

ADULT ESOL STRATEGY FOR SCOTLAND

Consultation Paper

**ENTERPRISE, TRANSPORT AND LIFELONG LEARNING DEPARTMENT
JULY 2005**

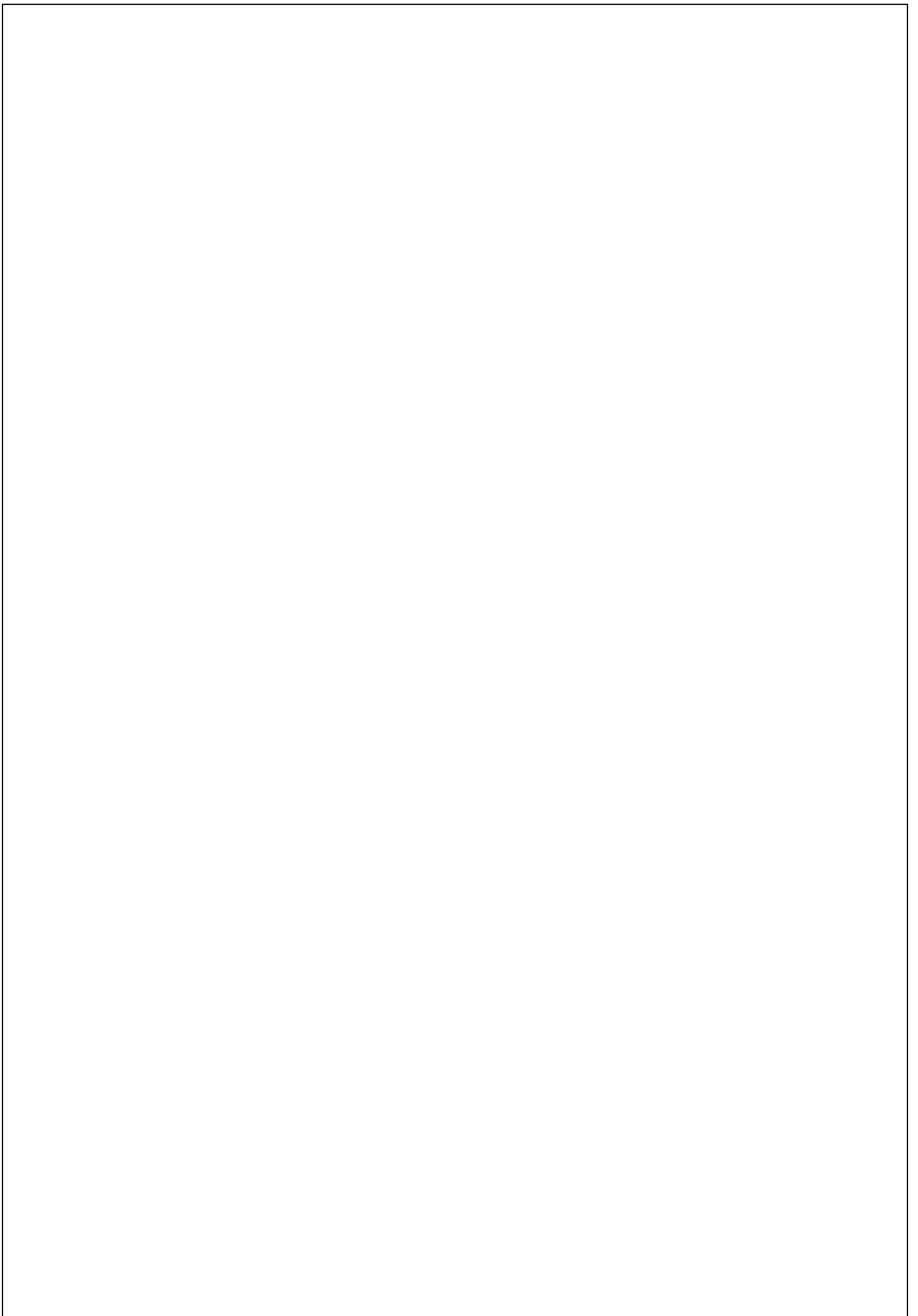


SCOTTISH EXECUTIVE



CONTENTS

| | <i>Page No.</i> |
|--|-----------------|
| Ministerial Foreword | |
| 1. Vision | 1 |
| 2. Principles | 2 |
| 3. Purpose and Context | 4 |
| 4. Collaboration and Co-ordination | 9 |
| 4.1 National Solutions | 11 |
| 4.2 Local/regional solutions | 14 |
| 4.3 Guidance on funding and measurable targets | 17 |
| 4.4 Summary of recommendations | 17 |
| 5. Raising Quality through Learning and Teaching | 18 |
| 5.1 Teaching, learning and assessment | 21 |
| 5.2 Professional development | 24 |
| 5.3 Quality assurance | 27 |
| 5.4 Summary of recommendations | 28 |
| 6. Supporting Learning and Progression | 29 |
| 6.1 Barriers to learning | 30 |
| 6.2 Guidance & support | 32 |
| 6.3 Progression | 34 |
| 6.4 Summary of recommendations | 36 |
| | |
| <u>Annex A</u> | 38 |
| Responses to the individual recommendations of the ESOL report and those received from the ESOL Steering and Working Groups | |
| | |
| <u>Annex B</u> | 44 |
| Membership of ESOL groups and list of organisations invited to provide Stakeholder Platforms | |
| | |
| <u>Annex C</u> | 46 |
| Bibliography | |



MINISTERIAL FOREWORD

The importance of supporting the acquisition of English language skills for those for whom English is a second or other language is at the core of participation in a democratic society. Without adequate language skills, people can neither fully participate in their local and national communities nor are they given the opportunity to meet their full potential. New Scots - as the First Minister's Fresh Talent Initiative outlines - are key to the future of Scotland. Our changing demography reinforces the need for a coherent, learner-centred approach to these challenges.

Scotland has a long history of supporting second language acquisition. Our history has been one punctuated by immigration, migration and emigration. Thus, many of us are the descendants of immigrants, migrants and/or émigrés some of whom were also constrained - amongst other factors - by barriers to them acquiring full language skills.

This consultation document proposes ways in which the Scottish Executive and its agencies, providers of English for Speakers of Other Languages (ESOL), local government, employers, the wider education community and other local services can all work better in meeting the needs of ESOL learners, Scottish society and our economy. The commitment of ESOL practitioners and organisations working with ESOL learners is further illustrated by the efforts of the many individuals who contributed to the process of informing this document at its various stages of development.



A handwritten signature in black ink that reads "Allan Wilson". The signature is written in a cursive style with a long horizontal stroke underneath.

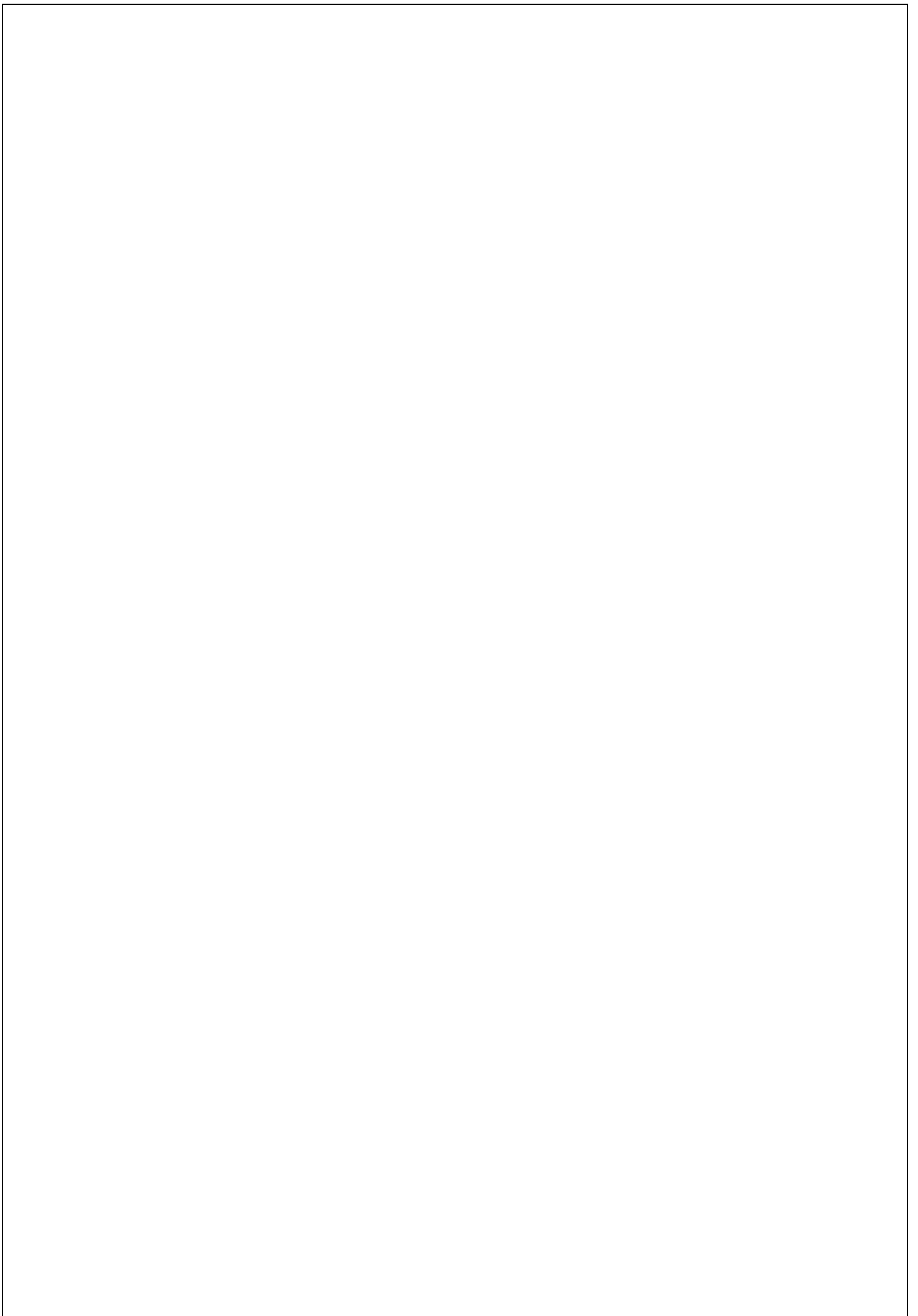
ALLAN WILSON, MSP
Deputy Minister for Enterprise
and Lifelong Learning



A handwritten signature in black ink that reads "Malcolm Chisholm". The signature is written in a cursive style.

MALCOLM CHISHOLM, MSP
Minister for Communities

July 2005



1. VISION

The provision of high quality, accessible and affordable English for Speakers of Other Languages (ESOL) is key to supporting the Scottish Executive's ambitions of growing the economy and of encouraging active citizenship in a diverse and pluralistic society. We recognise the vital contribution which New Scots and settled minority ethnic communities make to our society and in the Scottish labour market. Therefore, the vision of this strategy is:

That all Scottish residents¹ for whom English is not a first language have the opportunity to access high quality English language provision so that they can acquire the language skills to enable them to participate in Scottish life: in the workplace, through further study, within the family, the local community, Scottish society and the economy. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live.

¹ The term Scottish resident carries no legal definition. However, there are a number of eligibility criteria, currently used in Scotland, for access to funding for learning. These are set out in the Scottish Executive's guide to learner funding, *Helping you meet the costs of learning: Your guide to Funding*, <http://www.scotland.gov.uk/Publications/2005/03/29162117/21195>, and on the Scottish Executive's website at: <http://www.scotland.gov.uk/fundingforlearners>. Access to ESOL with literacies courses is free to all learners providing they fall within the Scottish Executive's definition of an Adult ESOL literacies learner. This defines an adult ESOL literacy learner- funded under adult literacy and numeracy streams- as, 'A person who has little or no literacy in his/her own mother-tongue and who has little or no literacy in English and whose spoken English may range from basic to fluent.' Courses delivered by CLD partnerships are provided on the basis of need rather than eligibility.

2. PRINCIPLES

The strategy aspires to the following guiding principles for adult ESOL provision in Scotland:

INCLUSION

- ✓ Provision which supports migrant and refugee settlement, and aids inclusion and full participation in Scottish society and the economy

DIVERSITY

- ✓ Provision which recognises and values the cultures of learners and the contribution that New Scots make to society and the economy

QUALITY

- ✓ Provision which is high quality, easily accessible, cost-effective and uses best practice in the teaching and learning of languages

ACHIEVEMENT

- ✓ Provision which contributes to wider national literacies targets and promotes attainment and personal and social achievement

PROGRESSION

- ✓ Provision which supports and encourages routes into further learning, employment and in local community life

These principles are intended to complement the existing vision for community learning and development (CLD) and for lifelong learning, as set out by the Scottish Executive, in *Working and learning together to build stronger communities, Life Through Learning; Learning Through Life* and the *Adult Literacy and Numeracy In Scotland report*.²

² Scottish Executive, *Working and learning together to build stronger communities. Scottish Executive Guidance for Community Learning and Development*, (Edinburgh, 2004). This identified five tenets for CLD: Empowerment; Participation; Inclusion, equal opportunity and anti-discrimination; Self-determination; and Partnership (see paragraph 12). The document can be found at:

<http://www.scotland.gov.uk/library5/housing/segclld-00.asp>.

This built upon the Scottish Executive's policy guidance on CLD set out in *Community Learning and Development: The Way Forward*, issued in June 2002. The document can be found at:

<http://www.communityplanning.org.uk/documents/CLDWayForwarddocMay30FINALAPPROVED.pdf>

The Scottish Executive's lifelong learning strategy, *Life Through Learning; Learning Through Life*, published in February 2003, identified five goals to achieve the vision of a lifelong learning society which can be summarised as follows (page 3): Opportunity; Quality; Recognition; Informed choice; and Access. For more details, see:

<http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>; Scottish Executive, *Adult Literacy and Numeracy In Scotland report*, (Edinburgh, 2001). For more details see:

<http://www.scotland.gov.uk/library3/lifelong/alan-00.asp>

Association of Scottish Colleges (ASC)*Stakeholder Platform*

ASC welcomes the opportunity for consultation on the ADULT ESOL STRATEGY FOR SCOTLAND and particularly commends the formulation of this coherent strategic approach to meet economic, social and professional needs across Scotland.

