

Partnership Agreement

The provision of English to Speakers of Other Languages

College and Local Authority provision agreement

Background:

- This agreement is established to support ESOL learners in the community.
- It sets out the expectation of the college and local authority in meeting the demand for ESOL provision, being clear on need, provision and its funding.

This is an agreement between:

Dundee and Angus College - English Language Teaching and Training

Angus Council Communities Team

Dundee International Women's Centre

Dundee City Council's Community Learning and Development Service

Purpose

- This agreement establishes expectations for provision of ESOL.
- It makes clear what courses will be provided, where; their levels; and the progression opportunities. It sets out:

The role of each provider in meeting the need

Partner	Role
Dundee and Angus College	Provide accredited courses within college and within the community. Provide more informal learning in the community. Support learners transitioning from community to college provision. Assess level of learners. Provide information and advice to potential FE students. Provide ongoing learning support to students on courses. Co-ordinate courses. Provide materials. Provide staff to deliver courses within the community.
Angus Council Communities Team	Provide free community-based evening ESOL classes with the option of SQA qualifications as appropriate. Provide a range of cultural activities and trips designed to enhance language acquisition and to increase knowledge of the local area and culture. Provide volunteer 'buddies' to support language practice between weekly classes. Provide learning space, materials, tutors, volunteers and cultural activities.
Dundee City Council's Community Learning and Development Service	Supporting low level ESOL learners (new to English – Elementary) to realise their potential and to aid integration in Dundee's communities through community based ESOL provision. Our work supports the most vulnerable learners through an ESOL literacies approach. Supporting wider progression into community, employment, volunteering and further education. Offering accredited and vocational ESOL learning to support the above. Offering opportunities for peer and volunteer support. Providing accommodation for D&A college community based provision.
Dundee International Women's Centre	Provide learning space in the community with additional community development, learning support and social networks. Create and promote opportunities for wider involvement in communities for isolated learners, and break down barriers to learning for women from BME communities by offering all-female space and free childcare. Develop peer support networks. Identify and support volunteering opportunities.

Evidence of need

The partnership has been established to respond to ESOL need in the area, as evidenced in this case study:

M. is from Bangladesh, moved first to Italy and arrived in Dundee in 2016 with her family when her husband was offered a job here. She was a teacher in Bangladesh and her dream is to work in a school again.

M. had a basic knowledge of English but knew that she needed to drastically improve her language skills to fulfil her dream. She was also shy and wanted to find a community where she could safely practise her English and improve her confidence. A friend suggested going to DIWC and she found a supportive community there, attending the Elementary English conversation class for a year.

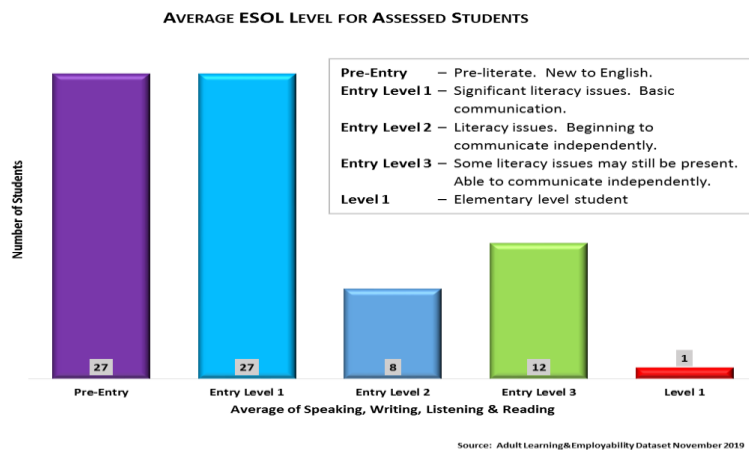
Her confidence increased and she took the decisive step to sign up for an outreach Dundee College ESOL class. She was driven and hard-working, and moved up a level the following year as a result. After studying ESOL in an outreach Dundee college class for a year and a half, M. asked to attend Transitional Pathways. She found the course very helpful and it gave her the confidence to apply to study ESOL full-time at Dundee College (which she did on-line during her DIWC IT class)

M. is currently studying ESOL full-time, is doing well academically and in terms of her mental wellbeing, and knows that she is getting closer to fulfilling her dream of working in a school again one day.

