

Harehills English Language Project



ANNUAL REPORT 2018-2019



The Holy Family of Bordeaux

THE NORMAN CASHTON FOUNDATION



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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 learners are mainly, but not entirely, asylum seekers and refugees. In 2010 the project became a registered charity, number 1138199.

The past academic year has again seen many changes as the project grows and develops. We started the academic year with Celia Roberts as our paid project leader but sadly, she retired through ill health at the Autumn half-term. Our thanks go to Celia for all that she has done, both paid and voluntarily over the years and we wish her well and a good recovery. Fortunately, our deputy project leader, Nick Thomas was able to take over Celia's role having worked closely with her as her deputy for several months. Nick came to us with good qualifications and experience of teaching ESOL for a number of years. After several months, the trustees realised that we needed to increase Nick's paid hours from 6 to 8 a week and we were able to do this with donations and with revenue from standing orders.

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, 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, we divided our budget into three sections:

Teaching Resources – including project leader's sessional payments; insurance; education and leisure trips; resources and training.

Crèche costs – including crèche and deputy crèche managers' sessional payments; volunteer travel expense; training and DBS checks.

Accommodation costs – room hire at both churches.

Teaching Resources: During the academic year September 2018 to August 2019, we were fortunate in receiving enough funding to cover teaching resources. Sessional payments for the year for the project leader's extended hours, £7,975, came from the £1,500 final payment of a 2-year grant from the Allen Lane Foundation, £2,500 from the second payment of a 3-year grant from the Yapp Charitable Trust, £1,000 from LCC ENE Wellbeing Committee, £883 from Jimbo's Fund, £500 from Yorkshire Ladies Council of Education, £1,200 from The Holy Family of Bordeaux and £392 from The Society of St Francis. The insurance was covered by donations and fundraising. Most of the above amounts were ring-fenced for payment of the project leader's salary. Resources were covered by a donation from Tesco and from a private donation of stationery, board markers, exercise books etc and leisure trips by Wade's Charity.

Crèche Costs: Sessional payments for the crèche manager and her deputy totalling £3,665 were covered as follows: £2,825 from Jimbo's Fund administered by Leeds Community Foundation and £840 from standing orders. Crèche volunteer travel expenses, training and DBS checks estimated at £1,500 were also covered by Jimbo's Fund. Again, the above grants were ring-fenced for the crèche.

Accommodation Costs: These were covered by the final instalment of a grant of £1,500 from the Allen Lane Foundation, with the addition of £3,020 from Jimbo's Fund: both ring-fenced for this purpose.

Any shortfalls in funding, for example, in accommodation costs, training and teaching resources were covered by donations from a variety of sources including The Society of St Francis, St Michael's Church, Headingley, Whixley and Green Hammerton PCC, standing orders and various fundraising events including a coffee morning at Roundhay Methodist Church. 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 Malcolm Wilson, who has kindly been our Independent Examiner for HELP over the past two academic years. We very much appreciate all the work he has done on our behalf. Earlier in the year, around 70 learners and their families enjoyed a trip to the coast paid for by a grant from Wade's Charity. We are indebted to them and to Sewerby Methodist Church, Bridlington for hosting us once again, enabling our learners to escape from the city for a day of relaxation and enjoyment. A celebratory Chinese take-away lunch is planned for the autumn term 2019 as a thank you to all our paid workers and volunteers.

Over the 13 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 were suffering from trauma when they joined us but in time they began to feel more confident, secure and willing to use English knowing that they would 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 learning. The children too are not only being looked after but are also learning to play together and to learn English as well as developing 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 workplace and is

something to add to their CV.

As we begin our fourteenth 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 grants of £5,000 from The Sisters of the Cross and Passion and £2,500 final year grant from The Yapp Charitable Trust: ring-fenced for the project leader's salary. Recently, The Sisters of the Cross and Passion have also generously granted us £4,000 towards room hire for the academic year to August 2020. As our project grows and develops, we continue to assess how we might best serve those who come to us week by week for much needed free English classes, free childcare and for pastoral support.