ESOL providers in the further education, community learning and development and voluntary sectors have already demonstrated their commitment to the teaching of ESOL. However, the national ESOL mapping exercise and scoping study which was published in January 2005 has provided us with robust figures on the demand for, the type, quantity and quality of provision in Scotland, upon which we can now base a co-ordinated national ESOL strategy.

The new SQA ESOL framework, linked to the SCQF, also means that ESOL practitioners can share the same quality assurance procedures and systems as their colleagues in other curricular areas.

ASC endorses the proposals for the establishment of a national ESOL panel, a national ESOL curriculum group, regional ESOL forums and the development of a "Best Practice in ESOL" framework.

Expertise and professionalism are essential to ensure continuous quality improvement, provision that is up-to-date in content and is flexible and responsive to the needs of students and employers. ASC therefore welcomes the proposal for an ESOL professional development group, to work on new qualifications and CPD awards for all ESOL practitioners, including volunteers and support staff.

The strategy needs to ensure that the funding sources are in place to meet the anticipated growth within ESOL provision. The strategy must take into account the fact that FE colleges are autonomous bodies. It is FE colleges' Boards of Management which have responsibility for curriculum provision, in-service training and CPD, and resource disbursement within their institutions.

The college sector looks forward to comprehensive representation and active participation in the working groups and panels and the consultation events. We recognise the benefits of partnership arrangements and look forward to collaborative working within the whole of the lifelong learning sector.

3. PURPOSE AND CONTEXT

This strategy focuses on the provision of publicly funded ESOL in Scotland for a community of learners which includes asylum seekers and refugees, along with settled minority ethnic communities.³ For the purposes of this strategy, adult ESOL learners are defined as those for whom English is not a first language and who need spoken and written English for everyday life and to participate in the labour market, learning, their local communities and wider society. Scotland also has a thriving commercial EFL (English as a Foreign Language) sector. Whilst we recognise the contribution that this sector makes to Scotland's economy and reputation at home and abroad, this strategy focuses on publicly funded provision. The proposals in this consultation paper are subject to views offered by those contributing to the consultation. They also reflect the recognition that much can be done through closer collaboration and coordination within the existing capacity of currently funded provision. The outcomes of the consultation exercise will highlight the existing capacity across the various ESOL providers, and any proposals for additional resources will take this into account to be considered in line with other Executive priorities. However, in the intervening period, resource has been made available for some development activity related to quality.

Coherent provision and consistent high quality will benefit all learners within ESOL and EFL provision. This strategy therefore encourages the recognition and sharing of transferable tenets of good practice. Furthermore, in Scotland, ESOL learners are often integrated into mixed classes irrespective of residency status. Recent research suggest that this is a highly successful delivery model.⁴

Recent research into ESOL provision in Scotland, carried out to inform this strategy, indicated that 71 per cent of all ESOL students enrolled were learners who had settled in Scotland and needed English to participate more fully in Scottish society or the economy, with around 10 per cent being international students who had come to Scotland with the specific purpose of studying English.⁵ Just under 80 per cent of student enrolments were in further education colleges (this includes outreach provision funded through local authorities or CLD partnerships), at least 18 per cent in CLD partnership provision, and around 3 per cent within the voluntary sector.⁶ It is important to note that CLD partnerships are cross-sectoral, with FE colleges and voluntary sector bodies as full, active partners, and in many instances, have a key role in co-ordinating and developing ESOL provision across sectors. During 03/04,

³ We have used the United Nations High Commissioner for Refugees (UNHCR) definition of the term 'refugee' as set out in the *Convention and Protocol relating to the Status of Refugees* (p.16). For this, refer to: <http://www.asylumsupport.info/publications/unhcr/convention.pdf>. Amongst other learners who may be covered by this strategy are migrant workers from new EU states and international students who decide to settle in Scotland for a short period of time.

⁴ Catherine Rice, Neil McGregor, Hilary Thomson and Chihiro Udagawa, *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, (Edinburgh, 2005), paragraph 2.46, See: <http://www.scottishexecutive.gov.uk/about/ASD/CSU/00017534/ELL-p.aspx>.

⁵ Of the 71 per cent of learners who were settled in Scotland, 48 per cent were either long-term settled ethnic minority communities or had come to Scotland as asylum seekers and refugees: Ibid, table 2.4.

⁶ Ibid, Table 2.3.

there were over 9,000 enrolments for publicly funded ESOL classes.⁷ The same research indicates a degree of unmet demand.⁸

Changing Demographics

Since 2000, the demographics of ESOL provision in Scotland have changed considerably. There have been two reasons for this. Firstly, Glasgow City Council's agreement with the National Asylum Support Service (NASS), under which the number of asylum seekers and refugees settled in Glasgow grew from 500-600 in 2000 to between 10,000 and 11,000 in 2004.⁹ Much smaller numbers of refugees have subsequently moved to other parts of Scotland.¹⁰ The most recent stage of EU enlargement has also seen an increase in the number of migrant workers coming from EU accession states to work across Scotland.¹¹ The numbers of people coming to live and work in Scotland, who may need access to ESOL provision, will increase with the advent of the First Minister's *Fresh Talent Initiative*. The *Fresh Talent Initiative* aims to encourage people to come and live and work in Scotland and acknowledges the contribution which New Scots are making and can make to Scotland's economy.¹²

ESOL providers in the further education, community learning and development and voluntary sectors have risen admirably to the challenges which this sudden growth in demand presented. They have striven to provide ESOL learners with sufficient access to ESOL classes and support to enable them to participate more fully in their local communities and society. To meet increased pressures on the FE college sector arising from a rise in demand for ESOL and other provision stimulated by the influx of asylum seekers and refugees since 2000, the Scottish Executive made an additional £5.4 million available to FE colleges to pay for part-time ESOL and non-advanced and advanced (from March 2003) vocational courses between 2001 and 2004.¹³ Also, in at least two cases, employers (one in the South West and another in the North East) have shown a willingness to fund ESOL provision for their migrant workers.¹⁴

In 2003, the Scottish Refugee Integration Forum (SRIF) recommended the development of a national (Scottish) strategy for ESOL (action 51).¹⁵ The recommendations of the SRIF action plan were endorsed by Scottish Ministers and

⁷ Ibid, paragraph 2.6

⁸ Ibid.

⁹ Ibid, paragraph 2.4 and table 2.2, pp. 7 and 8.

¹⁰ Ibid.

¹¹ Ibid, paragraph 2.13, p.12; Jean Wilson, 'Good Thing Happening', *Broadcast*, 65, (Winter 2004), p.33. Between 2000 and 2003 alone, there was a 300 per cent rise in work permits issued to Scottish employers: <http://www.scotland.gov.uk/News/Releases/2004/05/5476>

¹² This has been supported by the launch of the Fresh Talent Website and the Relocation Advisory Service, see: <http://www.scotlandistheplace.com>

¹³ A number of Scottish Further Education Funding Council (SFEFC) circulars (FE/51/01; FE/57/01; FE/01/02; FE/02/02; and FE/29/03) give details of additional funds provided. These can be found at: <http://www.sfefc.ac.uk/library/circulararchive>.

¹⁴ C. Rice et al., *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, paragraph 2.13, p.12.

¹⁵ Scottish Refugee Integration Forum, *action plan* (Edinburgh, 2003), p.18. This can be found at: <http://www.scotland.gov.uk/library5/society/srif-00.asp>

Life Through Learning; Learning Through Life (2003) pledged the Scottish Executive to, 'implement the relevant recommendations of the Scottish Refugee Integration Forum with regard to the creation of learning opportunities for refugees and asylum seekers'.¹⁶ Changes to UK naturalisation regulations - under the Nationality, Immigration and Asylum Act 2002 - have also contributed to an increase in demand for ESOL provision in Scotland. These regulations stipulate that an applicant for British citizenship has to show, 'sufficient knowledge of a language [English, Welsh or Scots' Gaelic]' to be determined by possession of 'a specified qualification'.¹⁷ These are now being extended, under the Home Office's five year strategy, to include all those who have permanent leave to remain in the UK.¹⁸ The development of an ESOL Strategy for Scotland is also a key component of the Executive's commitment to the formulation of a national languages strategy for Scotland.

Community Learning & Development Managers Scotland (CLDMS)

Stakeholder Platform

CLDMS welcomes the Scottish Executive's commitment to expand and improve opportunities for ESOL students. The draft strategy endorses the good work already being developed in local CLD partnerships under the banner of lifelong learning. This consultation should establish principles in which more and better opportunities can be developed to suit the needs of this important community of learners, and to fit local circumstance. The proposed national framework may be desirable but will require more resources to be effective. Resource implications must be thoroughly examined, and any funding that becomes available to partnerships should be utilised to produce maximum impact.

The primary purpose of CLD work with regard to ESOL students is to support citizenship training, and vocational and language skills development. The ESOL student should be able to access guidance and support at a local level in order to participate in person-centred services, to ensure not only inclusion but to develop individual progression routes and achieve personal negotiated goals. Learning styles and ethos should be developed in line with the key principles of CLD as described in *Working and Learning Together to Build Stronger Communities (WALT)*. Definitions of ESOL learners need to be clear and in keeping with these principles.

We advise against setting up new structures for ESOL instead of using existing community planning, CLD and Literacies partnerships, where the needs of ESOL students are already being planned for and in some cases met. Support from Learning Connections and other national agencies are aligned to these structures. It is potentially divisive to view this community of learners separately from the communities where they live and work. Colleagues from FE/HE, the enterprise companies, and the voluntary sector are already linked to these partnerships to ensure choice and progression for learners, subject to current available funding.

¹⁶ Scottish Executive, *Life Through Learning; Learning Through Life* (Edinburgh, 2003), p.42. This can be found at: <http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

¹⁷ Nationality, Immigration and Asylum Act 2002, S.1 (3) (ba) and (4) (a).

¹⁸ Home Office, *Controlling our borders: Making migration work for Britain. Five year strategy for asylum and immigration*, (London, 2005), p.22. See: <http://www.official-documents.co.uk/document/cm64/6472/6472.pdf>

Developing the Strategy: Stage One: Research

Until 2005, research data on the supply and demand of ESOL in Scotland was patchy and largely limited to *the Glasgow ESOL Survey Report* (2000).¹⁹ The Scottish Executive's Enterprise, Transport and Lifelong Learning Department, in conjunction with Learning Connections²⁰, commissioned research to map all ESOL provision and demand across Scotland in May 2004 - *The National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study* (hereafter referred to as the ESOL report) - to provide some robust figures on demand for, type, quantity and quality of provision in Scotland as a basis upon which to formulate a national ESOL strategy.

Developing the Strategy: Stage Two: Consultation Process

The research was overseen by Scottish Executive's Enterprise, Transport and Lifelong Learning Department (SE-ETLLD) and an ESOL Steering Group. The latter was chaired by a member of Her Majesty's Inspectorate of Education (HMIE) and composed largely of ESOL practitioners, along with representatives of the Scottish Refugee Council, Communities Scotland and the SQA (See Annex B). The national ESOL mapping exercise and scoping study, carried out by researchers at the University of Abertay, was published in January 2005.

The research was also complemented by a series of recommendations from the ESOL Steering Group, delivered to ETLLD in February 2005. We have used these documents, along with examples of international good practice, to inform the development of this strategy.²¹ The latter part of this process has been overseen by the national ESOL Strategy Group (see Annex B) supported by a number of advisers retained from the original ESOL steering and working groups. We have received feedback on the consultation document from a number of relevant stakeholder bodies (see stakeholder platform statements throughout this paper). Between July and October 2005, a public consultation (on-line, by post and at four events around the country) will be held on the draft strategy.

The purpose of this document is to provide a blueprint for the direction and structure of ESOL provision in Scotland and support for the ESOL teaching community in their delivery of, and further professionalisation for, ESOL in the 21st century. In this, the strategy is aided by the enthusiasm and commitment of practitioners, and existing developments from within the profession.

¹⁹ Carol Irvine and Catherine Rice, *The Glasgow ESOL 2000 Survey Report*, (Glasgow, 2000). For a summary, see: Carol Irvine, 'The Glasgow ESOL Survey 2000: speaking your language', *Broadcast*, 52, (March 2001).

²⁰ Learning Connections is part of the regeneration directorate of Communities Scotland. Communities Scotland is an executive agency of the Scottish Executive.

²¹ For examples: Department for Education and Employment, *The Adult ESOL Core Curriculum*, (London, 2001), see: http://www.dfes.gov.uk/curriculum_esol/; The Ministry of Education, *The Adult ESOL Strategy*, (Wellington, 2003), http://www.minedu.govt.nz/web/downloadable/dl7577_v1/adult-esol.pdf; National Adult Literacy Agency, *English for Speakers of Other Languages: Policy Guidelines and Supports for V.E.C. Adult Literacy Schemes*, (Dublin, 2003), http://www.nala.ie/download/pdf/esol_rept.pdf

Consultation questions

Q.1. Do you agree with this vision?

Q.2. Do you agree with these guiding principles and how we have defined them?

Convention of Scottish Local Authorities (CoSLA)*Stakeholder Platform*

The COSLA Refugee and Asylum Seeker Consortium is pleased to have the opportunity to comment on the consultation regarding the development of an adult ESOL strategy for Scotland.

One of the Consortium's key objectives is to secure support from the Scottish Executive for the role of local government and the Consortium in ensuring that refugees can help Scotland to balance its skills gap and declining ageing population. The provision of access to English language learning is one of the most crucial aspects of integrating refugees and other migrants into Scottish life.

The recent extension of the European Union to include the 10 new Accession states also requires a strategic response to ensure that access to English language learning is available across the whole of Scotland and covers appropriate language groups.

The COSLA Refugee and Asylum Seeker Consortium, as a member of the Scottish Refugee Integration Forum, fully supports the recommendation to develop a national Scottish strategy for ESOL and sees the establishment of the National Panel as a key part of the process. The suggested combinations of local authority areas for the eight proposed fora is welcomed as this will help enable appropriate local solutions to be worked out and avoid lengthy travelling for necessary meetings.

The main tasks of the fora, as outlined, are clear and consistent and will undoubtedly assist in the development of the Strategy. Involvement of appropriate personnel from local authorities in these fora will clearly contribute to the process.

