

HAREHILLS ENGLISH LANGUAGE PROJECT

H.E.L.P

*We offer a safe, welcoming, supportive and caring environment
where learners can feel valued as they learn English*

Annual Report and Accounts September 2017 – August 2018



Supported by



Registered Charity Number 1138199



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Chair's Report

We offer a safe, welcoming, supportive and caring environment where students can feel valued as they learn English.

Our project is based in Harehills, Leeds, which is a vibrant, multi-cultural community but is not without its problems of high unemployment with great competition for the few jobs available, drug addiction and anti-social behaviour. Many families find themselves on the margins of society with little or no income, living on benefits and suffering from isolation and loneliness. Despite there being deprivation there is a richness and diversity within the community. Also, there is a willingness of many to integrate with British society and culture whilst retaining their own unique cultural identity. In the area, many third sector charities work together in harmony. People are friendly and happy to engage with charities and support agencies and have a thirst for learning and a real desire to engage in educational classes leading to changes in aspirations and goals. Through our English (ESOL) project H.E.L.P provides education, social and cultural activities to improve the well-being and confidence of learners and to support inter-cultural harmony. We offer a safe, welcoming, supportive and caring environment where learners, who often feel marginalised because of their experiences and journeys so far, can feel valued as they learn English.

Our students come from over 40 countries world-wide and therefore we consider ourselves to be a microcosm of the world. Most of our learners come to us on the recommendation of their friends, but we also take referrals from PAFRAS, LASSN, local housing associations, those working on behalf of job seekers and from the websites advertising English classes. Our students are mainly, but not entirely, asylum seeker and refugees. In 2010 the project became a registered charity, (no. 1138199).

The past academic year has again seen many changes as the project grows and develops. During the year, the classes have been coordinated by Celia Roberts, our paid project leader and qualified ESOL teacher to whom we owe a debt of gratitude for all

her hard work, both paid and voluntary. It was therefore a relief to receive a positive response from LCC ENE Wellbeing Committee who have granted the extra £1,000 we need to top-up Celia's sessional payments to cover the additional hours she works on Tuesday and Thursday mornings. Towards the end of the teaching year, we were delighted to welcome one of our volunteers, Nick Thomas, as deputy project leader, starting in September 2018, to assist Celia with her responsibilities of working on our split-site between St Aidan's Church and nearby Trinity United Church. Additionally, we have been fortunate in having highly qualified volunteers to teach our six classes and to support our paid crèche manager, Almaz Woldemichael and her deputy, Hidat Gebremedhin. Our thanks go to all who work for our project for their skilled and consistent support not only as tutors and administrators but also in welcoming and befriending our learners and their children, many of whom have come to us having experienced great personal difficulties.

Since our classes and crèche places are free for our students, we rely heavily on grants to meet our financial commitments: room hire and insurance for St Aidan's and Trinity, remuneration for our project leader and her deputy, crèche manager and her deputy, volunteer bus fares, DBS checks, and capital expenditure including stationery and refreshments. However, due to the current financial climate, grants for third sector charities have become more difficult to access.

For the sake of clarity, our budget was divided into three sections:

- 1. Teaching Resources** – including project leader's sessional payments; insurance; education and leisure trips; resources and training.
- 2. Crèche costs** – including crèche and deputy crèche managers' sessional payments; volunteer travel expense; training and DBS checks.
- 3. Accommodation costs** – room hire at both churches.

Teaching Resources: **During the academic year September 2017 to August 2018, we were fortunate in receiving enough funding to cover teaching resources. Sessional payments for the project leader came from the first year of a 2-year grant from the**

Allen Lane Foundation, the first year of a 3-year grant from the Yapp Charitable Trust and from a private donation. Mention has already been made of the £1,000 promised by LCC ENE Wellbeing Committee which from April 2018 enabled us to increase the project leader's hours from 2 to 3 for each session. The insurance was covered by the order of the Holy Family of Bordeaux and leisure trips by Wade's Charity. All these grants were ring-fenced as outlined above.

Crèche Costs: Sessional payments to the crèche manager and her deputy came mainly from a GiveLoveLeeds grant administered by Leeds Community Foundation, 12 months of 2 standing orders and part of the grant from the Society of St Francis. Crèche volunteer travel expenses, training and DBS checks were covered by a grant from Age Partnerships. Again, all these grants were ring-fenced as above.

Accommodation Costs: From September to December 2017, these were covered by the remaining funding from Garfield Weston and then by the Allen Lane Foundation: ring-fenced as above.

Any shortfalls in funding, for example, in accommodation costs, training and teaching resources were covered by donations from a variety of sources including Franciscan Aid, Society of St Francis, St Peter's Church, Thorner (last of a 3-year grant), an additional donation from the Holy Family of Bordeaux and miscellaneous grants from Whixley and Lindley Churches, Waitrose and fundraising events.