High need for community based ESOL classes across the area

- As of Jan 2020: DCC are working with 180 learners per week, all classes are full and operate a waiting list
- At DIWC in addition to the ESOL Partnership provision, a further 138 spaces were taken up in ESOL conversation classes at DIWC in the year 2018-19
- In Angus there are 50 learners at beginner level and 80 at intermediate.
- Demand for the 10 week Transitional Pathways course has increased greatly. We had to run extra stream in 2018/19 and in 2019/20 we have received 55 referrals for 32 places.
- In October 2019 112 DCC learners were assessed, it was found that learners are working towards: pre-entry - 6, entry level 1 - 34, entry level 2 - 32, entry level 3 – 20
- A significant number of community based ESOL learners require additional literacies provision (currently 46 DCC learners access additional literacies support)
- Amongst the common reasons given for ESOL learning were to get a better job, to do my job better, to go to college or other learning and to help my children with their learning (Dundee ESOL Partnership Learner Survey Results 2019)
- 55% of (Dundee ESOL Partnership learners come from SIMD 1 & 2, the majority of learners at DIWC come from the Stobswell/Hilltown which are areas of multiple deprivation.

- In Angus there is a continued need for ESOL, evidenced by registration for existing classes and ongoing requests for information regarding provision. However, there has been a steady decline in registration and attendance figures since May 2016. There are currently 50 learners at beginner level and 80 at intermediate level registered in classes across Angus (Arbroath, Brechin, Forfar, Montrose)



See Appendix 1 and 2 for employment and immigration figures

The need to support parental engagement in schools

- Evidenced by a high number of requests to DCC's Community Learning and Development Service to work in partnership with and deliver ESOL in Dundee's primary schools. DIWC also provides an outreach group at Dens Road Primary as a means of improving English Language and understanding of the Scottish Education System and culture in general. Women who have attended have also moved onto DIWC's in-house classes. This is in addition to Dundee ESOL Partnership provision.
- Although there is a far greater number of pupils who have English as a second language, 14 of Dundee's 33 primary schools have pupils requiring English language support and one of the 7 secondary schools. Seven primary schools have more than one in 5 of their pupils requiring support with English language. While there is no information about the pupils' parents' English proficiency it must be assumed that one or both parents could have poor language skills. Community based ESOL classes are targeted in the areas around these school communities. (SEEMIS 04/12/18)

Barriers to Learning

- DIWC currently provides an average of 50 free childcare spaces to ESOL learners each week.
- The Report of the Dundee Partnership Gathering Experiences of Poverty in Dundee (2015) found that lack of childcare created a big barrier to learning and employment, particularly for women. It is less acceptable in some cultures to leave your child with people outside your own family, the children are not used to being with strangers and

parents are nervous of using childcare. The poverty experienced by people from these communities further exacerbates this problem. Provision of free on-site childcare means that more women are more able to access learning.

- Scottish Govt New Scots: Integrating Refugees in Scotland's Communities 2014 – 2017 also says: "The Refugee Women's Strategy Group have highlighted difficulties for women in accessing ESOL classes due to lack of childcare or the timing of classes clashing with women having to collect children from school.³⁷ There was also a strong desire to have official recognition of skills and educational levels."
- Most of the non-EU learners attending DIWC ESOL classes are not ready to attend college due to low levels of confidence and self-esteem. Those from patriarchal communities often have low expectations of themselves and their needs are seen as less important than the rest of the family.
- These women would not have thought of going to college before; some have never been to secondary school. The vast majority find out about DIWC through friends and families and the Centre represents an important tool for the ESOL Partnership to reach them.
- In Angus most students tell us that they are unable to attend fulltime college provision due to family, work and other commitments. This group includes, in particular, young mothers who are otherwise at risk of social exclusion.
- In Angus lack of access to transport is a major factor leading to students dropping out of ESOL classes.