Rev'd Diana Zanker
Chair of Trustees



RECEIPTS AND PAYMENTS ACCOUNTS

	2019	2018
	£	£
Receipts - Grants, donations and fund raising		
Yapp Charity	2,500.00	2,500.00
Allen Lane Foundation	3,000.00	3,000.00
Donations through standing orders	1,510.00	840.00
Franciscan Aid	1,000.00	600.00
Age Partnership	600.00	950.00
Proceeds of coffee morning	517.54	560.00
Whixley with Green Hammerton PCC	220.00	600.00
Sundry donations	160.00	1,110.28
Cross & Passion Sisters	5,000.00	-
Tesco	2,000.00	-
Wade Trust	1,800.00	-
Leeds City Council	1,000.00	-
Norman Ashton Foundation	500.00	-
Y.L.C. of Education	500.00	-
St Michael's Headingley	180.15	-
Leeds Community Foundation - Jimbo's Fund	-	8,228.00
Leeds Community Foundation - Leeds Fund	-	2,500.00
Society of St. Francis	-	1,500.00
Holy Family of Bordeaux	-	1,200.00
St Peter's Thorner	-	1,000.00
Total receipts	20,487.69	24,588.28
Payments		
Room use - St Aidan's	2,730.00	2,200.00
Room use - Trinity United Church	1,515.00	1,430.00
Project Leader & Deputy's fees	8,670.00	4,000.00
Salaries	4,044.75	3,465.00
Volunteers' expenses	523.20	622.40
Resources and training	1,332.50	892.51
Refreshments	43.30	44.46
Insurance	201.60	201.60
Recreational visits - (Wade Trust)	893.97	632.30
Sundries	95.49	201.20
Total payments	20,049.81	13,689.47
Excess of receipts over payments	437.88	10,898.81

Financial Statements for the year ended 31 August 2019

Statement of Assets and Liabilities

Net Assets	TOTAL 2019 £	TOTAL 2018 £
Cash and Bank		
Cash	21.89	2.43
Bank current account	17,717.59	17,299.17
Total assets at 31 August 2018	17,739.48	17,301.60

Represented by	TOTAL 2019 £	TOTAL 2018 £
Excess of receipts over payments for the year	437.88	10,898.81
Opening cash and bank balances	17,301.60	6,402.79
Cash and bank balances at 31 August	17,739.48	17,301.60

At 31 August 2019 the charity had no liabilities (2018: £nil).

The financial statements have been prepared on the receipts and payments basis.

APPROVED BY THE TRUSTEES AT THE ANNUAL GENERAL MEETING ON 30 SEPTEMBER 2019 AND SIGNED ON THEIR BEHALF BY: REV'D DIANA ZANKER

 Chair

30 September 2019

INDEPENDENT EXAMINER'S REPORT

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

I report on the financial statements of the charity for the year ended 31 August 2019 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

PROJECT LEADER'S REPORT



This academic year has been my first in post having taken up the reins when the previous Project Leader, Celia Roberts, stepped down from the post. It has proved to be immensely rewarding and I have learned a lot more about the project along the way. I would like to thank Celia for helping me to ensure a smooth transition, not to mention all that she did for the project. She really helped me to feel welcome when I first joined H.E.L.P. and it was her encouragement and support that led to me becoming Deputy Project Leader. The project would not be what it is today without all of Celia's hard work and dedication.

Over the year, we have welcomed 209 learners from diverse areas of the world. The project continues to attract a large number of learners from the local area, with the majority of learners living within walking distance of St. Aidan's Church. We do, however, also have learners who live in wards scattered across Leeds, something which is testament to the popularity of the classes.

As ever there has been a changing picture with volunteers. Sadly, we said goodbye to Pauline Horswill who had been a longstanding teacher of the Advanced class. Pauline was ever reliable and had been part of our project for many years – she will be sorely missed (especially for her arts and crafts skills),

but we wish her well for life in her new home. Neil Cathan joined the project in the summer term having recently completed a CELTA (Certificate in English Language teaching). His enthusiasm and willingness to cover the Beginners' group was much appreciated at a busy time of the year, and it served to give Neil the much-valued experience that he sought before he made the move to teach in South Korea over the summer. I would like to wish him all the best in his future teaching career.