Throughout the year, our dedicated fundraising group met on a regular basis seeking and applying for funding for the next academic year.

Our thanks go once again to all those who give their time and talents to the project: for the invaluable support of our paid project leader and volunteer tutors, our crèche manager and deputy crèche manager and their volunteers, the management committee, trustees and to St Aidan's and Trinity United Churches who allow us to hold classes in their buildings at a subsidised rent. Last, but not least, thanks go to John Wilson, who has been the Independent Examiner for HELP over the past two years. We very much appreciate all the work he has done on our behalf. We are now pleased to welcome our new Independent Examiner, Malcolm Wilson and are grateful for his help and advice. Earlier in the year, all paid and volunteer workers met for a celebratory meal in a local Chinese restaurant where we enjoyed lunch together in a relaxed atmosphere.

Over the 12 years of our project, we have worked with many learners and it has been a great joy to see the positive changes in their lives. From being quiet and withdrawn, many are now living successfully and independently within their local community. Many are suffering from trauma when they join us but gradually they begin to feel more confident and secure and are willing to use the English they have learned knowing that they will receive encouragement and affirmation. Some who have come through our classes are now volunteering or have paid work. Learners look forward to our twice weekly classes which are often places of laughter. For some of our parents who use our crèche facilities, it may be the first time they have accessed education. Being able to leave their children in a secure, safe environment helps them to relax and enjoy classes. The children too are not only being looked after but are also learning to play together and learn English as well as their mother-tongue. Having been with us for a while, many of our intermediate and advanced students feel able to become more involved in the workings of our project by becoming members of the management team, joining other classes available to them in Leeds and/or offering as volunteers. For many this is preparation for life in the UK and the work place and is something to add to their CV.

As we begin our thirteenth year of teaching ESOL our main priority continues to be to secure funding for the next two years and we are pleased to be able to start the new academic year with a grant of £8,228 from Jimbo's Fund, administered by Leeds Community Foundation. This was received late in the year (29 June) and was granted specifically for the year September 2018 to July 2019 when it will be put to very good use. We shall also continue to assess how we might best serve those who come to us week by week for much needed free English classes, free child care and for pastoral support.

Rev'd Diana Zanker
Chair of Trustees



Receipts and Payments Account

1 September 2017 to 31 August 2018

	2018 £	2017 £
Receipts - Grants, donations and fund raising		
Leeds Community Foundation - Leeds Fund	2,500.00	2,500.00
St Peter's Thorner	1,000.00	1,000.00
Society of St. Francis	1,500.00	1,000.00
Donations through standing orders	840.00	700.00
Leeds Community Foundation - Jimbo's Fund	8,228.00	-
Allen Lane Foundation	3,000.00	-
Franciscan Aid	600.00	-
Yapp Charity	2,500.00	-
Age Partnership	950.00	-
Holy Family of Bordeaux	1,200.00	-
Whixley with Green Hammerton PCC	600.00	-
Sundry donations	1,110.28	1,082.88
Proceeds of coffee morning	560.00	-
Leeds CC (Housing Advisory Panel)	-	1,925.00
Garfield Weston	-	5,000.00
Wade Trust	-	1,500.00
Total receipts	24,588.28	14,707.88
Payments		
Room use - St Aidan's	2,200.00	2,720.00
Room use - Trinity United	1,430.00	1,430.00
Project Leader's fees	4,000.00	3,150.00
Creche salaries	3,465.00	3,291.75
Volunteers' expenses	622.40	646.00
Resources and training	892.51	1,344.47
Refreshments	44.46	54.47
Insurance	201.60	201.60

Recreational visits - (Wade Trust)	632.30	694.34
Sundries	201.20	11.29
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Total payments	13,689.47	13,543.92
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Excess of receipts over payments	10,898.81	1,163.96
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Opening cash and bank balances	6,402.79	5,238.83
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Cash and bank balances at 31 August	17,301.60	6,402.79
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HAREHILLS ENGLISH LANGUAGE PROJECT (H.E.L.P.)

Financial Statements for the year ended 31 August 2018

Statement of Assets and Liabilities

	TOTAL 2018 £	TOTAL 2017 £
Cash and Bank		
Cash	2.43	55.46
Bank current account	17,299.1	6,347.33
	7	
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Total assets at 31 August 2018	17,301.6	6,402.79
	0	
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Michael Blake
Treasurer
October 2018

Independent Examiner's Report

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HAREHILLS ENGLISH LANGUAGE PROJECT

(REGISTERED CHARITY NUMBER 1138199)

I report on the financial statements of the charity for the year ended 31 August 2018 which are set out on the previous two pages.

