ESOL FOR RESETTLED REFUGEES
The Guide
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CONTENTS

1. INTRODUCTION

1.1 About this guide

In early 2017 COSLA commissioned Research Scotland to deliver learning and support for those delivering and planning English for Speakers of Other Languages (ESOL) for adults who have been resettled in Scotland through current refugee resettlement schemes. The project was directed by an advisory group of key partners.

The support project involved:
- **a series of four regional learning events** – which brought together those involved in the planning or delivery of ESOL within the scheme to explore and share their experiences and practice;
- **the development of this good practice guide** – which brings together learning from the four regional events, and discussions with individual practitioners, experts, and learners; and
- **a national learning event** – to share the guide, and further enable learning amongst practitioners at a national level.

1.2 Scope of the guide

This guide provides advice and examples that you might find useful if you are planning or delivering ESOL for refugees who have been resettled in Scotland, including through the Syrian Resettlement Programme (SRP) or the Vulnerable Children's Resettlement Programme (VCRS). The guide is based on the experiences of ESOL practitioners, strategic leads, learners and relevant experts practising in Scotland.

Practitioners emphasised that many of the lessons discussed in relation to refugee adults being resettled in Scotland can be applied to other groups of learners.

1.3 How to use this guide

This guide has been designed to be used flexibly.

You can use the Contents Page to quickly get to the sections which are most relevant to you.

The guide also provides:
- **Local examples** – of how those involved in the planning or delivery of ESOL have approached particular challenges or tasks. These are shown in the relevant sections of the guide.

- **Materials and tools** – information, learning resources or tools practitioners have used in delivering ESOL to refugees being resettled in Scotland. A list of learning and teaching materials recommended by practitioners can be found in **Section 6** of this guide.
- **Further reading** – sources of further information or advice are identified in relevant sections of the guide.
- **Reflective questions** – prompt questions for you or a wider group to consider, which may help you review and improve your planning or practice. These are available throughout the guide.

1.4   Acknowledgements

COSLA and Research Scotland would like to thank all those who provided ideas, shared experiences, and identified key learning to inform this guide. Particular thanks go to the learners who spoke with researchers about their experience of ESOL, what worked well and what could be improved.

2. CONTEXT

2.1 About this section

This section sets out the legislative and policy context relating to ESOL for refugees who have been resettled in Scotland, either through the Syrian Resettlement Programme (SRP) or the Vulnerable Children's Resettlement Programme (VCRS).

This section explores the following key questions and issues:

2.2 What is a refugee?

According to Article 1(A) of the 1951 Convention relating to the Status of Refugees, to which the UK is a signatory, a refugee is a person who:

"Owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."

Further reading
Read more about the legal basis for refugees and asylum seekers in the report on the New Scots Refugee Integration strategy:
http://www.gov.scot/Publications/2017/03/5825/2

2.3 What do we mean by 'resettlement'?

Resettlement is a formal process. It involves moving refugees from one host country to another so that they can settle there permanently. The United Nations High Commissioner for Refugees (UNHCR) has identified three durable solutions to help refugees. Resettlement is one of these – alongside local integration (in the country they are first hosted in) and voluntary repatriation (when they return to their country of origin).

2.4 Background to resettlement in Scotland

The Syrian Vulnerable Persons Relocation Scheme was established by the UK Government in January 2014 in response to the refugee crisis created by the civil war in Syria. There was an initial commitment for the UK to receive several hundred people through the scheme over a three year period. With the scale of the crisis dominating news headlines in late summer 2015, the then Prime Minister announced an expansion of the scheme in September 2015 and committed that the UK would resettle up to 20,000 refugees over the expected course of the Parliament (2015 to 2020).

The Syrian Resettlement Programme (SRP), as it is now known, is focused on resettling the most vulnerable refugees, specifically:

- women and girls at risk;
- survivors of violence and/or torture;
- refugees with legal and/or physical protection needs;
- refugees with medical needs or disabilities;
- children and adolescents at risk;
- persons at risk due to their sexual orientation or gender identity; and
- refugees with family links in resettlement countries.

The Vulnerable Children's Relocation Scheme (VCRS) was announced by the UK Government in April 2016. This involves a commitment to resettle a further 3,000 children and their families from the Middle East and North Africa (MENA) region under the 'children at risk' vulnerability category. The vast majority of children resettled through this scheme are expected to arrive with their parents, with a small number arriving with other carers or on their own.

2.5 How many people are being resettled in Scotland?

In September 2015, prior to the Prime Minister's announcement, the First Minister hosted a summit focused on the refugee crisis and committed that Scotland would receive its fair share of however many refugees were brought to the UK. Scottish local authorities likewise committed to doing what they could to support the resettlement efforts. This resulted in an initial commitment from Scottish local authorities to receive 2,000 people through the SRP and a further 300 people through the VCRS.

As of October 2017, 31 local authorities in Scotland have welcomed over 1,850 refugees under the SRP and over 70 through the VCRS.[1] They have also extended their overall commitment, and those that are able to do so will continue to be involved in the resettlement efforts after the original commitment to resettle 2,000 people through the SRP has been reached.

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[1] Official resettlement statistics are published quarterly and can be accessed here: https://www.gov.uk/government/collections/immigration-statistics-quarterly-release

2.6   The approach to resettlement in Scotland

The SRP and VCRS are both local authority-led schemes. They are supported by five years of funding from the UK Government, and a further £1million of support from the Scottish Government.

Scottish local authorities involved in receiving refugees have drawn upon existing partnerships, as well as their expertise in supporting vulnerable people, to deliver the schemes. Supporting the successful integration of the refugees involves partnership working with health boards, the police, the third sector and local communities.

COSLA leads on the work with all councils in Scotland to support and coordinate the resettlement schemes. This includes hosting regular meetings of lead resettlement officers and liaising with the UK Government's Joint Resettlement Team, the Scottish Government and other key partners across the public and third sector. This work also seeks to ensure that lessons learned and experiences from the resettlement schemes can influence wider refugee integration work undertaken through the New Scots strategy.

Further reading
The support being provided by COSLA is coordinated by its Migration, Population and Diversity Team. The team hosts Scotland's Strategic Migration Partnership (SMP); one of a number of local authority-led SMPs based across the UK. It works with partners from across the public, private and voluntary sector as a means of ensuring that Scotland is a welcoming place for new migrants. You can learn more about the team on its website at: **http://www.migrationscotland.org.uk**. This provides a range of information about migration in Scotland and includes a Policy Toolkit that seeks to support local authorities and their community planning partners in welcoming, engaging and integrating migrants in Scotland.

The Local Government Association has produced two guides on the Syrian Resettlement Programme – the first is a general guide for local authorities that are participating in resettlement and the second has a specific focus on support for people who have been in the UK for over a year. While these resources are primarily for English local authorities, they provide helpful background information on the resettlement process and useful guidance for any local authorities that are participating in the scheme. You can access the guides at:

https://www.local.gov.uk/syrian-refugee-resettlement-guide-local-authorities and www.local.gov.uk/resettling-refugees-support-after-first-year-guide-local-authorities

The National Audit Office has produced a report on the UK's progress in meeting its resettlement targets, available at: **https://www.nao.org.uk/report/the-syrian-vulnerable-persons-resettlement-programme/**

2.7   The New Scots Refugee Integration Strategy

The resettlement schemes are underpinned by work that has been undertaken over a number of years to support the integration of refugees in Scotland. In December 2013, the Scottish Government, COSLA and the Scottish Refugee Council jointly published the New Scots Refugee Integration Strategy. This set out a strategic approach to asylum seeker and refugee integration, involving public authorities and the third sector. The strategy focused on key themes of: employment; education; housing; health; communities and social connections. It set out an agreed vision for integrating asylum seekers and refugees in Scotland's communities:

> "A Scotland where refugees are able to build a new life from the day they arrive in Scotland and to realise their full potential with the support of mainstream services; and where they become active members of our communities with strong social relationships."

The strategy ran for three years with a final report published in March 2017. Work is now underway to develop a new strategy that will seek to build on the progress made to date. Extensive engagement with key stakeholders, and asylum seekers and refugees in particular, took place during Summer 2017 with a view to the new strategy being published early in 2018.

Further reading
You can read the original New Scots strategy here:
http://www.gov.scot/Publications/2013/12/4581

The final report on the collaborative work which took place under the New Scots strategy between 2014 and 2017 is available here:
http://www.gov.scot/Publications/2017/03/5825

2.8   Scotland's ESOL Strategy

English for Speakers of Other Languages (ESOL) is the umbrella term used to describe the provision of English language learning in Scotland. It is delivered by a range of providers, including local authority community learning and development, colleges, schools and third sector organisations.

Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020 sets out the strategic direction for ESOL for the next five years. It provides an overview of the ESOL landscape in Scotland, and sets out a clear vision for ESOL provision in Scotland:

> "That 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."
>
> **Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020, Page 6**

The strategy also sets out a set of key principles for ESOL provision in Scotland – Inclusion, diversity, quality, achievement and progression.

Further reading

You can read *Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020*:

https://www.education.gov.scot/Documents/ESOLStrategy2015to2020.pdf (PDF)

The ESOL Summary Report 2015-16 considers how Community Planning Partners have delivered ESOL activities:

https://education.gov.scot/Documents/ESOLSummaryReportJuly2017.pdf (PDF)

2.9   ESOL and Community Planning

Community Planning Partnerships (CPPs), in recent years, have provided the strategic overview of ESOL provision in their local authority areas. In this role CPPs: support and encourage partnership working between providers; can work to ensure best use of limited and reducing resources; and target funding where demand and need can be evidenced.

This has worked successfully across Scotland with a range of partners (local authorities, local colleges and third sector) delivering ESOL provision to meet the needs of learners.

Many CPPs have also taken an active role in the resettlement schemes, using a partnership model to ensure that services come together to support the resettlement and integration of refugee families.

This approach can enable innovative ideas to emerge. For example, some CPP ESOL partnerships are using informal learning routes to complement more traditional ESOL provision, ensuring refugees are afforded the opportunity to improve their language acquisition in a variety of learning styles.

2.10 What role does ESOL play in the resettlement schemes?

English language learning plays a crucial role in the integration of refugees and the delivery of ESOL is a key element of the resettlement work being coordinated by local authorities.

Local authorities are required to utilise the funding that they receive from the Home Office to ensure that English language learning is provided. As well as the core funding that local authorities receive for each of the refugees that they resettle, the Home Office has also provided an additional £10million specifically for supporting ESOL provision. This is being allocated as a one-off payment provided to local authorities for each adult refugee.

The key requirements that have been placed upon local authorities in relation to English language provision are as follows:

- an assessment of English language capability should be undertaken with each adult refugee to determine their formal language training needs;
- the assessment should take place at the earliest opportunity to ensure that where formal language training is deemed appropriate the adult refugee can access a minimum of eight hours per week within one month of arrival;
- formal language training should be provided to adult refugees for at least twelve months after their arrival in the UK, or until the adult refugee has reached at least Entry Level 3 (whichever is the sooner);
- the provision of Informal Language Training is a suitable alternative in instances where a refugee is assessed as being at pre-entry ESOL level 1 or finds a formal language training environment a barrier to accessibility. In such instances refugees should be encouraged to access formal language training in the future in recognition of its importance for accessing employment, further study or training;
- all adult refugees should be offered the opportunity of accessing conversational practice outside of their formal language training; and
- where possible, the Home Office funding should be used to overcome barriers that prevent refugees from accessing provision.

ESOL is being provided and coordinated in a variety of ways at a local authority level. This includes use of existing provision through local authority services, colleges, and a range of third sector organisations, as well as the development of bespoke provision where that is required.