The project welcomed two new teachers, John Riley-Smith and Tom Waples. Since joining us both John and Tom have proved to be valuable additions to the team, and have picked up the reins at short notice on many occasions to provide cover.

I have been provided with assistance on the administration desk by Taz and Rebecca without whom I would have seriously struggled when registrations were in full swing, not to mention the effort they have both made to help with setting up and clearing away before and after each session, and the help they provided on the trip to Bridlington.

All volunteers have worked extremely hard this year and have been flexible and understanding when external factors made the delivery of classes challenging. For example, on occasions groups were merged due to the unavailability of tutors or the shortage of available rooms in which to teach. This provided a good opportunity for learners from different groups to meet, and much laughter resulted. However, it was not without its challenges for the teachers, who got on with their work without hesitation. The Community Hall is used for polling, which due to Brexit has happened more frequently than usual. This again causes slight issues with availability of rooms, but the teachers have worked together to make use of what we have and the best of a challenging situation.

Over the summer, work is planned to decorate some of the teaching rooms at St. Aidan's to give them a fresher feel for the start of the 2019-20 academic year.

This year we have had a Pre-entry class led by Carmel Gorman with help from Pauline Byrne on Tuesdays. Beginners 1 was taken by Donna Kennedy and Beginners 2 by Helga Adams and Sue Noble. The Intermediate class was led by John England on Tuesday and Margaret Hughes on Thursday, while the advanced group was taken by Lloyd Davies and Pauline Horswill. The reading and writing group (formed two years ago) continued to work extremely well and was taught by Awais Dominic and John England.

The crèche remained as popular as ever, providing an opportunity to study for those who otherwise would be without, and a safe place for their children to play and learn. Almaz (Crèche Manager) and

Hidat (Crèche Deputy Manager), along with their team of volunteers, continue to do a wonderful job and we owe them a huge debt of gratitude for their professionalism and dedication to the running of the crèche.

The work that the volunteers do cannot be understated – the impact that it has on the lives of our learners is immeasurable. They all 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 Mother Diana who has shown me and the volunteers a tremendous amount of support and leadership over the last year – much of the project’s success is for this reason and her commitment is admirable. Thank you for taking the time to help me to better understand the inner-workings of the project.

TRUSTEES REPORT

Personnel

- 1 There were some changes in the composition of the Trustees during the 2018-19 year. Rev Sally Spencer retired, due to her relocating to the south of England. Sally had been HELP’s first ESOL Co-ordinator and was subsequently appointed a Trustee; her clear-thinking and enthusiasm had been much appreciated. David Noble was appointed as a Trustee.
- 2 A sub-committee of the Trustees, Diana Zanker, Sue Noble and David Noble along with Gill Gibbons (CEO PACE) and Alasdair Fraser (volunteer). spent considerable time on Fund-Raising activities.
- 3 At the end of the year the Trustees were: Rev Diana Zanker (Chair), Dr Lloyd Davies, Rev Sarah Feaster, Rev Mark Harwood, Mrs Donna Kennedy, Mrs Susan Noble, and Mr David Noble.
- 4 Half way through the year Celia Roberts retired as Project Leader as a result of poor health. Celia had held this post for the last three years, having previously been an ESOL teacher. Her excellent and sympathetic organisational skills had been greatly valued.

- 5 Happily, Nick Thomas, her Deputy Project Leader was able to step into her shoes. Later in the year the possibility of Nick's contribution increasing to half-week hours was discussed, including the organisation of some evening classes.

Classes

- 6 The full range of classes from Pre-Beginners to Advanced was once again offered. There were 173 learners registered during the year, with a typical weekly number of around 90 in attendance. The Creche continued to play an invaluable role in enabling learners with young children to attend classes.
- 7 Plans were made for the introduction of Fire Drills in St Aidan's and Trinity United churches.

Policies and Procedures

- 8 A policy statement on Safeguarding (of learners and volunteers) was issued during the year, and arrangements made to regularise Data Protection. Arrangements were also made to re-introduce Gift Aid.

Fund-Raising and Finance

- 9 Trustees' work in these fields is covered elsewhere in this Annual Report.