Respective responsibilities of the Trustees and Independent Examiner

The charity's trustees are responsible for the preparation of the Accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to

- examine the accounts under section 145 of the 2011 Act;
- follow the procedures laid down in the General Directions given by the Charity Commissioners under section 145(5)(b) of the 2011 Act; and
- state whether particular matters have come to my attention.

Basis of Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission.

An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a "true and fair view" and the report is limited to those matters set out in the statement below.

Independent Examiner's Statement

In connection with my examination, no matters have come to my attention;

1. which give me reasonable cause to believe that in any material respect the requirements
 - to keep accounting records in accordance with section 130 of the 2011 Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



Malcolm Wilson
Chartered Accountant 1979 – 2016 (now retired)
The Granary, Main Street
Great Ouseburn
York, YO26 9RQ

18 October 2018

This academic year has been my second in post and has proved to be as rewarding and enjoyable as my first, although not without some challenges along the way. We have welcomed 189 students this year from many areas of the world. Visitors to our project are always surprised and delighted by the purposeful nature of our classes and the fact that there is lots of laughter and friendship. Volunteers work hard to ensure students not only settle quickly but enjoy the time they spend with us.

As ever there has been a changing picture with volunteers. Sadly, we said goodbye to Kalu who helped with registration and assessment plus helping in class when needed. Kalu had been part of our project for many years and will be sorely missed. We also said goodbye to Qurat who came to help out for two terms after Kalu left. Again, an invaluable member of the team. A volunteer from Huddersfield, recommended by one of our trustees supported Beginners 1 class for part of the Spring and Summer term. She proved to be a real asset. We wish them all well in their new careers and ventures.

In the Autumn term discussions started with the trustees about the need to appoint volunteers on a 'supply' basis, especially for planned volunteer absence and also to support classes and registration. They quickly and efficiently put into place an advert in a local free magazine. This attracted great interest and we were able to appoint three new volunteers. Needless to say, we have called on them several times to help out with classes and administrative work. Towards the end of the summer term we were able to appoint a new volunteer to support registration and assessment. Ever forward thinking and visionary, our trustees in July, decided to advertise internally for a Deputy Project Leader so that my role could be supported, and someone would be able to stand in for me if necessary. This was successful, and we now have a volunteer who will start the paid role in September 2018.

All volunteers have worked extremely hard this year and there have been some challenging circumstances along the way: for example, the heavy snowfall days in February and March which meant closure of classes and impacted on attendance and continuity of lessons. Then in the Summer term, three classes (pre-entry, beginners 1 and the reading/writing group, had to move their class base to the lower hall at St Aidan's community hall. This was due to the unsafe nature of part of the church building. Volunteers and students have been wonderful in just getting on with it and working together to make the best of a difficult situation. Hopefully classes will be able to return to the usual teaching rooms in September once building repairs have been carried out.

This year we have had a pre-entry class led by Carmel with help from Pauline on Tuesdays. Beginners 1 was taken by Donna and Beginners 2 by Helga and Sue. Ceri, a new volunteer, was able to support Helga on Tuesdays and step in to teach occasionally when necessary. The intermediate class was led by Peter on Tuesday and Margaret on Thursday, whilst the advanced was taken by Lloyd and Pauline. Due to the success of the reading and writing group last year, we formed another group this year of mainly four students who could speak English well but needed to learn to read and write. Once again this worked extremely well. We were able to offer a literacy group on a one to one basis as well.

As always volunteers continue to amaze me with their inspirational lessons and positive attitude to teaching and learning. I am indebted to them and the commitment they show and would like to offer my sincere thanks to all whether in crèche or classroom. Also, I would like to thank Mo Diana who has shown me and the volunteers a tremendous amount of support and leadership over the last year. The trustees also deserve a special mention and thanks for the way they steer the project and support its aims.

Volunteers' Reports

Volunteer to Deputy Project Leader

Applying as a volunteer at HELP has given me a great amount of satisfaction and a better sense of purpose. It has been something that I have intended to do for a long time now, as when I first qualified as a teacher in 2004 my intention was to travel and teach in parts of the world where people were disadvantaged. However, this never happened, and I spent the first 10 years of my career working in a language school. Since leaving the school in 2013, I have been teaching privately and found myself in the position where I finally had time to seek out a project to support. HELP looked like the perfect opportunity as it was local to me in an area of Leeds that I know well, so fitted with my desire of giving back to the community.

I had seen an advertisement in a local magazine requesting volunteers, and so I made contact early in 2018. The Project Leader, Celia, instantly got back to me and we initiated the process of application. For various reasons I was not able to start volunteering until May, and initially began attending the Tuesday sessions.

