

Harehills English Language Project

Registered Charity number 1193447

help-esol.org.uk



ANNUAL REPORT 2020-2021



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Chair's report

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

Our charity, **Harehills English Language Project (H.E.L.P)**, which began in 2006, is based in Harehills, Leeds 8 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 learners 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, RETAS, Touchstone, 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 seekers and refugees. In 2010 the project became a registered charity, and that status was changed to Charitable Incorporated Organisation (CIO reg no. 1193447) in February 2021.

As with many other third sector charities, we have experienced another bumpy year due to Covid- 19, with no possibility of starting face-to-face classes due to yet another lockdown and a rise in the rate of infections. We had hoped that the advent of vaccinations would help our decision making, but sadly the uptake of vaccination in Harehills remained at a very low rate of 21%. We therefore decided to continue serving the community by sending out mailshots of resources to those who were registered with us prior to the pandemic and also to continue with online one to one teaching. Fortunately, the Resilience Grant administered by Leeds

Community Foundation allowed us to continue to employ and pay our staff and our newly appointed IT consultant.

The work of our project during the last academic year has fallen hugely to Nick, our project leader, who has worked tirelessly, and for more hours than we were able to pay him, to ensure that our learners were contacted and assured of our support, and that online teaching went ahead for those who were happy to continue learning English with one of our tutors. Additionally, he continued to work with our IT consultant, Naghmeh, an ex-learner with us, in developing our website as a platform for learning. Our crèche workers, Almaz and Hidat, who are also ex-learners with us, continued to make masks and supply them to our learners and local charities. It was also agreed that the pastoral support of learners would continue through social media and telephone contact. Throughout the last academic year, our project leader's salary, IT consultant's fees and website costs were covered by a Jimbo Grant administered by Leeds Community Foundation. In June and July 2021, the trustees decided to start a couple of face-to-face classes at St Aidan's, which necessitated Covid safety training for tutors and learners and the purchase of PPE. We are indebted to Wade's Charity for their donation of £500 for this purpose.

As Trustees, we owe a debt of gratitude to Leeds Community Foundation for giving us the opportunity to apply for the Jimbo grant of £14,346, but most of all we wish to thank our key workers: Nick our project leader, Naghmeh our IT consultant, Almaz our crèche manager and Hidat her deputy for all their hard work over the months of lockdown and also our volunteer tutors who have been willing to move to teaching online. It has been an unprecedented and very difficult time, but we have been able to make the most of it and intend to continue to develop our website and online teaching.

Growing our project post-pandemic: It is now 19 months since we were able to operate normally, although we did plan to have a trial run of 2 classes over 8 weeks in June and July this year on site at St Aidan's and a reduced number crèche at Trinity United. However, a case of Covid was diagnosed in one of the classes causing a 10 day delay whilst contacts self-isolated, one of our tutors had to do the same when a member of the family became infected and our project leader was 'pinged' by the NHS as a contact. This was extremely disruptive and ultimately led to a shortening of the trial. Costs for this period included Rents of £290 for St Aidan's and £200 for Trinity United.

Despite these problems, we plan to restart more face-to-face classes in September 2021. Because our classes and crèche places are free for our learners, we rely heavily on grants to meet our financial commitments. However, due to the current financial climate, grants for third sector charities have become more difficult to access. Fortunately, we have received £2,560 from regular Standing Orders, £910.02 from HMRC Gift Aid

Receipts and £1,130 from donations and fundraising. For the new academic year we have also received the following grants: £3,000 from the Sisters of the Cross and Passion for staff salaries, £5,000 from Garfield Weston for core costs (part 1 of a 2 year grant of £10,000), £1,500 from the Sir George Martin Trust, and the promise of £2,911.20 from Leeds City Council for creche salaries (to be paid retrospectively).

During the year, with outbreaks of Covid and periods of self-isolation due to the pandemic and the extra work it has imposed on our project leader, it has become clear to the Trustees that we need to look towards employing a deputy project leader. The cost of this has been included in an application in progress to the Henry Smith Charity and we are currently waiting for the outcome of stage 1 of the grant which, if successful, will cover the cost of the salaries of our project leader and deputy, as well as that of our IT consultant, for a period of 3 years. An application to the Brelms Trust is also in progress for the core costs of the crèche.

