self-directed learning, they found time in their limited "free-time" for study, with some consequences of reduced rest and/or social time. About a month before the end of the course they obtained a position in a major hotel in Inverness, and 3 months later had moved to another hotel and was able to negotiate a higher wage there. When they obtained the second hotel position they were able to show that they had studied, completed and satisfied the Assessment requirements for National 4.

Proactive engagement with ESOL learners studying part-time at West Highland College UHI

ESOL at West Highland College is currently taught as an evening class, as the majority of students are in full-time employment. ESOL students studying at the college are employed in occupations including forestry, timber finishing, fish production and hospitality. Integration of ESOL students into the student body has proved difficult in the past. This year West Highland College UHI won a national award for its Healthy Happy You project. As part of the 2017 project ESOL students were actively encouraged to join in the activities on offer both within the college and at local leisure facilities operated by partners Highlife Highland as a way of improving integration. ESOL students for example attended sessions on CPR and basic first aid. The sessions were integrated into the assessed SQA ESOL in Context (Work) module. The skills learned as part of the Healthy Happy You programme were followed up in class with learning outcomes linked to Health and Safety at Work. The sessions offered ESOL students the opportunity to integrate with students studying on mainstream FE and HE courses, gain confidence in speaking and asking questions within a fluent English audience, team work with L1 speakers and learn vocational skills.

Supporting refugees within community provision in Inverclyde

There have been several challenges in fully supporting the integration of the refugee families in Inverclyde. The language barrier coupled with cultural issues was hindering the refugees from becoming fully integrated in the local community.

CLD ESOL sessions have allowed the refugee families to develop their English language skills in a comfortable, supportive environment which has in turn supported a rise in confidence when using English language and self-belief that they have the ability to learn.

There was a Christmas coffee morning held, which was open to all CLD Adult Learners, and was supported by ALFI (Adult Learners Forum Inverclyde). Learners were encouraged to not only attend, but further participate by helping to organise the event, provide home baking and study British cultural traditions. The learners were also encouraged to share their own cultural traditions with Scottish learners and celebrate the difference and diversity.

As well as social events CLD tutors have supported several opportunities for further integration. One learner was supported to complete an 8 week work experience within a local garage. CLD staff also supported partnership agency events; encouraging learners to attend and support their preparation for a bazaar showcasing a number of different foods and crafts from around the world as well as a showcase at the local theatre to celebrate the end of Ramadan with traditional Syrian and Afghan music, traditions and food.

Supporting progression in Inverclyde

Many ESOL learners wish to progress to further learning and improve their employability prospects by improving their English language skills and achieving accreditation. CLD has supported these learners in community provision encouraging peer learning, group learning and self-study as well as highlighting adult learning opportunities and sign posting learners to partner agencies, training agencies and volunteer work experience. This year ESOL learners gained accreditation in ESOL & Core Skills totalling 16 separate units of accreditation at a number of levels. 7 of these learners then progressed to college ESOL provision at West College Scotland (WCS). As a result of effective communication with WCS staff the referral process from CLD to WCS provision has become more streamlined and CLD staff support the

learners in the registration and induction process making the transition from community to FE provision smoother. Joint planning has created a dedicated accreditation process clearly showing the progression opportunities available to community learners.

ESOL provision and support for four generations of one family in Midlothian

Since 2015, Midlothian Council has provided ESOL support for a severely disabled Italian woman (L) and her husband (Di) who is an electrical engineer. Their son (G) enrolled in high school, joining in 5th year with EAL support. In May 2017, L's parents (I and Du) arrived who are both in their late 60s with no English. L's grandmother aged 96 is due to arrive October 2017. L's grandmother has dementia and will live in her own flat with a full time Romanian carer. Nobody in the family apart from their son, G, has more than very basic English.

L and Di initially came to English classes at the centre together, but as her condition deteriorated, it was necessary to provide home tuition (with suitable risk assessment carried out). This was with both paid tutors and volunteers. Di had to remain at home as her carer, so he too had home tuition, and also support in working towards equivalent electrical qualifications to his Italian ones. He was also referred to Skills Development Scotland for his CSCS certificate. He did contract work for which he was not paid, so was helped in raising a claim through the small claims court. L has pre-intermediate level English, and Di is still elementary level English. Progress is slow. Di is now working and so there is a rota of carers and cleaners in place.