Thanks and Appreciation

- 10 The Trustees want to record their sincere appreciation of the contributions made by both volunteers and employees to the achievement of HELP's aims in classes and the Crèche. It is literally true that without the willing, able and enthusiastic input from a wide range of people the teaching of English to learners in the Harehills area would be impossible, and the Trustees offer them their sincere thanks.

October 2019.

Individual class reports from teachers

Pre-Entry



As we come to the end of another year at HELP I am reminded of something that was said to me as a young teacher - "Surely you must be bored with teaching the same material year in, year out!" These words made me stop and reflect why it was that something I loved doing seemed boring to others. The answer, of course, was *the people*. New faces, new people presented new challenges and possibilities. The people I teach today may be adults but they still bring an energy and challenge to the classroom that I feel privileged to be part of. That I can get along happily in my classroom is thanks to the co-ordination that takes place behind the scenes. Welcoming and interviewing new students, fixing timetables, making sure classes are covered, even painting classrooms - all this I leave to other members of the team. Thanks to all of us on this team!

Carmel Gorman Volunteer Tutor

Beginners 1



Once again, I can say that this has been a very successful year. Attendance has been very good and consequently a lot of progress has been made. The learners in my class come from a variety of countries: Eritrea, Sudan, Iraq, Bangladesh and so on. Some of them have come via other countries: Finland, Italy, Portugal and so people from Eritrea and Burkina Faso can sometimes be heard speaking Italian together as well as English. I am always amazed and delighted to see so many nationalities communicating and sharing their cultures and experiences.

The learners want to practise speaking most of all and much of class time is spent on this. However, we do some reading and writing each lesson. A variety of material is used. We have text books and these are supplemented by material from the Internet. The learners enjoy doing topics based on everyday situations.

The project is very well organised and, as tutors, we get a lot of support from Nick, our project leader. I have been a volunteer tutor at HELP for many years and it is wonderful to see it go from strength to strength.

Donna Kennedy Volunteer Tutor

Beginners 2



I taught the above class on a Tuesday from 10.00 to 12.00 at Trinity Church. We shared the church space with the Advanced class which worked fine on the whole.

Students came from a variety of ethnic backgrounds, from Eritrea, the Sudan, Iran, India, Pakistan, Iraq and Guinea Bissau. There was a core of 5-6 regular attendees, with others coming intermittently, or not at all after a few weeks. The best approach therefore was to treat each session as a self contained unit as far as possible. I shared the group with another teacher, and we liaised about what we had done in our lesson.

The book we used was *English for Everyone*, Level 2 Beginner as a basis for grammatical progression and vocabulary building, and students applied the newly acquired language to everyday situations which they are likely to encounter. The main focus was on developing speaking skills, supported by listening and reading material. The majority of students found reading, and especially writing very difficult, but by the end of the year had mostly acquired these skills in addition to speaking and listening comprehension. The varied backgrounds and cultures of students are a rich resource for teaching and lend themselves well for comparison with life in Britain. Students enjoy making this cultural link which can be a motivating factor.

I enjoyed meeting and teaching such a committed group of people. They got on well as a group and supported each other's learning. Altogether they were proud of their achievements, and had gained a lot of self-confidence as a result. Also, it is important to note that students are very grateful for what we offer, and see the benefits of learning in their daily life.

Helga Adams Volunteer Tutor

Intermediate



Once more, an enthusiastic group of learners achieved much.

At intermediate level, most students can understand, write and speak the basic English, needed to function in everyday life. With only 4 hours tuition per week, it's not possible to teach every aspect of grammar, spelling, syntax, vocabulary etc.

What we hope to do in class, is to really put students at their ease and increase their levels of confidence. Group work is essential in doing this. It's always gratifying to hear students laughing and discussing things in English together.

We often use role play to practice colloquial phrases. For example, pairs of learners may be asked to develop a conversation changing a doctor's appointment on the phone, or asking for an emergency appointment with the dentist.

I remember a recent lesson when one pair said: "My tooth is killing me. I didn't get any sleep all night!" Others picked up on these useful phrases and repeated that they hadn't had any sleep, either. The group really saw the funny side of this and applauded each other and laughed each time the phrases we're repeated.