3. KEY CHALLENGES AND OPPORTUNITIES

3.1 About this section

This section of the guide is aimed at anyone with an interest or role in the design or delivery of ESOL for refugees. It provides insights into the needs and challenges associated with ESOL for refugees who have been resettled in Scotland, either through the Syrian Resettlement Programme (SRP) or the Vulnerable Children's Resettlement Programme (VCRS). The lessons learned could also be applied to asylum seekers and refugees who have come to the UK by other means. It also highlights the assets and strengths that those involved in planning or delivering ESOL can build on.

This section is strongly based on the views of practitioners and learners and is divided into two parts:

3.2   Key challenges
3.3   Strengths and assets

The rest of the guide provides advice for how those involved in the design and delivery of ESOL might deal with these challenges, and examples of how others have done this successfully.

3.2 Key challenges

During the development of this guide, those involved in planning and delivering ESOL identified a number of common challenges in effectively planning and delivering ESOL to refugees being resettled in Scotland:

- **Communicating information about ESOL** – including the nature of the learning, its value, expectations, roles and responsibilities, or practical information such as where and when classes will be held.

- **Expectations** – sometimes people's expectations of ESOL provision and the role of tutors were unrealistic. Learners could become frustrated about their perceived slow progress. At times, people had high expectations about the kinds of jobs they might get despite their low literacy levels. Practitioners and learners suggested that the amount of ESOL support available did not come close to meeting learner expectations.

- **Using classes and tutors for wider support** – tutors are being asked to go beyond their designated role, such as making calls to other agencies on behalf of learners. This seemed to be a particular issue when learners felt that there was insufficient support in place, or when support roles previously provided had been withdrawn, after a period of resettlement.

- **Accommodating different learning needs** – there are very diverse experiences and learning needs amongst resettled refugees, and it can be

challenging to accommodate a wide range of needs within a single programme or class.

- **Accommodating different languages** – often in one class.

- **Understanding and perceptions of non-formal learning** – practitioners have found that refugee learners were not used to informal learning, and were at times suspicious of it, found it difficult, or felt it lacked credibility.

- **Poor attendance and other commitments** – there can be challenges with attendance, and a range of barriers to accessing learning on a regular basis.

- **Literacy needs** – participants spoke of specific challenges with balancing literacy and ESOL needs. At regional events, practitioners discussed how many refugee learners present with first language literacy issues, and at times a lack of understanding of the importance of literacy for work in Scotland. A significant number of Syrian learners were considered to require more basic learning support than existing ESOL provision in some areas might ordinarily provide.

- **Planning and coordinating learning activities** – there are challenges associated with adapting current provision to meet needs and reduce barriers, as well as issues with dispersed learners.

- **Communication and coordination with other support agencies** - to plan and support attendance, learning and progression. Practitioners don't always know about wider support available, and often don't have strong relationships with other organisations working with refugees. Some felt that third sector organisations were not well involved in their areas.

- **Dealing with trauma** – people working directly with refugee learners didn't feel confident or able to ask about backgrounds, or deal with traumatic experiences when these were shared. There was concern about triggering difficult conversations, and dealing with these appropriately.

- **Information about families** – practitioners felt there is sometimes a lack of adequate information about learners – including when they are arriving in the country, how to reach them, their experiences and learning needs.

- **Turbulence and wider problems** – many learners face wider issues that affect their learning and participation. This includes family turbulence, loss of esteem and dignity, financial problems, isolation, health problems and family demands.

- **Perceptions and expectations** – practitioners identified different 'cultural norms' for learners, which may conflict with those in Scotland. In particular, they had encountered issues with mixing with people outside their own cultural group, and expectations of men or women. However, this varied a great deal between learners.

- **Accessing learning** – there are a wide range of barriers to learning for refugee learners – including health problems and disability, transport and travel issues, and confidence issues.

Further reading

The report of the regional events is available as Appendix 1 to this guide. It provides further detail on the challenges that those involved in planning and delivering ESOL activity for refugee adults have experienced, particularly in supporting Syrian refugees. The report focuses on the key themes discussed – addressing literacy and additional support needs; supporting transitions and progression; cultural issues; traumatic experiences; and planning and allocating resources.

Do you recognise these challenges – but are wondering what to do about them? The other sections of the guide provide lots of advice and examples of how others have successfully overcome these challenges.

3.3 Strengths and assets

Discussions with those involved in the planning and delivery of ESOL for refugees who have been resettled in Scotland, and with learners themselves, identified important strengths and assets that can be built on in developing ESOL practice. In particular:

- **Skilled practitioners** – In Scotland we have organisations and practitioners with the skills and confidence to deliver successful ESOL, and to support people.

- **A vibrant third sector** – A wide range of organisations, many of which focus on supporting people from different countries, operate in Scotland. They can help with developing and delivering ESOL, and wider support to learners.

- **Learning from experience** – Those involved in planning and delivering ESOL within the scheme have much to share with each other. In addition, wider learning, from supporting refugees or other migrants, can inform approaches to delivering ESOL.

- **Existing tools and resources** – There are a wide range of books, tools, and resources available in printed form and online. These can be adapted or used with learners who have been resettled. See **Section 6** of this guide for a list of those identified in the development of this guide.

- **Community assets** – Within refugee communities, people have a wide range of skills and interests. There is a great deal of potential for peer learning and support within the scheme. In many areas people who have lived in communities for a long time have been coming together with refugees to learn together, socialise or provide support.

4.   STRATEGIC PLANNING AND RESOURCING

4.1   About this section

This section of the guide focuses on strategic planning for ESOL for refugees who have been resettled in Scotland, either through the Syrian Resettlement Programme (SRP) or the Vulnerable Children's Resettlement Programme (VCRS). It covers a range of issues, and offers ideas about potential delivery models for ESOL activities. It is aimed at those involved in planning or reviewing ESOL provision within a local authority area. It may also be helpful for practitioners who want to understand relevant processes and structures.

Here we discuss four key elements of strategic planning, based on the experiences of those involved in planning and delivering ESOL:

> **4.2   Local context**
> **4.3   Working effectively with partners**
> **4.4   Understanding needs and opportunities**
> **4.5   Choosing the right model for your area**

4.2   Local context

The number of refugees being resettled in each local authority in Scotland varies a great deal, and local authorities are at different stages of involvement in resettlement schemes. Your local authority will have particular challenges, and potential strengths, regarding ESOL provision for refugees who have been resettled in Scotland. As a result, each area will need to take a different approach.

4.3   Working effectively with partners

It is important that ESOL provision is led and supported by the right partners. In your area, you are likely to have a partnership structure or group responsible for resettlement activities. Often this group is led by housing or social work services. You may also have a local partnership structure for supporting community learning and development – including ESOL activities. Making the right links between these will be very important.

Partnership working can be strengthened by organising:

- joint planning discussions;
- joint training to support resettlement activities;
- joint research or consultation to inform ESOL or other resettlement activities;
- to share plans and information between groups; and
- to have representatives from one structure or group on the other.

4.4   Understanding needs and opportunities

Identifying needs

Whether you are at the early stages of strategic planning, or reviewing your current approach, it is very important to base decisions on the needs and profile of the learners you will be responsible for supporting.

To fully understand the needs of your learners, you should consider their:
- **learning needs** – including their language level, literacy, and any specific vocational requirements they might have; and
- **contextual needs** – including the barriers they might face in learning, wider health and wellbeing needs, and learning preferences.

This might involve:

- **Reviewing information on individual learners** – which is normally provided to the local authority in advance of learners arriving. Sometimes, however, this may be incomplete or arrive late.
- **Analysing the profile of people being settled** – and the implications this might have for accessing learning. In particular, consideration should be given to their age, gender, and whether they will be living close to one another or dispersed. This will help you think about their needs and identify opportunities for effective support. For example, if there are a lot of families with very young children, looking at family learning opportunities might be useful.
- **Reviewing wider research or learning about the needs, priorities and challenges** – relating to resettled refugees. This might be national or international research, or local consultation or feedback. Practitioners in

some areas have visited other authorities or teams to understand their experience of supporting refugee learners.

> "You need to know your community and locality."
>
> **ESOL tutor**

> "Before any provision started we took guidance from the other regions. . . we spoke to staff and the refugees and used this to shape our provision."
>
> **ESOL tutor**

Processes for assessment and learner led ESOL

Although it is useful to review information about needs and profile in advance, it is also vital that practitioners speak with individuals about their expectations and needs, and regularly review how learning support can be improved. As the quotes below show, every learner is different:

> "I learned English in Syria for five years at school. I knew my 'A, B, Cs' and some words."
>
> "Before coming here I was told by others that English was easy, but after coming it was not so easy."
>
> "I already had a degree in Arabic language, but my English wasn't good."
>
> "Learning English is easy, and it's even easier if you learn in a practical way."
>
> **Quotes from learners**

Further reading

You can access a range of information and resources relating to ESOL planning and funding by visiting the GLOW ESOL blog here:

https://blogs.glowscotland.org.uk/glowblogs/esesol/

Education Scotland provides an ESOL Initial Assessment Guide, aimed to support the process of carrying out initial assessment of English language levels with ESOL learners. The materials are for ESOL practitioners who work in a range of settings including community and college settings:

https://education.gov.scot/improvement/Pages/cld24-esol-initial-assessment-materials.aspx

In Education Scotland's Initial Assessment Pack you can find a summary table which maps SCQF levels to National 2 ESOL Units:

https://education.gov.scot/improvement/Documents/cld24-ESOL-Initial-Assessment-additional-pack.pdf (PDF)

Section 5.2 of this guide provides further information on the potential barriers associated with ESOL for refugees who have been resettled in Scotland.

At a strategic level, those involved in planning provision need to have built in opportunities for effective assessment, review and evaluation as soon as possible – this will help embed reflective practice.

It may be helpful to look at national assessment models – these have been adopted in some areas to improve assessment processes.

Reviewing the assessment process – South Lanarkshire
In South Lanarkshire, a consultation with ESOL learners identified a necessity to simplify accessibility to provision.

Previously, learners had to contact the service by telephone or email to arrange a time or place to meet with a member of staff to do an initial assessment and be offered appropriate provision.

In a move to reduce barriers, learners are now offered the opportunity to be assessed at a community drop-in session, that is held regularly, rather than making an appointment. No previous contact with the service is required. The drop-in sessions host a range of community integration activities where learners can get assessed the same day and are made an offer of provision where appropriate.

In addition to simplifying the process for learners it has also reduced staff time commitment, particularly where previously interviews were arranged and learners did not present. This is the first step for all ESOL learners within the authority, including Syrian refugees.

Building on other local assets
When we focus on needs, we sometimes don't thoroughly review the wide range of assets we have available to us. But this is a really important step – and there will be many in each area. Those involved in planning ESOL should speak with partners about the needs and assets your area has, and how best to build on these. The tool at the end of this section could be the focus of a session with partners, or a team discussion.

Reviewing existing ESOL provision
In most areas you will not be planning with a 'blank sheet of paper'. There will be existing ESOL provision – provided by the local authority, local colleges, or local third sector organisations. Often this provision is well established and an asset. It means you have access to people with the skills, commitment and resources needed to support refugee learners.

You may be fully aware of the wide range of ESOL provision in your area, or you may need to carry out local research to find out more about what different organisations can offer. Your local ESOL Partnership should be able to assist with this – contact your local authority Community Planning Lead for more details. Third sector organisations are often keen, and well placed, to support ESOL delivery too.

Experienced practitioners emphasised the importance of ensuring ESOL learning is delivered by people with the right professional qualifications, and through accredited organisations.

Action Based Research – South Lanarkshire
The Worker's Educational Association (WEA) has been commissioned by South Lanarkshire Community Learning and Home School Partnership (CLHSP) to carry out Action Research to determine the suitability and effectiveness of the ESOL support offered to the first number of Syrian families settled in South Lanarkshire. The research will identify potential practice change to meet the needs of these families which will be presented in a final report.

Wider support
ESOL practitioners want to understand the wider support available to learners so that they can support and signpost them appropriately. It is worth identifying the range of statutory and third sector support services that may be of interest at the planning stage, and plan how best to develop communication and referral routes between ESOL practitioners and other support providers.