In what has again been a difficult and unprecedented year due to the pandemic, our special thanks go to all those who give their time and talents to the project: for the invaluable support of our project leader who has worked tirelessly to deliver our aims and objectives over the lockdown period, to our volunteer tutors, crèche manager and deputy and their volunteers, to administrative volunteers, the Management Committee, the Trustees and to St Aidan's and Trinity United Churches who allow us to hold classes in their buildings at a subsidised rent. We feel fortunate that over the past 19 months and mainly due to the Resilience Grant, we have been enabled to branch out into new and innovative ways of delivering our project and caring for the many people who come to us to learn English and for pastoral support. Last, but not least, thanks go to Michael Blake our treasurer and to Malcolm Wilson, who has kindly been our Independent Examiner for HELP's accounts over the past four academic years. We very much appreciate all the work they have done on our behalf.

Over the 15 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 a positive addition to their CV.

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. At the beginning of our sixteenth year of teaching ESOL, we look forward with hope and quiet confidence to the new academic year and the return to face-to-face teaching and continued online tutoring.

Rev'd Diana Zanker

Chair of Trustees

September 2021

Trustees' Report

This Report gives an account of the work of the Trustees during the past financial year, September 2020 to August 2021.

Trustees

At the end of the year the Trustees were: Diana Zanker (Chair), Lloyd Davies, Sarah Feaster, Alasdair Frazer, Gill Gibbons, Donna Kennedy, David Noble, and Sue Noble.

At the end of the previous year we lost the services of Rev'd Mark Harwood, Minister of Trinity, due to his departure to another church, and thanked him for his contribution to our work and his cementing of Trinity into our daily activities. We hope that his successor, Rev'd Edward Sakwe will take his place.

During the year we welcomed Gill Gibbons as a Trustee, and have appreciated her contribution, especially to fundraising.

To assist Diana Zanker as our Chair there have been moves for individual Trustees to focus on particular activities as follows: Fundraising Sub-Group – Alasdair Frazer, Gill Gibbons, David Noble and Sue Noble; Banking Activities – David Noble (wef October 2021); Secretarial (Minutes and Note-taking) – Donna Kennedy; Relations with Charities Commission – Lloyd Davies.

During the year we met on seven occasions, always by Zoom, and have on almost every occasion been joined by our Project Leader, Nick Thomas. Our principal matters for discussion and decision are covered below.

Employees

We want to pay particular thanks to our employees, Nick Thomas, Project Leader, Almaz Woldemichael, Crèche Manager, and Hidat Gebremedhin, Asst. Manager. Also to Naghmeh, our IT Consultant. It is principally due to their efforts that we have come through the pandemic (to date), continuing to work with learners and achieve our basic aims.

At the time of writing we are hoping to appoint a Deputy Project Leader who will assist Nick during the busiest times of normal class working.

Pandemic

The onset of the pandemic in March 2020 had led to all classes being cancelled for the remainder of that academic year, and it was decided that this should continue from September. This meant abandoning proposals for evening classes for taxi-drivers which Nick had been planning. However, virtual classes, which

had started in April, were expanded using email, Zoom and WhatsApp, and these continued for the remainder of the academic year (and in some cases beyond).

In discussion with Nick it was agreed that a small number of live classes should start in June, and these continued for three weeks before an upsurge in covid cases locally caused their cancellation. Our concern at all times was the safety of learners, employees and volunteers, and Nick put in place all possible safeguards such as sterilization of surfaces, the provision of masks, and the training of volunteer teachers in covid-awareness.

Following Government guidance plans were made for a much fuller resumption of classes from September 2021.

We were mindful that one of our Aims is the pastoral care of learners, and Sue Noble worked with Nick and volunteers to contact as many learners as possible to check on their well-being.

Chartered Incorporated Organisation (CIO)

The AGM in October 2020 voted to change our status to that of a CIO. This was prompted by the award of a grant from Jimbo's Fund (Leeds Community Foundation), and provided several advantages compared with our previous unincorporated status, for example the legal right to employ people, the removal of trustees' liability, and the avoidance of possible fines by the Charities Commission (CC).

However, it involved the Trustees in considerable work, primarily in preparing for a new constitution. The specimen Constitution and rubric provided by the CC was couched in very general terms, necessary to cover an extremely wide span of charities, and decisions were needed on numerous issues. We found, for example, that the word 'English' in our title is in a list of sensitive words for which permission had to be obtained from Companies House. Nevertheless, we were given permission by the CC to use our new Constitution, effective from December 2020, with a new CC number of 1103447. The change was purely legal, and in no way affected our basic aims or ways of working.