A lack of engagement of speakers of other language's in health, welfare, housing and other services

- 85% of community based learners in Dundee (D&A, DIWC & DCC) did not attend any other community activities. (DCC ESOL Learner Survey).
- In Angus, ESOL classes act as a hub for information about community bases and, as a result of attendance at ESOL classes, there is a high level of engagement by ESOL learners in community-based activities.
- The PKAV report 'Mind the Gap' found that "limited knowledge about rights, responsibilities and services among the BME population were barriers to seeking help or advice ... knowledge gaps include awareness of the right to an interpreter ... reporting changes of circumstances if receiving benefits, law surrounding driving licenses and duties regarding children's education."
- This is also shown in research undertaken by DIWC which found that ESOL learners have previously found it difficult to access services such as health, housing and benefits. Lack of English language and knowledge of their rights means that they often have to depend on interpretation from young children. Over 80% of our ESOL learners say that their ability to engage with public services has improved.
- Each year DIWC invites its learners to complete an evaluation on their experiences at DIWC. Learners scored each answer from 1-10.

Question	Average rating	% saying 9 or 10
If English is not your first language, how much has your English improved?	7	32
Do you feel more confident?	8	50
Do you have more friends?	7	30
Do you feel happier?	8	60
Do you feel healthier?	8	50
Do you feel more part of the Dundee community?	8	28
Do you feel that you have become a role model for other women	7	40
Do you have new female role models (women you look up to)?	8	32
Do you feel more independent?	8	49

- Women attending DIWC's also have improved knowledge of local amenities such as libraries, museums and art centres. They previously either did not know about them, or felt that these places did not offer anything for them. Having met with staff from DCA, the Dundee Science Centre, Libraries and the McManus Galleries and then visited, the learners have reported that they have taken their wider families there. Consequently the families feel more a part of the Dundee community (also demonstrated by learner surveys).
- Provision of College ESOL classes at DIWC offers very good value for money because of the wide range of other services which can be accessed.

Outcomes:

- Through high quality language provision, ESOL learners gain language and other skills to better participate in education, employment, within their families, communities and society.
- ESOL Learners have increased confidence in their ability to use English language skills in a range of settings.
- ESOL Learners have increased support options relevant to their needs.
- Recognising that one size does not fit all, ESOL Learners are able to learn at a pace and in a setting which best meets their needs
- ESOL Learners have access to a pool of confident and trained volunteers.
- Learners increase language skills and employability and can work towards gaining accredited qualifications.
- Learners have confidence to progress to other learning/community opportunities.
- Learners become active citizens and get involved in their communities fostering conditions for integration.
- Women from BME and migrant communities in Dundee are enabled to overcome barriers to accessing education and can engage in ESOL learning.
- ESOL learners co-design their learning experience to meet their needs and the needs of their communities.

The activity that will be provided to meet the need

Provision	Provider	Location	Anticipated participants	Need to be met	Credit bearing?
Transitional Pathways Project	D&A College	Gardyne Campus, Dundee	40 students	Improved pathways into FE for ESOL learners from Dundee and Angus areas	Yes
Literacies Support for Trans Path students in college	D&A College	Gardyne Campus, Dundee	8 learners	Ongoing support to enable students to achieve in FT ESOL	No but can we change this?
CSCS course 1 continuing students	DCC/D&A college	Mitchell Street	8 learners	Support learners to gain employment skills and vocational qualifications	yes
CSCS course 2 new students	DCC/D&A college	Mitchell Street	8 learners	Support learners to gain employment skills and vocational qualifications	yes
ESOL volunteer training	DIWC	DIWC	4	Improved provision of support for learners, especially 1:1 support in class	no
Community Based ESOL for DIWC	D&A College teachers DIWC	DIWC, Dundee	50 learners	Women from migrant communities have access to ESOL classes in an appropriate female-only environment	yes
Community Based ESOL for Dundee City Council	D&A College teachers Dundee City Council	Mitchell St Centre and Hilltown Centre, Dundee	35 learners	To offer progression for community based learners who are unable to attend a FT college course	yes
ESOL in the Community:	DIWC	DIWC Dundee	12 learners	Improved pathways to FE for ESOL	yes