As the organisation representing local government and its interests in Scotland, COSLA is uniquely placed to assist in providing relevant representatives for a National Panel.

4. ESOL in Scotland: Collaboration and co-ordination

Guiding principles

- ✓ Provision which supports migrant and refugee settlement, and aids inclusion and full participation in Scottish society and the economy
- ✓ Provision which is high quality, easily accessible, cost-effective and uses best practice in the teaching and learning of languages

Background

The ESOL report illustrated the complexities and speculative nature of quantifying ESOL demand, and thus the difficulties this presents in planning ESOL provision, in Scotland.²² The same report also attributed the speculative nature of planning of provision to the absence of an 'accurate source of information on the number of people in Scotland who may require assistance with English.'²³ However, it estimated that there is a significant latent (not registered) and actual (registered) demand for ESOL that is not being met.²⁴ Most of the actual demand, measured in the form of waiting lists, is in the cities of Edinburgh and Glasgow.²⁵ However anecdotal evidence suggests that it is a growing issue in other parts of the country. The report also found that there is a need to develop inter and intra sector cooperation.²⁶ Both the report and the recommendations of the ESOL Steering and Working Groups identified co-ordination of ESOL provision across sectors and collation of data by funders and providers as an imperative, along with clarification on funding streams in community learning and development and FE (see Annex A).

The ESOL report also noted that around 65 per cent of ESOL learners found out about ESOL courses through friends while a further 13.5 per cent and 7 per cent found information on courses through job centres/colleges/health centres and advertisements respectively.²⁷ Consequently, it recommended a website for promoting and providing information about learning opportunities and recommended that the publicity be written in a range of other community languages (see Annex A).

The changing demographics in recent years means that the spread of, and demand for, provision amongst New Scots, at least, can and has changed rapidly. This is further complicated by the fact that policy responsibility for immigration is reserved to the Home Office and thus sudden fluctuations in demand may also be caused by changes in dispersal policy. Amongst settled ethnic communities, quantifying latent demand has proved problematic. It is clear that a number of solutions at both national and local levels are needed. These are set out below.

²² C. Rice et al, *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, paras. 2.3-2.5.

²³ *Ibid*, para. 2.3.

²⁴ *Ibid*, paras. 2.5 and 2.6.

²⁵ *Ibid*, table 2.5.

²⁶ *Ibid*, para. 2.57 (see also paras 2.55- 2.58).

²⁷ C. Rice et al., *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, table 2.9.

Learning Link Scotland *Stakeholder Platform*

Learning Link Scotland is the intermediary body for voluntary organisations engaged in adult education in Scotland. Learning Link Scotland supports the vision of the ESOL strategy, and its importance in assisting individuals to participate in and contribute to a fair and democratic Scottish society.

Learning Link Scotland recognises the social, political, economic and cultural benefits which individuals from diverse cultures bring to Scotland, and how ESOL facilitates their contribution to Scottish society. Additionally, we believe that values embodied in the ethos of the voluntary adult learning sector, such as equality, inclusion and empowerment, are rightly reflected in the strategy.

The voluntary sector encompasses a number of organisations working both as direct deliverers of ESOL training, and those who work with learners and communities, who may have ESOL needs, in another capacity, and is central to delivering the ESOL strategy and in supporting learners into ESOL, through identifying need and undertaking early interventions with excluded groups and individuals.

While statistics may suggest that ESOL provision within the voluntary sector is limited, voluntary organisations are often best placed to engage with potential learners, and to identify the need for provision. Voluntary organisations are also skilled in developing creative approaches to learning and using a learner-centred approach to planning and delivering training. Learning Link Scotland recognises the need for high quality provision through investment in practitioners and volunteers from all sectors, and also the development of tools and frameworks to support teaching.

Learning Link Scotland would welcome enhanced opportunities for engaging the voluntary sector in planning and provision, in developing collaborative partnership working across sectors to signpost learners to the most appropriate ESOL provision, and to provide support and advice for learners and potential learners. Ultimately, we would also hope to create a situation where learners experience seamless progression through opportunities, both within, and across sectors.

Learning Link Scotland has developed models for engaging a range of voluntary sector organisations, and learners themselves, in the planning and provision of adult learning services, and would hope to see these models extended to ESOL. We welcome new opportunities for sharing best practice, as well as making the best use of existing national and local infrastructures. Learning Link Scotland sees the ESOL strategy as an opportunity to integrate evidence-based practice with policy, as well as providing an interface between local and national decision-making and resourcing. We believe the strategy offers the prospect of identifying need, developing provision and measuring impact, both nationally and at local level.

Learning Link Scotland believes that ESOL requires needs-based, learner-centred provision, and that the voluntary sector will be a key partner in delivering this.

4.1 National solutions

We have considered the recommendations of both the ESOL report and the ESOL Steering and Working Groups in arriving at a solution for coordinating supply and demand for ESOL. These have also influenced our reflections on funding guidance and data collection. We are also acutely aware of the benefits of drawing on existing good practice and mechanisms. The solutions offered in this strategy will complement existing wider planning structures for both FE and CLD providers. These are intended to co-exist with Community Planning Process - as set out in the Local Government in Scotland Act 2003 and the accompanying statutory guidance - and Community Learning and Development Strategies and Partnerships, as set out in *Working and learning together to build stronger communities*. The principles governing CLD partnerships' action plans (see page 14) will provide a useful tool for the proposed regional ESOL fora set out at section 4.2 below. New partnership structures will reflect the need to support community cohesion. This document recognises that, in developing the skills of individual ESOL learners, we are also developing and supporting Scotland's communities.

Co-ordination

The ESOL report suggested that the Scottish Executive appoint a national ESOL co-ordinator with funds that could be disbursed in the event of a sudden and unexpected surge in demand for ESOL. We feel that the appointment of one ESOL co-ordinator based in the Scottish Executive would be too distant from providers and would not be sufficiently representative of the many demands in the different sectors providing ESOL. We have also concluded that if data on provision and providers is more regular and robust, and liaison between sectors (locally, regionally and nationally) is strengthened, then there should be no reason to alter existing channels of applying resource.

We recommend that a national ESOL panel be set up to consider the quantity and quality of ESOL provision in Scotland. This panel would be independently chaired by a Scottish Executive appointee²⁸ and each of the following sectors/organisations would be represented: FE; CLD; voluntary sector; the Convention of Scottish Local Authorities (COSLA); Scottish Enterprise (SEn); Highlands & Islands Enterprise (HIE); the Scottish Trades Union Congress (STUC)²⁹; the Scottish Qualifications Authority (SQA); Jobcentre Plus (JC +); the Scottish Widening Access Fora³⁰; the Scottish Refugee Council; and the National Union of Students (Scotland). We envisage this panel meeting quarterly. We envisage the role and remit of the National ESOL Panel being as follows:

²⁸ This appointment would be made in accordance with Scottish Ministers commitment to apply the principles of openness and transparency in the appointments they make as set out in the Scottish Executive's Code of Practice.

²⁹ STUC representation would ensure a link to the Scottish Union Learning Fund and Union Learning Representatives. The latter will refer union members to courses and represents another means of promoting English to learners who are unaware of learning opportunities. A number of unions have already aided English language provision for union members. For example, UNISON, UCATT, USDAW and TGWU schemes.

³⁰ See 'further study' under Section 6.3.

- **Advice and Monitoring:** Advising the Scottish Executive (SE), Learning Connections (LC), COSLA and the Scottish Funding Councils (SFCs) on ESOL supply and demand, monitoring the implementation of this Strategy, and - through an Annual report and routine contact with officials in both Learning Connections and the Enterprise, Transport and Lifelong Learning Department - informing policy developments. The National ESOL Panel would produce and submit an annual report to Scottish Ministers reporting on the supply, demand and quality of Adult ESOL provision across public sector post compulsory providers;
- **Communication and Promotion:** The National ESOL Panel would provide the regional ESOL fora with strategic advice on direction. In addition, it would keep the regional ESOL fora (and local partnerships, ESOL providers and practitioners) apprised of developments in different parts of the country and national initiatives. This would include disseminating and promoting good practice. This could be achieved through a system of electronic newsletters, a website (with details of training, meetings and courses advertised on it) along with an annual national conference; and
- **Representation:** To represent the views of ESOL practitioners, providers and students in discussions with SE, LC, COSLA, SQA, SFCs, and other stakeholder bodies of ESOL qualifications.

SE-ETLLD and Learning Connections would facilitate the establishment of the National ESOL Panel and aid the National ESOL Panel in the constitution of the regional ESOL fora. The Scottish Executive would set up a fund to support the administration of the National ESOL Panel and the regional ESOL fora (for details, see section 4.2) . **The National ESOL Panel and the Scottish Executive should ensure that the regional fora and providers work closely with the local authority EAL (English as an Additional Language) service and with relevant local partnerships.**³¹

Promotion

Much of the promotion of ESOL initiatives needs to be considered at a local level. ESOL promotion has both a national and local dimension.

The National ESOL Panel should develop its own website with availability of ESOL provision promoted, along with links to regional ESOL fora which could direct prospective students to providers. They should also include details of forthcoming professional development and student network events, a teaching and learning materials databank as well as helpful links to sources of information, advice and guidance for providers and students (see section 6). All of these websites should be available in the main community languages (to be determined by main demand in the localities). The regional ESOL fora should also work with local Jobcentre Plus offices, the newly constituted Community Health Partnerships, Learndirect Scotland and its centres (with ESOL provision being included on the national Learning Opportunities Database), the Black and Ethnic Minority Infrastructure in Scotland

³¹ English as an Additional Language (EAL) is the term used to describe English for second language learners in Schools.

(BEMIS) and the Scottish Refugee Council to promote places on local ESOL courses as a way of reaching out to all potential ESOL learners.³² The National ESOL Panel should also issue a quarterly newsletter including updates from the eight regional ESOL fora.

National Association for Teaching English and other Community Languages to Adults (NATECLA)

Stakeholder Platform

NATECLA welcomes the development of an Adult ESOL strategy for Scotland. We wish to express our support for the following aspects of the draft strategy:

1) The proposed National Panel for ESOL and the regional fora

This development is an appropriate and democratic way of improving quality of provision across Scotland. It will ensure that good practice and resources are shared and taken up in all areas. Cross- sectoral co-operation is also essential for quality improvement and this development will promote a partnership approach amongst providers and stakeholders.

2) Professional development pathways

NATECLA supports and encourages the development of training for ESOL practitioners and we believe that the proposals outlined for CPD will lead to increasing professionalisation in Scotland.

3) A National curriculum for ESOL

In England and Wales there is a National Curriculum for ESOL as part of the Skills for Life strategy. We support the development of a national curriculum in Scotland, and believe that this will encourage the mainstreaming of ESOL. In developing the curriculum, it is important to take into account the 'lessons learned' from Skills for Life; in particular, curricular development should retain flexibility in order to cater for the needs of all ESOL learners.

4) Best practice support

This is a practical initiative and it has already been successfully used in England and Wales as a strategy for sharing materials and methodology at national level. Linking to HMIE frameworks is crucial for mainstreaming ESOL.

5) ESOL + literacies

The majority of ESOL learners benefit from a language learning approach. For the small group who have ESOL + literacies needs, we welcome the development of the new PDA. However, the definition of an ESOL + literacies learner: '*A person who has little or no literacy in his/her own mother-tongue and who has little or no literacy in English and whose spoken English may range from basic to fluent.*' is not adequate for this category of learner; within ESOL, a literacies learner may or may not be literate in mother tongue; literacies learners are defined as those for whom English is a script language.

³² Community Health Partnerships were established on 1 April 2005. However many will be constituted in due course. For updates, go to: <http://www.show.scot.nhs.uk/sehd/chp>.

4.2 Local/regional solutions

As the ESOL report noted, a few local ESOL fora exist in different parts of the country.³³ In addition, we recognise the commitment of ESOL practitioners at a local level in building links with voluntary organisations, universities and local enterprise companies, particularly for asylum seekers and refugees, to provide more progression options for learners (see below). However, it is clear that this is not consistent across the country, largely because of the speed at which demand for ESOL has grown in parts of the country and also the complexities of ascertaining and meeting latent demand. A number of planning and partnership mechanisms also exist already. For example, there are 32 CLD partnerships which produce CLD strategies and action plans and 11 SFEFC areas which produce area supply and demand studies.³⁴ There are also 23 local enterprise companies and fora (12 in Scottish Enterprise (SEn) network and 11 in Highlands & Islands Enterprise (HIE) with strategic priorities.³⁵ We feel that a different model is needed to support this strategy which is more suitable to the outlay of demand. The size and geographical spread of fora are simply proposals and as such are open to debate in the consultation.

We propose that regional ESOL fora be set up covering eight nominal areas³⁶:

- South West (Dumfries & Galloway, South and East Ayrshire, and South Lanarkshire);
- South East (Scottish Borders and East Lothian);

³³ For example, Glasgow ESOL Forum, Edinburgh ESOL Co-ordinators Committee and the ESOL & Literacies Network.

³⁴ The 32 CLD partnerships mirror the 32 local authority areas. *Working and learning together to build stronger communities* (2004) identified a number of guiding principles for CLD plans (3.3.1): they should be based on a rigorous analysis of need and resource; they should demonstrate engagement with key agencies, the voluntary sector and the community; they should be fully consistent with the Community Plan, CLD Strategy, and other local plans; they should concentrate resources to meet key priorities while maintaining a concern for the wider purposes of community learning; they should contain targets for improvement with timescales linked to improvement plans being developed by the education authority; and they should set out arrangements for monitoring and evaluation. The partnerships are actively engaged with ESOL issues. The 11 SFEFC areas are Central, Dunbartonshire, Edinburgh & Lothians, Fife, Glasgow, Highlands & Islands, Lanarkshire, North East, South, Tayside and West. For details of the SFEFC supply & demand areas, see SFEFC, *Supply and demand of further education in Scotland: National Report*, (Edinburgh, 2005).