These wider support organisations might be able to offer help that strengthens your approach to ESOL – providing social opportunities, helping overcome barriers, or providing volunteers.

4.5 Choosing the right model for your area

During the development of this guide, learners and those involved in delivering ESOL with refugees who have been resettled in Scotland highlighted the following strategic considerations.

- **Learning needs to be offered at the right level** – Compared with other ESOL learners, many refugees being resettled present with very low levels of English, and often have literacy issues in their first language. This means they will often need pre-entry level support, and current ESOL provision in your area may not be appropriate. In some areas there has been a fundamental review of ESOL delivery, to meet learner needs. In other places, learners have been included in existing provision.
- **The amount of tutor based learning often needs to be higher than for other learners** – There is concern that existing ESOL provision in some areas may be insufficient to support some refugees to progress their English at a reasonable rate, and support their integration. Those involved in planning and delivering ESOL with refugees who have been resettled, emphasise the importance of thinking innovatively about how to increase the number of hours of support available from tutors.
- **Offer support with practising and embedding learning** – Volunteers and befrienders are being effectively used to help learners embed their learning in many areas. Although not a replacement for qualified and experienced tutors, this role can be a powerful one. It might be a key element of the model in your area.

- **ESOL design needs to take account of the very wide range of issues and challenges experienced by refugees** – Cultural differences and practical challenges may mean you need to deliver ESOL learning in new or different ways. For example: grouping learners in particular ways; offering drop ins; overcoming childcare issues. Potential barriers are discussed further in **Section 5**.
- **ESOL should complement wider integration activities** – It is important to have a range of services to support people effectively. ESOL practitioners need to be aware of these services, and have adequate links and referral routes.
- **There needs to be clear progression pathways and awareness of these** – Practitioners need to be clear about the range of learning provision available to people, so that they can effectively discuss progression. At a strategic level, potential routes – for example, from specific provision for new refugees to generic ESOL, and on to more advanced college provision – need to be clear.
- **ESOL practitioners need to be engaged with decision making, and be effectively supported** – The speed at which some families have been resettled has made it difficult to have long and detailed planning discussions. But whatever the stage of resettlement in your area, it is important to engage practitioners in planning, and review processes. Practitioners also need support and supervision – to make the right links with other partners, and deal with (at times) the traumatic nature of the experiences that are being shared with them.

"I thought it would be studying every day. . . . it was just . . .for one hour. It's not enough. . . . In two weeks we are starting at college for two days [per week] but it's still not enough."

Quote from learner

Prompt questions
You might find it useful to speak with key partners and the Resettlement Partnership and officer in your area, about how best to meet the needs of learners in your area.

- **What do we know about the ESOL needs of the learners?** What are the gaps in our knowledge – and how should we meet these?

- **What do we know about the potential barriers for learners – in general, or specifically for our area – that need to be overcome?** How might we achieve this?

- **What are the key features of the ESOL provision we would like to have to meet the needs of our learners?** For example: number of hours needed; links to other services; when and where learning needs to be delivered; overcoming barriers to access.

- **What local assets do we have, that we can build on?**

Look at the list at 3.2 to help prompt your thinking about assets.

- **How might we adapt, add to or re-design existing provision** to adequately support refugees, and maximise their ESOL learning?

The case studies below demonstrate some of the approaches and models being adopted in different local authorities across Scotland.

Joint training and planning – North Lanarkshire

In North Lanarkshire, delivery of ESOL is split across six localities, with each area delivering ESOL tailored to the needs of local learners, and the resources available.

Partner agencies have been working together closely to support the integration of Syrian refugees, with coordination from social work services.

Before the families arrived, all the relevant staff from different services went on training together. This training, delivered by the Scottish Refugee Council, covered an introduction to working with Syrian refugees, and was considered to be very useful.   The training brought together staff from community learning and development, social work, housing, education, NHS and other services. This was a good opportunity for practitioners to meet all the other people that would be involved in resettling the refugees.

Since then staff from across agencies have worked very closely to improve support and integration of refugees. For example, in some localities, social work and NHS staff were having trouble communicating important information around medication, and shared information so that ESOL tutors covered this topic early in learning activities. Staff report that continued activity around integration, through integrated ESOL groups and cultural trips, has been key to helping Syrian families settle into their new home.

Because ESOL classes bring together families at a set time, a range of partner organisations arrange meetings and discussions directly before or after classes. This is a simple and useful solution for services and for the refugees – and it doesn't disrupt the class. Partners are alerted when there will be an interpreter present – which can be extremely beneficial, and makes best use of resources.

Those involved in partnership working in North Lanarkshire highlighted the importance of making sure that everyone's role is clearly defined, so that individual staff members and learners know who to contact for a particular issue. They emphasised that making early links between staff in different teams or agencies has long term benefits to services and refugees.

Joint working with schools - ESOL Speakeasy and ESOL Harbour – Edinburgh

In Edinburgh, the local authority and schools have partnered to deliver the ESOL Speakeasy programme. The programme offers two sessions per week to pupils aged 15 to 18, who require additional English language support up to Access 3 level. And the pupils can link into further provision through Edinburgh College. The programme offers ESOL learning in the classroom, as well as educational outings relating to student interests e.g. museums, libraries and national monuments.

Twenty-four young people from 12 schools across Edinburgh have taken part in the programme. Feedback on the programme has been positive, with participants reporting that the programme has helped them feel more confident using English to speak with their teachers and classmates. In particular, some young people reported that the educational outings helped them build their confidence in using English outside of the classroom environment.

Over half of the participants have demonstrated improved English abilities through assessments, and by progressing to the next level ESOL class at school or college.

Young people from the ESOL Speakeasy also created a short film, 'ESOL and Me', discussing their ESOL experiences and suggestions for improving ESOL provision. The video is available to view here:
https://www.joininedinburgh.org/esol/learnerstories/

Following on from the success of the ESOL Speakeasy programme, the local authority has introduced a youth club for young migrants and refugees – ESOL Harbour. The youth club aims to provide a place for young people to get together, make new friends, discover the city, learn English and have lots of fun.

Drop-in / café style learning – Glasgow

Glasgow Life is the statutory organisation responsible for delivering ESOL provision on behalf of Glasgow City Council.

There is already a rich history of supporting refugees with ESOL in the city. Glasgow Life groups learners based on their learning needs – which means Syrian refugees are brought together with learners from other countries.

To identify each learner's needs, learners take a test through a local college, and they are then directed to the right ESOL group.

Glasgow Life has offered a range of different approaches to support ESOL learners to overcome potential barriers to participation. This includes drop-in sessions run by

a local church. ESOL is integrated into the drop-in session, and delivered in a very informal atmosphere. Volunteers keep an eye on the children, but there is no formal childcare. This informal approach has worked well.

These drop-in sessions have provided a useful opportunity to work on community integration and signposting with refugees from different countries. Glasgow Life invites lots of other organisations that work with refugees and asylum seekers to the drop ins – including the Red Cross, housing providers, churches, and a range of local organisations. In this way, ESOL has become integrated into a much wider community programme to support integration.

The drop-ins have supported the formation of other groups for refugees – such as a women's group, and a men's football group. They have helped people to take up volunteering opportunities, which have further helped their ESOL learning, and integration.

Drop-in / café style delivery - South Lanarkshire

The ESOL Strategy group in South Lanarkshire designed and developed a range of interventions and approaches across the authority to offer a cohesive programme of language support that is accessible and learner led.

The community drops-ins offer an opportunity for community integration with a wide range of community members. The drop-in format also facilitates access to assessment and placement in generic ESOL classes.

The drop-ins are designed to bring people from across the locality together to share skills and learn from each other. For ESOL learners it provides an opportunity to develop and practice their language skills in a 'real' environment but also the chance to offer to share their talents with others – whether that be in arts and crafts; IT; cooking etc, which in turn can increase their confidence and self-esteem.

The programme also includes inputs from a range of partner organisations to let participants know more about the services available to them in their local community (e.g. Fire Safety, Leisure Services, Community Police). Outcomes of these visits have included participants signing up for home safety checks and referrals to their doctors following health checks.

Following the success of the initial programme in Rutherglen (The Core), weekly hubs now operate across three other areas of South Lanarkshire with The Hub in Hillhouse, East Kilbride Learning Zone and The Mesh in Clydesdale. In addition to

the ESOL assessments these centres also provide initial literacy assessments for learners.

Contact:
Fiona Robertson
Senior Community Learning and Home School Partnership Worker
01698 452214 / 01698 452154
fiona.robertson@southlanarkshire.gov.uk

Bespoke delivery – Stirling

In areas with limited provision of ESOL, and fewer families being resettled, ESOL has been delivered as a bespoke programme for Syrian learners through the LEAP Stirling employability project.

Stirling has a small number of Syrian learners, compared with other areas. Having assessed their skills, it was agreed that colleges were not the appropriate delivery model for them because their needs were quite different to other ESOL learners in the area. As a result, the authority decided to deliver ESOL and employability skills directly for these Syrian learners.

Generally, this has been a beneficial approach.

"It's allowed us to run bespoke lessons and tailor them to the needs of the learners. It's given us flexibility."

Bespoke delivery – East Renfrewshire

East Renfrewshire created an entirely new ESOL programme for families being resettled under the scheme. At the time of writing this guide, the team is supporting eight families.

Those involved in delivery feel that having a separate programme has worked well in East Renfrewshire, because the Syrian families have very different learning needs from other ESOL learners in the area. The local authority has found that Syrian learners have mostly been assessed as 'pre-entry' level. Their literacy and English needs were so significant they couldn't slot into existing ESOL classes easily - even the beginners' classes. By having separate classes, it is much easier to take account of wider learner needs – including their vulnerabilities, health problems, and challenges associated with having young children.

"It was definitely the right thing to do to have a standalone programme."

Fast Track Induction – South Lanarkshire

In South Lanarkshire, formal ESOL learning for the Syrian refugees was initially provided solely through the existing ESOL framework.

However, a review of progress quickly identified a need for a bespoke intervention for the Syrian refugees to help fast track their language learning as it was lower than the average ESOL learner presenting within the Authority.

A six week, three hours per day, three days per week induction programme was established to support the learners. The programme focused on the functional language required to support the learners to access a range of services. Following the initial programme an extension programme can be implemented if required.

Feedback from the learners has been very positive regarding the inputs and all learners have progressed in their language skills and confidence. Learners can continue to access generic provision during and after the induction programme.

Contact:
Fiona Robertson
Senior Community Learning and Home School Partnership Worker
01698 452214 / 01698 452154
fiona.robertson@southlanarkshire.gov.uk

Partnership delivery – North Ayrshire working with the WEA

In North Ayrshire, the Workers' Educational Association (WEA) has worked in close partnership with the local authority, third sector, further education and private sector employers to deliver a programme of ESOL and Employability for Syrian learners. Within the council, the WEA has built and developed strong partnerships with employability services, community learning and development, the resettlement team and the refugee taskforce. One staff member from the WEA now attends taskforce meetings and is able to share the experience and expertise of the WEA, as a national organisation, at a local level.

"The standout for me is how well we have worked with CLD [community learning and development] and the resettlement team and the task force…really providing a holistic approach."

Peer education model - Sharing Lives, Sharing Languages: A Pilot Project for New Scots' Social and Language Integration

This project was designed, developed and implemented by the Scottish Refugee Council (SRC) with funding from Scottish Government and input from an advisory group involving key partners. The pilot project was delivered in four local authority areas - in Dundee International Women's Centre, Aberdeenshire Workers' Educational Association, Midlothian Council, and Renfrew YMCA. Group activities, integration events and programmes were also evaluated in four comparative organisations: Stirling Citizens for Sanctuary, Perth and Kinross Council, Aberdeen City Council and Moray Council.