My role was to support Celia and be available to cover classes should it be required. Initially, I was struck by the amount of organisation that the project required and all that the volunteers and staff do to maintain the smooth operation of classes.

I consider myself lucky to have been asked in the first months to provide cover for several different classes. This really helped me to relax into the role as it had been some time since I had taught groups. It was also a fantastic opportunity to meet some of the learners and get a better idea of how the classes are managed.

All the learners that I have met are clearly benefitting from their involvement with the project and it is clear to see the difference that the classes make to their lives. Many of them are on really good terms with their teachers. This was especially evident at the end of term presentation ceremony, where the bond between teacher and learner was clear to see when the certificates were presented.

I found all of the volunteer staff to be extremely welcoming, friendly and supportive. There was lots of guidance provided for cover lessons and classes are well planned

with suitable material being prepared in advance. From what I have seen so far, they are all doing a sterling job and should be commended for this.

After several months, the project advertised the paid position of Deputy Project Leader, which I duly applied for. To my great pleasure, I was accepted for the position and offered the role starting in September 2018. I have no doubt that the creation of this new position will only make the project more successful over the coming year, and I eagerly await what lies ahead.

My involvement with HELP has been extremely satisfying as it has allowed me to use some of the skills that I learned while working in school with larger groups of learners, which do not necessarily apply when running a small business and teaching 1:1. Although the project is being very well managed, I am keen to implement small changes over time to enhance the learner experience, provide an improved support network for volunteers and staff, and help the project to grow in order to service the local community and their needs.

I would like to take the time to specifically thank Celia and Diana for all that they have done to make this happen, and I look forward to working closely with you over the coming years.

Nick Thomas
Volunteer Tutor

Individual class reports and reflections from teachers.

Pre-Entry

Looking back, 2017 to 2018 has been a good year – so many new faces and new challenges.

The final term presented challenges all its own. Finding teaching space has always been a problem but, thanks to the ingenuity of our organisers and the understanding of the St Aidan and Trinity Communities, a nook or cranny was always found

somewhere when needed. Last term, however, with structural problems at St Aidan's and our need to comply with stringent 'health and safety' regulations we found ourselves – three classes and admin team – all functioning in one hall. The situation challenged us to find new ways of doing things. In my class I found myself having to curtail my physical activities and reduce the sound by a few decibels. Planning ahead was necessary to keep disruption to a minimum. That we managed this situation so well is thanks to a great amount of goodwill on the part of learners and staff.

Our annual trip to Bridlington, this year, was blessed with glorious sunshine. After an early start and a two-hour journey, we arrived to a warm welcome from the Sewerby Methodist Community who provided us with light refreshment and the use of their toilets. Then it was straight down to the sea where we bagged (literally) our own grassy patch. For the next two hours mothers, children and families played and paddled in the sea. Exhausted, we returned to our picnic area where we unpacked and shared our food. Too soon it was time to head back to the grounds of the Methodist Church where our coach was waiting for us. Having been waved off by our friends there and told to come again next year we headed back for Leeds.

Our year closed with the usual presentation of certificates. What was new this year was that some of our students did MC, told a little of their own stories – in English – and organised the party which followed. I for one welcome this new way of doing things!

Carmel Gorman
Volunteer Tutor



Beginners 1

This year has been a very successful one for this class. The learners were keen and enthusiastic and attended regularly. A lot of progress was made due to this good attendance.

We used the text book 'English for Everyone' and this provided a framework for the course. I supplemented it with material from other text books and online material as appropriate. The students liked the clear format of the text book and the topics which it covered were suitable for their level and needs. We covered personal details, families, house and home, shopping, everyday activities, travelling etc.

The language skill that the learners find most useful is speaking and although we spent time reading and writing, most of the class time was given to conversation. There is a great sense of achievement when students from many different countries; Sudan, Eritrea, Angola, Iran, Iraq, Bangladesh, etc; all speak English together sharing different experiences and cultural backgrounds.

Although there have been many problems with accommodation (and the weather) this year, it has been a very enjoyable and fulfilling teaching experience. This is due to the organisation of the project. Celia, the Project Leader, is extremely supportive to students and volunteers alike and the atmosphere has always been positive and cheerful.

Donna Kennedy
Volunteer Tutor

Beginners 2

I taught the above class on Tuesdays from 10.00 to 12.00 at Trinity United Church. We shared the church space with the Advanced class which worked fine on the whole with each group keeping their voices down most of the time!

Learners came from a variety of ethnic backgrounds, from Eritrea, the Sudan, Iran, India, Pakistan and Japan. There was a core of 5 regular attendees, with others coming intermittently, and a couple disappearing altogether. It was therefore best to treat each session as a self-contained unit.