³⁵ http://www.scottish-enterprise.com/sedotcom_home/about_se/local_enterprise_companies.htm ; <http://www.hie.co.uk/Local-Enterprise-Companies.htm>. The direction and priorities for the Enterprise Networks was first set out in the Scottish Executive's ambitions for the networks, *A Smart Successful Scotland* (2001), <http://www.scotland.gov.uk/library3/enterprise/sss.pdf>. This was refreshed in 2004 in *A Smart Successful Scotland: Strategic Direction to the Enterprise Networks and an Enterprise Strategy for Scotland*, <http://www.scotland.gov.uk/library5/enterprise/sssenn.pdf>.

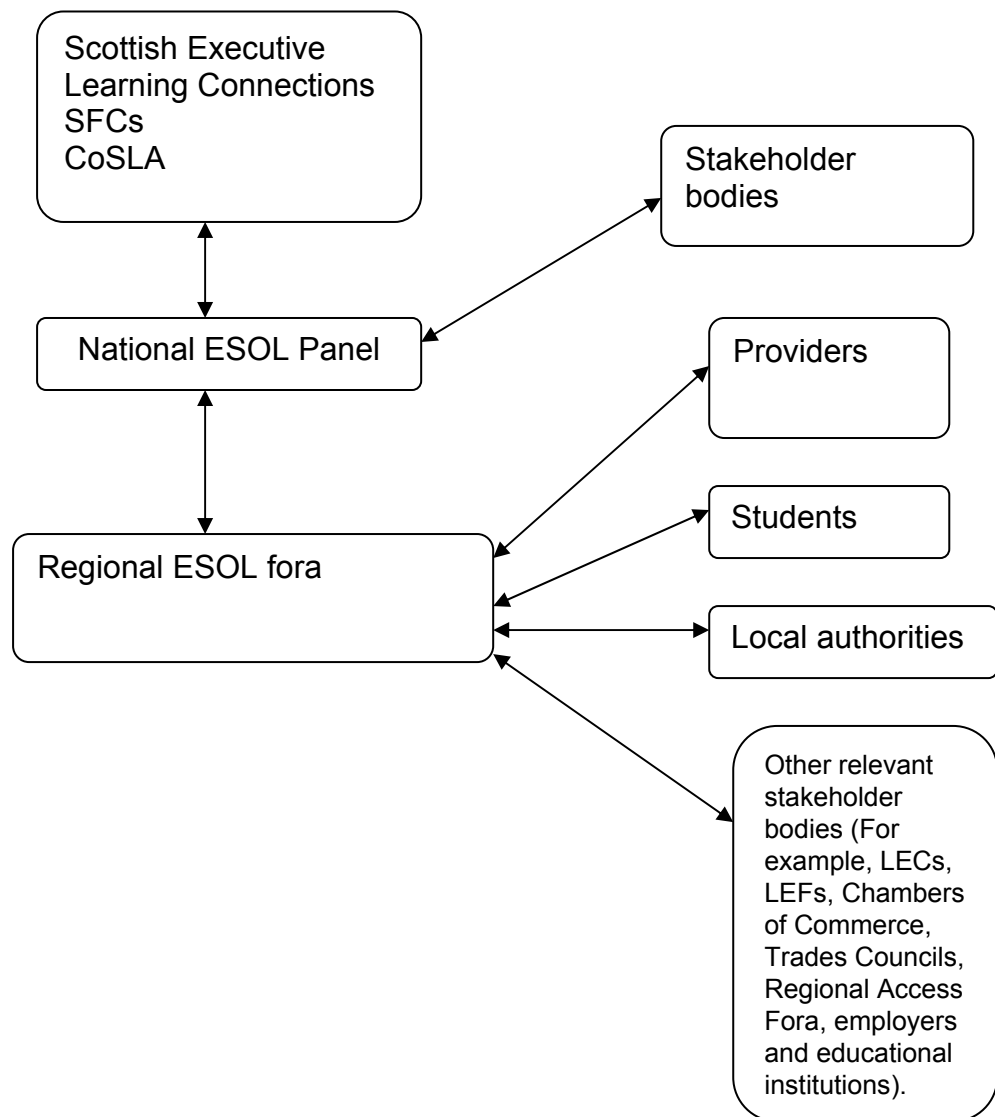
³⁶ Using current estimated student numbers cited in the ESOL report, this would create the following spread of student numbers and providers (by college and local authority): South West (student pop. 3,549; 4 local authorities and 4 FE colleges); South East (student pop. 1,449; 2 LAs and 2 FECs); Central West (student pop. 14,274; 8 LAs and 15 FECs); Central (student pop. 3,902; 5 LAs and 4 FECs); Central East (student pop. 10,513; 2 LAs and 3 FECs); Fife and Tayside (student pop. 7,351; 4 LAs and 7 FECs); Highlands and Western Isles (student pop. 2,673; 3 LAs and 5 FECs); North East and Northern Isles (student pop. 4,677; 4 LAs and 3 FECs). These figures neither reflect the capacity of college or local authority provision nor do they account for fluctuations in student numbers. See ESOL report, tables 2.1 and 2.2, pp. 8 and 9.

- Central West (Argyll and Bute, East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Ayrshire, Renfrewshire and West Dunbartonshire);
- Central (Clackmannanshire, Falkirk, North Lanarkshire, Stirling and West Lothian);
- Central East (City of Edinburgh and Mid Lothian);
- Fife and Tayside (Angus, Dundee City, Fife, Perth & Kinross);
- Highlands & Western Isles (Comhairle nan Eilean Siar, Highland, and Moray); and
- North East and Northern Isles (Aberdeen City, Aberdeenshire, Orkney Islands and Shetland Islands).

These fora should be constituted of representatives from the FE sector, CLD partnerships, student bodies, local authorities and from local businesses (see also progression). Their activities should also take cognisance of Community Planning Processes. The main tasks of these fora would be as follows:

- **Signposting Learner Need:** To help providers ensure the best possible match between learner demand and needs, on the one hand, and high quality programmes, on the other;
- **Advice:** To advise the National ESOL Panel on ESOL provision across their areas and raise awareness of local developments which might be used as national models of good practice;
- **Collaboration and representation:** To facilitate and encourage the development of local partnerships and schemes between ESOL (and the EAL service in schools) providers, businesses, local government, wider educational provision and community development (see section 6);
- **Communication and promotion:** To raise awareness of staff development opportunities for ESOL practitioners and support staff both locally and nationally, and of statutory developments. This information should also be shared with staff teaching EAL in schools.

The inaugural task of the National ESOL Panel will be the establishment of the regional ESOL fora.

Proposed planning and consultation model

We envisage that the National ESOL Panel and the regional fora will be the hub of ESOL collaboration and consultation in the future. Their establishment and successful operation is central to this strategy.

4.3 Guidance on funding and measurable targets

We agree with the joint recommendation that funding streams need to be clarified to both the CLD partnerships and FE colleges. We recommend that the relevant bodies clarify eligibility criteria for funding of provision where necessary. A short-life working group has already been set up - representing the CLD managers group, COSLA, Learning Connections, SFEFC, SQA and the Scottish Executive - to consider the detailed costs of the strategy and measurable targets.

4.4 Collaboration and Co-ordination: summary of recommendations

We recommend that:

- 1. A National ESOL Panel be established, supported by the Scottish Executive, with role, remit and membership as set out in this section;**
- 2. Eight regional ESOL fora be established with role, remit and membership as set out in this section;**
- 3. The National ESOL Panel and regional ESOL fora facilitate closer links between local ESOL providers and employers, LEFs, LECs, and providers of other learning opportunities (where not within the same institution);**
- 4. The SFCs and Learning Connections, in consultation with SE-ETLLD, issue guidelines on funding eligibility and data collection as set out in this section; and**
- 5. The Scottish Executive and Learning Connections ensure that there is co-ordination of policy on ESOL and EAL.**

Consultation questions

- Q.3** *Are the National ESOL Panel and Regional Fora the right means to encourage closer collaboration between providers, learners, ESOL practitioners and end users of ESOL, and for planning and meeting ESOL demand?*
- Q.4** *Can you suggest other means of aiding closer local and national collaboration over ESOL provision?*
- Q.5** *Do you think these measures will help to enable the better matching of supply with demand? If not, how could it be better managed?*
- Q.6** *Do you agree with the recommended methods of publicising provision and staff development opportunities? How could a website for ESOL best be used?*

5. Raising quality through learning and teaching.

Guiding principles

- ✓ Provision which supports migrant and refugee settlement, and aids inclusion and full participation in Scottish society and the economy
- ✓ Provision which recognises and values the cultures of learners and the contribution that New Scots make to society and the economy
- ✓ Provision which supports and encourages routes into further learning and/or employment
- ✓ Provision which is high quality, easily accessible, cost-effective and uses best practice in the teaching and learning of languages
- ✓ Provision which reflects wider national literacies targets and promotes attainment and personal and social achievement

Background

The ESOL report noted that the majority of ESOL learners, in all sectors, were attending general English courses for less than 15 hours per week.³⁷ Around 15 per cent of ESOL classes were in the form of ESOL literacies provision, of which 60 per cent were delivered in a community learning setting and the remaining 40 per cent in FE colleges.³⁸ Of the 814 classes provided in Scotland, in those centres that responded to the survey, only 88 were work related.³⁹ Around another 14 per cent of classes were for the express purpose of preparing learners for further study.⁴⁰ ESOL classes in community learning and development settings were more likely to be 2-4 hours contact time per week but with a higher tutor-student ratio than in FE colleges.⁴¹ These classes tend to be, by and large, general English classes as a stepping stone to other ESOL courses at colleges.⁴² FE colleges deliver the bulk of ESOL provision in Scotland and courses range from beginner level to advanced.⁴³ They have also developed the bulk of ESOL combined with vocational subject courses.⁴⁴ Most colleges continue to offer opportunities for ESOL qualifications, with increasing numbers using the SQA's ESOL National Qualifications (NQ) units.⁴⁵ Of

³⁷ From the data provided by those centres who responded with details of their courses for the study, around 60 per cent of ESOL learners were attending general English classes. The two largest modes of study were part-time full year courses (less than 15 hours a week) who formed 36 per cent of the sample and 14 per cent who attended part-time courses for less than 5 hours a week. Asylum seekers are limited from accessing full-time study by Home Office regulations: C. Rice et al., *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, Tables 2.7 and 2.8.

³⁸ Ibid, Table 2.8.

³⁹ Of these 85 per cent were delivered in FE and 15 per cent in Community Learning and Development settings: Ibid.

⁴⁰ 81 per cent and 19 per cent of this provision was delivered in FE colleges and CLD partnerships respectively: Ibid.

⁴¹ Although some of this provision may be organised by colleges or delivered by college staff: Ibid, paras. 2.35 and 2.36.

⁴² Ibid, para. 2.35.

⁴³ Ibid, para. 2.43.

⁴⁴ Ibid.

⁴⁵ Ibid.

those learners sampled for the ESOL report, 95 and 93 per cent could read and write in their first language respectively.⁴⁶ 66 per cent of those surveyed had completed education at high school level or above.⁴⁷

Less than 15 per cent of the teaching staff surveyed in the ESOL report had no teaching qualification.⁴⁸ However, a further 14 per cent did not have an EFL (English as a Foreign Language) or ESL (English as a Second Language) teaching qualification.⁴⁹ Both the ESOL report and the recommendations of the ESOL Steering and Working Groups suggested that ESOL practitioners, in general, needed to be better acquainted with the Scottish qualifications landscape and with wider educational priorities. The report and recommendations of the ESOL Steering and Working Groups also supported better staff induction programmes for ESOL staff, the development of a qualification for volunteers working with ESOL learners and a CPD award for experienced and qualified ESOL teachers.

Some professional development programmes (both accredited and informal) are available at a local level. Amongst these are the unaccredited training courses for volunteers developed by both Stevenson College Edinburgh and the Glasgow ESOL Forum. The Professional Development Award in ESOL Literacies - developed by Glasgow ESOL Forum, in conjunction with Learning Connections- for experienced ESOL teachers wishing to teach ESOL literacies has recently been accredited by SQA.⁵⁰ In light of recent Home Office requirements for citizenship and English language for naturalisation and residency, the Home Office have funded a Scottish partnership, of the SQA along with a number of FE colleges and the Glasgow ESOL Forum, to develop and pilot ESOL with citizenship materials and training for ESOL staff to deliver these. The SQA are also reviewing and augmenting their NQ ESOL portfolio.

Most ESOL provision is subject to rigorous quality assurance systems. All FE colleges, and local authority CLD (including ALN) are subject to reviews by HM Inspectorate of Education (HMIE). They use HMIE frameworks for the inspection and review of FE and CLD for the purposes of self-evaluation.⁵¹ Providers of ALN

⁴⁶ Three categories of learners (migrants, students and refugees) were identified. 10 and 8 per cent of refugees and asylum seekers surveyed said respectively that they could not write or read in the first language. Amongst migrants these numbers were 4 and 3 per cent respectively: Ibid, tables 3.6 (a) & (b) and para. 3.10.

⁴⁷ This correlates with the earlier findings of the joint Scottish Executive and Scottish Refugee Council study of asylum seekers and refugees' education and training experience (see references under progression): Ibid, Tables 3.7 and 3.8, and para. 3.10.

⁴⁸ These figures were taken from the details of 581 staff provided by 49 - out of 61 - centres who responded to the study. In FE, the number of staff without a teaching qualification delivering ESOL was less than 1 per cent. In CLD, 32 per cent of staff teaching ESOL had no teaching qualification. In the voluntary sector, around 42 per cent teaching ESOL had no teaching qualification: Ibid, Table 2.14.

⁴⁹ Ibid.

⁵⁰ ESOL Literacies: Teaching Adults: Teaching Adults Reading, Writing and Numeracy. For details, see: <http://www.sqa.org.uk/files/hn/DDM0E25.pdf>

⁵¹ HMIE, *How Good is Our Community Learning and Development - Self evaluation using quality indicators*, <http://www.hmie.gov.uk/documents/publication/cldfull.pdf>; Scottish Community Development Centre, *Learning Evaluation and Planning*, <http://www.communitiesscotland.gov.uk/Web/Site/Engagement/techniques/leap.asp>;

across all sectors are encouraged to use *Literacies in the Community* (LIC) for quality assuring provision for ESOL learners who also have literacies needs. In addition, a number of FE colleges are subject to review as part of their accreditation under the British Council's English in Britain Accreditation Scheme (EiBAS).⁵² All SQA approved centres also have in place internal verification systems for ensuring quality and consistency in assessment. They are also subject to centralised SQA moderation procedures and can request moderation visits from SQA to ensure assessment systems are being correctly applied.