Building on a peer education model, the project enabled peer groups to bring together non-native English speakers and local community members under the coordination of peer educators. Peer sessions aimed to support the development of social connections, language learning and cultural exchange between multilingual peers. The pilot project aimed to complement the existing ESOL provision and improve language skills through group-based activities.

The pilot evaluation shows that the project had a positive impact, and delivered a number of key outcomes within short timescales.

To read the evaluation report from the pilot visit: **http://www.scottishrefugeecouncil.org.uk/assets/0001/4110/Sharing_Lives_Sharing__Languages_REPORT.pdf** (PDF)

Vocational ESOL – Stirling

There are at times high expectations amongst Syrian refugees and some statutory organisations about how Syrian people can progress into employment. People often want to return to similar positions to those they held in Syria – but for a range of reasons this might not be possible.

"It is very hard for people when their job is their identity and they're proud of who they were. Sometimes it's the last thing that they're holding onto after they've lost everything."

In Stirling the LEAP Stirling employability project reviewed the challenges of supporting people into work when they have significant literacy issues.

The authority has begun to pilot 'Vocational ESOL' to support learners to set realistic goals, and progress into work and out of the benefits system. This is based on a

successful model delivered in other areas – although it has been mainly used with people with relatively higher levels of English.

Vocational ESOL provides English language skills that focus on the job that people intend to do (or are eligible to apply for). It involves:

- 14-16 hours per week
- ESOL learning focused on specific topics, relating directly to employability or community based activities learners are involved with
- IT learning
- accredited ASDAN[2] employability modules
- flexibility to include anything else that is needed – such as specific terminology.

So far the local authority has been providing vocational ESOL for forklift training, and other construction industry related training. There has also been vocational ESOL to help people integrate in the community.

The Council and Stirling Citizens for Sanctuary have been working to encourage employers to buy into the concept – often using individual contacts to leverage opportunities. They have found there is a great deal of goodwill.

Early signs are that the pilot is working well. However, those involved emphasise that the programme will not be sufficient to give learners a rounded ESOL education, so additional provision is still required.

"I think we will have most of our men in a job by the end of the year – mainly because of the forklift training. None of them will be doing the job they want to do for the rest of their lives. But it gets them out of benefits and helps improve their English. And in the long term, they may be able to retrain and move closer to the industry they want to work in."

ESOL for employability – North Ayrshire

In North Ayrshire, The Workers' Educational Association (WEA) was approached by the local authority to deliver a specific programme of ESOL for Employability. The programme has provided around 10 hours per week of support around ESOL and employability, delivered through a case work approach and ESOL classes, pitched at a range of levels according to need.

The programme has used interpreters to engage with learners and build up a comprehensive profile of their previous education/employment experiences, and their goals for the future. Learners are then supported to develop the relevant language and employability skills that they need.

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[2] https://www.asdan.org.uk/

"We take a social practice approach to learning, helping people articulate their own goals."

The WEA has made use of existing links within the council, and has created new partnerships with employers and the third sector to ensure the best outcomes for learners.   At the time of writing, the programme has been running for a year and has already seen a small number of learners move into employment, paid training and college courses.

The programme manager feels that the programme has worked well due to strong partnerships. A key success factor has been the delivery of the programme through the council's employability service.

"Because the funding comes from Employability, it ties us in directly to all the services and provision relating to employability."

Community integration and wider support – Aberdeenshire

In Aberdeenshire, although third sector partners were interested and supportive in the resettlement scheme, initially very few were forthcoming in offering tangible support or services. The few that did were very good and engaged many families, but most organisations were somewhat reluctant. Similarly, there was initially a very positive response from the volunteering community but this did not lead to any direct action or support.

"We had the third sector on board right away, including the third sector interface, AVA, but we struggled to get anything going…and we have a fairly underdeveloped third sector in Inverurie."

The resettlement team co-ordinator was concerned that the Syrian voice did not have an outlet, particularly at a national level. It was felt that they would be able to provide valuable input into discussions around resettlement, through their knowledge and direct experience of services.

"I was concerned that we would be three or four years in and still talking about people as vulnerable groups...not hearing the Syrian voice."

This led to the creation of a community development project, which has now become the Amal project. This project is run by and for Syrian families, with outcomes around supporting new families with integration, English language and employability.

There were a few preliminary challenges around getting the families on board, as many had never worked in this way before and were not sure about its value. However, the group has come on well and planning its first AGM. The third sector

interface has also come on board and is now offering training and support to members of the Amal project.

Contact:
Katie MacLean
Aberdeenshire Council
07881 838859
Katie.maclean@aberdeenshire.gov.uk

ESOL for Parents – East Renfrewshire

ESOL for Parents is one of the four ESOL sessions that the Syrian learners can attend in East Renfrewshire. It was introduced to support families being resettled in East Renfrewshire, as they all have young children that will be attending school. Talking about school offered an opportunity to work on ESOL.

The class is based in a school that most of the refugee children attend. The sessions teach parents about the education system in Scotland and what to expect from school. The sessions deliver English learning through phonics, games, reading and writing. Parents learn about how their children learn English (through games and play), and they themselves also learn this way. The idea is that they will be better equipped to support their children to learn.

Communication with schools has been a real challenge for Syrian adults. A lot of the nurseries and schools were sending out information that the families couldn't understand or have easily translated.   In response to this, the adult learning team has begun to invite other local parents, who are mostly Scottish, to attend the ESOL for Parents sessions every four weeks. The sessions are themed around arts and crafts, and offer Syrian and Scottish parents the chance to interact and talk about what is happening at school, and what their children are doing.

With support from a local head teacher, the tutor worked with Scottish and Syrian parents and their children to prepare a film about the transition to school. A script was developed, using simple language, and available in English and Arabic. The head teacher also prepared a simple leaflet, and an Egyptian ESOL learner translated this into Arabic.

"We are learning more about our roles in the community and how we can support the families."

ESOL Family Learning Programme – South Lanarkshire

The ESOL family learning programme in South Lanarkshire provides a unique opportunity for families to learn together to improve their communication skills and confidence.

Referrals to the programme come from educational establishments and partner organisations or potential families are identified through the drop-in assessment process, where all adults are asked about their family make up and potential language needs.

Families are invited to attend for a term at time, after school. Transportation is made available for the families to get them to and from the programme, to ensure equality of access.

The sessions are split into adult and child and whole family activities with the aim of supporting mums and dads to help develop their children's language learning in a fun and informal environment.

Feedback from families and establishments has been very positive, citing increases in confidence in communicating with schools. Positive impacts on the children's attainment have also been noted by schools. One dad has progressed to join the Parent Council at his child's school.

Contact:
Fiona Robertson
Senior Community Learning and Home School Partnership Worker
01698 452214 / 01698 452154
fiona.robertson@southlanarkshire.gov.uk

5. DELIVERING ESOL

5.1 About this section

This section of the guide provides information to help practitioners preparing and delivering effective ESOL activities, based on practitioner and learner experiences.

This section covers:

5.2 Overcoming barriers to learning

Physical and practical
Those involved in planning and delivering ESOL highlighted a number of barriers that refugees who have been resettled in Scotland may face in their learning. During the development of this guide, we heard that these learners are very likely to experience the following practical barriers to participating in learning:

- **Location** – moving to an unfamiliar place can make finding venues difficult, particularly when you cannot easily get help.
- **Transport** – negotiating new transport systems can be challenging, particularly when you cannot read transport information, or easily ask for assistance. The cost of transport can also be real barrier to accessing services, including ESOL.
- **Childcare** – many of the Syrian families being resettled have young children. Because of cultural differences and their experiences in Syria, learners may not be comfortable using independent childcare services.
- **Language** – a lack of common language can be a real challenge for learners and practitioners in the beginning. This can make it difficult to communicate initial messages, and carry out assessments.

These barriers can create problems with attendance at ESOL activities.

Attitudinal
All learners come to learning with particular expectations, and previous learning experiences – as the quotations below show.

> "I would like to be able to speak fluently."

> "I would like to be able to be a translator."

> "I would like to learn English for Computer Science."
>
> " . . . we're too old for learning."
>
> "I can't always focus on learning because there are so many other things going on."
>
> **Quotes from learners**

During the development of this guide, we heard that the following factors are affecting the learning of some refugee learners:

- **Expectations** – Resettled refugee learners can have very high expectations of the progress they might make – and can be disappointed when they do not progress quickly with their English or into the work they would like.
- **Perceptions of informal learning and learner led approaches** – Resettled refugee learners may be much less used to informal learning and learner led approaches, or understand the value of these – this may influence their participation.
- **Cultural 'norms' –** Learners may have different expectations around who they will learn with, and how they will be treated. For example, men and women may learn better separately, in some cases.
- **Wider issues** – Resettled refugee learners will have a wide range of different pressures on them, which may make it difficult to concentrate on ESOL learning.

While these are challenges practitioners have found in working with refugee learners, they also emphasised it is very important not to make assumptions about the values and attitudes of any learner – everyone is unique.

Prompt questions

Whatever the stage of your ESOL delivery, you might take the opportunity to reflect on the barriers your learners might face. Understanding, and being empathetic to these, can help overcome them.

What kinds of barriers do my learners face? What do learners think about my approach? Think about physical and attitudinal barriers.

How can I make learning more accessible for them? What do the learners think? What specific changes could I try?

5.3 Plan, do, review

Because everyone is different, there are no straightforward answers about what will be the best approach. Practitioners may need to try a number of different approaches to find one that works. If you feel you need to try a new approach in your ESOL classes, consider a 'plan, do, review' approach:

- **Plan** – Firstly, be clear about the outcomes you want to achieve – and how you will be able to know if you were successful. For example, if you want to improve attendance, you could aim to increase the proportion of learners attending each session from 50% to 80%. In choosing an approach to try it is worth thinking about what people have done in other areas – look at the examples of different models adopted by different authorities in **Section 4**.
- **Do** – Try out your ideas! Do this on a small scale at first, and make sure to record the information which will help you understand if it is working. This might be numbers of those attending, but might also be softer information – like learner or practitioner feedback.
- **Review** – Take stock to understand if your approach delivered the change you hoped it would. If it did, you might want to scale it up. If it didn't, you should consider why – either adapt it and try again, or move on to a new idea.

Prompt questions

Plan
- What outcomes – or changes – do I want to bring about? How will I know if I have been successful (what will I measure?)
- What have people tried in other places? What other information is available to help me think about the barriers people might face, and how to overcome them?

Review
- What do people (learners and other practitioners) think about the approach? What does the data (information I planned to gather to tell if I have been successful) tell me?
- What should I do next – adapt and continue; expand the approach; or give up and try something new?

Further reading
'How good is the learning and development in our community?' outlines an approach to self-evaluation which can be used by senior managers, local managers or practitioners working directly with young people, adults and community groups. It includes quality indicators and performance measures which will help practitioners identify the strengths in their practice and where further development is required.
https://education.gov.scot/improvement/Pages/frwk4hgiocommunitylearning.aspx

Practitioners may want to review their own skills and competencies. The CPD framework for providers and practitioners can be downloaded from the ESOL Scotland Glow blog website:
https://blogs.glowscotland.org.uk/glowblogs/esesol/providers-and-practitioners/professional-development-information-for-practitioners/

The Scottish Government is currently promoting the Model for Improvement – a 'plan, do, review' approach based on Improvement Science methodologies. Find out more by visiting: **http://www.gov.scot/Resource/0042/00426552.pdf** (PDF)

5.4 What works well

Practitioners and learners identified a number of factors which worked well in supporting refugee learners develop and embed their English language skills:

- **Making people feel welcome and respected** – Often learners were most positive about ESOL provision which made them feel respected, welcome, and valued. Getting this right helps tutors build effective relationships, and create a positive learning environment for learners.