A necessary consequence of becoming a CIO, however, was the need to open a new bank account.

Fortunately, the CC recognised that we would need to run our existing Lloyds account in parallel with the new account – fortunate, because the latter has caused innumerable problems which have not been resolved at the time of writing.

Fundraising

The importance of fundraising cannot be over-emphasised because without the income it provides almost none of our basic aims as charity could be achieved. The Chair's report gives full details, but it should be recorded here that the Fundraising Sub-Group was successful with the following organisations (some in

earlier years): Garfield Weston, Jimbo's Fund, Leeds City Council, Sir George Martin Trust, Sisters of Cross and Passion, and Wade's Charity, and we want to express our sincere thanks to these organisations. At the time of writing we are hoping for positive responses from the Brelms Trust and the Henry Smith charity. Some other applications were, unfortunately, unsuccessful. Each application has to be couched in terms specific to the charity's aims, and so needs careful writing and is time-consuming.

It should be noted that successful fundraising usually produces income not only for the current year but also for the following one or two years. The Financial Statements for the year ending 31 August, 2021, for example, include grants of £10 000 to be used during the 2021/22 year.

Finances

Because of the point made above concerning grants, namely that grants made in one financial year are often to be used in successive year(s), the conventional display of Receipts and Payments does not necessarily provide the most helpful indication of HELP's financial health. A more reliable indicator at any moment in time is the current balance in the bank, together with known commitments, mainly room charges and employee costs, and expected grant income. At each Trustee's meeting we are informed of the current bank balance, and take decisions on future expenditure with this in mind. At the end of the 2020/21 year the cash and bank balance was £28 117.17, which we regard as satisfactory.

Thanks and Acknowledgements

The Trustees are very conscious of the immense contributions to our work which are made by many individuals, and want to express their appreciation and gratitude for all they have done.

Although we have thanked our employees earlier in this Report, it is entirely appropriate to restate our high regard for their efforts. Foremost among these must be Nick Thomas, our Project Leader who in a normal year keeps 'our show on the road', but who during the present pandemic has 'replaced our wheels and mended the steering', so to speak. He has explored well outside normal work patterns to come up with alternative ways of teaching and learning, and deserves the greatest recognition. He has been helped all the time by Almaz, Hidat and Naghmeh, who similarly deserve our thanks.

On the financial front we want to thank, for yet another year's work on our accounts, Michael Blake, treasurer, and Malcolm Wilson, independent examiner; the change in banking arrangements arising from our change in status to that of a CIO posed new challenges which they met with the best of goodwill.

Finally, and certainly not least, we want to thank all our volunteer teachers who have coped marvellously with the uncertainty and need for change caused by the pandemic. Their willingness to innovate, and cater for the needs of learners, has been most reassuring, and we are encouraged that HELP continues in a healthy condition and well able to accomplish our aims.

October 2021

Receipts and Payment Accounts

HAREHILLS ENGLISH LANGUAGE PROJECT (H.E.L.P.)

Financial Statements for the year ended 31 August 2021

Receipts & payments account

	2021	2020
	£	£
Receipts - Grants, donations and fund raising		
Sisters of the Cross & Passion Sisters (Grant for 2021/22)	3,000.00	4,000.00
Leeds Community Foundation - Jimbo's Fund	14,346.00	-
Garfield Weston Foundation (Grant for 2021/22)	5,000.00	-
Wade's Charity (for Covid recovery 2012/22)	500.00	-
Sir George Martin Trust (Grant for 2021/2022)	1,500.00	-
Hilden Charitable Trust	-	5,000.00
Yapp Charity	-	2,500.00
Leeds City Council	-	1,200.00
Resilience Grant	-	7,013.40
Donations through standing orders	2,560.00	2,280.00
Gift Aid recovered	910.02	1,148.33
Whixley with Green Hammerton PCC	250.00	-
Roundhay Methodist Church	345.00	-
Other donations	535.00	200.00
Proceeds of coffee morning	-	512.86
Total receipts	28,946.02	23,854.59
Payments		
Room use - St Aidan's	290.00	1,700.00
Room use - Trinity United Church	200.00	910.00
Project Leader's fees	16,950.00	9,976.00
Salaries	3,554.10	5,166.96
Volunteers' expenses	23.00	180.30
Resources and training	636.61	811.53
Website consultancy	1,007.50	527.00
Website costs	237.48	-
Insurance	201.60	-
Refreshments	-	22.50
Recreational visits - (Wade Trust)	-	41.95
Sundries	-	9.39
Total payments	23,100.29	19,345.63
Excess of receipts over payments	5,845.73	4,508.96