Fantastic!

In these light-hearted moments, it's sometimes difficult to imagine the hardship that many of our learners have endured in the hope of a better life for themselves and their family.

Margaret Hughes Volunteer Tutor

Advanced



Once again Pauline Horswill and I have taken the Advanced class throughout the Academic year, and hopefully have been of help to our students. As starting points for our lesson structures we have used Intermediate level texts, 'English for Everyone' for Pauline, and Headway Intermediate for Lloyd, although as before we have been prepared to digress, or even diverge, if learners' needs have suggested it.

The pattern for the Autumn term followed that of earlier years, with the study of grammar based on the above workbooks, and reading texts and class discussions focussing on several of the notable dates in the cultural calendar - Halloween, Bonfire Night, Armistice Day, and Christmas - the latter with particular reference to Dickens and *A Christmas Carol*.

A major innovation was introduced in the Easter term, when the Tuesday class split into two parts, one continuing with the normal agenda whilst the other focused on the needs of the IELTS (International English Language Testing System). This came about in response to some learners who wanted to prepare for the IELTS exams - with a view to going into higher education. Although HELP was not in a position to offer a full course, including the final examination, the aim was to introduce learners to the requirements of IELTS, when they would be tested on the four main elements of the language - reading, writing, speaking and listening. This experience was successful, four learners staying the course for the full term (a

fifth dropped out to have a baby), although we do not know if any went on to take the IELTS exam externally.

However, the withdrawal of the nucleus of the class for this purpose probably had an adverse effect on the 'regular' class as the numbers dwindled almost to zero, even for the Thursday class, which had continued unchanged. The result was that in the Summer term the average attendance was very low, in the region of two or three learners, although by the end of the year it had risen to five or six.

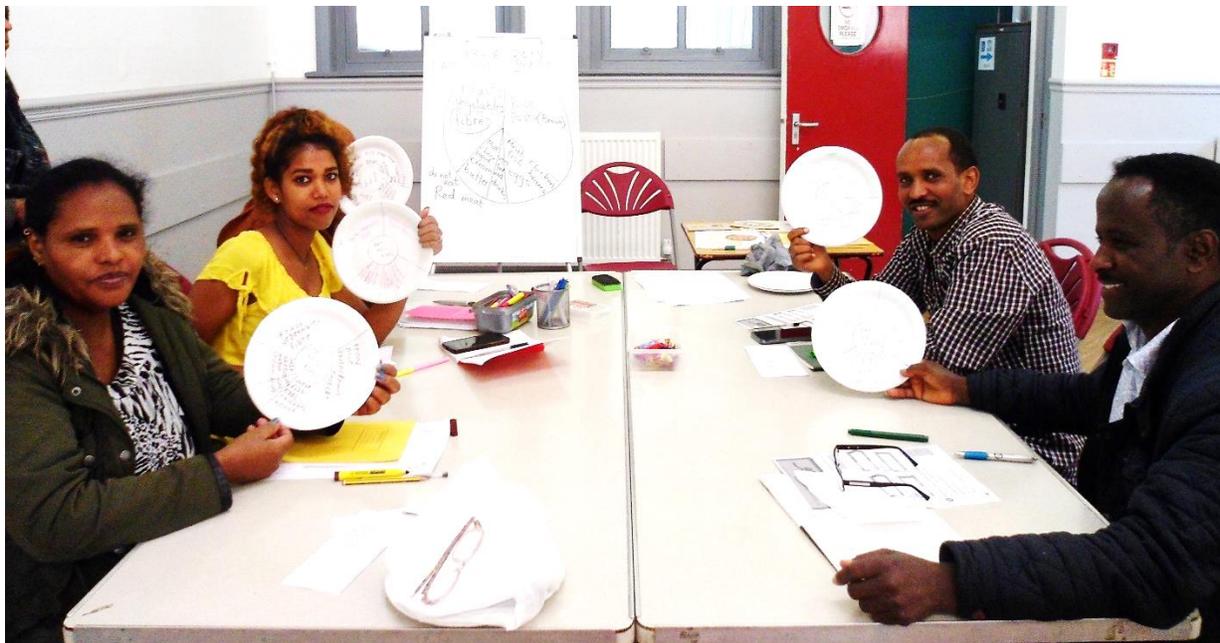
On reflection, a better option would probably have been to introduce the exercises of IELTS into normal class programmes, without presenting it as an exclusively higher level option. This would have kept the class cohesion, and everyone could have benefitted by working on the *listening*, *speaking* and *reading* elements, whilst downplaying *writing*, which is always the most challenging of the four.