> "She gives you time."
>
> "She doesn't discriminate between the different nationalities."
>
> "It all depends on the tutor. If the tutor likes the students; the students will like the class."
>
> **Quotes from learners**

- **Contextualising learning** – It is important not to make assumptions about the experiences learners might have had. Tutors should provide experiential opportunities and provide context to learning. For example, taking people out to a café, so that they can talk about going out for food, ordering and so on.
- **Offering social learning opportunities** – Taking learners on trips and visits offers opportunities to learn English, and understand the history and culture of the area.
- **Embedding learning in cultural activities** – There are often opportunities to develop language skills through cultural activities. This approach is often comfortable and familiar to learners.
- **Creating safe and welcoming spaces** – There are good examples of delivering ESOL in community based settings – for example, at drop-in sessions. These can create a welcoming social space, which can provide a setting for assessments, learning, and engaging with other services.

> "Being out in the community relaxes people and gives them more information about the area. It helps deliver the practical stuff that people need to learn."

- **Being flexible** – Refugee learners may have experienced a great deal of turbulence, and need support, time and flexibility to deal with issues and integrate. You need to accommodate these wider needs – for example, by being flexible about the timings of provision to allow individuals to attend doctor and other appointments.
- **Provide clarity about progression** – Refugees will have lots of different ideas about their future in Scotland, including their learning and work opportunities. Some may not understand the opportunities available to them, and others might have very specific aspirations which will be difficult to realise. Practitioners should be clear with people about the opportunities available, and signpost them to appropriate support.

- **Using a wide range of different learning tools and materials** –The case studies throughout this guide illustrate how some authorities have focused learning on practical issues – like children starting school, medication, or vocational learning. **Section 6** provides a list of tried and tested resources practitioners have used and would recommend with refugee learners. Of course, learners have different and individual learning preferences, which practitioners should try to accommodate.

"When you learn by pictures, that helps me."

"There should be a conversation class after each lesson."

"The topics that we want to discuss, the tutor really responds and lets us learn about it."

"The tutor tried to make us learn in different ways, using jokes, and pictures and videos."

Quotes from learners

- **Maximising opportunities to practice** – You might use volunteers or befrienders to help learners practice their learning outside class. These might be higher level learners, or people from the local community. Family learning approaches allow adults to learn with their children, and support each other.
- **Appropriate use of technology** – Signposting learners to online resources and mobile apps can be a good way to support learners' practice. More information on such resources is available in **Section 6**. But you need to judge whether they will be able to access the technology easily. Some people may be more comfortable with apps (through their mobile phones) than resources which require computer access and skills.
- **Good quality interpretation and translation services** – Practioners and learners talked about the benefits of having independent and effective interpretation and translation. They valued the role of interpretors highly. Learners highlighted the benefits of having ESOL tutors or volunteers involved in delivery, who speak Arabic, where this was possible.

Further reading

Examples of different delivery models in **Section 4** of this guide may give you ideas about how to adapt your provision to reduce barriers and improve learning.

Visit **Section 6** of this guide to explore a wide range of online materials, printed resources and apps to support your learning and teaching with adults being resettled.

A research paper by Professor Alison Phipps, University of Glasgow and UNESCO Chair in Refugee Intergration through Languages and Arts, prepared for the European Parliament, provides an in-depth analysis of cultural work with refugees, and provides lessons for creating learning opportunities within a cultural context: **http://www.europarl.europa.eu/RegData/etudes/IDAN/2017/602004/IPOL_IDA(2017)602004_EN.pdf (PDF)**

NATECLA Scotland aims to give a voice to English Language Practitioners in Scotland to foster connections, share good practice and bring them closer together. Its website includes case studies from ESOL practitioners across Scotland: **https://nateclascotland.wordpress.com/category/stories-from-around-scotland/**

In thinking about progression, learners may want to gain accreditation for their ESOL learning. Find out more about SQA ESOL qualifications here: **http://www.sqa.org.uk/sqa/45678.html**

5.5   Managing mixed ability groups

Practitioners have identified the following advice for managing mixed ability groups:

- **Keep to one topic (or a small number of topics) per lesson** – Having a key theme (like food; managing money; or children starting school) makes the session feel cohesive, but allows practitioners to carry out different exercises with different learners.
- **Peer mentors** – Learners that are doing well can be used to peer mentor other learners in the class. This can give the mentor a confidence boost, and help the other learners as well – especially if they share the same language. There can be challenges with this approach as well, and you should avoid becoming too reliant on it. **Later** we provide advice on managing volunteers.
- **Use a mix of whole and smaller group learning activities** – It can be useful to do some whole group exercises as well as working with smaller, ability-based, groups. This helps learners feel that they are all part of the main group and helps them build their confidence. These should be simple exercises that everyone can take part in.
- **Allow people to move** – One of the benefits of a mixed ability group is that if people are away from classes for a while they can come back in to the same class. If they have missed too much and can't keep up with their own small group, they can move to a different ability group within the same class.

Managing mixed ability groups – North Lanarkshire

In North Lanarkshire, delivery of ESOL is split across six localities, with each area delivering ESOL tailored to the needs of local learners, and the resources available.

Initial assessments in one locality found that the level of learners' English was varied, but generally very low. There were two learners that could not read or write Arabic, so were learning a written language for the first time, and others that were developing their skills at a fast pace. To best accommodate everybody's needs within the class, the learners were split into three groups, according to their level of learning. In other areas in North Lanarkshire learners have accessed ESOL provision as one group or have been integrated into current ESOL provision dependent on availability in their locality.

Staff in one locality engaged trained volunteers (through Voluntary Action North Lanarkshire) to support the lower level learners more intensively. They had informal training to begin with, but some are now going on to do professional development courses. By providing additional support, the volunteers have really helped lower level learners improve, and freed up the tutor time to focus on key elements of learning. Across other localities in the authority, volunteer tutor assistants are used in the ESOL provision to support any of the learners in the group.

5.6 Managing gender issues

During the development of this guide many practitioners discussed the pros and cons of men and women learning together, or apart. Some suggested that splitting men and women up has worked well in some cases. They said it could make women and men feel more positive and confident, and able to overcome gender stereotypes that they felt occur in a mixed group. On the other hand, some practitioners and learners felt that this approach was unnecessary – or even inappropriate. They argued that there may be advantages in teaching couples together, as they can support each other, in the sessions and at home. And some argued that splitting up men and women may reinforce gender stereotypes that should be challenged.

There is no definitive advice on whether you should or should not split up men and women. However, in developing this guide practitioners identified a number of issues you should consider, which relate to mixed gender groups:

- **Consider individual and group needs** – It isn't helpful to jump to conclusions about splitting up men and women. It is important that those delivering ESOL take decisions based on assessments and discussions with individual learners – about their learning and broader needs. This may mean discussing barriers to learning, and their learning preferences. This information needs to be weighed up to accommodate a range of needs, and decisions taken based on available resources.

- **Take account of practical issues** – Practitioners involved in delivering ESOL activities emphasised the need to be practical about your approach. How you bring people together will be informed by the resources you have, access to facilities, and other issues such as childcare. In one area ESOL was delivered to men and women separately as it allowed family members to look after the children while their partner attended classes.
- **Respond to the needs of women and men** – In developing the guide some practitioners felt that men's interests and priorities have sometimes been prioritised over those of women, particularly when it comes to vocational learning. This is worth being mindful of when you are planning learning activities.
- **Create a space in which gender prejudice can be challenged** – Practitioners can create welcoming and safe spaces through their own attitudes and behaviours, and the way they set up activities. A set of clearly agreed ground rules can be really important for groups. This ensures that everyone understands what is acceptable and what is not, and the implications of breaking these. It is helpful to discuss and set the ground rules together with learners as a group, and revisit these at key points.
- **Be alert for and deal with gender related prejudice** – Discrimination can be explicit or implicit. Practitioners need to look out for discriminatory language and behaviours in group settings and deal with these appropriately.

Dealing with cultural expectations – East Renfrewshire

In East Renfrewshire, there have been challenges with employment, income and family roles that have changed since families have resettled in Scotland. In most families, before coming to Scotland the men were usually the main breadwinners in the family and the women managed the home. After arriving in Scotland, the men are not immediately able to work (although they are often very keen to) and women may have more access to money through Child Benefit. This change in dynamic within the household has been a challenge for some.

To address frustrations around not being able to work, the tutor has encouraged people to get involved in various volunteering roles in their community.
The men and women have also been supported to join community groups and are taking part in sewing and gardening activities. This will help them build experience, improve their English and get references.

Gender segregated classes – various areas

In some areas, ESOL classes have been split by gender, with separate classes for men and women.

In one area, all of the ESOL learners were parents with young children. The ESOL classes were split into two sessions for practical reasons, as it was not possible for the ESOL provider to arrange childcare. Having separate sessions allowed both parents to attend ESOL classes separately, whilst their partner looked after the child/children.

"We created male and female provision because of childcare, but you need to be clear that it won't always be a possibility [for example, if learners progress to college]."

ESOL practitioner

In other areas, learners requested classes to be segregated by gender, as they felt they would be more comfortable to learn in a single gender environment. One ESOL tutor felt that it might help to separate husbands and wives, particularly if they are working at different levels, or learning at different paces, as the more advanced learner can find themselves translating for their partner.

"Everything is good but it would be better if they separated men and women because we [women] would be more comfortable."

ESOL learner

Overcoming childcare issues - East Renfrewshire
In East Renfrewshire ESOL providers have worked closely with nurseries, educational psychology, and additional funding providers, to secure referrals for extended childcare. Parents are still allowed to bring children to classes if they need to.

Overcoming childcare issues - WEA
In another area, a couple initially felt unable to leave their baby with the childcare that the council had provided, having previously lost their children during the war. Although the classes were designed to be delivered to an adult group, the ESOL tutor was sensitive to the issue and allowed the parents to continue attending classes with the child, until they felt comfortable enough to use the childcare provision.

5.7 Having difficult conversations

Many practitioners involved in the preparation of this guide were concerned about managing difficult or upsetting discussions with learners – either individually or in a group setting. We heard that learners have at times shared harrowing stories of their past experiences, or current life situation. Where such issues are raised, practitioners sometimes don't know how best to respond – particularly in a group setting. This has led to concerns about how to deal with these discussions as they arise.

Dealing with personal disclosures of this kind can be difficult. But many ESOL practitioners have the right communication and facilitation skills to deal with these appropriately and supportively – even if they don't feel confident about it.

Learners have said that it can be really important to them that ESOL practitioners don't avoid certain topics (such as life in their home country, or their families) simply to avoid difficult or upsetting conversations. In reality, some learners may want to develop their language skills to be able to talk about their lives and families with others in their new communities – and ESOL practitioners have a critical role in helping them do that. But of course, others may not.

Here we set out some advice about how to deal with this issue:

- **Offer learners opportunities to talk about the countries they come from and family members that aren't in Scotland** – keep your questions open, particularly in groups, to avoid learners feeling like they have to share. But do offer the chance to talk about these things – without putting anyone on the spot. You might find one-to-one situations a more appropriate place to start such conversations.
- **Recognise people's personal disclosures, which may have been difficult to make –** People need to have their views and feelings recognised. When someone discloses something **do** recognise it and **don't** ignore it. You can do this simply and quickly by using empathising language – perhaps simply by saying thank you or that you imagine it must have been very difficult to contribute.
- **Create separate spaces for people to disclose further** – It can be very awkward and upsetting for individual learners raising an issue or experience, as well as for other group members, and the tutor. While you need to recognise their issue, you may also need to suggest you (or another professional) deals with it further in a separate space – after class, or with the support of another organisation.
- **Have ground rules, and stick to them** – In any group setting or tutor / learner relationship, understanding and sticking to ground rules is very important. These should be mutually understood. They can be adapted. Tutors need to be clear with people what their role is and isn't. If learners raise things that are not appropriate, reminding them of the ground rules can help reinforce boundaries.
- **Learn about wider support provision** – You should speak with your local authority's refugee resettlement officer, your manager and other tutors to find out about local services that can support learners who have experienced

traumatic events. This might be a local counselling service or other support organisation which might help them access medical services.