Concurrent discrete developments in all of the areas considered in this section are catalogued, alongside the relevant recommendations of both the ESOL report and the ESOL Steering and Working Groups, in Annex A.

National Union of Students (NUS) Scotland *Stakeholder Platform*

NUS Scotland believes that the development of an ESOL strategy for Scotland is essential in ensuring that the needs of an increasing number of individuals undertaking formal ESOL learning are met. It is important that a strategy will reflect the views of all stakeholders in the sector and we support the move to consult on this issue.

NUS Scotland believes that the needs of all students should be met and those completing ESOL courses should be no exception. The current ESOL provision in Scotland no longer reflects the demographics of those wishing to undertake study and in some cases is not meeting the needs of individuals, communities and wider society. There are also many examples of good practice in ESOL provision in Scotland and we support this consultation in bringing those examples together.

Scottish Executive/ City of Edinburgh Council, *Literacies in the community, resources for practitioners and managers*, http://www.communitiesscotland.gov.uk/web/FILES/LICoutline_new.pdf;
SFEFC/ HMIE, *Standards and quality in Scottish further education. Quality framework for Scottish FE colleges*, http://www.hmie.gov.uk/about_us/inspections/documents/sfetc_framework.doc

⁵² EiBAS is a quality assurance system for English Language Teaching (in this case ESOL or EFL) used by both private language schools and state providers in the UK. For details, see: <http://www.britishcouncil.org/learning-accreditation-review.htm>. For the content of these reviews, see: <http://www.britishcouncil.org/accreditation-what-we-check.pdf>.

5.1 Teaching, learning and assessment

This strategy recognises the need for an Adult ESOL curriculum for Scotland, to be developed alongside the existing adult literacies curriculum framework. We recommend that a national ESOL curriculum group be set up to consider the framework for a Scottish ESOL curriculum. This group will also consider the issues of assessment and attainment within the context of recent SQA developments and other methodologies for measuring student progress. Whilst measures exist for measuring attainment in the shape of formative assessments, there is also a need to recognise the value of less measurable learner achievements like greater confidence to participate in classes, everyday life and the community, particularly amongst vulnerable learners. SQA, in collaboration with the Scottish Executive and the ESOL Strategy Group, is currently exploring strategies for measuring, accrediting and recording learner achievement through learning plans. The ESOL curriculum group will be encouraged to consider ways in which an Adult ESOL curriculum could provide learners with the relevant language skills to enter the labour market, to access further study and participate more fully in their local communities and Scottish society. It is also imperative that developments in teaching, learning and assessment in ESOL consider and apply best practice from language teaching, learning and testing.

Learning and teaching:

Effective learning and teaching lies at the heart of a national ESOL strategy. ESOL learning and teaching should:

- Be based on current thinking and best practice for teaching adult learners, and should incorporate the principles of reflective practice;
- Incorporate best practice in language learning methodology;
- Incorporate broader best practice in provision that addresses the needs of ESOL and literacies learners; and
- Promote the integration and mainstreaming of ESOL into wider FE and CLD provision.

The Scottish Executive is funding the development of a 'Best Practice in ESOL' framework. This should be used as a self-evaluation tool for all providers, and will provide a platform for disseminating existing good practice to all ESOL providers.

The Best Practice framework will be linked to the HMIE quality framework for further education, to the framework for Quality Assurance in CLD, *How Good is Our Community Learning and Development*, and to *Literacies in the Community*. It will also take into account the FE National Training Organisation's guidance for ESOL teaching (issued in 2003).⁵³

⁵³ FENTO, *Guidance on using the Subject Specifications for teachers of English for Speakers of Other Languages (ESOL) at level four in conjunction with the Standards for teaching and supporting learning*, (Nottingham, 2003), http://www.fento.org/staff_dev/subject_specs_esol/guide_using_esol.pdf

Coherent learning and teaching, and progression, are based on a sound curricular framework; and courses must take full account of community and employer needs. Thus employers need to be engaged so that work-based ESOL can be developed and delivered in line with the Scottish Executive's Employability Action Plan (as set out in sections 4.2 and 6.3).

Given the preceding recommendation to set up an ESOL curriculum group - to provide underpinning support and direction for ESOL programmes in college, community, and work-based settings - some of what follows are provisional rather than final guidelines.

Assessment:

Diagnostic and formative assessment

Assessment is a valuable tool in placing learners appropriately, in planning learning and monitoring progress. Effective initial diagnostic assessment tools should be used with all ESOL learners. This diagnosis should include an assessment of whether ESOL learners have literacy learning needs. Specific assessment tools should be developed and used for this purpose. On-going review and feedback on formative assessment should be viewed as a learning tool, and should be linked, where appropriate, to individual learning plans. Assessment should reflect equal opportunities practice and should make provision when needed, for additional support needs, for example, dyslexia, study skills. In the case of the latter, the Scottish Executive's guide to public bodies on supporting students with additional needs in further education, *Partnership Matters*, should be used to support this.⁵⁴

Summative assessment

Summative assessment provides evidence of attainment, promotes articulation to mainstream programmes, and improves access to employment opportunities. Wherever possible, ESOL learners should be encouraged to work towards the most appropriate high-quality accredited ESOL qualifications. Key stakeholders, in particular, employers, Colleges, HEIs and CLD partnerships should be made aware of ESOL accreditation which is linked to the SCQF. This will help promote progression and inclusion.

Measuring 'distance travelled'

Not all learners wish to work towards formal accreditation. Providers should therefore capture qualitative achievement for ESOL learners. Individual learning plans could be used as one method of capturing this.

However, we recognise that these may not be appropriate for all ESOL learners. Good practice in Recognition of Prior Learning (RPL), where appropriate, will be considered by the ESOL curriculum group in due course.

⁵⁴ Scottish Executive, *Partnership Matters. A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Further Education*, (Edinburgh, 2004), <http://www.scotland.gov.uk/library5/health/glanhs-00.asp>.

The Scottish Centre for Information on Language Teaching and Research (Scottish CILT)

Stakeholder Platform

The Scottish Centre for Information on Language Teaching and Research (Scottish CILT) was set up in 1991 to provide information about language learning for students and teachers, opinion formers and policy makers; to promote the learning and use of all languages of relevance to Scotland; and to conduct research in support of the work of language teachers and other language professionals. We welcome the decision to develop an adult ESOL strategy for Scotland, to ensure that those for whom English is an additional language have the opportunity to acquire the linguistic competences that will enable them to participate in the Scottish labour market and more generally in Scottish society.

We support the view that an adult ESOL curriculum should be developed, drawing on what is known about best practice with adult learners generally and more specifically, on what is known about adult language and literacies learners. There is a very substantial international body of research in this field. Although it is essential that the curriculum draw on the best of Scottish thinking and practice, it will also be important to ensure that there are opportunities to include insights from this wider perspective.

One trend in current thinking which we regard as particularly important in this context is the recognition that the language skills of bi- or plurilingual people should be viewed holistically rather than as a number of separate, unconnected language competences. This view has been developed by researchers working for the Council of Europe Language Policy Division⁵⁵ and is reflected in recent policy documents on language learning from the European Union.⁵⁶ A consequence of this position is that diagnostic and formative assessment should draw on the Recognition of Prior Learning (RPL) not only in relation to English but in relation to other languages too. The use of the European Language Portfolio (ELP) could be of particular value in this context and we recommend that the curriculum group consider the adult version of the portfolio developed by CILT – the National Centre for Languages.⁵⁷

More generally, we believe that the need for 'joined-up' policy on ESOL should extend beyond the involvement of the various local and national bodies listed in the consultation document to include those concerned with the promotion of a multilingual Scotland. The need for co-ordinated strategy across those providing for English as a 'mother tongue', for adult literacies, for ESOL and for the learning of other languages, including community languages, is set out in Joseph Lo Bianco's *Language and Literacy Policy for Scotland*.⁵⁸ He argues that such co-ordination is essential to ensure educational excellence, global presence, Scotland's heritage past and future, cultural vitality, substantive citizenship, social inclusion and economic development. An ESOL strategy which is developed within this wider context will be well placed to deliver these goals.

⁵⁵ http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/Language_Policy/Policy_development_activities/Guide/default.asp

⁵⁶ http://www.europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf

⁵⁷ <http://www.cilt.org.uk/qualifications/elp/adultelp.htm>

⁵⁸ <http://www.scilt.stir.ac.uk/pubs.htm#083>

Supporting and delivering a curriculum for Scottish ESOL

The ESOL curriculum group should be constituted of ESOL specialists, language and literacy specialists, SFEU, HMIE, Learning Connections (CLD and ALN), SQA, SEn and SE-ETLLD and the Scottish Executive Education Department (SEED) (subject to availability). In its deliberations, it should link to developments in Schools EAL. The group should seek to develop:

- A coherent framework for ESOL teaching, learning and assessment which equips learners with the skills needed to sustain progress (and options in their progression pathways⁵⁹ - see section on progression) and for providing the potential for articulation from EAL programmes. This framework should be fully linked to SCQF and to SQA qualifications and should take account of policy developments in citizenship and employability;
- A curriculum which reflects best practice in wider language teaching, learning and assessment and literacy learning needs;
- A curriculum which considers the differing needs of learners and reflects this in measurement of achievement;
- A curriculum which acknowledges the benefits of, and is sensitive to, cultural differences;
- A curriculum which takes account of the various quality assurance systems, particularly the various HMIE quality frameworks; and
- The staff development and other resource needs of the roll out of a Scottish ESOL curriculum.

As the work of the ESOL curriculum group develops, there will be a need for training and dissemination. The curriculum, and associated training, should focus on meeting the specific needs of learners who want to settle and make a life in the UK. As a National Curriculum for ESOL emerges, SQA and the Scottish Executive should develop related professional awards for ESOL practitioners.

5.2 Professional development

This section relates to professional development for ESOL practitioners. The professional development of guidance and support staff working with ESOL learners is discussed in section 6.2. The ESOL report and the ESOL Steering and Working Groups recommended the development of a qualification for volunteers and CPD awards for ESOL teaching staff. This strategy agrees with these recommendations and suggests that a structured professional development pathway needs to be

⁵⁹ This should consider existing Scottish schemes, such as the Overseas Trades Assessment and Reskilling (OTAR), Pathways to Employment for Professional Engineers (PEPE) and Glasgow Overseas Professionals into Practice (GOpIP) programmes in Glasgow, and schemes outside Scotland, for example, the Refugees Into Jobs schemes developed by Brent Council in London and the London Development Agency. For details of OTAR and PEPE, go to: <http://www.contemporaryscotland.com/bridgesotar.shtml>. For details of GOpIP, go to: <http://www.gcal.ac.uk/gopip/>. For details of Refugees Into Jobs, see: <http://www.brent.gov.uk/regen2.nsf/0/56268a32c377062380256e9a00596d11?OpenDocument>. The Refugees Into Jobs website includes helpful examples of partnerships with employers.

mapped for ESOL staff, within broader developments in CPD for lecturers and tutors within FE, and for CLD and ALN staff. Thus, this section begins by briefly outlining broader CPD frameworks within these areas.

The development of an ESOL CPD structure should take account of developments at a UK level and Lifelong Learning UK - the sector skills council for lifelong learning formed out of the FE national training organisation, the NTO for community based learning and development (PAULO) and other former NTOs from the LLL sectors - can assist in ensuring that CPD is cross- sectoral and focused on meeting learners' needs.

Further Education

The occupational standards for FE lecturers are overseen for Scottish Ministers by the Further Education Professional Development Forum and a range of initial teacher training units and professional development awards (PDAs), which can be delivered in the 37 FE colleges approved to do so, now exist. In addition, the FE PDF is responsible for overseeing the delivery of the Teaching Qualification in Further Education, delivered in the 3 PDF-approved teacher education institutions at the Universities of Aberdeen, Dundee and Stirling. The Scottish Executive's Enterprise, Transport and Lifelong Learning Department held a consultation on the review of occupational standards of FE lecturers in 2003 and on whether staff in Scotland's colleges needed a professional body in 2004.⁶⁰ FENTO published guidance for ESOL teachers in 2003.⁶¹

Community Learning and Development and Adult Literacy and Numeracy

In February 2003, in response to the recommendations of the Community Education Training Review, the Scottish Executive outlined plans for restructuring and improving training for CLD practitioners.⁶² A short life task group has reported to Ministers on the issue of establishing a professional body for the CLD sector. All CLD practitioners' training and qualifications continue to be overseen by Community Education Validation and Endorsement (CeVe).⁶³ A consortium of HE, FE and community-based providers has been established to further develop work-based and part-time routes to CLD training and qualification, and has received funding from the Scottish Funding Councils for FE and HE. A training qualification framework is currently being developed for Adult Literacies practitioners.

⁶⁰ Scottish Executive, *A Review of Occupational Standards and National Guidelines on Provision Leading to the Teaching Qualification in Further Education (TQ(FE)) and Related Professional Development*, (Edinburgh, 2003), <http://www.scotland.gov.uk/consultations/education/tqfe-00.asp>;

Scottish Executive, *A consultation on The Need for a Professional Body for Staff in Scotland's Colleges*, (Edinburgh, 2004), <http://www.scotland.gov.uk/profbodyconsultation>.

⁶¹ FENTO, *Guidance on using the Subject Specifications for teachers of English for Speakers of Other Languages (ESOL) at level four in conjunction with the Standards for teaching and supporting learning*, (Nottingham, 2003),

http://www.fento.org/staff_dev/subject_specs_esol/guide_using_esol.pdf

⁶² Scottish Executive, *Empowered to Practice: The Future of Community Learning and Development Training in Scotland*, (Edinburgh, 2003), <http://www.scotland.gov.uk/library5/social/etp-00.asp>

⁶³ <http://www.communitiesscotland.gov.uk/Web/Site/cl/cl-ceve.asp>

Scottish Enterprise and Highlands and Islands Enterprise

Joint Stakeholder Platform

Scottish Enterprise and Highlands and Islands Enterprise welcome this consultation on an Adult ESOL Strategy for Scotland.