The son, G, didn't gain the required grades at Advanced Higher to study medicine, so was referred to "Progress through learning Midlothian" to try to find a suitable alternative, as he was determined to study in a medical field. He is now studying at Queen Margaret University College, Edinburgh. He has to support the family with language requirements and care for his mother in the evenings.

I and Du sold their house in Italy and bought a house in Woodburn, Dalkeith, where they quickly fell foul of a building scam when they wanted to add an extension to their house. They too had to be supported in raising a small claim via Citizens' Advice. They have no English and have joined a complete beginners' group.

The support of the ESOL team has been invaluable for the family, allowing the husband to work, and the son to go to the university. The older parents have been supported in accessing a basic English course, getting bus passes to visit their daughter and son-in-law (who live in Penicuik), and generally settling into their new life. We have also shown that disabled people and their carers have a right to work and education, also that age is no barrier to learning.

ESOL for young adults in Midlothian

Since January 2017 Midlothian Council has provided an ESOL Speakeasy for young adults in the area. Participants have recently moved to Scotland and are entering the school system with limited English at S5 or are not in the school system at all

The group was initially set up to support 2 young women from Poland, who were referred by the school that they had started attending in S5. S (16) and D (16) were extremely anxious to study in mainstream education having had little chance to learn English in their home country. School

staff had to focus on pupils sitting SQA examinations and so S and D did not have access to the level of English tuition they needed to fully participate at school.

From March 2017 learners from Central and Eastern Europe were joined by young people from Vietnam, 2 young men H (16), T (16) and a young woman, L (16). They had been victims of trafficking and are now in the process of seeking asylum. All 3 were placed with foster-carers in Midlothian and H and L were attending local schools although T was not. In September 2017, 2 learners from France joined the group. The course has helped them to understand the Scottish school system, make friends, find out about local events and courses for young people, access college English provision and planning for the future. Learners are regularly informed about community events and other learning opportunities in the area. Classes are held in a centre where a variety of adult learning staff work so learners can access support in researching next steps into further education. During August a class was held on the Edinburgh Festivals and learners used events brochures and maps to plan weekend visits with their host families. The tutor maintains close links with both the social work team supporting young asylum seekers, who have fed back on how important the classes are for them. Volunteering opportunities have also been explored by learners. Learning English to live in Scotland, and understanding everyday life here is much more challenging than learning English as a school subject in your home country. They are making friends with peers who understand the stress of moving to a new country. 2 of the young people from Vietnam have started college this term and 1 is also volunteering in Edinburgh with the Scottish Youth Parliament. Resources were targeted towards young people, with extensive use of laptops, Google Translate, music etc. Learners were initially supported in their bus journey to the centre, and there was extensive liaison with Social Work to retain and encourage the Vietnamese, and with the EAL service to support the Polish young people. In each class learners have the space needed to bring up any challenges they have had during the week and the tutor can signpost them to support services, and help them to raise their concerns.

ESOL learners in Moray

This case study is of an ESOL learner originally from Syria. She is a 28 year old woman with three young children and a disabled husband that uses a mobility scooter to get around. Prior to being resettled in Moray, she had never been to school and was completely illiterate in any language, unable to read or write. When her oldest daughter started primary school, aged 5, she was unable to help with homework or have discussions with the school or teachers regarding her education. As her husband is disabled, much of the day-to-day responsibilities for running the household fell to her. She is responsible for all the grocery shopping (a difficult task when you can't read or ask anyone what various products are and you can't understand the prices), making and attending health appointments, attending school meetings etc. Being illiterate it was difficult to slot this learner into regularly scheduled ESOL classes. As a result, 1:2 classes were provided to this learner and one other, starting with basic literacy skills. A keen and bright learner, this woman is now able to have a conversation with neighbours and indeed anyone she comes into contact with. She attends meetings at the school, makes and attends doctors' appointments independently, orders and collects prescriptions and has recently booked an appointment for her driving theory test. She is about to sit her SQA National 2 ESOL assessments. She is now hoping to further her education and ultimately obtain qualifications that will allow her to secure employment. She has communicated that these are opportunities that she would never have been able to dream of in Syria. The English classes that Moray Council has provided to this learner have opened doors that she could never have imagined would be opened. She is extremely grateful for the opportunities that have been presented to her and is happy and secure in her new environment as a result.

