

“All Scottish residents for whom English is not a first language have the opportunity to access high quality English Language provision so that they can acquire the language skills to enable them to participate in Scottish life: in the workplace, through further study, within the family, the local community, Scottish society and the economy. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live.” Scotland’s ESOL Strategy 2015-2020

In Falkirk, CLDS offers ESOL classes to adults (16+) living within the local authority area. Funding is provided by an annual grant from the Scottish government and reflects the needs of learners in keeping with the ethos of the Adult Learning Statement of Ambition and by extension the CLD Core Skills offer.

CLDS ESOL provision works in partnership with a variety of organisations and services, both local and national including Forth Valley College, WEA, DWP, NHS Forth Valley and FC Social Work services. Most importantly CLDS values the role of family and community networks to enhance and shape opportunities for ESOL learners.

AIMS: Increase the number of new learners by 60 per year

Learners meet the legal requirements to gain ILR and naturalisation

Learners are more able to take responsibility for their own lives and those of their families

Increase awareness of and involvement in their local community

METHOD

- Initial assessments carried out to establish best fit for learners’ lives and learning needs
- Small group settings offered within easy reach of public transport
- Learners work with CLDS staff to produce contextualised individual learning plans that reflect their learning goals.
- Staffing is provided by qualified CLDS staff with a minimum of CELTA and have undertaken CPD in community based ESOL delivery
- 10 trained volunteers offer one to one support
- Learners are offered advice, guidance & signposting to other services, agencies and opportunities as appropriate

ACHIEVEMENTS

- All learners report that their learning experience has made a positive impact on their lives eg safer, healthier, more skilled, confident and independent (FIG 1) (CASE STUDY 1)
- 7 of the 9 learners accessing Employability group have gained full time employment
- 22 learners preparing for Trinity SELT test
- 5 learners reported granted Indefinite Leave to Remain & 1 naturalised as a British citizen
- 1 family ESOL group with a focus on family, health & education
- 1 ESOL class with a focus on digital learning
- 1 conversational English class held in Falkirk library
- 4 crèches provided to enable parents to attend classes & support children’s learning & development
- 176 learners accessing provision (target 100) over 19 groups (FIG 2)

NEXT STEPS

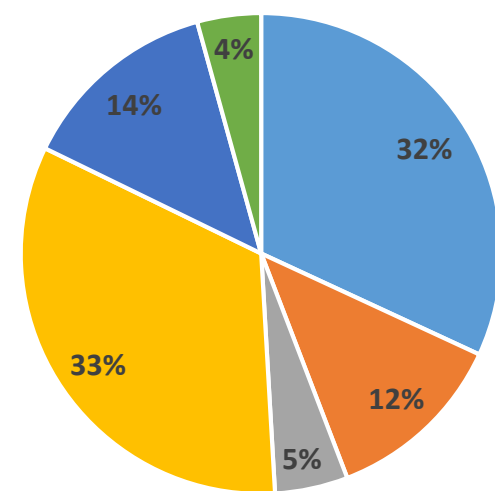
CLDS will

- **Introduce a blended learning environment to better meet the needs of learners and reflect the changing digital & economic landscape**
- **Increase CPD opportunities for staff and volunteers to support developments in ESOL provision**
- **Continue to work with CLDS staff & partners to develop pathways for access and progression**

RESULTS

2017 Impact of ESOL Provision Contributing to Single Outcome Local Delivery Plan

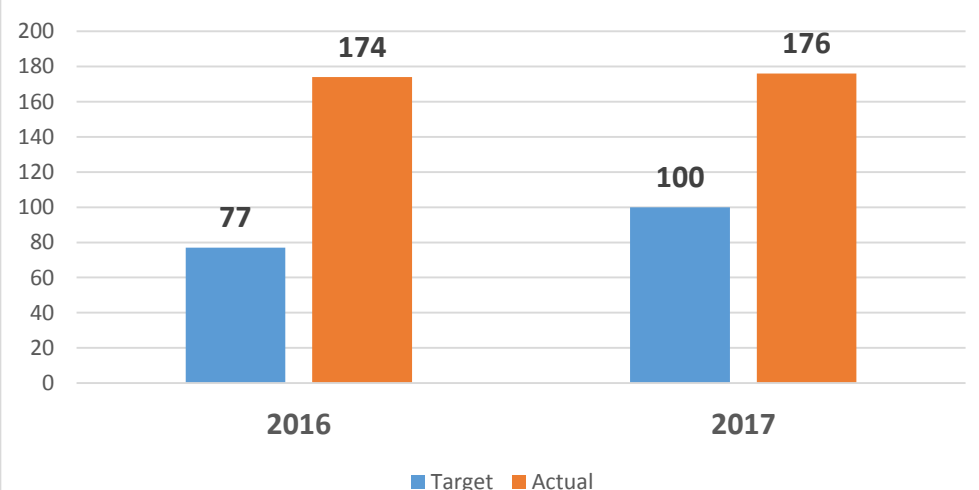
FIG 1



- Our area will be a fairer & a more equal place to live
- We will grow our local economy to secure successful businesses, investment & employment
- Our children will develop into resilient, confident & successful adults
- Our population will be healthier
- People live full, independent & positive lives within supportive communities
- Our area will be a safe place to live

FIG 2

Comparison of No of Learners Target & Actual



CASE STUDY 1

Learner X was referred to our provision by her support worker at Women's Aid. (WA). Initial contact was made by WA as they wanted to find someone who could translate for X. We found a translator from our pool of volunteer assistants and arranged a meeting. During the course of the meeting X revealed that she felt one major problem she had with her new life in Falkirk was not being able to communicate in English very well. Her ex-husband had much better English and he had dealt with all the families' English requirements. X has 3 children ranging from 8 months to 13 years old.

At that point getting X into a class was a priority and so time was spent with her discussing needs and goals. X's main requirement was support in a safe environment, and until she felt settled within a group and became relaxed very little English learning would take place [X displayed agitation, low self confidence and suffered from depression]. X was having issues with the schools of her 2 older children, but not understanding what they were. It would have been inappropriate to do the initial assessment tests at that point.

Because of the baby, X needed to attend a class with a crèche, so she was matched into a group at a day and time that suited her and given bus vouchers to assist her with transport. Her Women's Aid support worker agreed to come along to the first few sessions to help her settle in and become comfortable in the group.

X attended the group and seemed happy. The group tutor helped X to create a learning plan, that mainly focussed on dealing with everyday situations eg food shopping, making appointments and and visiting the doctor. X also mentioned that there had been problems with school and the CLD Support Worker suggested that she brought in any correspondence to find out if she could be supported to resolve matters.

Through discussion and working from X's correspondence we were able to offer immediate assistance relating to the children's health and wellbeing. The children's teachers were concerned that the children arrived at school dirty. It became clear that the council flat X had been allocated [which was essentially unfit for habitation] had had the hot water disconnected so X had been unable to bathe her children and hadn't known what to do about this. X's ESOL sessions helped her identify a list of useful numbers and gave her practice of what to say if she needed things fixed in the flat.

Unfortunately X's mother died and she had to return home for the funeral. X's depression became much more debilitating and on her return to Scotland she was unable to return to class. We have kept in touch with X and her Women's Aid worker and happy to report that she will be returning to her class in 2018. She visited us and said that the medication was working, the girls were happier and the baby was thriving.

X's long term goal now is to get qualifications, attend a college course and get employment. X isn't sure in which field and researching that will form the basis of her new learning plan.

CLD WORKER