Discussing distressing experiences can be traumatic for ESOL practitioners as well as for learners. It is important to speak with your line manager – for example, through support and supervision sessions – to ensure you are adequately supported to deal with these conversations.

It is also important to remember, that while you should be prepared to deal with such discussions, ESOL learning should not be dominated by them. Practitioners have told us that it is important to create a space which can be fun as well.

5.8   Managing and supporting volunteers

Volunteers can play a really important role in supporting refugee learners – delivering ESOL, supporting learners practice outside ESOL provision, and providing wider support. This extra input can represent valuable additional resource. But volunteers need support and management. Before engaging volunteers, practitioners need to consider:

- **Roles and responsibilities** – everyone needs to be very clear, and specific about what volunteers are responsible for, and what tutors are responsible for. This avoids confusion, blurred boundaries, and over-reliance on volunteers by learners.
- **Volunteers are an additional resource** – but not a replacement for trained support. Practitioners need to be careful that there are not expectations that volunteers can replace qualified tutors. And the delivery model should not rely on them too heavily. Often volunteers have a wide range of demands on their time, and they might not be able to commit in the same way a member of staff might.
- **Provide the right level of support and supervision** – Volunteers may need significant training, support and supervision. Practitioners might consider working with a third sector organisation to do this.
- **Speak to your local authority resettlement officer or partnership** – There may already be a pool of volunteers available, that could support the work of ESOL provision and provide the volunteer management required.

Further reading

Glasgow ESOL Forum's website provides access to a range of information and resources on volunteering, including a volunteering policy and guidelines which can be adopted.

http://www.glasgowesol.org/Resources

Volunteering – North Lanarkshire

North Lanarkshire has previously supported Congolese refugees in a similar resettlement programme, and learned a great deal from this experience. One of the key learning points was around using befrienders to support new families. This has worked particularly well in some localities.

A befriending service was set up by Voluntary Action North Lanarkshire to support Syrian families. In one locality, all of the resettled Syrian families were allocated a befriender. Overall, the befrienders provided valuable support, which complemented the ESOL learning by providing another person for learners to practise their conversational English with.

In one locality of North Lanarkshire, trained volunteers supported ESOL learners to practice their English, either one-to-one or in small groups. This helped the lower level learners improve and allowed the ESOL tutor to focus on key elements of learning. The volunteers initially had informal training, but some are now pursuing professional development courses.

Volunteering – Stirling

In Stirling, learners have been paired with befrienders from Stirling Citizens for Sanctuary, a local third sector organisation. They meet in the community, or at home, to help reinforce their English learning and provide wider support. Those involved feel this approach has brought additional resources to support learning.

6.   MATERIALS AND TOOLS

6.1   About this section

Practitioners from across Scotland have identified a range of useful tools, resources and materials they have used to effectively support ESOL with Syrian adults. Here we provide a list of these, in the following parts:

6.2   **Online resources**
6.3   **Apps**
6.4   **Books and printed materials**

6.2   Online resources

Breaking News English	This resource offers access to over 2,000 free and easy to navigate lesson plans, news stories and activities. News stories are available at elementary through to upper-intermediate levels. Stories focus on current events. E-books are available to purchase through the site.
Available at:	http://www.breakingnewsenglish.com/

British Council/ ESOL Nexus Website	This website offers learners an opportunity to improve their knowledge through free videos, listening activities, texts and grammar exercises for various levels of ESOL learners. It covers relevant topics such as speaking, listening, writing and reading, grammar and vocabulary. Learners can browse through a range of useful information which covers UK Life and English for Work. ESOL Learners and others who have started a new life in the United Kingdom also tell their personal stories.
Available at:	https://esol.britishcouncil.org/

Busy Teacher	This resource offers access to over 17,200 free worksheets and lessons for English teachers and facilitators. The printable worksheets cover an extensive range of topics including: vocabulary, grammar, listening, reading and writing.

	Worksheets are available for work with: children, adults, beginners and advanced level students. There is no registration required to use this resource.
Available at:	**http://busyteacher.org/**

EAL Website	EAL is a specialist awarding organisation providing industry qualifications in the engineering, manufacturing, building and related industry sectors. EAL works with a wide range of employers, training providers, schools and colleges – both in the UK and internationally. The website provides a wealth of information about opportunities for learning and qualifications available.
Available at:	**http://eal.org.uk/about-eal**

English My Way	This resource provides a range of materials for tutors to support and teach adults with no or low levels of English. Tutors register for access to teaching materials, Learning Circle videos, course guides and information about help and training. Modular teaching materials cover ten topics with enough content to cover 8 hours of teaching on each topic.
Available at:	**http://www.englishmyway.co.uk/**

English File	This resource offers access to a wide range of interactive exercises, downloads, games and web links. It offers learners the opportunity to practice and improve their grammar, vocabulary, pronunciation, listening, and reading in a fun and informal way. The resource is suitable for all levels from beginner to advanced.
Available at:	**https://elt.oup.com/student/englishfile/?cc=gb&selLanguage=en**

ESLGamesworld	This online resource provides a variety of interactive games and resources for ESL students and tutors. It covers a wide range of subjects including ESL, science and mathematics and is suitable for a wide-range of learner levels.
Available at:	**http://www.eslgamesworld.com/**

First Resort and First Resort Extra by R Picking & M Prudden	This resource can be purchased from the website and is available as a PDF download. It provides a wide-range of activities covering reading and writing on topics including: numbers, time, days, seasons, weather, the body, the house, and food and drink. The most recent edition has been updated to include full-colour illustrations. It can be purchased from the website for £30.00
Available at:	**https://www.gatehousebooks.co.uk/first-resort/**

Glasgow ESOL Forum	Glasgow ESOL Forum is a charity based in Glasgow which provides accessible and relevant ESOL learning opportunities to adults, supporting integration, employability and personal development. They welcome all non-native English speakers, including asylum seekers, refugees, economic migrants and members of settled communities. They are SQA registered and offer a wide range of practical information and interactive activities.
Available at:	**http://www.glasgowesol.org/** and the Facebook page at the following link: **https://en-gb.facebook.com/GESOLF/**

ISIcollective	A large number of free activities, worksheets and exercises for practitioners teaching English are available to use interactively or to download. Resources are available for all levels of English students from beginner to proficient. It also provides materials for students with Special Educational Needs.
Available at:	**https://en.islcollective.com/**

Klik2Learn	Klik2learn is a digital design company specialising in education through technology. It produces a range of online, interactive resources which can be purchased covering: literacy and numeracy for beginners, digital self-study, English skills test and pronunciation.
Available at:	http://www.klik2learn.com

Linguascope	This website offers an interactive language learning platform for schools in a range of languages. The site has a vast amount of activities, apps and events for learners and tutors. Resources can be used interactively, in group work or as an individual learning tool. Students and tutors can access the resources. Annual subscription is £360.
Available at:	https://www.linguascope.com/

Lisa Kahlsen Health Worksheets	This resource is a series of practical worksheets related to health which can be used to support ESOL learning.
Available at:	http://www.sqa.org.uk/files_ccc/ESOLLiteraciesNational2Health.pdf (PDF)

Little Bridge	This online English language programme was originally designed for primary age children, but is also suitable for use by families. It is a safe, secure site where young learners, (who have permission) can explore a virtual, online English-speaking environment. They can create their own character and customise their own room in Little Bridge, then discover a huge range of fun and challenging activities – all designed to develop effective English language skills. Free access to the programme is available for any of the Syrian families interested in registering.
Available at:	https://www.littlebridge.com/

National Adult Literacy Agency Irish ESOL and Literature Materials	This resource offers an extensive variety of workbooks, teaching books, online resources and information. The agency is an independent charity which is committed to ensuring people with literacy and numeracy difficulties are able to fully participate in society and learning opportunities that meet their needs. It provides a significant amount of information, resources and sign-posts learners and facilitators to many relevant resources and opportunities.
Available at:	**https://www.nala.ie/tutors/esol**

One Stop English	A diverse website which provides a wide range of resources tailored for ESOL. A lot of the materials are aimed at students who are living in an English-speaking country. It also has a range of readymade resources for effective and time-efficient activities for ESOL practitioners. This resource also includes a specific section which is designed for beginner level students who have little or no knowledge of English. Part one consists of ten units which cover all aspects of basic English and the second part has a further ten units which each go into more detail on aspects of daily life.
Available at:	**http://www.onestopenglish.com/esol/** and **http://www.onestopenglish.com/esol/absolute-beginners/**

Pinterest	Some practitioners recommended using Pinterest to find visual resources and tools to support learning. Pinterest is a free website which requires individuals to register in order to use. Once registered, users can upload, save, sort and manage a wide-range of images (which are known as pins), as well as other media content such as videos through making their own 'pinboards' or collections of images and videos. There is also a Pinterest App.
Available at:	**https://www.pinterest.co.uk/**

| Reading wise/Clicker6 | Schools can subscribe to this resource for a fee based on the size of the school. It offers access to a wide range of techniques which focus on empowering and consistently improving the reading age of learners.

This resource aims to offer different products which help support struggling readers to become more successful. It also aims to improve and build on both reading ages and self-esteem. |
|---|---|
| **Available at:** | **http://readingwise.com/** |

| Skillsforlife network.com | This resource offers a wide range of relevant resources, network opportunities, access to training and jobs updates, a free E-News update, and the opportunity to advertise jobs, resources, qualifications, events and courses.

ESOL resources available on the website includes:

- Language for Life and Work
- Reflect for ESOL Resource Pack
- How to write ESOL materials and access to a number of key sites. This resource also offers session plans and resources for early years and family learning. |
|---|---|
| **Available at:** | **https://www.skillsforlifenetwork.com/** |

| SQA National 2 Literacies ESOL | This SQA web resource offers a wide range of guides, resources and support for practitioners to support ESOL associated with specific SQA units. It includes different topics such as day to day living, health, travel and many others which are formed in the basis of different units and learner levels. The resources support learners work towards certification, from basic to more intermediate – but also provide a useful resource for learners who are not working towards accreditation. It also includes ESOL Fast Track to Reading and Adult Literacy Fast Track activities and guides.

If practitioners are using SQA National 2 learning support materials with learners in non-accredited provision, SQA can support providers to consider offering the qualifications. This supports the principle of progression within the national ESOL strategy. |
|---|---|
| **Available at:** | **http://www.sqa.org.uk/sqa/33697.html** and **http://www.sqa.org.uk/sqa/45678.html** |

Teachthis	This resource offers a large selection of free ESOL teaching activities, games, worksheets and ideas for English tutors to use. There are over 1,000 professional resources available all of which support core skills associated with learning a language such as speaking, reading, writing, listening, vocabulary and grammar. In addition to this there is also a wide range of specialised subjects available including Business English. All of the activities, worksheets and games can be used to develop complete lessons, to introduce or reinforce language and are easy to incorporate into lesson plans. All levels of English are covered from beginner to upper-intermediate.
Available at:	**https://www.teach-this.com/**

TES - Refugee Education Hub	A range of resources can be downloaded for refugee education. Tutors can upload comments on how they have used the resources. This can provide a free, out-of-the box repository for any new resources should you wish to develop them.
Available at:	**https://www.tes.com/refugee-ed**

Twinkl Resources	This subscription based resource offers access to a wide range of lesson plans, interactive activities, resource packs, PowerPoint presentations, worksheets and different teaching ideas. Resources cover a wide range of levels and a variety of subjects including English, mathematics and science. Many of the resources and activities are targeted at younger learners and children, but they can also be used by parents who are working to support the improvement of their child's level of written, verbal, listening and reading of English.
Available at:	**http://www.twinkl.co.uk/resources**

Typing.Com	This American-based resource offers the opportunity to sign up for a free newsletter and bulletin and the website which has an extensive range of free activities on grading and classroom management for teachers and facilitators of English. There are a wide range of activities and resources available covering different subjects which are suitable for all ages and levels.