Introduction to Childcare				learners in Dundee	
Elementary Outreach	D&A College teachers Angus Council	Brechin & Montrose	25 learners	To offer progression for community based learners who are unable to attend a FT college course	yes
Cultural Programme	D&A College teacher Angus Council	Trips to various places in summer	varies	To give cultural experience and opportunity to increase confidence through social interaction	yes

How ESOL activity in the region fits into a learner journey/pathway

There is no single learner pathway for ESOL learners. Some people may be in a position to go straight to full time classes, but most do not and these people are amongst the most disadvantaged and hardest to reach.

For example, a woman might come to DIWC having heard about the Centre from a friend or family member and have never realised that there was potential for her to learn English. She will often have suffered extreme isolation from being unable to communicate with people outside of the family. Her journey might be from a social class to conversational or D&A College ESOL classes and on to full time college.

Another might go to Angus or Dundee Adult Learning Services, or to DIWC with the express wish to improve their English skills and go straight from there to full time ESOL provision. Many people arrive in Scotland with the desire to work, but find that they need better English skills to do that. They will often go on to College to update their skills and qualifications before they can follow their chosen career.

For example, there have been learners who accessed outreach ESOL learning through the Partnership, followed by NPA Playwork and Childcare and then onto D&A College to study NC Childcare.

Appendix 1

Levels of employment among certain ethnic groups

- 79% of community based learners in Dundee (D&A, DIWC & DCC) are unemployed or economically inactive.
- In 2011, a slightly higher proportion of EEA-born residents of Dundee City aged 16 and over were in employment (56%; 2,800 people) compared with the total population aged 16 and over of the council area (51%). (National Records of Scotland Crown Copyright 2017 "People born in the European Economic Area (EEA) living in DUNDEE CITY: Demographic and Census Analysis")
- Whilst unemployment is lower amongst people from Central Europe, the statistics for other groups is less positive: The Race Equality Framework for Scotland 2016-2030 reports that the percentage of economically active adults unemployed in 2016 was:
 - African 22%
 - Arab 17%
 - Caribbean/Black 16%
 - Pakistani 13%
 - Chinese 12%
 - Bangladeshi 11%
 - Indian 9%
 - White Scottish 8%
 - White Irish 7%
 - White other British 6%
 - White Polish 6%
- These figures are higher for women, many of whom do not appear in any statistics.
- The report of the Equal Opportunities Committee for the Scottish Government Removing Barriers: race, ethnicity and employment (28th January 2016) recommended "that the Scottish Government works with employment services to provide targeted support and advice to new migrants including giving consideration to increasing the provision of English for Speakers of Other Languages (ESOL) training." They also said that "Private sector organisations acknowledged that people from ethnic minorities were often well represented in entry-level roles, but underrepresented in more senior posts. They were of the view that an increase of ethnic minority people in senior management positions could encourage progression and build confidence."
- The Scottish Government further says that it aims to reduce barriers and provide support for minority ethnic people who are new to the labour market, including school leavers and new migrants and that to achieve this goal they will "Include measures to improve access to high quality advanced, vocational and conversational ESOL provision, linked to both employability schemes and with employers across all sectors to promote uptake for staff in post within the Implementation plan for the refreshed ESOL Strategy"
- The Report of the Dundee Partnership Gathering Experiences Of Poverty In Dundee – 2015 found the following issues contributed to poverty within BME communities:

- Language barriers: difficulties in communicating with public services generate frustration. For example, people struggle to complete forms
- They feel dejected as the concerned bodies fail to provide them with appropriate English language skill development schemes
- This language issue is certainly linked with culture component. 'Foreign sounding names are a barrier to employment.'
- English language requirements are problematic, especially when there is lack of support to improve language skills
- A high number of new residents in Angus are in low skilled employment and free community-based provision is the only language learning support they can access.

Appendix 2

Immigration to Dundee

Net migration to Dundee City from overseas has been positive for most of the last 10 years. The most recent estimate for 2015/16 shows positive net migration of 800 people from overseas.