If Scotland is to fulfil its aim of being a vibrant, confident, growing and inclusive economy, then the ability to participate successfully at work and in society is vital. People should have the skills to participate and those who have a first language other than English should be able to access good quality English language provision to help develop the appropriate skills. The provision also needs to be suitable. People need access to diverse ranges of quality provision, supplied in many different places such as colleges, in community learning settings, union education services, at work, at home

Scottish Enterprise and Highlands and Islands Enterprise supports the principles of high quality provision which is easily accessible and which makes full use of best practice in the teaching and learning of language. There is a lot of ESOL provision available through the public and private sector. The double challenge is to make sure people know about the provision and have good advice to help access, and to make sure people can have confidence that what they do access is of good quality and uses best practice. Existing provision is subject to quality assurance, any expansion of provision must make sure quality is not diluted, rather enhanced.

Scottish Enterprise and Highlands and Islands Enterprise are committed to work in partnership with others to achieve economic prosperity for Scotland and all its citizens. We are also committed to making sure the potential synergy between different strategies and approaches are fully considered. We therefore welcome the initial proposals to consider the Scottish Executive's Employability Framework as we believe it will have a key role in informing the consultation further on the appropriateness of local and national structures. It should also be a significant consideration in the development of *English for vocational purposes (EVP)*.

Recommendations

We propose that a short-life working group be set up to:

- Map all existing ESOL and ESOL with literacies qualifications onto a CPD pathway for ESOL practitioners;
- Place these within wider FE, CLD and ALN staff development frameworks and consider where they might be placed within SCQF (at the same time taking cognisance of the sector skills council for lifelong learning, Lifelong Learning UK);
- Identify gaps in existing ESOL and ESOL with literacies CPD qualifications and the need for additional professional development units or PDAs (including one to increase the knowledge of the wider education and training landscape of Scotland and an equivalent of the post-CELTA or Trinity qualifications); and

- Identify CPD needs of teaching, learning support, guidance staff and administrative support staff (see section 6.2).

This group would work closely with both CeVe and the FE PDF. In addition to ESOL and ESOL with literacies experts, we would anticipate the following bodies being represented: Learning Connections (ALN and CLD interests); HMIE; Learning Link Scotland; and SQA. A pathway document outlining professional development routes and levels of qualifications would then be passed to the National ESOL Panel to be held on their website.

We aspire to a fully professional workforce with recognised career structures. ESOL practitioners need to show knowledge, technical competence, and expertise at a level consistent with effective programme delivery. We recommend that each teacher should have a relevant specialist qualification in the teaching of ESOL. Centres, for their part, should also ensure that ESOL staff are included in mainstream activities and staff development programmes (including inductions).

Supporting volunteers

Volunteer tutors make a significant contribution to ESOL provision in Scotland. Many volunteers are highly trained and experienced. For those who lack formal training or are new to this field of teaching, a PDA in initial ESOL training should be provided. The award should support the skills of volunteers in working one to one or with small groups of ESOL learners. The award should draw on best practice in language learning and ESOL and literacies learning. We hope that this would be used as a stepping-stone to the CELTA or equivalent.

Engaging practitioners in research

Small scale action research will help to promote a 'reflective practitioner' approach amongst ESOL professionals. The Scottish Executive, in partnership with key stakeholders, will fund small-scale action research projects in ESOL.

5.3 Quality assurance

Relevant HMIE quality frameworks should be used by all ESOL providers in FE, CLD and ALN. The FE sector should link all aspects of practice to the HMIE quality framework. Community based providers should use *How good is our community learning and development* (HGIOCLD) and *Literacies in the Community* (LIC) as further key quality assurance tools. The national strategy will monitor how all of these frameworks can be incorporated/better utilised in terms of adult ESOL. The 'Best Practice in ESOL' support document, although ESOL specific, will be tied to the relevant quality frameworks in FE, CLD and ALN. Qualitative and quantitative data will be gathered to assess the effectiveness of the strategy, i.e. how well ESOL providers are performing in relation to these national quality assurance frameworks.

5.4 Raising quality through learning and teaching: summary of recommendations

We recommend that:

- 6. The 'Best Practice in ESOL' support document be developed in line with *How Good is Our Community Learning and Development* and *Literacies In the Community* frameworks and the HMIE inspection framework for FE colleges;**
- 7. An ESOL curriculum group be set up with the membership, role and remit as set out in this section;**
- 8. Teaching, learning and assessment be conducted in line with best practice in wider language learning and literacies needs;**
- 9. A short-life staff development working group be set up with membership, role and remit as set out in this section; and**
- 10. The SQA and professional associations develop a PDA qualification for volunteers, with support from the Scottish Executive and Learning Connections.**

Consultation questions

- Q.7 Do you feel that there is a need to establish a clear professional development pathway for ESOL staff? Do you agree with proposals for an expert group to be set up to consider professional development for ESOL staff?**
- Q.8 What should be the function and principles of a Scottish ESOL curriculum framework?**

6. Supporting learning and progression

Guiding principles

- ✓ Provision which supports migrant and refugee settlement, and aids inclusion and full participation in Scottish society and the economy
- ✓ Provision which supports and encourages routes into further learning and/or employment
- ✓ Provision which reflects wider national literacies targets and promotes attainment and personal and social achievement

Background

Understanding the barriers to learning that face ESOL learners, and developing the mechanisms for support and guidance and progression routes for ESOL students are as essential as teaching, learning and assessment, for helping learners achieve their potential and meet their aspirations. They are also fundamental to aiding ESOL learners participate more fully in their local communities, Scottish society and the labour market.

This is illustrated by a number of recent studies.⁶⁴ A joint audit of skills and aspirations amongst asylum seekers and refugees carried out by the Scottish Executive and Scottish Refugee Council in 2004 revealed that 55 per cent and 21 per cent of respondents had attended and completed college and university level education respectively in their countries of origin.⁶⁵ Many also had valuable vocational and professional skills.⁶⁶ Despite a number of laudable local developments for refugee doctors, nurses, teachers, engineers and trades, only four FE colleges and six CLD centres - of those involved in the recent ESOL mapping and scoping research (2005) - ran English for work courses.⁶⁷ Research carried out for the National Institute of Adult Continuing Education and the Department for Work and Pensions in 2002 amongst asylum seekers and refugees revealed that these groups often attended ESOL classes, 'in the hope of improving their employment prospects, but do not always find them designed to address these skills.'⁶⁸ This prompted one set of authors to conclude that: 'ESOL classes should be designed to integrate the needs of portfolio preparation and specialised vocational vocabulary

⁶⁴ Leyla Charlaff, Kushtrim Ibrani, Michelle Lowe, Ruth Marsden and Laura Turney, *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, (Edinburgh, 2004); F. Aldrige and S. Waddington, *Asylum Seekers' Skills and Qualifications Audit Pilot Project*, (Leicester, 2002); Alice Bloch, *Refugees Opportunities and Barriers in Employment and Training*, Department of Work and Pensions Research Report 179,(Leeds, 2002).

⁶⁵ L. Charlaff et al., *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, pp.20-21.

⁶⁶ For example: 15.3 per cent had worked in skilled trades, 3.1 per cent as teachers, 3.1 per cent as doctors, and 2.1 per cent as nurses before coming to the UK, L. Charlaff et al., *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, table 2.7.

⁶⁷ C. Rice et al., *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, para. 212.

⁶⁸ L. Charlaff et al., *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, p.34; Alice Bloch, *Refugees Opportunities and Barriers in Employment and Training*, p.65; F. Aldrige and S. Waddington, *Asylum Seekers' Skills and Qualifications Audit Pilot Project*, p.22.

and literacy, which are relevant to employment, qualifications and skills requirements.⁶⁹ The ESOL mapping and scoping research pointed out that the lack of dialogue between ESOL departments and providers of other advanced and non-advanced courses also placed barriers in the way of ESOL learners' progression (see Annex A). The ESOL report also shows that learners may choose to remain in an ESOL class with teachers with whom they are familiar. There may also be a mismatch between perceptions of ESOL learners' language skills and the language skills required for success in the communication components on HN level courses.

The lack of support and guidance, and progression opportunities was also identified as a reason for refugees, in particular, being at 'high risk of social isolation and depression.'⁷⁰ The Minister for Communities announced funding in April 2005 for a number of schemes to help support asylum seekers and refugees into employment and to enable greater participation into local communities.⁷¹

6.1 Barriers to learning

Section 4 explained how we expect to improve the coordination of courses and consultation between ESOL providers, learners, employers and other learning and training deliverers.

Discrimination

The ESOL report found no evidence that racism was a factor in learners being unable to access provision. However a recent poll suggested that 24 per cent of Scots felt it was justifiable to verbally assault asylum seekers receiving housing in Scotland and Scottish Police Forces saw a rise of 6 per cent in reported racist incidents in 2003-4.⁷²

The Scottish Executive is committed to promoting equality of opportunity and social justice for all those who live in Scotland. This means tackling discrimination and prejudice and challenging the systems, behaviour and attitudes that cause or sustain them. The Scottish Executive's *One Scotland, Many Cultures* campaign is designed to 'raise awareness of racist attitudes, highlight their negative impact and recognise the valuable contributions that other cultures have made to our society – and make Scotland no place for racism.'⁷³ Recent research also highlights the importance of

⁶⁹ Ibid.

⁷⁰ L. Charlaff et al., *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, p.38.

⁷¹ These were part of a £500K package for asylum seekers and refugees, see:

<http://www.scotland.gov.uk/News/Releases/2005/04/05102837>

⁷²

http://www.onescotland.com/onescotland/osmc_display_leveldown.jsp?pContentID=70&p_applic=CC&pElementID=38&pMenuID=1&p_service=Content.show&

⁷³ For details of One Scotland campaigns and other useful links, go to:

http://www.onescotland.com/onescotland/osmc_display_leveldown.jsp?pContentID=168&p_applic=CC&p_service=Content.show&. One of the key principles for guiding CLD activities, identified in

Working and learning together to build stronger communities was, 'inclusion, equality of opportunity and anti-discrimination - recognising that some people may need additional support to overcome the barriers they face.'

providing women only ESOL classes.⁷⁴ All providers should be aware of their statutory obligations under the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and the Sex Discrimination Act 1975.⁷⁵ *Partnership Matters* provides a useful source of guidance for centres on their statutory obligations.⁷⁶ The Scottish Further Education Unit is also launching a website which will provide FE colleges with a guide to relevant legislation and how this fits with HMIE quality frameworks. This can be found at: <http://www.sfeu.ac.uk/projects.asp?pageID=5.14>. **These toolkits could be adapted for use by other sectors. The National ESOL Panel and the regional ESOL fora should carry links to these tools as part of their advice on guidance and support for centres.**

Childcare, class times and travel

The ESOL report identified three main reasons why many of those with ESOL needs were unable to access ESOL classes. These were:

- Childcare demands and a lack of crèche/ nursery facilities;
- Distance from ESOL classes and difficulties with accessing or affording transport; and
- Difficulty because of the first point in attending daytime classes.

The Scottish Childcare Strategy aims to provide affordable, accessible, good quality childcare which can help meet the needs of working parents as well as providing development and social opportunities for children. Giving young children the benefit of high quality early education and care through improved childcare services can help families balance work and family life.

The Regulation of Care (Scotland) Act 2001 provides a coherent regulatory framework for all early education and childcare services up to age 16. In addition, the Scottish Executive is developing a quality improvement framework and an integrated approach to the inspection of services for children and young people.

The recently published English ten year strategy for childcare reflects many of the areas also being considered by Scottish Ministers as part of an ongoing process of review, although no firm decisions have been made yet.

⁷⁴ The Refugee Council's report, *Making women visible*, suggested that many women seeking asylum in Britain had been subjected to sexual violence and other physical abuse, Refugee Council, *Making women visible. Strategies for a woman-centred asylum and refugee support system*, (London, March 2005), <http://www.refugeecouncil.org.uk/downloads/WomenstrategyMarch2005.pdf>. This provides additional reasons for providing women only courses, aside from orthodox reasons such as religious or cultural beliefs, see FE National Training Organisation, *Guidance on using Subject Specifications for teachers of English for Speakers of Other Languages (ESOL)*, recommendation B3, p.9.

⁷⁵ For the Race Relations (Amendment) Act 2000, go to: <http://www.hms.gov.uk/acts/acts2000/20000034.htm>. Providers are obliged under the Disability Discrimination Act to ensure that students and potential students with disabilities are not discriminated against and to make reasonable adjustments so they are not placed at a substantial disadvantage.

⁷⁶ Scottish Executive, *Partnership Matters. A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Further Education*, (Edinburgh, 2004), <http://www.scotland.gov.uk/library5/health/glanhs-00.asp>.

One of the gaps identified by Scottish Executive research was information offered to parents, which is why the Executive is supporting the promotion of Childcare Information Services (based within local authorities) as a local source of information and advice to parents and others looking for childcare. This was also confirmed by another Scottish Executive Funding for Learners' review of information, advice and guidance for learners, to which the Executive responded by publishing a funding guide for learners.⁷⁷ A link to these services should be included along with other sources of information, advice and guidance on the National ESOL Panel's website.

The ESOL report also suggested that the answer to addressing transport, childcare and class-time issues lies partly in, 'a wide range of imaginative initiatives, and the further development of existing initiatives such as volunteering.'⁷⁸ The combined links between local CLD and other partnerships (which often already have close links with childcare partnerships), FE colleges (many of which have excellent crèche and nursery facilities, regional fora and a National ESOL Panel should facilitate just this sort of innovatory collaboration by considering more efficient and effective ways of coordinating transport, crèche facilities and arranging class times which fit these.

6.2 Guidance & support

Institutions

ESOL providers should ensure that all learners receive the full range of accessible guidance and support services at an appropriate level to their needs. Guidance tutors should be specialists in guidance with effective counselling skills who are properly informed as to the changing legal landscape and the implications for students and be able to communicate these across departments in the rest of the institution or, in the case of CLD and ALN partnerships, across provider agencies.

