

## CLD Standards Council

## Education Scotland

12th Feb 2024

### 1. Background and Introduction

On 16<sup>th</sup> January, the CLD Standards Council and Education Scotland delivered a consultation session developed in partnership with the Scottish Refugee Council, for CLD Standards Council members. This was to gather views from Community Learning & Development (CLD) practitioners, stakeholders and volunteers working with New Scots in CLD roles across Scotland and across the CLD sector – including local authority, third sector and Colleges

This summary report highlights the key evidence gathered during the session. All data, views and evidence gathered can be found as an appendix document to this summary report.

### 2. Key Points

#### Partnership & Collaboration – highlights of successes so far

- Organisation links to voluntary organisations across Scotland to share information
- Education Scotland ESOL network meetings
- Scottish Refugee Council has professional learning which can be shared across the sector
- Funding opportunities for all sectors
- Wider learning and integration approach – volunteering as part of integration process and as an opportunity
- CLD ESOL delivery in communities by colleges, local authority and third sector
- Strength of CLD learning offers in an area, with pathways to other partners and opportunities
- Partnership working across local authority teams, voluntary organisations and college - integration / ESOL / grassroot individuals to provide integration opportunities

#### Integration Support in Communities

- English language learning is critical but this is not enough. CLD workers understand holistic requirement offering opportunities for learning and support within the communities, being collaborative between ESOL tutors and other community education
- Organisations need sufficient funding to employ qualified staff to establish the required support to assist meaningful integration
- Community Engagement: Presence of learning for individuals and communities
- CLD strength with learner voice – inclusion in decision making

#### Development and Opportunities

- Strengthen partnership working regards to LA/FE/community ESOL provision, improved links and promotion of partners offers, learning opportunities and funding
- Multi agency meetings e.g. ESOL, Housing, Employability
- Support people to volunteer – volunteering action plan
- Increase availability of relevant practitioner and volunteer training e.g. Trauma informed
- Promotion of multilingual staff strategy: Benefits of staff speaking community languages

#### Challenges

- Services are not in every area, hidden CLD services – equity of access to organisations

- Some organisations get more resources but cannot and do not operate in every area
- ESOL can be seen as just language learning
- Training and awareness raising required to increase understanding that integration is a two-way process
- The Scottish Refugee Council is not big enough to consider all the integration work that gets done or to deliver number of professional learning sessions needed
- Volunteer guidance needed : New Scots can / can't do, understanding differences between individuals
- Volunteer organisations need support / information on how to create and deliver multiple opportunities for New Scots
- Unaccompanied minors require a different focus – can't attend mainstream school education so being referred to adult classes, surrounded by adults with difficulties. Trauma-informed approach is required as well as tailored learning offer
- Transport – access / costs / availability
- Funding: never long term – restricted budgets – organisations not funded appropriately

### Other

- Support required to enable organisations to share good practice. Some micro-organisations doing great stuff but could benefit from sharing knowledge and networking with others
- Mental Health: Awareness of understanding across differing cultures
- Benefits of integrating ESOL courses so that they are not separated by nationality or language
- Further develop racial and cultural literacy to embed antiracist in community settings
- Understanding of intersectionality: individuals may require multi-faceted support due to being part of other vulnerable communities (protected characteristics), wide range of discrimination, and additional support and health needs

### **3. Conclusion**

In conclusion, there are partnerships that are currently successful, such as multi-agency, departments and services happening in some areas of Scotland but these need to be replicated elsewhere. Information, pathways and opportunities need to be communicated better and more widely so that information is shared.

There are a variety of challenges to focus on such as short-term funding, national organisations such as the Scottish Refugee Council not having enough capacity or linking with public service providers to deliver professional learning to all organisations working with New Scots.

There are acute issues in the Glasgow area for ESOL and community integration work given the large numbers on the waiting lists which makes sharing information difficult, and there is no equity of access compared to all other areas in Scotland.

It is acknowledged that ESOL as well as Community Learning & Development (CLD) programmes are not just language learning but are integral to community integration and should be reflected in the strategy in terms of current delivery as well as a future focus for recognition and importance.

A greater understanding of the role of CLD is required at Scottish Government level as well as with national organisations and a local level. CLD delivers ESOL, but also supports around pathways to volunteering, wider community based adult learning, opportunities for young adults and youthwork including a variety of qualifications such as SQA, Duke of Edinburgh, Youth Achievement Awards. Whilst also supporting anti-racist practise to support learner voice, integration, cultural awareness and community cohesion.

The evidence has highlighted the need for delivery of trauma informed practice for all organisations is critical, along with a focus on unaccompanied minors who are being placed in adult learning spaces, as well as professional learning across Scotland on anti-racism.