Available at:	**https://www.typing.com/**

Wigan Schools Online (Wigan Council Website)	This teaching portal provides access to a wide range of resources for teachers and tutors. It offers a range of activities and interactive resources which cover different topics including developing vocabulary, training materials, dual language materials, equality and diversity, talking tables, teaching information and assessment.
Available at:	**https://www.wigan.gov.uk/SchoolsPortal/EMAS/Teacher-resources.aspx**

YouTube	Practitioners in Scotland have been using YouTube films during learning. There are a range of resources available on YouTube, and learners can easily access the resource from home, or on their phones.
Available at:	**https://www.youtube.com/**

6.3   Apps

Pinterest App	Some practitioners recommended using Pinterest to find visual resources and tools to support learning. This is a free App which requires individuals to register in order to use. Once registered, users can upload, save, sort and manage a wide-range of images (which are known as pins) as well as other media content such as videos and similar through making their own 'pinboards' or collections of images and videos.
Available at:	**https://www.pinterest.co.uk/**

Talk Now! For iPad by Euro Talk	This resource can be purchased directly from the online iTunes store and is currently only compatible with Apple devices. It requires a Talk Now! or Instant Immersion Talk Now! Login. This resource is ideal for modelling different accents where learners can record and play back to hear the different pronunciation. It is ideal for covering basic vocabulary and is

	easy to use with repetition and games to aid learners in retaining information and learning.
Available at:	https://itunes.apple.com/gb/app/talk-now-for-ipad/id903334844?mt=8

WhatsApp	WhatsApp is being used by ESOL practitioners in a range of ways to support learning. It can be used to take screenshots of different lesson boards for learners to view and keep. It can help learners revisit and reinforce learning. Some practicioners have used it has a free way to communicate with individuals and groups of learners.
Available at:	https://www.whatsapp.com/

6.4   Books and Printed Materials

Basic English for Arabs	This resource is available to purchase direct from Amazon's website and offers an introductory course for Adults who are learning English at beginner level. It is also suitable for individuals who need remedial work. There are ten key units which cover four core skills of reading, writing, listening and speaking. There are 55 one hour lessons available and there is also an Arabic to English dictionary section where basic English spelling and pronunciation are explained for learners.
Available at:	https://www.amazon.co.uk/Basic-English-Arabs-Andy-Hopkins/dp/0713182598

Browns Books for Students: Dual Language	This resource provides access to an extensive range of online resources and materials for learners at different levels. Resources can be purchased in hard copy or used online. The resource also has a vast database of educational resources on its E-Platform, VLE Books. Students and tutors can create and share notes using this interactive platform. It offers resources, materials and titles for dual learners in many different languages including English and Arabic.

Available at:	https://brownsbfs.co.uk/international/dual-language

Cambridge ESOL activities pre-entry level (CUP)	This resource (which can be purchased) is one of a series of three books and audio CDs which provide a wide range of lesson planning activities for students. The activities include teacher's notes as well as helpful strategies and suggestions for different activities. There are also exercises linked to every activity for students to self-study which come in the form of ready-made homework tasks.
Available at:	https://www.amazon.co.uk/ESOL-Activities-Pre-entry-Audio-Practical/dp/0521153794

Cutting Edge Books	Cutting Edge Resources are available from Amazon. The series of books are designed for people at different stages of learning from children to adults. Through these books students can engage with new reading and listening tasks. Tools are included to allow students to monitor their progress in an easy to follow format.
Available at:	https://www.amazon.co.uk/New-Cutting-Edge-Intermediate-Students/dp/0582825172

DK Arabic and English Dictionary and Flashcards	This resource is available to buy directly from Amazon and focuses on themed chapters. It has photographs and images of daily life and covers a wide-range of relevant topics. Every item throughout the resource is labelled in Arabic followed by a translation and pronunciation guide. This resource is suitable for all levels and ages and has over 6,000 terms.
Available at:	https://www.amazon.co.uk/Arabic-English-Bilingual-Dictionary-Dictionaries/dp/0241199166

ESOL Nexus Booklets	This resource can be requested by contacting the Merton Home Tutoring Service which provides booklets designed for ESOL learners. This organisation focuses on offering support to adults who want to learn English and volunteer tutors who want to teach it. The service specifically focuses on people who are unable to attend classes for different reasons. There are a series of booklets available which cover daily life in Britain and these cost £3 each.
Available at:	**http://www.mhts.org.uk/**

Families, Friends and Folktales by Helen Sunderland	This resource contains 30 different texts which have been written by students from across the globe. Each text is accompanied by discussion-based questions and worksheets for practising reading, writing and grammar. The texts are graded - from basic ones to those which are more lengthy and complex.
Available at:	**http://www.learningunlimited.co/resources/publications#FFFT**

Fast Track to Reading: Accelerated Reading Programme for EFL and ESOL Students Course Book with Audio CDs by Peter Viney	This resource is an accelerated reading programme designed specifically for adult learners of English who are not able to read the Roman alphabet. It is suitable for use for students who are unable to read at all as well as students who are unable to read at speed. It is also suitable for using with students who have still to gain a concept of reading. It also contains audio CDs to aid self-study and homework. The cost is £23.
Available at:	**https://www.garneteducation.com/product/fast-track-to-reading-accelerated-reading-programme-for-efl-and-esol-students/**

Flipping Phonics (focus on child/young learners)	This resource is available to buy from Amazon and ships to the UK. The resource comes with an instructional DVD and learners can read or sing stories to aid them with their development of written and spoken English. There is also a bonus colouring book and reward stickers.
Available at:	https://www.amazon.com/Flipping-Phonics-5511223-Learn-Read/dp/B003B9RBE0

King Street Series Readers and Exercises by Gatehouse Books	These resources provide a structured and integrated reading programme for adult and adolescent learners. It can be used by trained teachers, volunteers and support staff. A price list and order form can be downloaded via the website and all items can be purchased either in a set or individually. The resources form a graded reading scheme for learners to practice their skills and improve their English. The collection consists of four books and accompanying sets of different exercises with an opportunity for the teacher or tutor to record phonological assessment and ongoing progress using assessment sheets. There are four sets of books and four sets of accompanying sets of exercises.
Available at:	https://www.gatehousebooks.co.uk/collections/king-street/

Lane's English as a Second Language by Richard. R Lane	This resource is a series specifically designed to give all learners an ability to speak, read, write and understand modern English.
Available at:	http://www.lulu.com/gb/en/shop/richard-r-lane/lanes-english-as-a-second-language/paperback/product-23090341.html

Literacy Pack by Lisa Kahlsen	This resource offers a comprehensive package of different teaching and learning materials for students who have no or very low levels of English literacy. It includes learning materials, a guide for tutors or teachers, and a student's record of achievement. It contains 13 different units for students to develop their reading and writing skills from a beginner level. This resource uses a multi-sensory approach. It can be purchased directly from the Gatehouse Books website.
Available at:	https://www.gatehousebooks.co.uk/esol-literacy-resource-pack-cd-rom/

The New East Enders Series by Marta Paluch	This resource offers a series of different titles of reading books for new readers which are particularly suitable for ESOL learners. This series was developed for adults who are learning English as their second language and consists of a series of short stories all set in the East End of London. The purpose of this series is to offer a unique insight into life in the UK and can be a useful tool for learners to build on their vocabulary and understanding of everyday life.
Available at:	https://www.gatehousebooks.co.uk/a-new-home/

Phonic Stories for Older Learners by Frances Woodward	This resource is suitable for older children, adults and ESOL learners. Learners can decode stories and engage with accompanying worksheets. All of the resources within the book are suitable for photocopying and would be particularly useful for teachers/facilitators who are introducing the subject of phonics to their learners in a structured sequence. It is available to buy from Amazon.
Available at:	https://www.amazon.co.uk/Phonics-Stories-Learners-Frances-Woodward/dp/1906192669

Photo Dictionary-Longman	This resource provides 1,000 colour photographs to help students to learn words in context. It also provides 3,500 words of everyday life topics – for example, food, housing, jobs, sports, etc. There are different conversation-based activities for learners to practise as well as different writing activities for students to learn vocabulary and help to construct full sentences. Three audio CDs are also included for help with pronunciation. It can be purchased from Amazon.
Available at:	https://www.amazon.co.uk/Longman-Photo-Dictionary-Author/dp/1408261952

World Atlas	This resource can support practitioners to talk with learners about where they are in Scotland, where are they in the UK, where they came from, and so on.
Available at:	http://www.worldatlas.com/

Yes We Can Read by Libby Coleman	This resource is available to purchase and is suitable for learners of all ages. It is a phonics-based programme which focuses on developing reading for meaning. It has clear instructions for tutors and offers a thoughtful and systematic presentation of different activities for learners. This resource can be useful for learners who have Dyslexia.
Available at:	https://www.amazon.co.uk/Yes-Can-Read-Libby-Coleman/dp/1842310755

Appendix 1: Report from Regional Events

1. Introduction

About this report

1.1 Early in 2017 COSLA commissioned Research Scotland to deliver a programme of learning and support for those delivering and planning ESOL within the Syrian Resettlement Scheme. This will involve:

- a series of regional learning events;
- a national learning event; and
- a good practice guide.

1.2 This report provides a brief overview of the main themes emerging from four events held in May 2017, so that learning can be shared at an early stage. The good practice guide will include more detail on the views and experiences shared at the events.

1.3 Regional events were held in Glasgow (3 May), Stirling (15 May), Edinburgh (22 May), and Aberdeen (23 May). In total, 165 people participated the events. Each event brought together people from a range of organisations, interests and local authority areas. The events aimed to:

- offer those involved in the development and delivery of ESOL within the Syrian Resettlement Scheme the opportunity to meet others involved, explore and share current practice; and
- gather experiences to inform the development of the new guide which aims to support the development of practice across Scotland.

2.   Key challenges

2.1   During the first discussion session at each event, participants were asked to identify the key challenges they faced in the design and delivery of ESOL activities within the scheme. Although participants brought a range of different experiences and specific challenges, a number of common challenges emerged:

- **Communicating information about ESOL** – including the nature of the learning, its value, expectations, roles and responsibilities, or practical information such as where and when classes will be held.
- **Expectations** – sometimes people's expectations of ESOL provision and the role of tutors were unrealistic. Learners could become frustrated about their perceived slow progress. At times, people have high expectations about the kinds of jobs they might get despite their low literacy levels. Event participants also suggested the amount of ESOL support available did not meet learner expectations.
- **Using classes and tutors for wider support** – participants spoke of requests for tutors to help with making calls to other agencies on behalf of learners. This seemed to be a particular issue when there was insufficient support or support roles previously provided were withdrawn.
- **Accommodating different learning needs** – participants emphasised the very diverse experiences and learning needs within the programme, explaining the challenges of meeting these within a programme or class.
- **Accommodating different languages** – often in one class.
- Understanding and perceptions of non-formal learning – participants explained that learners were not used to informal learning, could be suspicious of it, or found it difficult.
- **Poor attendance and other commitments** – we heard of challenges with attendance, and barriers to accessing learning on a regular basis.
- **Literacy needs** – participants spoke of specific challenges with balancing literacy and ESOL needs. They often encountered first language literacy issues, and a general lack of understanding of the importance of literacy for work in Scotland.
- **Planning and coordinating learning activities** – there are challenges associated with adapting current provision to meet needs and reduce barriers, as well as issues with dispersed people and rural areas.
- **Communication and coordination with other support agencies** to plan and support attendance, learning and progression. Participants didn't feel they always knew about wider support available, and didn't have strong relationships with other organisations working with Syrian people. Some felt that third sector organisations are not well involved in some areas.