All ESOL providers should ensure that every individual has a learning plan. This should be agreed after an extended individual interview at the initial assessment and induction stages of learning and be regularly updated by the relevant staff. Providers should make resources available to enable regular and meaningful reviews of the plan with individual learners. The plan, held by learners as well as the providers, should contain detailed information about the learners:

- Entry level of English and achievements (whether accredited or experiential);
- Desired exit level and future plans for study and employment;
- Competences and skills to be acquired;
- Learning needs and personal circumstances pertinent to a sustained programme of study; and
- Attainment.

⁷⁷ Scottish Executive, *Helping you meet the costs of learning* (Edinburgh, 2005),

<http://www.scotland.gov.uk/Publications/2005/03/29162117/21195>

⁷⁸ *Ibid*, para. 3.73.

Providers should ensure that all ESOL learners receive appropriate and informed advice on the next stages of their learning and are adequately prepared for working in a Scottish environment. Managers with responsibility for student support should ensure that guidance and support staff have the necessary information to be able to impart clear information about options and choices, funding and childcare entitlements at each stage of learning. These managers should also ensure that guidance and support staff receive the necessary training and are effectively informed by national initiatives on barriers to learning, in order to be able to fully assess the needs and circumstances of non-English speaking learners.

Scottish Refugee Council *Stakeholder Platform*

Scottish Refugee Council welcomes the opportunity to contribute to the consultation paper relating to the development of an adult ESOL Strategy for Scotland.

For refugees, access to appropriate English Language is an educational lifeline and pivotal to becoming integrated and settled in the host community. It is particularly important that the consultation process takes into consideration the views of service users among the refugee and asylum seeker population in Scotland, and reflects the different experiences of ESOL and problems with access including child care. In order that a balanced, comprehensive, flexible and broad based approach to developing an ESOL strategy for Scotland that accurately reflects the wide ranging needs of the refugee community can be developed, we believe that service users should be consulted as widely as possible.

Methodology

As the lead agency providing advice and guidance to refugees in Scotland, Scottish Refugee Council is in a position to facilitate a series of focus groups with refugees to share experience of 'gap analysis' in ESOL provision, length of time on FE College waiting lists, appropriate levels of ESOL, relevant curricular and gender related issues. These findings we feel would be valuable in informing the national ESOL panel. As a means to ensuring that consultation with service users is as cross representative as possible we propose consulting with service users in the following settings.

- Community learning centres
- Further Education Colleges
- Refugee community organisations
- Drop in centres (e.g. refugee women's centre)
- Scottish Refugee Council
- Edinburgh Refugee Centre

Regional

The regional ESOL fora could also be used to discuss a host of general guidance issues (such as the provision of properly trained guidance staff, statutory requirements, immigration status (where applicable), access to housing, healthcare, education for dependents). The fora and ESOL providers should create and sustain a register of accessible native speakers for the full range of minority ethnic languages, where feasible, and ensure that interpretation services are accessible for particular ethnic groups in centres where the demand is heaviest.

National

The Scottish Executive, SCQF, SQA and Careers Scotland should provide clear advice to CLD and ALN Partnerships, and the FE sector), as well as the national ESOL panel and regional fora, on the use of learning plans. These should include tools to assess whether ESOL learners have literacy learning needs. The Scottish Credit and Qualifications Framework and central support agencies, such as Careers Scotland, should provide clear guidance on how to measure and quantify informal attainment and achievement and SQA should take measures to ensure that the Scottish Qualifications Certificate (SQC) is adapted to capture progress in personal and social development and informal learning gains leading to formal awards building on existing and emerging good practice. **The professional development needs of guidance and support (teaching and learning as well as administrative) should be considered by the short-life group on professional development (see section 5.2).**

6.3 Progression

The Scottish Executive's lifelong learning strategy, *Life Through Learning; Learning Through Life*, and its strategy for the enterprise networks, *A Smart Successful Scotland*, have placed lifelong learning culture at the centre of its social and economic agenda. The benefits of releasing the potential of ESOL learners have already been referred to in this strategy. Recommendations for the highlighting of good practice are outlined more generally in section 4, as is the recommendation for the ESOL curriculum group to refer to existing successful work-related ESOL programmes (both in and outside Scotland), policy developments in citizenship and employability and routes to further study (see section 5).

English for vocational purposes (EVP)

As section 5 noted, it is apparent that there are insufficient numbers of EVP courses being run at the moment in Scotland. EVP is not only beneficial to learners because it helps them to enter the labour market, increases their contact with local communities and allows them to participate more fully in Scottish society but also because it may well improve their English by giving more opportunities for them to use their language skills in a practical setting. There are currently some very successful models of EVP running both in Glasgow and Edinburgh.⁷⁹ However, if

⁷⁹ Amongst the successful schemes in Glasgow are the Overseas Trade Accreditation and Reskilling (OTAR) project - part of the Bridges Project (run by the Institute of Contemporary Scotland) –

EVP and work place ESOL classes are to be effective they need the support of employers, in terms of time and resources.⁸⁰ We recommend, further to related recommendations in sections 4 and 5, that:

- The development of more EVP schemes be considered in the context of policies/schemes relating to citizenship and employability; and
- Local ESOL providers work closely with employers, local authorities, voluntary bodies, Local Enterprise Companies (LECs) and Local Economic Fora (LEFs) (as they have done so successfully in Glasgow) to develop EVP programmes.

Involvement of trade unions is also clearly imperative both in reaching potential learners in the workplace, referring them and also providing them with the means, through the STUC, the Scottish Union Learning Fund and Union Learning representatives to access ESOL provision. A number of union and employer sponsored work place ESOL courses have already being successful.⁸¹

English for further study

The Scottish Executive's waiving of restrictions on asylum seekers to part-time non-advanced and advanced (Higher National study) level study in 2001 and 2003 respectively has been one step towards allowing greater access to further study amongst one group of ESOL learners. As section 4 set out, access to further study for ESOL learners in higher education institutions might also be facilitated by collaboration between the regional ESOL fora and the regional access fora.⁸² The regional ESOL fora and ESOL providers should also acquaint themselves with developments in widening participation to higher education designed for asylum seekers and refugees. Progression opportunities for asylum seekers and refugees onto higher education courses are being investigated separately at present. As the definitions set out in the vision showed, access to courses in community learning and development is based on need as opposed to the eligibility criteria used in the further

involving the following Bridges Project Partners, Anniesland College, CITEC, The Construction Academy, Glasgow City Council, Laing O'Rourke Scotland, Scottish Enterprise Glasgow and Stow College, to create a training and employment route for refugee tradespersons. A number of Glasgow Colleges are also involved in the Glasgow Overseas Professionals into Practice (for nurses and other medical professionals), the Refugee Doctors Scheme and the Pathways to Employment for Professional Engineers scheme. As part of the funding disbursed by the Minister of Communities for various schemes supporting asylum seekers and refugees into employment and further study are intensive courses run by Stevenson College Edinburgh to aid entry into higher level employment and study.

⁸⁰ See references to schemes in operation in section 5. See also references to volunteering and EVP schemes in the ESOL report, paras. 3.54-3.61, pp. 46-7.

⁸¹ These include schemes involving UCATT, TGWU, UNISON and USDAW. UNISON and Greater Glasgow Health Board have been working with UNISON to promote and support ESOL classes for NHS Glasgow employees.

⁸² There are four regional access fora – staffed by representatives from FE colleges and HEIs - which are designed to strengthen articulation routes between colleges and HEIs. For local contact details for each of the regional fora coordinators and the national wider access coordinator, and for more background on the wider access agenda, see:

<http://www.universities-scotland.ac.uk/Map/WhosWho.pdf>

education sector. Clear guidance on eligibility for funding for further study can be found at the following website:

<http://www.scotland.gov.uk/Publications/2005/03/29162117/21195>.

6.4 Supporting learning and progression: summary of recommendations

We recommend that:

- 11. The ESOL curriculum group consider how to integrate vocational content into the ESOL curriculum, encourage the development of both EVP and work place based ESOL, and consider policy developments in this area, such as the Employability Framework**
- 12. Policies relating to citizenship and employability take account of the work of the ESOL curriculum group where appropriate;**
- 13. There should be an extension of closer working between ESOL departments and other departments in FE colleges to facilitate progression;**
- 14. ESOL providers (institutions and partnerships) be fully informed of funding criteria for further learning and training opportunities;**
- 15. The short-life ESOL working group on professional development examines the CPD needs of guidance and support staff working with ESOL learners;**
- 16. The National ESOL Panel and regional ESOL fora identify and promote the full range of appropriate and expert guidance and support services for all types of ESOL learners, and create opportunities for guidance and counselling staff to meet and collaborate;**
- 17. The regional fora ensure that all providers use appropriate initial assessment strategies and approaches leading to a learning plan which takes account fully of the English of learners; that they provide guidance for the conduct of individual discussions on progress based on the plan and that, through local networks, they ensure that that learners have the necessary skills and information to enable them to move into employment or further learning; and**
- 18. The national panel together with regional fora ensures a common format for learning plans building on what is referred to on page 28, and which can be adapted to emergent thinking and developments on PLPs within SQA and the Scottish Executive.**

Consultation questions overleaf...

Consultation questions

- Q.9 Do you feel that closer links with employers and providers of other courses (whether in your institution or locally) need to be strengthened? How do you think this could be best achieved?**
- Q.10 What recommendations could you make to improve referral, guidance and support?**
- Q.11 What do you think are the CPD needs of guidance and support staff?**

Scottish Trades Union Congress (STUC)

Stakeholder Platform

The STUC is Scotland's Trade Union Centre, and is pleased to contribute to the consultation on an Adult ESOL Strategy for Scotland. Representing over 630,000 members and their families, the STUC speaks for trade union members in and out of work, in the community and in the workplace.

The involvement of trade unions is essential in the development of an ESOL Strategy for Scotland. Trade unions can identify ESOL learners in the workplace, offer support and guidance, and signpost them to appropriate ESOL provision, through the growing network of Union Learning Reps. In addition, trade unions can use their workplace expertise to shape meaningful and practical ESOL provision.

The STUC values Scotland's cultural diversity, welcoming asylum seekers, refugees, and migrant workers from EU accession states to Scotland. People encouraged to live and work in Scotland as a result of the *Fresh Talent Initiative* will create further demand for ESOL provision, particularly in relation to citizenship and employability. Language is key to supporting people to engage with local communities, access education, training and the workplace. The STUC is concerned that there is currently insufficient vocational ESOL provision in Scotland, particularly in terms of health and safety issues in the workplace, and believes local and national initiatives should raise awareness of these issues amongst employers.

There are increasing demands on ESOL providers in further education, community learning and development and voluntary sectors. There is a need for co-ordinated direction and structure of ESOL provision, and greater support for the ESOL teaching community. The STUC therefore welcomes the advent of an Adult ESOL curriculum for Scotland, to be developed in line with the Scottish Executive's *Life Through Learning; Learning Through Life*, and alongside the existing adult literacies curriculum framework, and we support the development of a 'Best Practice in ESOL' framework for all ESOL providers.

Annex A

Responses to the individual recommendations of the ESOL report and those received from the ESOL Steering and Working Groups.

Estimated costs for each of the accepted actions and for those where alternatives are suggested will be left open subject to a thorough costing exercise which is now underway. Timescales for carrying out actions will follow once these have been subjected to further scrutiny and when resource has been agreed.

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|------|--|--|---|
| 1 | Report; Steering & Working Groups (S & WG) | That statistics be retained, and consideration be given to setting targets, at a sectoral level, in relation to: New learners (including register of unmet demand); learner achievement (against SCQF); learner progression to employment; funding sources and how they are applied. That these be used to address unmet demand. | See section 4 of the main report This should help establish the real picture of unmet demand. |
| 2 | Report; S & WG | That the statutory position on duty to provide and funding eligibility needs to be clarified in all sectors. | This will be clarified, where necessary. |
| 3 | S & WG | SQA ESOL qualifications should be mapped against other ESOL qualifications, including UCLES. | Accepted in principal, subject to funding. SQA ESOL units continue to be benchmarked to the Common European Framework and to other widely used ESOL qualifications. As a result of initial benchmarking, SQA are revising the specifications, evidence requirements, and assessment materials for the ESOL NQ framework. |
| 4 | Report; S & WG | Better marketing of SQA ESOL units | SQA are currently developing a marketing strategy for the new units. |
| 5 | Report; S & WG | An initial pre-CELTA qualification be developed for unqualified staff and volunteers to qualify them to assist ESOL teachers and provide one-to-one support to ESOL learners. | Agreed To be developed by the short-life ESOL professional development group using existing models. |

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|------|-------------------|--|---|
| 6 | S & WG | A post-CELTA/ TESOL qualification be developed to upgrade the skills of those qualified ESOL teachers working in further education and CLD | Agreed To be developed by the short-life ESOL professional development group using existing models. |
| 7 | S & WG | That guidance and support for ESOL learners be improved and better advertised | Agreed See proposals in sections 4 and 6 in the main body of the report |
| 8 | Report; S & WG | That progression routes for ESOL learners be improved into employment and further study | Agreed See proposals in the main body of the report. Some of this will be dependent on the work of the ESOL curriculum group and their recommendations for vocational content in ESOL provision. |
| 9 | Report | The Scottish Executive should set up a working party to develop principles for a national curriculum for ESOL | Agreed An ESOL curriculum group will be set with role and remit as set out in section 5 of the main body of the report. |
| 10 | Report | Teaching and learning materials with a Scottish “accent” should be developed for Beginner and ESOL Literacy classes | Agreed This matter should be considered by the ESOL curriculum group. |
| 11 | S & WG | That course materials, staff development seminars or other appropriate dissemination methods, and adequate ESOL provision for naturalisation applicants, are developed as a means of ensuring compliance with the UK Government’s citizenship requirements | Agreed These developments are being taken forward by a partnership led by SQA, and are being overseen by the Scottish Sub-Group of the UK Advisory Board on Naturalisation and Integration (ABNI). |
| 12. | Report; S & WG | The Scottish Executive should appoint a national ESOL co-ordinator to liaise with FE, CLD and voluntary providers, the Home Office and other agencies such as the Scottish Refugee Council. The coordinator should have access to funds which could be disbursed to provide tuition on the case of sudden increases in demand. | See alternative set out in section 4. Given the proposed mechanisms for better collaboration and coordination, we feel that there is no need to change existing channels for funding. |