As in previous years, a major aim of the year-long programme has been to introduce learners to some of the historical, geographical and cultural aspects of the UK. So in addition to the occasions mentioned earlier, we have read, for example, about *Pancake Tuesday*, *A Short History of Leeds*, the *Origins of the Union Jack*, *Youth Hostels*, *Hospices*, *English Country Houses* (in preparation for the visit to *Lotherton Hall*, mentioned below), and the history and attractions of *Roundhay Park*. All these readings have the effect of increasing learners' confidence in speaking, extending their vocabularies, and raising their cultural awareness. A successful innovation of the previous year was the class visit to a local historical location, and this was repeated. Temple Newsam had been visited last year, and this year we went to Lotherton Hall, also owned by Leeds City Council. Although the class numbers were very low, this was actually an advantage in that we were able to see parts of the reserve collection which normal parties could not visit. The Council's support for these visits is much appreciated.

HELP would want to record that this was Pauline's last year, as she has now moved from the area. She has been a very effective and enthusiastic teacher, establishing a close rapport with learners, and an excellent colleague. We shall miss her.

Lloyd Davies Volunteer Tutor

Reading and Writing



Every Tuesday, over the past three years, I have taught the reading/writing group at St Aidan's Church, Leeds.

The learners enrolled on this programme come from diverse cultural backgrounds with limited English language abilities. Most pupils find writing and spellings most challenging and difficult skills to acquire. Therefore, it is very important to create a friendly and supportive environment for them to connect with the teachers and communicate with each other. Over the last years I have come across some innovative ideas to express themselves.

The first quarter of the programme is spent on learning alphabets, phonics and basic writing skills. Learners are encouraged to learn simple words with the help of pictures, cards and lots of visual aids. The learners are shy and hesitant in the beginning but as they settle in they gain confidence and participate more enthusiastically.

Once the learners become familiar with the alphabets, some advanced lessons are introduced, to enable them to practice their reading and writing skills. I use various activities including worksheets and simple stories to help them create simple grammatically correct sentences.

Learning a new language is often daunting and therefore I use various activities like colouring or drawing to make it a more interesting and engaging experience for the pupils. During the academic year I also emphasise learning simple vocabulary that will allow communication when pupils are travelling or shopping. This includes conversing about the British weather, Christmas festival and healthy eating. This year's learners made an "Eat Well" plate to learn and develop the habits of healthy eating in their families.

It is a privilege to be part of HELP project and to play a little role by helping learners enhance their language skills which eventually transforms their lives as they with their families integrate into society.

Awais Dominic Volunteer Tutor

Some reflections from learners at various levels

Tigist from Eritrea

I am a student of the Intermediate class. I started this class 6 months ago and I like it a lot. The class helps me practice English and I have friends. My daughter goes to the creche and this is good for her to make friends and speak English. The teachers for my class, John and Margaret, are very friendly and always help me a lot.

I enjoy the class because I make friends and meet other people from different countries.

Bill from Hong Kong

I am from Hong Kong and I start the class recently. I know the British culture but living here and learning English is a good opportunity. My friend told me about this class and I am happy to join. The teachers are good - they help me with my all questions - and friendly. I also make new friends with students and we all get better and confident to speak English. Thanks!

Learner in Pre-Entry class

I always happy at class. I know how to speak at doctors and in shops. I can read or fill forms. I learn this doing in class with teacher. Class is free is very good and teacher is my friend.