We used 'English for Everyone', Level 2 Beginners as a basis for grammatical progression and vocabulary building and applied the newly acquired language to everyday situations which students are likely to encounter. This was supported by listening and reading material. Also, the varied backgrounds and cultures of students are a rich resource for teaching and lend themselves well for comparison with life in Britain. The majority of students found reading, and especially writing very difficult, but by the end of the year had mostly mastered these skills in addition to speaking and listening comprehension.

It was a pleasure to meet and teach such a committed group of people. They got on well as a group and supported one another's learning. Altogether they were delighted with their achievements and had gained a lot of self-confidence as a result.

For instance, one student proudly told the class how she was now able to go to the doctor on her own or was able to read the board at the train station.

For several sessions I had the assistance of Ceri which was of great help and allowed for more individual attention to students.

Helga Adams
Volunteer Tutor



Intermediate Group

Another World Cup year!!!

A few years ago, in fact after the last World Cup, I suggested a teacher training workshop based on English language through football. Some tutors thought the topic wouldn't appeal to the majority of women and women constitute the majority in HELP's groups.

I tried to allay such fears by relating an incident which occurred when I taught a women-only group in Harehills. A new learner arrived wearing hijab, niqab and djellaba. It was warm, and she felt at home so removed these outer garments to reveal a full Chelsea FC strip with the number 11 on the shirt. At that time, the

number for Didier Drogba. Her hero. As well as being a great footballer, he's credited with averting a civil war in his home country of Ivory Coast.



Earlier this year, at HELP we used George Weah's elevation to President of Liberia as a teaching topic. It's a good story. He played in the slums of Monrovia, was spotted by Arsene Wenger and became an international football star. One of the women in the group, as an ardent Arsenal supporter, was particularly interested in this aspect of the story. Then years later after ploughing much of his fortune back into his own country, Weah became the democratically elected president. Much to discuss, read about and inspire writing. Believe it or not a lot of spelling, grammar and idiomatic language gets worked in. As always, the learners demonstrated their breadth of experience and knowledge of international affairs.

The World Cup itself produced a wealth of materials. From identifying flags to predicting outcomes. Everyone became very involved. Next year the Africa Cup of Nations comes round again. So, if anyone wants to develop some teaching materials based on that I'd be happy to help.

Margaret Hughes
Volunteer Tutor

Advanced Class

During this year we have enjoyed the challenge of teaching a very mixed group of learners from many different parts of the world including, Egypt, Colombia, Vietnam, China, Spain, Poland, Italy, Mexico, Morocco, Afghanistan, Pakistan and India. Embracing all the cultural differences, many students have formed close friendships within the group.

We began the Autumn term in September 2018 with 13 on roll and ended in July 2018 with 19, having lost a number of students but gaining many new ones. Seven of the original in-take remained on roll throughout the year although only five of those attended regularly. The usual class size was 10 or 12 students although we sometimes accommodated 14.

The majority of students were female with an occasional male joining us for 2 or 3 weeks. However, during the summer term, we were pleased to welcome 2 new male students who attended regularly and were strong enough to cope with the conversations of a mainly female group. Some comments from our students about the class have been included at the end of this report.

We have used a variety of teaching materials from a wide range of sources including local publications, pamphlets, leaflets from the library also useful ESOL and IELTS websites.

As a basic text book Pauline used a new set of 'English for Everyone' (level 3 Intermediate) kindly sourced by Celia and which seem to have been appreciated by students, particularly when studying aspects of grammar.

Lloyd has used the Headway Intermediate workbook, which like Pauline's provided a basic document for grammar. This was supplemented with a variety of readings, some taken from the press or journals, and others written for the class to address specific occasions, eg Armistice Day, or facets of British cultural life – Youth Hostels, and English Country Houses (which supported the class visit to Temple Newsam, described elsewhere).

Quite a few of our class had university degrees or professional qualifications in their own countries whilst others had only a basic education perhaps to high school level. Obviously, we needed to take this into account when planning lessons.

We have had some interesting discussions on a whole range of subjects which has led to the learners demonstrating greatly improved vocabulary and also to developing the confidence to use it.



Several of the class have said that they would like to enrol on college courses in Leeds in order to be able to practise their professions in this country or to be able to access other employment. However, it seems that they are unable to do so due to a lack of a visa plus the finances to pay the fees.

It has been another enjoyable and interesting year and a pleasure to be involved with HELP.

Many thanks go to Celia for her excellent guidance and support, to Diana for masterminding it all, and to those behind the scenes who work hard to access the funding and keep everything running so smoothly.