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|-------------|-------------------|---|---|
| 13 | Report | Providers should consider ways of encouraging learners to move on rather than stay in the same class | This merits further consideration, in the ESOL curriculum group |
| 14 | Report | The HN ESOL Unit should be marketed as an equal alternative to Communications for ESOL students, and ESOL recognised as part of integrated core skills provision in HN frameworks | SQA are currently considering this in light of piloting. |
| 15 | S & WG | That a balance of accredited and non-accredited provision should be kept as part of the variety of routes to learning. This could also be linked to the introduction of a 'standard' individual learning plan | We agree this balance be maintained but feel that it merits further discussion in the ESOL curriculum group. |
| 16 | S & WG | We recommend that providers of ESOL review barriers to learning and seek to minimise them | This needs further consideration and, if necessary, SE will fund some small scale studies into barriers to learning. |
| 17 | Report; S & WG | SQA NQ and HN ESOL, mapped into SCQF, products need to be expanded. More time and resources need to be directed to this, and more used in CLD. | Accepted in part, subject to funding. There will also need to be some discussion of the wider ESOL curriculum within the ESOL curriculum group. |
| 18 | Report | FE colleges should institute specific induction sessions for new ESOL staff | Proposals will be put to the SQA's Qualifications Committee in April. |
| 19 | S & WG | As a means of facilitating the 'literacy proofing' of courses, HMIE and SFEFC consider issuing good practice guidance. | This merits further consideration by the short-life ESOL professional development group. However, the group will first need to examine common practice on inductions for new staff in all sectors providing ESOL. |
| 20 | Report; S & WG | A common quality and inspection system should be devised for all adult ESOL provision. HMIE should discuss joint arrangements for quality assurance of | This will be addressed by through the 'Good Practice in ESOL Framework' to be disseminated soon. |
| | | | There are robust and rigorous HMIE quality systems for FE, CLD and ALN. These existing HMIE systems should be used to support good practice and will also |

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|------|--------|--|---|
| | | ESOL in Scotland with the British Council. SFEFC, Learning Connections and the Scottish Executive may wish to explore the idea of a joint aspect report for ESOL. | be aided by the publication of the 'Good Practice in ESOL' support document. |
| 21 | S & WG | Identify current appropriate training grants available and market these in relevant industries | To be referred to SEEn, HIE and Job Centre + (JC+) |
| 22 | Report | The Scottish Executive should consider ways of providing ESOL outside the classroom but within safe and stimulating environments | To be referred to providers and the proposed National ESOL Panel and regional fora |
| 23 | S & WG | VisitScotland should carry out an analysis of ESOL as an element of Scottish tourism. Marketing of Scottish ESOL provision to overseas (full cost) should be a priority | To be referred to VisitScotland and EducationUK Scotland |
| 24 | Report | Colleges should consider spending some of the income from full fee-paying international students to improve classroom accommodation for all ESOL students | To be referred to the Association of Scottish Colleges (ASC) |
| 25 | Report | Priority for intensive tuition (more than 21 hours a week) should be given to ESOL beginners and literacy learners | To be referred to the ESOL curriculum group and providers |
| 26 | Report | Employers and professional bodies should consider holding in-service training sessions and CPD during working hours, rather than always at weekends | To be referred to the ASC, CoSLA, SFEU and the professional associations |
| 27 | Report | Institutions should establish more full-time and fractional posts for ESOL, in order to improve working conditions for teachers and ensure that students benefit from the continuity of teaching, guidance and support that a stable workforce | To be referred to the ASC and CoSLA |
| 28 | Report | The SQA needs to review entry requirements for HN courses, so that they match more closely the language requirements for native speakers | To be referred to SQA and providers. The English language learning needs of the settled ethnic minority communities also merits further investigation and |

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|------|--------|--|---|
| 29 | S & WG | Research should be undertaken in Scotland to identify levels of English required by employers for particular job-types | could be considered as a discrete piece of research. To be referred to SEN, HIE, JC+. This has also been referred to officials within the Scottish Executive with policy responsibility for the Employability Action Plans. The ESOL curriculum group should take account of any work on employability in its deliberations |
| 30 | S & WG | JCB+ should make information and training on types of ESOL provision available for their staff | To be referred to JC + |
| 31 | S & WG | Disaggregated Home Office statistics on applications for citizenship, on dispersal numbers and work permits (by country of origin) from and for Scotland should be produced | To be referred to Home Office and CoSLA. This has also been referred to officials within the Scottish Executive's Equality Unit. |
| 32 | Report | The proposed merged FE and HE Funding Council should consider an alteration in the rules for international students to enable refugees and asylum seekers, and other categories to pay home fees for full-time FE and HE courses | Asylum seekers are prevented from accessing full-time FE and HE courses by their Home Office residency status. The Scottish Executive waived residency regulations for asylum seekers and refugees wishing to access part-time FE and HN level courses. Under the Further and Higher Education (Scotland) Act 1992, FE colleges and HE institutions are autonomous bodies. Therefore, FE colleges' Boards of Management have responsibility for curriculum provision and resource disbursement within their institutions. Similarly, Ministers and the Scottish Funding Councils do not have the power to direct HEIs on the provision of courses within their institutions. However, Universities Scotland have been consulting with New Roots Scotland over this issue. The regional ESOL fora's collaboration with the regional access fora should also aid progression. |

| Ref. | Source | Recommendation(s) | Response/ responsibility |
|------|--------|--|---|
| 33 | Report | The Scottish Executive should provide an emergency fund which could be disbursed to centres to cope with sudden rises in demand | With improved coordination and collaboration, there should be no need to change existing mechanisms for disbursing funds. |
| 34 | Report | 'There should be an agreed national criterion, based on length of residence for eligibility for free community education classes.' | We reject this. Classes in CLD partnerships are provided on the basis of need rather than requiring residence for eligibility |
| 35 | S & WG | There should be consultation between sectors to clarify the definition of an Adult ESOL Literacies Learner | We reject this. The Scottish Executive already has a definition for an adult literacies learner (see the main body of the consultation document) which we will continue to use. |

Annex B: Membership of ESOL groups and list of organisations invited to provide Stakeholder Platforms

ESOL Steering & Working Groups

Peter Beaumont, Enterprise, Transport and Lifelong Learning Department, Scottish Executive

Farzana Chaudhry, Adult Education Development Worker, Dundee City Council

Clare El Azebbi, Development Co-ordinator, Learning Connections, Communities Scotland

Rhona Hodgart, Senior Lecturer in ESOL, Anniesland College

Ann Morgan-Thomas, Curriculum Leader, Stevenson College Edinburgh

Lillias Noble, Head of Learning Connections, Communities Scotland

Andrew Perchard, Enterprise, Transport and Lifelong Learning Department, Scottish Executive

Anne Pia, HM Inspectorate of Education (Chair)

Nick Putnam, Education Officer, Scottish Refugee Council

Catherine Rice, EFL Co-ordinator and ESOL Research project leader, University of Abertay

Flick Thorpe, Head of Languages and Tourism, Stevenson College Edinburgh

Rosemary Weir, Adult Learning Worker, Aberdeen City Council

John Young, Director of Qualifications, Scottish Qualifications Authority (SQA)

ESOL Strategy Group

Peter Beaumont

John Burt, Principal, Angus College

Anna Cossar, Education Department, Scottish Executive

John Kemp, Assistant Director, Learning Policy & Strategy, Scottish Funding Councils for Further and Higher Education

Lillias Noble

Andrew Perchard

Anne Pia (Chair)

Catherine Rice

Jean Wilson, Co-chair of National Association for Teaching English and other Community Languages to Adults (NATECLA)

John Young, Director of Qualifications, Scottish Qualifications Authority (SQA)

Note: Many of the original steering and working group members were retained as advisers to the Strategy Group.

Stakeholder Platform Organisations

Association of Scottish Colleges (ASC)

Convention of Scottish Local Authorities (CoSLA)

Community Learning and Development Managers' Forum

Learning Link Scotland

National Association of Teaching English and other Community Languages to Adults

National Union of Students (Scotland)

Scottish Centre for Information on Language Teaching and Research (Scottish CiLT)

Scottish Enterprise & Highlands and Islands Enterprise (joint statement)

Scottish Refugee Council

Scottish Trades Union Congress (STUC)

Annex C: Bibliography

Aldrige, F. and Waddington, S., *Asylum Seekers' Skills and Qualifications Audit Pilot Project*, (Leicester, 2002)

Bloch, A., *Refugees Opportunities and Barriers in Employment and Training*, Department of Work and Pensions Research Report 179, (Leeds, 2002)

Charlaff, L., Ibrani, K., Lowe, M., Marsden, R., and Turney, L., *Refugees and asylum seekers in Scotland: A Skills and Aspirations Audit*, (Edinburgh, 2004)

Department for Education and Employment, *The Adult ESOL Core Curriculum*, (London, 2001)

Further Education National Training Organisation (FENTO), *Guidance on using the Subject Specifications for teachers of English for Speakers of Other Languages (ESOL) at level four in conjunction with the Standards for teaching and supporting learning*, (Nottingham, 2003)

Glasgow ESOL Forum, *Consultation PDA Teaching Adult ESOL Literacies* (Glasgow, 2003)

HM Inspectorate of Education (HMIE), *How Good is Our Community Learning and Development- Self evaluation using quality indicators*, (Edinburgh, 2000)

Home Office, *Controlling our borders: Making migration work for Britain. Five year strategy for asylum and immigration*, (London, 2005)

Irvine, C., and Rice, C., *The Glasgow ESOL 2000 Survey Report*, (Glasgow, 2000)

Ministry of Education, *The Adult ESOL Strategy*, (Wellington, 2003)

National Adult Literacy Agency, *English for Speakers of Other Languages: Policy Guidelines and Supports for V. E. C. Adult Literacy Schemes*, (Dublin, 2003)

Refugee Council, *Making women visible. Strategies for a woman-centred asylum and refugee support system*, (London, March 2005)

Catherine Rice, Neil McGregor, Hilary Thomson and Chihiro Udagawa, *National 'English for Speakers of Other Languages' (ESOL) Strategy: Mapping Exercise and Scoping Study*, (Edinburgh, 2005)

Scottish Community Development Centre, *Learning Evaluation and Planning*, (Edinburgh, 1999)

Scottish Executive, *A Smart Successful Scotland* (Edinburgh, 2001)

Scottish Executive, *Community Learning and Development: The Way Forward*, (Edinburgh, 2002)

Scottish Executive, *Life Through Learning; Learning Through Life* (Edinburgh, 2003)

Scottish Executive, *A Review of Occupational Standards and National Guidelines on Provision Leading to the Teaching Qualification in Further Education (TQ(FE)) and Related Professional Development*, (Edinburgh, 2003)

Scottish Executive, *Empowered to Practice: The Future of Community Learning and Development Training in Scotland*, (Edinburgh, 2003)

Scottish Executive/ City of Edinburgh Council, *Literacies in the community, resources for practitioners and managers*, (Edinburgh, 2001)

Scottish Executive, *Working and learning together to build stronger communities. Scottish Executive Guidance for Community Learning and Development*, (Edinburgh, 2004)

Scottish Executive, *A Smart Successful Scotland: Strategic Direction to the Enterprise Networks and an Enterprise Strategy for Scotland*, (Edinburgh, 2004)

Scottish Executive, *Partnership Matters. A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Further Education*, (Edinburgh, 2004)

Scottish Executive, *A consultation on The Need for a Professional Body for Staff in Scotland's Colleges*, (Edinburgh, 2004)

Scottish Further Education Funding Council (SFEFC)/ HMIE, *Standards and quality in Scottish further education. Quality framework for Scottish FE colleges*, (Edinburgh, 2004)

SFEFC, *Supply and demand of further education in Scotland: National Report*, (Edinburgh, 2005).

Scottish Refugee Integration Forum, *Action Plan* (Edinburgh, 2003)

Articles

Irvine, C., 'The Glasgow ESOL Survey 2000: speaking your language', *Broadcast*, 52, (March 2001), pp. 24-25

Wilson, J., 'Good Thing Happening', *Broadcast*, 65, (Winter 2004), pp. 32-33

Websites

British Council, English in Britain Accreditation Scheme:
<http://www.britishcouncil.org/learning-accreditation-review.htm>
<http://www.britishcouncil.org/accreditation-what-we-check.pdf>

Institute of Contemporary Scotland: <http://www.contemporaryscotland.com/>

Glasgow Overseas Professionals into Practice (GOPiP): <http://www.gcal.ac.uk/gopip/>

Highlands and Islands Enterprise, Local Enterprise Companies (LECs):
<http://www.hie.co.uk/Local-Enterprise-Companies.htm>

Learning Connections

http://www.communitiesscotland.gov.uk/Web/Site/cl/learning_connections.asp

One Scotland, Many Cultures:

http://www.onescotland.com/onescotland/osmc_display_leveldown.jsp?pContentID=168&p_applic=CCC&p_service=Content.show&

Refugee Council: <http://www.refugeecouncil.org.uk/>

Refugees into Jobs:

<http://www.brent.gov.uk/regen2.nsf/0/56268a32c377062380256e9a00596d11?OpenDocument>

Regional Access Fora: <http://www.universities-scotland.ac.uk/Map/WhosWho.pdf>

Scottish Enterprise (LECs):

http://www.scottishenterprise.com/sedotcom_home/about_se/local_enterprise_companies.htm

Scottish Executive, Relocation Advisory Service: <http://www.scotlandistheplace.com>

Scottish Executive, *Helping you meet the costs of learning: Your guide to Funding:*
<http://www.scotland.gov.uk/Publications/2005/03/29162117/21195>

Scottish Executive Funding for Learners website:

<http://www.scotland.gov.uk/fundingforlearners>

Scottish Further Education Unit equality framework:

<http://www.sfeu.ac.uk/projects.asp?pageID=5.14>

Scottish Funding Councils for Further and Higher Education: <http://www.sfc.ac.uk/>

Scottish Refugee Council: <http://www.scottishrefugeecouncil.org.uk/>

United Nations High Commissioner for Refugees (UNHCR), *Convention and Protocol relating to the Status of Refugees:*

<http://www.asylumsupport.info/publications/unhcr/convention.pdf>

© Crown copyright 2005

Astron B42484 7/05

ISBN 0-7559-2651-X



9 780755 926510

w w w . s c o t l a n d . g o v . u k