This case study is of a middle aged (64) Italian woman. This learner moved to the UK approximately 6 months into the year. She has had a varied career as a nurse, education assistant and mother. Her confidence in speaking and writing English was extremely low and she would tend to defer to others in the class and lack the confidence to speak. She was so insecure with her language skills that she had no local friends and would communicate in English only with her husband, who is British, but a fluent Italian speaker. She has now been attending classes regularly, twice a week. After every lesson she sends an email telling me what she has achieved. Her exuberance shines through each mail and through these weekly communications it is easy to see how her English is improving. Her hope is to be able to volunteer in an area of interest – such as neonatal nursing. She has already attended a pre-meeting with a third sector organisation who arranges volunteers for many other organisations. She credits the classes with the confidence that she now has to volunteer with a local third sector organisation.

ESOL learner experience at New College Lanarkshire

M is an Italian national whose family moved to Scotland over 5 years ago. M was a lawyer in Italy and decided to join a college accredited ESOL programme to improve her English skills.

“The class helped me so much in terms of improving my reading, listening, writing and speaking skills. It also helped me build up my confidence in English and it was really important being part of a class, having support from classmates and the lecturer. It provided me with a great environment for practising my English. I feel much more confident in my day to day life. Attending the class and then doing homework every week, gave me a focus and confidence to practise my English out-with class time. I am now studying for a Housing course at New College Lanarkshire’s Motherwell Campus. I have just started the course and I am the only non-UK student in the class – doing Higher ESOL gave me the confidence to undertake this course. I hope to continue with my studies part time (moving on to Diploma level) and look at applying for part-time employment.”

ESOL family learning project in North Lanarkshire

The family learning ESOL project was focused on ESOL learners who are living, working and studying in the area. It worked to encourage integration of the learners within the school area, introduce other ESOL parents to one another, access the support of the language tutor and build the relationship between school staff and the parents. The families were identified by the head teachers of the primary schools that the group ran in and the school supported the project by attending all of the sessions, engaging the families and giving accommodation for the sessions to take place in. This allowed the ESOL families to engage with the school staff and CLD Schools Worker in an informal, relaxed, supportive learning environment. It encouraged a positive relationship between the families and the school and increased the learners understanding of the processes of the school and homework requirements. The project also supported the increase in English of all the parents who attended, encouraging a number of families to progress on to ESOL groups that are ongoing in the area. The ESOL families all gained in confidence with understanding learning and teaching that takes place in the school. The homework box that was used as an engagement tool, has encouraged families to work with their children and understand the importance of the completion of homework and family learning, with parents/carers and children learning together. The partners in the project all reported that it had been successful as it had improved relationships between the families and

the school. It had also given the school a greater understanding of the difficulties the families were having in completing homework and how this could be improved in future.

ESOL delivery on the islands - Orkney

This project was in response to enquiries for ESOL support in the isles, remote areas of Orkney, and to employers and was not part of the original proposal – however tutor time was taken from the SQA project at Orkney College in order to support the trial and respond to enquiries. A direct mail campaign to all employers in Orkney was undertaken in January 2017 to all businesses which are known to employ workers from overseas and to all Health Visitors informing them of ESOL provision at The Learning Link. There were in total 6 enquiries: (Shapinsay (2), Westray (1) South Ronaldsay (1) Stromness (1) which converted into three learners who undertook a programme of ESOL support with the ESOL tutor via Skype. It was concluded that Skype does offer an alternative source of provision for hard to reach areas such as those residing in the outer isles and more remote areas of Orkney. As a delivery method, it can be seen to extend the reach of provision however, it is highly time intensive in terms of cost and there has been much development time invested in setting up the project. It was also disappointing that not all applicants who originally expressed interest in receiving support in this way took up the offer. Having said that, as a trial, it has demonstrated interesting learning points and that ESOL provision can be transported to the isles, the workplace and remoter areas of Orkney using Skype.

Progression to FE in Renfrewshire

This case study highlights how the funding has been used to support access to and progression within FE programmes for students from diverse backgrounds, including refugees, migrant workers and people from more settled immigrant backgrounds.

The Elementary ESOL Programme in 2016-17 recruited a more diverse cohort than in previous years, largely due to the arrival of Syrian refugees in Paisley as part of the Vulnerable Persons Relocation Scheme. These learners had previously been able to access part-time provision through Renfrewshire Council, and some had attended local secondary schools, but all were keen to access college ESOL provision with a view to progressing to vocational education and/or training. The programmes also recruited students from other backgrounds, most notably Polish learners who have been living in Scotland for several years but, due to various barriers, have been unable to develop their English skills in any meaningful way.