Mohammad from Pakistan

My family told me of this course so I came to register. I need to do taxi driver examination and show Entry Level 3 English qualification. Teacher told me that if I work hard, I can do a test after 3/4 months to check my level. This is very good for me and my future job. I can improve my English, and make friends at the same time. The students in my class are all very nice and the teachers always make the class interesting. I hope to continue with the class even after I get my certificate. Thank you for helping me.

HongJuan He, Learner Rep. & learner in the Advanced class

My name is HongJuan He. I started learning English at HELP in 2017 and I enjoyed the class and made some new friends as well. The teachers are very enthusiastic, and all students have the chance to speak in the class. We not only learn English language but we also learn about English culture. I volunteered at the creche in 2018, and my daughter could stay with me while I work. She loved playing around with the other children, and this helped her when she started nursery. I think that her time at the creche helped her to become independent. For me, I had the chance to gain some good work experience, so it benefited both of us! Almaz, the creche manager, is very helpful and responsible. I plan to continue doing one morning in the creche next year.

Crèche

Crèche has been more popular than ever this year with numbers reaching their maximum most sessions. 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 several volunteers.

Crèche staff have again faced challenges mainly due to lack of a secure lock-up cupboard to store their equipment, and general security issues. The cupboard they use was broken into for the second time in a year and a security bolt was fitted to the door to prevent unauthorised access. The security bolt has since been ripped from the door frame, but as ever our paid staff and volunteers always make the best of a difficult situation. A set of good quality 2-way radios was purchased to ensure that the crèche can always be in contact with the Project Leader in case of any problems.

Going to visit the crèche is one of my favourite moments of the day, and the sight of the children playing in a happy and safe environment always brings a smile to my face.

Highlights of the year

Training session

During the summer term a training session was organised for the crèche staff and volunteers. It was delivered by Leeds for Learning on behalf of Leeds City Council's Learning Improvement department. The session lasted for a couple of hours and focused on books and storytelling and it has been good to see ideas from that day being implemented in crèche. It was well attended and feedback suggested that the information and practical activities had proved very useful and provided much inspiration for the regular morning sessions. Many thanks to Jimbo's Fund for providing the funding that allowed us to provide this invaluable training for the paid crèche staff and volunteers.

Visit from Yorkshire Council for Ladies Education

On 12th March we were visited by a group of representatives from Yorkshire Council for Ladies Education. YCLE held a charitable meal and raised funds which they donated to H.E.L.P. and during their visit they commented on how impressed they were with the work that we are doing, and thought that the money that they raised at their charitable meal is being very well spent. They especially enjoyed meeting the volunteer tutors, learners, and having the chance to sit in on the lessons.

Visit to Bridlington

This year our seaside visit proved more popular than ever and there were many students on the waiting list. To meet demand and give more learners the chance to go on the trip extra transport was arranged, and on July 11th a coach and minibus parked outside St Aidan's Church and were rapidly filled by learners and their families as well as volunteers from crèche and class. The weather was good, despite a foreboding forecast, and the east coast breeze helped to blow away the gathering clouds. 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 football on the sand, 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. It was a great day and a real pleasure to meet the family members of our learners and spend time with everyone in an informal and enjoyable way. Special thanks to the congregation of Sewerby Methodist Church for welcoming us so warmly.