- **Dealing with trauma** – people working directly with Syrian people didn't feel confident or able to ask about backgrounds, or deal with traumatic experiences when these were shared.
- **Information about families –** including when they are coming, how to reach them, their experiences and learning needs.
- **Turbulence and wider problems** – event participants emphasised that many learners face wider issues that affect their learning and participation. This included family turbulence, loss of esteem and dignity, financial problems, isolation, health problems and family demands.
- **Perceptions and expectations** of men and women, people of different ages or backgrounds – event participants discussed the different 'cultural norms' for learners, which may conflict with those in Scotland. In particular, issues with mixing with people outside their own cultural group, and expectations of men or women.
- **Accessing learning –** Event participants identified a wide range of barriers to learning – including health problems and disability; transport and travel; confidence and different ways of doing things.

"Classes don't meet expectations - they seem to have expected college immediately."

"Very low levels of English language on arrival - most are pre-entry level, plus with significant vulnerabilities."

"When teaching them there is a problem of balancing the amount of time spent on literacy on teaching than functional language to communicate."

"Very complex health issues alongside language needs and additional [support] needs."

"ESOL tutors are expected to be more than language teachers – social workers, translators, support workers, diary secretaries. . ."

"We don't know what these people have been through – what traumas they have suffered and how this may affect their learning and assimilation."

2.2   Many of these issues emerged throughout discussions at the event, and are discussed in more detail in the next section.

3. Themes in depth

3.1 Each event participant was asked to choose to participate in two discussions, focusing on the following themes:

- addressing literacy and additional support needs;
- supporting transitions and progression;
- cultural issues;
- traumatic experiences; and
- planning and allocating resources.

3.2 Here we provide an overview of the main points made in relation to each theme, from across the events.

Addressing literacy and additional support needs

3.3 This theme attracted the most interest in discussion groups. Participants felt that many learners lacked basic literacy skills – and this could take a considerable amount of time to develop. The main issues were fairly consistent across groups and related to:

- **Pace of learning and expectations** - The relative slow pace is frustrating for learners, who often had high expectations. Literacy support is taking up considerable time and resource, and means that many people are not getting to focus time on English skills.
- **Understanding needs** - There are ongoing issues with supporting learners with additional support needs, disabilities, or health problems which affect their learning. Other barriers included distance to learning activities, childcare, and gender based attitudes.   It was suggested that there needs to be better assessment of these needs in advance.
- **Resistance and suspicion** - A few spoke of how some learners are resistant to speaking English, or aren't motivated to learn within the class, or practice when at home. It was also suggested that many learners didn't have basic 'learning skills' – for many this isn't something they had done before. Connected with this, people often had different perceptions and understanding of learning – and in some cases valued particular approaches over others. For example, it was suggested that informal learning was not well understood or valued by everyone.

3.4 Participants highlighted approaches that have helped with literacy in an ESOL setting, and suggested other changes that might help. They suggested tailored approaches to learning, short exercises, prioritising specific learning areas, advance visits with an interpreter, and improved language assessment in advance of ESOL, standardised materials in Arabic.

3.5 Practitioners have used standardised tests, initial visits and digital technology to support learners. In addition, some areas have provided support in their

own homes, transport, travel tickets, or childcare to support learners access learning.

3.6   One group highlighted research that shows it takes 240 hours to progress to another level, and these learners have significant additional literacy challenges. Some participants felt that more time simply needs to be dedicated to adequately support learners with ESOL to make progress at a reasonable pace – an hour a week isn't enough.

3.7   Practitioners called for case studies and improved access to materials to support learning. This may mean improving information on existing resources, enabling wider access to such resources (for example supporting adult learning tutors to access school materials) or creating new places to hold or share materials and tools.

Supporting transitions and progression

3.8   The main issues identified relating to transitions and progression were:

- **Unrealistic expectations about the pace of learning** – particularly among highly skilled people, whose literacy might be poor. It was also suggested that there can be misconceptions that people from the scheme are being asked to meet criteria or seek qualifications, that local people don't have to.
- **Lack of basic understanding of work and volunteering opportunities**, and benefits of volunteering or qualifications. For example, tutors spoke of finding it very difficult to explain volunteering as a concept, and its benefits.
- **Lack of understanding among tutors about progression opportunities, and support available** – for example through local colleges. Some suggested there was a lack of connection with or support from colleges in their area. Although others spoke of good links with local colleges, or other agencies such as DWP.
- **A lack of coordination and pathway development** among different partner agencies.
- **A lack of confidence and self-worth**. This can make learning and progression challenging.
- **Misconceptions** about work roles, prestige associated with some kinds of learning, or qualifications. Fixed views on types of work that men or women should undertake. These perceptions got in the way of learning, and progression to work.

3.9   Strengthening links to colleges and providing better access and information about vocational learning was felt to be a key priority. Participants also emphasised the opportunities to strengthen links with organisations supporting people into volunteering and work.

Cultural issues

3.10   Participants raised a number of cultural issues that had affected planning and delivery of ESOL provision in their area. These were often highlighted under other themes as well. Common points included:

- **Strong views on gender roles** – participants spoke of a lack of respect for women in mixed groups, and fixed views on the types of work men and women should undertake.
- **Generational differences and perceptions** – there are different levels of respect and expectation for people of different ages.
- **Childcare** – tutors spoke of Syrian women being reluctant to access childcare for younger children, as this was not common in their culture.
- **Perceptions of different kinds of learning** – people often don't see the value of informal learning or particular qualifications. They had misconceptions of how they were being treated compared with people born in Scotland.
- **Suspicion of advice or roles of certain people** – this includes of teachers, and other professionals.
- **Different senses of humour and causes of offence** – tutors found they had to try different topics of conversation and approaches.
- **Time keeping and attendance** – tutors spoke of issues with attendance, which they related to cultural differences to some degree.
- **Previous learning experiences** – people may not be used to the informal learning approach, learner led approaches, and classroom based approaches.
- **Different expectations of behaviour in Scotland** – for example, children having to go to school, or young people not doing what might be expected of them in Syria.
- **Different concerns and interests** – for example, a key area of interest has been around funeral and burial arrangements.

3.11   There were good examples of practitioners adapting their practice to accommodate different cultural or religious needs, and providing relevant information including in Arabic. Participants spoke of working to support people with their wider integration. In particular, bringing people together in social or learning groups with people from outside their usual circle or to reduce their isolation – including people of different gender, religion, or country of origin. Others had success with targeting learning at particular groups – such as women, or age specific groups.

Traumatic experiences

3.12   Event participants spoke of the challenges associated with working with learners coming from a war zone, many of whom had severely traumatic experiences. At times these experiences came up in learning. Others had mental and physical health problems as a result of their experiences, which need to be taken into account.

3.13   Tutors spoke of not knowing how to deal with traumatic issues raised. They often didn't have good information about a person's experiences in advance,

and spoke of not being comfortable asking questions about peoples' backgrounds (either in general conversation or to understand their prior learning or work experiences) in case this was difficult for them.

3.14   What had worked well was building relationships and trust, working with interpreters, being welcoming and helpful, creating learning opportunities in more social situations, and making learning accessible.

3.15   Event participants called for improved information on learners in advance, and guide or training to support them deal with traumatic experiences appropriately. It was also suggested that those involved in supporting people on the scheme should have access to good information about support services available to people to deal with their experiences and resulting health problems.

Planning and allocating resources

3.16   Participants emphasised similar challenges to those made in relation to other themes. For example: planning classes or learning activities that met the different needs of learners; recruitment; design of learning activities; staff or volunteer skills and confidence; managing learner expectations, needs or preferences; and basic literacy issues.

3.17   Other key points included:

- **Resourcing challenges** – There were concerns about the lack of resource available to adequately support learners on the scheme. Participants suggested that some areas and rural locations may have more limited resources. They pointed to focusing on the most important language skills, with the time available – for example 'survival skills' or language focused on wellbeing.
- **Assessing needs and planning learning** - A few participants raised specific challenges relating to assessment and planning with individuals. It was suggested that learner led approaches and negotiated curriculum could be challenging and students often didn't identify their own needs.
- **Information in advance -** Participants suggested that the lack of information for learners meant they often had unrealistic expectations of ESOL, or couldn't find the class. A lack of information about the learners meant that practitioners were often not prepared for sessions, and didn't want to probe about peoples' background in case they might offend or veer into traumatic memories.

3.18   Allocating sufficient time and the right tutor was at times challenging – due to lack of resources, skills, and lack of information about learners in advance. Practitioners spoke of the importance of being sensitive to emotional needs, the benefits of receiving background profiles in advance (where this happened), and opportunities to develop additional options for learning or support – including non-formal autonomous learning.

3.19   A few participants emphasised the diversity of approaches to allocating resources in different local authority areas, and who delivers activities. Some felt there should be more guide or consistency with this.

Wider issues

3.20   During their discussions, event participants identified a range of ideas about how to overcome barriers and challenges they faced in the design and delivery of ESOL learning within the scheme. Many support needs could be covered to some extent in the guide being developed. But some suggestions were outside the scope of this project, and included:

- **Lack of resource** – Some event participants highlighted the number of hours that it would take to support a person to significantly progress, and suggested the current resources being allowed to support Syrian people with ESOL is insufficient.
- **Information sharing** – Participants felt they often didn't have sufficient information on learners in advance, and there were difficulties in asking people about their backgrounds. They asked for further support to improve this aspect.
- **Access to interpretation and resources in Arabic** – Event participants wanted to see improved access to Arabic and Arabic resources to enable them to communicate effectively with learners, understand their experiences, and plan their learning.
- **Strengthening links with relevant partners** – ESOL practitioners and others were keen to improve the links between agencies and organisations supporting Syrian people to be able to coordinate activities, and strengthen sign posting.
- **Skills and confidence of staff and volunteers in dealing with trauma** – It was suggested that ESOL tutors need better support to deal with traumatic experiences appropriately.
- **Standard information and resources** – Some felt there would be benefit in providing certain materials about ESOL, work and volunteering in Arabic to reduce misunderstandings or misconceptions about informal learning and progression opportunities.
- **A lack of places or spaces to share learning** – Event participants highly valued the opportunity to come together. The suggested there would be benefits in having more opportunities to share learning and resources – both online, and at events.

Event feedback

3.21   We asked participants to identify one thing they particularly liked about the session, and one thing that they didn't like, or which could have been better.

What participants liked

3.22   Commonly participants were very positive about:

- **The opportunity to meet other practitioners and share experiences** – participants spoke of not having had this chance

before, and found it useful to understand that issues were common to others, and to learn about how others had tackled particular challenges.
- **The topics discussed** – participants told us that the content and themes were of interest and value to them. They enjoyed hearing different perspectives on these, and the background to the scheme.
- **The format and style of the event** – participants highlighted the value of the group discussions. They also liked the mixed approaches – particularly the opportunity to note resources and examples on cards which were displayed around the walls.

"Loved networking and sharing knowledge and experiences. Thanks!"

"The event was all about discussion with fellow practitioners – always the most fruitful part of any conference."

"Topics discussed were really relevant."

"Great learning and experiences. Lots of challenges."

3.23   When asked about what could have been better, the most common issues were:

- **More time** – people felt it would have been beneficial to have a longer event, with more opportunity for discussion.
- **Speaker(s)** – participants suggested they would have liked to have had input from guest speakers, particularly a 'keynote' speaker or 'expert'.
- **Pre-event preparation** – a few people suggested they could have thought about topics, resources or examples in advance.
- **Additional facilitators or notetakers in each group** – a few people felt that having additional or independent facilitators or notetakers at every group would have helped them stay on track, and record key points.
- **Venue issues** – a few participants felt the venues didn't work well for the group discussions (in particular the acoustics), or would have liked additional refreshments.

"Would have liked to discuss on more topics (more than just 2)."

"I would have been happy with a full day!!"

"Perhaps this will come later, but questions remain about coordination, funding, what is happening from Scottish and UK Governments, a few more words from experts would have been good."

"Possible pre-event request for people to bring along samples of resources they may have found useful."

"Group facilitators would have been beneficial - allowed a balance of topics/speakers."