The Elementary ESOL programme delivered a range of SQA-accredited qualifications at SCQF level 2. National 2 qualifications in ESOL for Everyday Life and ESOL in Context allowed learners to develop basic language skills to facilitate integration in local communities and learners' capacities to use English in work- and study-related contexts. These qualifications were supported by college units, also levelled at SCQF 2, in English grammar, vocabulary and the development of learning strategies. Further to this, project work was undertaken to improve learners' ability to use technology, work in groups, and learn about Scottish life. Completion of these projects led to the attainment of the SQA core skills units ICT and Working With Others, along with the college unit ESOL for Scottish Life.

18 of the 21 students enrolling on this course successfully completed, with 17 progressing to the next level of ESOL at WCS.

Living in Scotland/ESOL for Scottish Life units at West College Scotland

An important aspect of WCS ESOL provision is to develop an understanding of Scottish life in order to facilitate integration in learners' local and wider communities. Many ESOL learners live segregated lives, rarely mixing socially with Scottish people. As a result they are often unaware of many aspects of Scottish life that pervade across the culture. This lack of awareness can cause barriers to understanding, both linguistic and conceptual, perpetuating the sense of "difference" between cultures rather than promoting similarities and cross-cultural understanding. This case study highlights how ESOL programmes at WCS address the issue of segregation. SQA offers units entitled ESOL: Living in Scotland at levels 4 and 5. The college has developed equivalent units at levels 2 and 3 – entitled ESOL for Scottish Life - to allow a focus on Scottish Life to be included across all levels of the FT ESOL curriculum. In delivering this unit at each level, all students receive content on a range of aspects to do with Scottish life, for example:

- Political systems and institutions
- History and Geography
- Scotland as a diverse nation
- Scotland's role in the world
- Scots law and the criminal justice system
- The Scottish education system
- The NHS
- Working in Scotland

Focusing on these issues in the classroom required students to learn about and then critically engage with these aspects of Scottish life. Projects and tasks required them to produce texts and/or presentations on aspects of Scottish life that they were particularly interested in, allowing for personalisation and co-creation of content. ESOL funding supported the delivery of these units by funding study trips to places of interest such as Linlithgow Palace, the Kelpies, Paisley Abbey, Auchentoshan Distillery and Scotland St School Museum. Funding also allowed for the purchase of useful resources and equipment to facilitate the delivery of these units. All students responded positively to this aspect of their course and demonstrated an increased understanding of Scottish life, particularly in the areas that they chose to research individually.

ESOL learners in the Scottish Borders

Learner K enrolled onto Borders College ESOL course in February 2016. In August 2016 she progressed onto the first year of a full time HND course at the College and continued to attend ESOL accredited classes in the evening. In order to achieve this K had to travel a quite distance to reach College (108 mile round trip) travelling on isolated rural roads in mid-winter. During the academic session K then experienced significant health and personal issues but despite losing a lot of learning and teaching she achieved the first year of her HND course and also one unit of National 4 ESOL. K has now enrolled onto the second year of her HND as well as the second unit of National 4 ESOL.

Learner M arrived in the Borders in Feb 2016 as part of the Syrian Refugee Resettlement Programme. He was assessed as a Literacy learner having very little formal education in Syria. He started bespoke ESOL classes in March 2016. Having very low level of functional literacy in his own language put learner M at a disadvantage from the start. This combined with the fact that 2 of his children have complex health issues and needed to attend many medical appointments put a lot of demand on his time. Despite this he has been a very regular attendee of Syrian ESOL classes, now attends mainstream ESOL provision, volunteers in the community and has passed his driving theory and practical tests. He has clearly progressed in his ESOL

learning and can now successfully fill out an application form without help. He is also receiving support to address his employability skills with a view to gaining employment in the Borders.