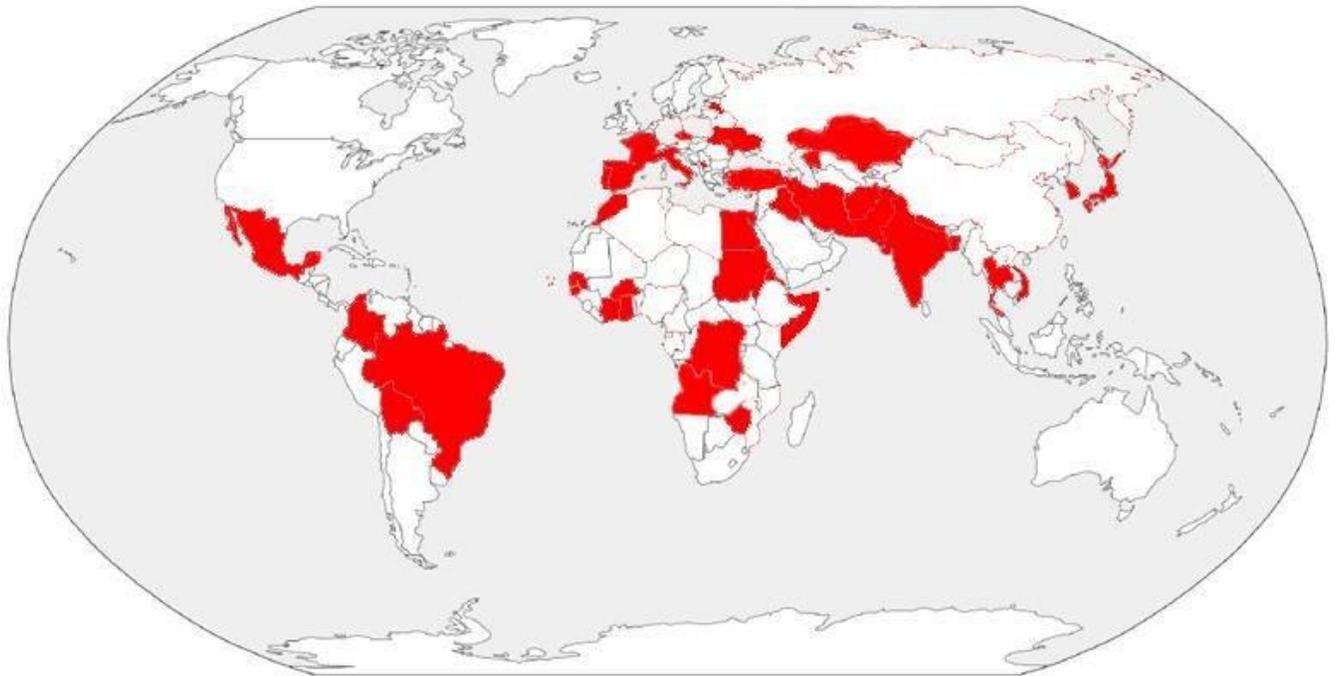


For the academic year 2018/19 we registered and assessed 211 adult learners. 68 were male and 143 were female. The majority of our learners were non-EU asylum seekers or refugees, with others coming from Europe, Asia, South America, and a handful from Eastern Europe. Countries included:

Afghanistan	India	Romania
Angola	Iran	Senegal
Bangladesh	Iraq	Somalia
Botswana	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	
El Salvador	Lithuania	
Eritrea	Mexico	
France	Moldova	
Gambia	Morocco	
Ghana	Nepal	
Guinea Bissau	Pakistan	
	Portugal	

Adult Learners came from across Leeds (LS 2, 6, 7, 8, 9, 11, 12, 13,15, 17, 25) although the majority are from the LS8 and LS9 areas.

There were up to 57 adult learners attending on Tuesday and Thursday mornings. Our adult learners are from the countries shaded in red.



Project Leader: Nicholas Thomas

Crèche Manager: Almaz Woldemichael
Deputy Crèche Manager: Hidat Gebremedhin

Charity Trustees: Rev'd Diana Zanker (Chair) Mrs Donna Kennedy (Secretary)
Rev'd Sarah Feaster Rev'd Mark Harwood Dr Lloyd Davies
Mrs Susan Noble Mr David Noble

Management Team: Nicholas Thomas (Chair) Donna Kennedy (Secretary)
Michael Blake (Treasurer) Veronica Turley Caroline Ugbo
Lloyd Davies Margaret Hughes Susan Noble Carmel Gorman

Learner Rep: HongJuan He

Volunteers:

Crèche: Zufan Teklemariam
Saba Yemane
Ogbit Tesfamical
Veronica Turley
Jill Walker
HongJuan He
Madge Henry

ESOL: Lloyd Davies, Pauline Byrne, Carmel Gorman, Susan Noble,
Pauline Horswill, Helga Adams, Margaret Hughes, Ros Marsden,
Donna Kennedy, Awais Dominic, John England, Neil Cathan,
Anjulee Bharath, Pat Walker, Tom Waples, John Riley-Smith