- The 2011 census shows that almost 10% of Dundee's population was born out-with the UK.
- Dundee City contains 37% data zones in the bottom 20% (SMID 2016). From the 2011 census data we can see that the Maryfield area, in which DIWC is located has a higher BME population than the Dundee and Scottish average, a higher proportion (2.7%) of people who don't speak English well or at all, a far higher proportion of people who are recent settlers in the UK (6.3% having been here for less than 2 years as opposed to 1.5% for the whole of Scotland). (Maryfield LCPP Census Profile)
- 2011 Census data:

Ethnicity	% of EM living in Dundee	Number of EM living in Dundee
Traveller/Gypsy	1	98
Polish and East European)	38	5383
Mixed ethnic groups	5	685
Indian	10	1417
Pakistani	14	2047
Bangladeshi	2	310
Chinese	9	1274
African/Caribbean	10	1473
Arabic	4	621
Other Ethnic Groups	7	981
Total	100	14289

- As of December 2019, 53 families had been resettled to Dundee under the Vulnerable Persons Resettlement Scheme. The majority of the adult refugees resettled in Dundee are working at pre-entry or entry level 1.

Levels of immigration to Angus

In Angus there is a reducing level of immigration but there is strong evidence of commitment to permanent or long term residency with an increasing number of businesses being opened by foreign nationals.

Appendix 3

Key points from Angus ESOL survey

There were 5 surveys running in English, Russian, Bulgarian, Polish and Chinese. The surveys were promoted and distributed by D&A College and Communities tutors, through Angus Council Housing colleagues, volunteers, students and emailed to local businesses and placed in 'international' shops.

There were 56 responses in total.

Due to difficulties in merging the surveys for analysis and the limits of the free survey model used it is difficult to provide precise percentage responses and to separate the responses of D&A respondents from Communities respondents. As a result, general and key points are noted rather than statistics.

1. Have you ever studied English (ESOL) in Angus? If yes, where was this?

There was an even split between D&A College and Communities respondents with about 10% having attended both.

2. What was good about the class you attended? What was not so good about the class? How could the class have been improved?
 - The overwhelming responses were positive about provision.
 - Individual/small group suggestions for improvement included:
 - Increasing provision from only 2 hours once per week (Likely relating to Communities provision)
 - Need to make the 'leap' from Beginner to Intermediate class less challenging (Likely relating to Communities provision)
 - A tendency of the tutor to concentrate on the less able students in Beginner to the frustration of the more able (Likely relating to Communities provision)
 - More focus on practical sessions rather than grammar.
 - More opportunities to meet other/local people: teambuilding, visits to places of interest, guest speakers
3. What was your motivation to learn English?
 - Majority of responses stated desire for better employment
 - Next was desire to improve ability to speak to Scottish people and access services
 - Tutors were mentioned as motivators.
4. How has improving your English helped you?
 - Overwhelmingly the impact was increased confidence in speaking to native speakers.
 - Other responses included improved employment, generally enjoying life more and accessing volunteering.

5. If you have never studied ESOL in Angus - why was this?
Top responses were childcare issues followed by work commitments, then transport, then uncertainty about location and times of classes.
6. What incentives or assistance would encourage you to join an ESOL class?
- Of responses the majority indicated that daytime provision would be an incentive, followed by courses in understanding residency applications, followed by workplace ESOL then family ESOL.
 - From the responses better location and childcare were not particularly seen as incentives.
7. If you need English translation do you:
The majority would use an app (about 60%) then family (about 25%) then friend (about 15%)
8. Would you be interested in learning English by being involved in other activities?
- The majority would be interested in outdoor activities including hillwalking.
 - IT was also a strong incentive.
 - Arts activities, dance and cooking were more or less equally rated after these.
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9. Is there anything you would like to tell us?
Almost 100% response was 'no' and/or 'thank you'.
10. If you would like more information about classes in your area please leave your contact details.
Almost 100% response with contact details. Information about classes was supplied to all along with their free ticket to Glamis Castle.