ESOL learners in Shetland

Learner 'B' moved to Shetland with her husband, who had acquired a job. 'B' initially found life in the Isles strange. She felt isolated as she did not have a job, and had not met many people who speak her native language. A friend told her about the ESOL classes provided by Adult Learning, 'B' enrolled, as she wanted to improve her English and meet people. Attending ESOL classes has made a huge impact on 'B's personal life and ability to feel more part of the community. She has made friends in her class, and feels less isolated. She feels more accustomed to life in Shetland, and continues to enjoy activities that she likes, e.g. swimming. She has found that her improving English allows her to go to the swimming pool and learn better techniques by talking to the staff and instructors at the swimming pool.

Learner 'C' moved to Shetland to take up a local GP position. NHS Shetland find it very difficult to attract new GPs to the area, and 'C' was keen to start but was worried about his verbal English as English is not his first language. Adult Learning met with his employers and discussed techniques to improve 'C's English so that he would be comfortable undertaking consultations with patients. 'C' arrived in Shetland, and divided his hours between ESOL support at Adult Learning and working in the practice. This gave 'C' many opportunities to practice his English and to learn about Shetland. Both the learner and his employer feel the support offered was a great success, and that his spoken English had improved significantly. This has enabled a 'C' to start seeing patients and make a positive contribution to the local community.

Since moving to Shetland in 2013, three members of one family have achieved SQA recognised qualifications through the college. The whole family came here with little or no English, but worked hard to support each other as they have learned English as a second language. This year the daughter received the ESOL class prize, in recognition of her excellent language skills and dedication to her studies. She was an excellent role model for other young people in the class and was highly commended by her tutor, for her commitment to language learning in her adopted country. She achieved the ESOL Higher with a very good pass, which enabled her to meet the entry requirements for her to study Pharmacy at the University of Aberdeen. She wants to eventually work in Shetland as a pharmacist. The mother of the Higher ESOL student also successfully completed one unit at National 3 whilst her son has successfully completed year 1 of the National 5 course and will do another year plus the exam this year. Completing National 4 ESOL with the college enabled him to obtain employment as an engineer at a local seafood factory. This year the Higher ESOL course in Shetland was also delivered to a student in Orkney via video conference, with this successful arrangement set to continue in 2017-18. This student has now successfully found employment as a primary teacher in Spain.

ESOL learner experience – Ayrshire College

FN was first referred to the college by her community tutor in the John Pollock Centre. She attended community classes as part of the Afghan Interpreters' Resettlement Project. FN came to Scotland with her husband and young child in 2015 and found life particularly difficult due to her low confidence and low level English skills. She had a great deal of difficulty in making the transition to college classes as she felt really apprehensive about the prospect of more formal

learning. She found speaking in class particularly challenging, she relied on her best friend (and their first language) to gain reassurance and affirmation.

Her initial heavy reliance on her friend's validation often caused problems in class dynamics, her lecturer had to work very hard to provide opportunities for FN to gain more confidence and to work more independently. Her problems were further exacerbated by the childcare issues that she had. Although her husband was not working at the time, he was unwilling to look after their young child and FN faced the difficult choice of bringing the child along to class with her or not attending her class at all.

As she lived a 15- minute train journey away from her college class, she was at the mercy of train time tables, her classmates' good will and friends' availabilities for babysitting. Organising a childminder or registered nursery to look after her child was made particularly difficult by her lack of transport, the distances that she would need to travel from her home to the childcare service and the college, as well as the availability of childcare in her area.

Her situation dramatically changed when her husband asked the lecturer's permission to visit his wife's class one day. Once he had seen the nature and level of work that his wife had to undertake in the class and the impact of her young child on her learning, he became an active enabler and advocate of his wife's learning at college. Having understood the importance of looking after their child while his wife was at college had a profound impact on the attitudes of some of the other men in their social group. His friend (who was the husband of FN's best friend in class) also started looking after his baby while his wife was in class.

2 years on, FN has transformed into a confident, conscientious and dedicated student. She is very committed to her college studies and she is very proud of her achievements. She actively participates in out of class learning opportunities and supports new students in their learning journey. FN has been contributing to a number of ESOL events in Ayrshire, and is now an active organiser of out of class activities. She regularly contributes to our ESOL newsletter and grabs every opportunity to improve her English. She is now a mentor of a newly arrived Afghan lady who is finding life particularly difficult in Scotland.

Drop-in support sessions for select Ayrshire College students

Ayrshire College is offering extra support to students whose first language is not English. The English for Speakers of Other Languages (ESOL) drop-in sessions will be available at every campus to help students, whose second language is English, with their academic writing.