*Pauline Horswill & Lloyd Davies
Volunteer Tutors*

Advanced Learners' comments and reflections

- 1. My name is Karima. I am Moroccan. I need to study English because I have to take an exam in two and a half years in order to get a visa to stay here.*
- 2. My name is Nohemy, I am from Mexico. I have learned about English history in my group and also about other countries as we are from many different countries.*
- 3. My name is Nizakat, I am from Pakistan. I like my ESOL class. We are just like a family. My English has improved a lot. Now I am more confident and independent.*
- 4. My name is Hongjuan He, I am from China. My English speaking and reading have improved but this has not been the only benefit. I have made friends as well, it feels like home.*

Reading and Writing Group

This is my second year teaching reading and writing to a small class of three or four beginners. It has been thrilling to see their steady progress, starting with the ABC. It has also been fun having got together lots of material the first year; - photocopied writing exercises, packs of cards with pictures and words, flash cards appropriate for the lesson; to be able to be more flexible during lessons this second year of teaching, and even have two different “streams” going on at once.

I have based my lessons roughly on the National Curriculum guide to teaching children using phonics, which is cleverly devised to build up knowledge of graphemes and phonemes, by first segmenting individual letters in a word, and then blending the phonemes together when reading.

Although today handwriting is generally of a low standard, due to smart phones and their key boards (calligraphy has been a minor hobby of mine in the past!) form filling can't be escaped and is still a vital skill. I have stressed that good hand writing will impress at a job interview. One class member could speak and read English quite well, but never having been to school he could not write the alphabet at all and had to begin from scratch with great concentration; quite out of synch with the rest of the class whose speaking and reading were limited.

I have used the Collins 'Easy Learning' work books which are available in book shops, sometimes lending them to encourage home work. These are aimed at 3-5 year olds. My learners often get help from their own kids, most being housewives with families; sometimes they use the children's crèche available for H.E.L.P. students. Others have grown up children who have been to Uni but themselves have never been to school. Backgrounds are as varied as the countries they come from; - Afghanistan, Iran, Pakistan, Eritrea, Bangladesh, Russia, West Africa.

After the basics are grasped it is fun to start reading simple stories. There are lot of second- hand children’s books, but the downside is the childish mentality of the stories. Stories with adult themes but using simple vocab are hard to find, so I tried writing some stories myself about a husband and wife who argued about who should do the shopping on a rainy day; with mixed success.

I am so proud of my learners and it has been a joy to teach them.

*Bro Amos SSF
Volunteer Tutor*

Some reflections from learners at various levels.

Hai a student from Vietnam

I am one of a student of Advanced class. I have been in this class for nearly 5 months and this class gave me lots of supports and good experiences. I knew about ESOL class and H.E.L.P. through my social worker. The first day is the register day and I had a test with speaking and writing. I have class every Tuesday and Thursday. The teachers in my class, Lloyd and Pauline, are really friendly and they help me a lot. Furthermore when I come here I have chances to make friends with other people from other countries. I talk to them, chat with them and this helps me improve my speaking skill. First time I was really shy to talk to each other, but now I feel more self-confident.

Ifra a student from Pakistan

I am from Pakistan. I have been here about two years. I’m living with my family then after I asked about ESOL classes. My friend told me about this class. They are very welcoming and did my registration. Now I come here and really like the class. I make new friends. They are really good and friendly. We have become most confident.

Merhawit from Eritrea.

I have been about 8 years to this ESOL class and volunteer at crèche. I came from Eritrea and I have been about 10 years in UK. This class is very important for me to improve my English grammar and spelling. Even the teacher is very friendly and helpful.

Karima from Morocco

I came here from my family in law. They heard about the school and I start in April and I find a good teachers in class, I really improved fluency. I like to study in this class and I want to stay here. I should learn English because I need to take an exam after two and a half years for a visa and for the English. This is very important now because I need it for everything like talking with people and I can find a job. Now my English is very better than before.

Learner in Beginners 2 class from Sudan

I am happy because I can speak English. I can fill in forms now. It's very good and it's free. Teachers are very good.

Karmjit in Beginners 2 Class from Punjab

I like the classes because I am learning English and it will help me. I'm very happy, before I didn't understand, now I'm more confident at the hospital and shopping. I can read and understand on the telephone. People are very good. I've made friends. I can understand what is said at the hospital and I can go on my own.

Highlights

Crèche

Crèche has been more popular than ever this year with numbers reaching their maximum most sessions. We also welcomed two new volunteers to the crèche team and both have worked hard and fitted in very well. Almaz our crèche leader continues to ensure children have plenty of stimulating toys and books to play with, and that children enjoy their time at the crèche. She is supported by Hidat, the deputy crèche leader and seven volunteers. This year we introduced a new signing in sheet with guidance for parents regarding what we can and can't do in crèche. In light of the new Data Protection Act this has been updated to ensure parents know about their privacy rights when completing the crèche form.

