



Your Moray

REPORT TO: COMMUNITY PLANNING BOARD

22 August 2013

SUBJECT: Scottish Funding Council ESOL Grant Funding

2013/14

BY: HEAD OF LIFELONG LEARNING, CULTURE AND SPORT

1. REASON FOR REPORT

1.1. A request was made at the community planning board meeting of 23 May 2013 for a report detailing how English for Speakers of Other Languages (ESOL) grant funding, awarded to Moray Community Planning Partnership through the Scottish Funding Council, is intended to be spent.

2. RECOMMENDATION

It is recommended that the Committee:

2.1. Notes how the Scottish Funding Council ESOL grant funding allocation will be spent in Moray.

3. BACKGROUND

3.1. The Moray Community Planning Partnership, principally the Moray Council and Moray College liaised to review and assess how best to meet the needs of non native speakers of English living in Moray. An application was submitted and the sum of £31,945 was awarded by the Scottish Funding Council on 21 May 2013 to support the delivery of ESOL provision within Moray. The funding allocations were determined by historical allocations and geographical data of learners accessing provision.

3.2. It was agreed that the three areas of focus would be ESOL for employability, family learning, and secondary school ESOL.

3.3. ESOL FOR EMPLOYABILITY:

First steps language support (SCQF 1-4) is offered by the Moray Council in a relaxed and non threatening environment which allows learners to get to grips with the basic English required to participate in everyday life and make a positive impact in the workplace, community, economy and society. Needs are established through individual and group learning plans and course content is designed to reflect these needs. Accreditation is offered through partnership working with Moray College with the cost being covered by the award however this is currently under review. Consideration is being given to utilising Individual Learning Accounts to help cover the accreditation cost and allow for self sustaining provision in light of reduced funding. Appendix 1 gives a breakdown on the number of adults accessing the ESOL service for 2012 / 13.

3.4. FAMILY LEARNING:

Local authority provision has seen a shift from a predominately community based adult learning service to one which addresses the need for early engagement. This will take the form of family learning opportunities and courses. By working in partnership with Moray College and the English as an Additional Language (EAL) service within schools we are able to reach the parents of some 510 bilingual pupils in order to provide language support to enable parents to better support their children's education. In addition parents and children will become more able to access the school curriculum, become more active within the school and improve their understanding of the Scottish education landscape. It is also anticipated that the project will promote and encourage the uptake of community based provision. Appendix 2 gives a breakdown on the number of bilingual EAL pupils, the languages spoken within Moray and the support they receive.

3.5. SECONDARY SCHOOL ESOL:

This is an excellent example of the positive partnership between Moray College UHI and the Moray secondary school sector that has evolved over recent years. It is embedded within the extensive school curriculum offered by Moray College and supports learner attainment in terms of qualifications while preparing them for wider employment and educational opportunities post-school. This valuable activity has now been mainstreamed and is not sustained by the ESOL funds awarded by the Scottish Funding Council.

3.6. By aiding language acquisition, in order to support family life and employability, non native speakers are more able to access services without the need of translation and interpretation services, become more involved in their community and are less vulnerable and isolated as a result. The inability to communicate in English efficiently, forces people to rely on family members and others within their community

which hinders integration and community cohesion. It also has a direct impact on frontline staff e.g. teachers, health professionals, etc. in terms of additional time and cost handling issues.

3.7. Many migrant workers come to the UK with considerable skills, qualifications and experience. Without the accompanying language proficiency many remain in manual labour leaving valuable skills untapped. English language acquisition therefore allows for learners' potential to be unlocked. This could support employability and a Curriculum for Excellence context.

3.8. Education Scotland's report *Learning in 2+ Languages* recognises the benefits to be sought from the promotion of greater involvement with the parents of bilingual children. It states that "a strong basis in the home language is a key factor in enhancing bilingual learners' achievement and self esteem. Bilingual parents/carers are often the only people available who are able to provide this kind of support." (http://www.educationscotland.gov.uk/images/LearningInTwoPlusLanguages_tcm4-306089.pdf)

3.9. It is important to recognise that Scottish Government's commitment to future language learning and teaching will see all pupils being encouraged to learn a further two languages alongside their mother tongue. *Language Learning in Scotland – A 1 + 2 Approach* describes Scotland as "a diverse, complex, multicultural and multilingual nation" and suggests that this diversity and the diverse languages should be celebrated. By improving links between the parents of bilingual pupils/ESOL learners and schools, greater access to a wealth of languages could be drawn upon to assist with this 1 + 2 model. (<http://www.scotland.gov.uk/Resource/0039/00393435.pdf>)

3.10. The local authority ESOL service is made up of one project coordinator, FTE 0.6, whose post is mainstreamed. The post involves handling enquiries and initially assessing learners, maintaining accurate information in terms of immigration and ESOL related developments, creating and maintaining links with partners and other providers, reporting to Scottish Government, and providing and sustaining support for learners with diverse issues. The greater part of the above mentioned ESOL grant funding supports direct delivery in the form of staff costs for four sessional tutors. Courses are delivered in Elgin, Forres and Buckie which is a reduced provision given the financial allocation. The focus will be on lower level language SCQF 1-4, with more able learners being signposted to other progression routes, i.e. Moray College and / or other private providers.

4. SUMMARY OF IMPLICATIONS

4.1. Currently 100% of delivery is funded through SFC money

4.2. Breakdown of how the grant funding will be allocated to each project

| Project | Amount (£) |
|---------------------------|-------------------------|
| a) ESOL for Employability | 12,641.35 |
| b) Family Learning | 19,303.65 |
| c) Secondary School ESOL | <i>Now mainstreamed</i> |
| 31,945.00 | |

4.3. It is expected that money allocated to family learning will fund the planning, delivery and associated resources of three family learning events in Elgin, Buckie and Forres to engage families, gauge interest and establish needs followed by a six week block of family ESOL classes in the three areas to address these needs. This project will be led by the Moray Council. Digital stories or podcasts will also be created combining the experiences of both parents and children to create a resource which can be shared with others and used as a valuable teaching resource.

4.4. The ESOL for employability allocation will fund staffing costs for seventeen part time courses in Elgin and Buckie over three terms to enable migrant workers to improve their language skills and employability. This project supported 165 learners in 2012 / 13.

4.5. Moray College's secondary school ESOL supports English language development by working in collaboration with school staff to ensure that pupils are supported in their efforts within the mainstream school curriculum. Approximately 150 learners were supported by the project in 2012 / 13. This project has now been mainstreamed through the Community Planning Partnership. This is highlighted in the application to reinforce that we look at sustainability through award allocations.

5. CONCLUSION

5.1. The Scottish Funding Council's grant funding for ESOL will enable the needs of families in Moray to be gauged and responded to, plus the appropriate community-based classes delivered. This will support partners' contribution towards the Moray Economic Strategy, Curriculum for Excellence and equalities legislation.

Author of Report:

Background Papers: Penny Watt, ESOL Co-ordinator

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