Two students who benefitted from last year's drop-in sessions wrote to the Essential Skills and ESOL lecturer over the summer to express their gratitude. A Polish student who has returned to complete the next level of her Hair and Beauty course, said "When I first came to college I was shy and my English wasn't good, but after these classes it's much better. I feel more comfortable in conversation with people and I always get very good feedback on the projects that I'm doing with Ann's help. I think the ESOL classes are very helpful for students whose English is not their first language."

The Essential Skills and ESOL lecturer is also a Literacy Development Worker for South Ayrshire Council. She believes this helps the students when they arrive at the drop-in sessions, as they may have already met her.

She said “The College and South Ayrshire Council work in partnership, and students who start with language learning within the community would initially be interviewed by me. I’d put together an Individual Plan to meet their needs and part of the review process would be to refer them to college provision when they have reached National 3 level.

Workplace ESOL in South Lanarkshire

The funding received through this grant enabled the Workers’ Educational Association (WEA), the national voluntary sector organisation for adult learning, to successfully apply for and ‘lever in’ additional funding via the Scottish Trade Union Congress’ (STUC) Scottish Union Learning Fund (SULF). The combined funds were used to great effect at Johnstone’s Bakery in East Kilbride who have a large, predominantly Polish workforce. WEA worked closely with the Bakers, Food and Allied Workers Union (BFAWU) union to publicise the course at the factory and encourage as many staff as possible to come forward and attend classes. Utilising the funds via the ESOL grant and SULF we were able to carry out Initial Assessments with over 30 staff and offer them all places on one of our ESOL Workplace courses delivered at the factory during working hours. Instead of being able to offer only a small proportion of interested learners a place we were in a position to invite everyone to attend and improve their English language skills and ability to integrate better into the workplace and their community life.

Following the Initial Assessment sessions we split the learners into four separate classes based on their language level. This allowed learners to progress more quickly and was particularly important for the Beginner level learners who may have felt inhibited and demotivated in a more mixed level class. Learners from all four classes ‘voted with their feet’ and attendance was excellent, 100% in many cases. Support from the employer was also key to the success of the provision and all in all it proved to be an excellent piece of partnership work which was to the benefit of all stakeholders involved: WEA, STUC, BFAWU, and Johnstone’s Bakery but most of all the learners who were extremely committed to the courses and told us via evaluation that they had really benefitted from the opportunity.

Workplace ESOL in Stirling

Staff at Graham’s Dairy Bridge of Allan Depot, have recently been improving their English language skills through attending a workplace ESOL class provided by Stirling Council’s Learning and Employability Team. The programme aimed to improve participants’ speaking and listening skills. The tutor took time to understand the roles of staff in the workplace so learning could be designed around the language needs of the participants at work. As a result of participating in the programme, staff now feel more confident in the workplace. They are better able to communicate and build positive relationships with colleagues and managers at work, they know more about health and safety processes in the workplace and feel the programme has helped them to improve their understanding of the roles and remits they have to undertake.

Project-based learning at West College Scotland

Fundraising Project

This case study highlights how the funding has been used to support integration by developing an awareness of local issues and a capacity for community participation and involvement. Many

students in West College Scotland make good progress in ESOL but continue to have little contact with Scottish nationals beyond their immediate communities of practice. In 2016-17 the full-time Intermediate ESOL Programme enrolled 19 students. More than half of these students came from Poland, with the rest being from a range of backgrounds. The National 4 ESOL for Everyday Life unit includes a focus on volunteering and charity. This allowed learners to develop useful language as well as some conceptual understanding of charity organisations, volunteer work and fundraising. Following on from this, the students worked together on a fundraising project. The project required each group to research and identify a charity that they wanted to raise money for, prepare and carry out a fundraising event to make money for the charity, and then review and reflect on the effectiveness of the project and the skills they had developed through its completion. Students researched local charities, deciding as a group to raise money for the local children's hospice charity CHAS, contacted local businesses to get donations in the form of money and prizes, worked with college facilities and marketing staff to organise the fundraising events, and engaged directly with students and staff in selling raffle tickets and publicising the charity. Funding was used to ensure college staff and material resources were sufficient to support the project. By completing this project the class raised £450 for their chosen charity, and each learner also attained the SQA core skills unit entitled Working With Others at SCQF level 4.