Crèche staff have faced challenges mainly due to lack of a safe, lock-up cupboard to store their equipment and so on. The one they used was broken into. We now have a new one ordered and hopefully this will be stronger than the last. As ever our paid staff and volunteers always make the best of a difficult situation and it is a real joy to see the camaraderie among the crèche staff which creates a very happy environment for the children.

Highlights of the year

Meal at Trinity/Training session

An annual tradition funded by Wade's Charity is to take all volunteers, paid workers and trustees to a Chinese restaurant for lunch. This year one of our volunteers suggested we have a Chinese meal delivered to us so we could incorporate our training session with the meal. This worked extremely well, and it was really lovely to be able to share this time with everyone. Not only were we able to discuss the new guidelines regarding the Data Protection Act and the impact on our project, but also other project business, at the same time cementing our working relationships and friendships. An excellent occasion.

Visit to Bridlington

This year our seaside visit proved more popular than ever and there were many students on the waiting list. On July 5th a fifty-seven-seater coach parked outside St Aidan's Church and was rapidly filled by learners and their families as well as volunteers from crèche and class. The weather was extremely good to us and despite temperatures in the high 20s the east coast breeze made the heat tolerable. As ever we were greeted by members of the congregation from Sewerby Methodist Church and received tea, coffee, juice and biscuits before walking along the cliff top down to the beach. The children and adults were immediately drawn to the sea and started to paddle, play with their buckets and spades and collect shells. After a couple of hours everyone returned to the grassy bank for a picnic. There was much sharing of food and drinks. Finally, we returned to the church and started our journey back to Leeds. Once again this was a fantastic day and it was a real privilege and pleasure to meet the family members of our learners and spend time with everyone in an informal and enjoyable way.



Advanced Class – Report on Visit to Temple Newsam

Pauline and Lloyd organised a visit to Temple Newsam in Leeds. A copy of their report follows:

An innovation for the Advanced Class this year (July 2018), was a visit to Temple Newsam. The aim of the visit was to enable our learners to hear and use various past and present tenses, to extend their vocabularies, and to learn something of Britain’s architectural and social history. During several classes before the visit, learners had been introduced to the idea of the ‘English country house’, in both general terms – using examples from several houses in the North of England, and specifically to Temple Newsam.



Having arrived at the entrance hall, our learners met their guide for the morning, an enthusiastic and personable lady with a taste for amateur dramatics – which was much appreciated. As well as pointing out features on furniture and furnishing, she provided the opportunity for our adult learners to try 18th century costumes and discussed the consequences of white lead make-up (ultimately, fatal). Some time was also spent on talking about the social hierarchy which supported the House's family and owners. As well as the servants working in the House, these included a wide range of farming and related occupations. The visit also provided the opportunity for class members to get to know one another in a relaxed atmosphere, which was helpful for those whose lives are otherwise fairly circumscribed by families (often non-English speaking).

The learners and staff would like to express their grateful thanks to Wade's Charity who funded the costs of transport and entrance fees. This generosity made it possible for all those in the class to come on the visit, which for some would otherwise have been financially impossible.

Lloyd Davies and Pauline Horswill
Volunteer Tutors

Certificate presentation and celebration

This year we involved the advanced class in preparing and leading the celebration. After a brief teaching session on the last day of term all adult learners, volunteers and paid workers met at Trinity United Church. Many learners and volunteers brought food to share – a truly amazing sight - there were samosas, biscuits, fruit, crisps and the advanced class bought two huge cakes to share as well as other home-made cakes. Volunteers and paid workers were thanked for their continued dedication and commitment. Trustees in attendance were also thanked for their hard work in steering the project and securing funding to enable the project to continue. Five learners read out or talked about how important the classes were to them and what they had enjoyed. They were then asked to give out certificates of attendance.

Afterwards everyone stayed to share the food and chat informally. This was a very positive event and has certainly set a precedent for the way we hold future attendance celebrations.