Employer Investigation Project

Many ESOL learners in the region are in employment that they are over-qualified for, having previously attained qualifications or gained useful work experience while living in their own countries. Other learners aspire to finding work but lack an awareness of work practices, expectations, employee rights and responsibilities in Scotland. This case study describes how West College Scotland students completed individual projects that allowed them to gain a useful insight into a local employer. Students on the full-time Pre-Intermediate ESOL Programme (SCQF level 3) were assigned a project which required them to research and identify a local employer that engages in an industry/profession that they are interested in working in. They then made contact with the employer and arranged to visit the institution, interviewing a key member of the organisation in order to learn more about the employer and its operations. This was a challenging project for many students due to the language requirements and the prospect of going out of the college on their own to use English in an authentic situation. Their activity was supported by the delivery of the SQA unit ESOL in Context at level 3, which allowed students to develop useful language for work-related contexts. Completing this individual project was structured to facilitate the completion of the SQA unit Local Investigations at level 3. All students also attained this unit. Funding was used to cover travel and other costs incurred by students in completing their projects, as well the purchase of additional resources for gathering evidence (e.g. audio recorders). Despite the challenges placed on them, all students found the experience very rewarding, with most reporting that it had significantly developed their confidence in using English outside the college, particularly in more formal contexts.

Experiences of Community Based Learner: Louise (name changed) in West Dunbartonshire

Louise came to Scotland 11 years ago, to join her husband who had a business here. At this point she knew very little English and managed to get by with the support of her husband. Once she had her children, she found daily activities, such as shopping and taking her children to the doctors more of a challenge. When her eldest child started school, Louise struggled to help him with his homework and to speak to his teachers. It was at this point a parent of her son's friend,

got information about local ESOL classes within the community. She then got in contact with Working4U Learning, where she met the Development Worker for initial guidance and was invited along to the appropriate group.

Louise started the Alexandria group in 2014, where she worked hard in the class and did extra work out with such as reading with her son and watching television programmes in English. The following year, she attended and completed an SQA communications at SCQF Level 3. Getting the qualification gave Louise more confidence with her English and she has progressed well in the class, so much so, she has applied and been accepted for the part time Intermediate course at West College Scotland.

Throughout the years, Louise has improved her vocabulary and grammar, to the point she is now speaking in sentences and not giving one word answers. This has given her a lot more confidence to speak English, which has helped her integrate more into the community. Louise also feels confident enough to help her children with their school work and is now able to read and understand letters from school and complete the forms that are attached. She says she has also gained the confidence to do other every day activities including going to the doctor's. Louise will be starting part time ESOL classes at West College Scotland in October and her main goal is to go onto university to study business.

ESOL learning in the Western Isles

Learning Shop - Lewis and Harris

In July 2016 two related Syrian families were resettled within the local community as part of the local authority's commitment to the Syrian Vulnerable Person Resettlement programme. English language acquisition was seen as a fundamental priority and classes to impart 'Survival ESOL' began within the first month of the families' arrival. One of the group, a young man, from the outset seemed key to the families' internal equilibrium and external communication. During early contact he good-humouredly referred to himself as "the screw" - the person who holds everything together. This young learner, over the course of his first year here in Scotland, has made enormous progress both in language and social terms. He has been fully supported in his commitment to his English language learning and his purpose in integrating socially. He has done this whilst maintaining his strong familial and cultural bonds. The learner was keen to re-engage with sport after what he felt was a long period of inactivity. Initially, efforts were made to link the skills and interests of those wishing to volunteer with those within the resettled families, allowing common interest in social contact to develop English language conversation skills in informal settings. This allowed the learner to attend gym sessions and run a number of 5k and 10k races. However, he really wished to play football and through partnership with local coaches, the learner began attending local team training sessions. In the classroom this was supported with related footballing vocabulary, local names and vernacular. This led to the establishing of acquaintanceships within the training group and the learner is now a fully established member of a local team. His commitment to his English learning both within and out with the classroom setting led to a volunteer placement in a busy local café. This progression opportunity exposed the learner to different accents, dialects and variations of intonation in common speech, deepening his English language understanding and ability to communicate out with a classroom setting. This learner is developing his confidence in his language use and is due to begin a full-time supported employment opportunity which is due to begin within the next month.

Cothrom - Uist and Barra

A local family contacted Cothrom for language support for their new au pair, S***, whose first language was French. After an initial meeting with both S*** and her employer it was clear that although both her written and reading English skills were of a good level, her spoken language skills were low.

It was agreed that S*** would come along to the Learning Centre and meet the Tutor for some 1-1 tuition to start with. She began coming along twice a week to improve her conversational skills. She wanted to learn about a number of specific subjects such as tenses and how and when to use them; how to say and understand large numbers in terms of population of a country and distances; and to practise the different ways of telling the time using both digital and analogue. She spent time conversing with the tutor and speaking to other learners and staff in the building both in a class setting and socially at breaks. Through these conversations we realised that she enjoyed art and painting and this led her to join a local community group in furniture upcycling.

This allowed her to gain new skills in painting techniques, decoupage etc. while meeting other people and improving her conversation skills in English. S*** thoroughly enjoyed this experience and both her spoken language and self-confidence were greatly improved. Her learning experience was enhanced as she was doing something practical that she enjoyed and had an interest in. Throughout the class S*** had to listen to the tutor and work as a team to discuss what had to be done and how they would achieve this. She also had to ask questions if she was unsure of a task or asking where things were. This extended her English vocabulary and gave her more confidence in speaking to others. S*** was supported to translate her CV from French to English and updated it with her Uist experiences. She has since applied for work in Spain and moved there last month.

ESOL literacy learning in East Dunbartonshire

X moved to East Dunbartonshire from The Gambia in September 2015. He moved here to live with his wife who is Scottish and his son joined them a while afterwards.

X had not studied English before. X's father died when he was young and consequently there was not enough money for X to go to school and gain literacy skills. In The Gambia, X gained a mechanic apprenticeship before working as a mechanic. X is currently working in a fast food restaurant here.

When X first moved here he found various things difficult such as the weather, "...it is cold my country is not", the Scottish accent and, "...found it difficult because you needed to read and write".

X's goals are to improve his ESOL literacy skills so that he can email and get a job as a mechanic here. X said, "Everything here you need to read and write". There were some barriers to learning ESOL for X: he works during the day but was offered an evening ESOL literacy group, X moved house and the group time was slightly altered to suit X's bus times. X's main barriers to education out with ESOL learning are literacy skills but these are improving. X said, "On my way. Improved. Can read a bit now". X has been given information about Skills Development Scotland and will seek SDS's advice regarding pursuing a career in mechanics when he is ready.

Integration out with the service occurs as learners are given information and supported to attend events in the local community and further learning opportunities including employability, vocational and social options.

X said that he has learnt many English skills since attending the ESOL literacy group. "I learn English. I have been reading books. I have been answering questions on the books. I spoke at the celebration of learning, wrote my first story about my life".

X said that learning English has improved his confidence as he can now chat with friends and co-workers and can write some things for his wife such as cards. X feels more independent as he can write items at work, read signs and can write notes. Learning English has had an impact on his working life as, "It helps me read the name of items at work. I don't have to ask for help reading them". Learning English has had an impact on his family life as, "I want to do the same as my son who is learning to write at school". Learning English has had an impact on X's community life as, "I feel more confident. I can now chat with friends and co-workers". Learning English has had an impact on X's personal life, "... because I feel good about learning to read and write not just working". X said he, "...felt happier when I started the literacy classes. I feel it is good. I am happy with my family". "Things are going very well for me. I want to carry on working with the classes".

Learner experience in West Lothian

"I arrived in Scotland from China (myself, my wife and my son).

I questioned myself: How to learn English and to work in Scotland. With the need to work quickly, applied for a job on internet. Soon I started working at the factory and to week I left. Week later I started working at the Macdonald's Restaurant until now.

My first weeks in Scotland I made appointment at the Partnership Council in Bathgate to ask them how to study English language. During the meeting with them, I did an English test and I started to study ESOL level II. At that time, I did not know the meaning of ESOL. During the classes the lecturer concerned me to meet with Student Adviser at West Lothian College. At home I searched about ESOL and West Lothian College with google translation support.

Later I went to West Lothian College to participate in open day. During the open day I met with ESOL people and I made appointment. After that, I made level test and started to study ESOL level III. Currently I am studying ESOL full time level 4/5 at College. ESOL became parts of my life and my family. My integration into the community is being gratifying. Little by little I felt that ESOL is going to give my life back. After this level, I would like to continue studying what would allow me to enter the skilled labour market. One day, I will return to University."

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