Celia Roberts
Project Leader



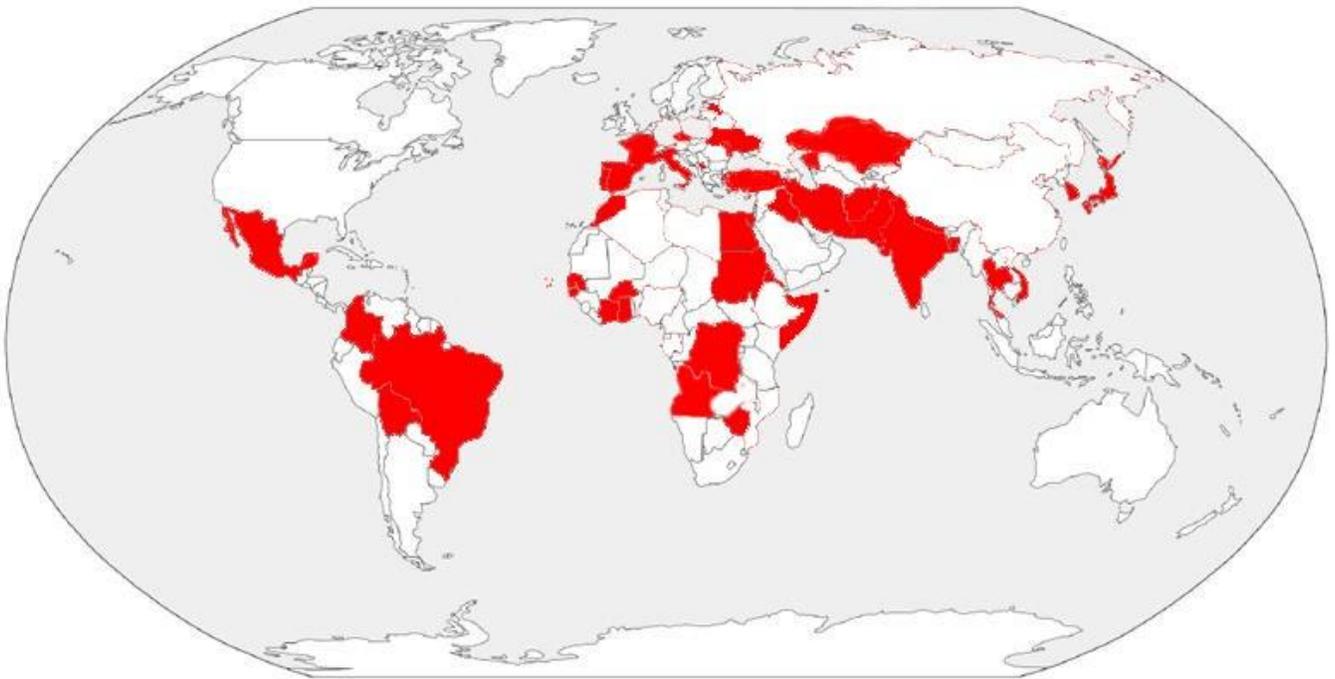
Class Statistics

For the academic year 2017/18 we registered and assessed 189 adult learners. 52 were male and 137 were female. The majority of our learners were non-EU asylum seekers or refugees, with others coming from Europe, Asia, South America, and a handful from Eastern Europe. Countries included:

Afghanistan	India	Romania
Angola	Iran	Senegal
Bangladesh	Iraq	Somalia
Bolivia	Italy	Spain
Brazil	Ivory Coast	Sudan
Burkina Faso	Japan	Thailand
Cape Verde	Kazakhstan	Turkey
Columbia	Korea	Ukraine
Czech Republic	Kurdistan	Vietnam
Dem Rep Congo	Kuwait	Zimbabwe
Egypt	Latvia	
Eritrea	Mexico	
France	Moldova	
Gambia	Morocco	
Georgia	Nepal	
Ghana	Pakistan	
Guinea Bissau	Portugal	

Adult Learners came from across Leeds (LS 2, 6, 7, 8, 9, 11, 12, 13, 14,15, 17 WF3, YO51 and one homeless person) although the majority are from the LS8 and LS9 areas.

**There were up to 54 adult learners attending on Tuesday and Thursday mornings.
Our adult learners are from the countries shaded in red.**



Staff and Volunteer Team

Paid Project Leader:	Celia Roberts
Crèche Manager:	Almaz Woldemichael
Deputy Crèche Manager:	Hidat Gebremedhin
Charity Trustees:	Diana Zanker (Chair) Donna Kennedy (Secretary) Sarah Feaster Sally Spencer Mark Harwood Lloyd Davies Susan Noble
Management Team:	Celia Roberts (Chair) Donna Kennedy (Secretary) Michael Blake (Treasurer) Clodagh Murphy Veronica Turley Caroline Ugbo Bro Amos SSF Lloyd Davies Margaret Hughes Carmel Gorman Pauline Horswill Susan Noble
Student Reps	Nizakat Khan Shala Keshavarsi

Volunteers:

Zufan Teklemariam

Crèche

Merhawit Daynom

Saba Yemane

Ogbit Tesfamical

Veronica Turley

Jill Walker

ESOL

Lloyd Davies

Pauline Byrne

Carmel Gorman

Susan Noble

Pauline Horswill

Helga Adams

Margaret Hughes

Ros Marsden

Donna Kennedy

Nick Thomas

Awais Dominic

John England

Bro Amos SSF

Ceri Edwards

Clodagh Murphy

Sue Hogg

Pat Walker

Peter Wrigley



Photo Gallery