Financial Statements for the year ended 31 August 2021

Statement of Assets and Liabilities

Net Assets	TOTAL 2021 £	TOTAL 2020 £
Cash and Bank		
Cash	258.00	281.00
Bank current account	27,836.17	21,967.44
Total assets at 31 August	28,094.17	22,248.44

Represented by	TOTAL 2021 £	TOTAL 2020 £
Excess of receipts over payments for the year	5,845.73	4,508.96
Opening cash and bank balances	22,248.44	17,739.48
Cash and bank balances at 31 August	28,094.17	22,248.44

At 31 August 2021 the charity had no liabilities (2020: £nil).

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

APPROVED BY THE TRUSTEES AT THE ANNUAL GENERAL MEETING ON 21 OCTOBER 2021 AND
SIGNED ON THEIR BEHALF BY:



Chair

21 OCTOBER 2021

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 2021 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 financial statements, 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

21 OCTOBER 2021

Project Leader's report

In writing this report, I have reflected on the difficult times we have faced together over the last 19 months. I believe that it exemplifies just how professional and hard-working the staff and volunteer team is, rapidly learning new skills to keep the project going despite facing many obstacles. Working together we have constructed a system that is relatively "Covid-secure", and the start of the new academic year (2021-22) sees the resumption of six on-site face-to-face classes and the continuation of online learning, which is evidence of the project evolving, developing, and growing.

The start of the academic year 2020-21 brought talk of the first effective vaccine, although it was evident that it would be some time until this was rolled out to the public. Despite the lifting of many restrictions in August, the Trustees came to the decision that face-to-face classes should not resume in September (all teaching would continue online) and that the situation should be reviewed several weeks into term. This decision was not taken lightly and was made after consulting volunteers and staff, as well as weighing up the likely impact of the return of schools and universities after the summer holiday on the rate of infections. The priority at all times was that of our staff, volunteers, and learners, and after closing classes in advance of the national advice to stay at home being given in March it seemed sensible to monitor the situation closely and not to jump the gun. This proved to be a sensible course of action when only weeks later as we neared the end of September the Prime Minister warned of further restrictions being reintroduced before the three-tier system was brought in and the second national lockdown started at the end of October.

Many of the online classes that started last academic year continued over summer and others resumed at the start of term in September. The decision to continue working online meant a smooth transition into the new academic year for many of the volunteer teachers as they continued to work with their learners. Due to the nature of 1:1 lessons our capacity for online learners was capped at between 20-25 depending on volunteer teacher availability. However, this meant that although we were teaching fewer individuals than when group classes had been running, the number of teaching hours delivered had increased from 4 hours to around 20 hours per week.

All the while it was key to prepare and be ready for the time that on-site classes could resume. Much of this preparation had been done during the summer for a potential September start, but the ever-changing situation called for constant evaluation and tweaking of plans. Health & Safety documents and Risk Assessments were rewritten working in conjunction with both churches; Safeguarding policies were reviewed and updated to include online classes; changes to the normal operation of face-to-face class were discussed to

ensure that learners and teachers could be guaranteed a reasonable level of comfort and safety; Covid awareness guidance was prepared for learners, staff, and volunteers.

Winter was not going to bring any respite and by the time the second national lockdown was introduced the decision had already been made to inform teachers and learners that classes would continue online for the remainder of the term and a further decision would be made in the new year. Again, this was the sensible course of action to guarantee minimal disruption for teachers and learners during the term while ensuring that learning could continue unobstructed. Although the Trustees agreed that the situation would have to be reviewed at the end of the year, it was widely acknowledged that January and February often see some of the harshest weather and the greatest increase in the number of people who are unwell, and with this in mind we would be lucky if the situation had changed dramatically. However, we remained optimistic but as the new year approached it was clear that there would be a further delay to face-to-face classes and before Christmas the decision was made not to plan for the resumption of classes in the new year. As mentioned in last year's report and elsewhere in this report our volunteer teaching team is largely made up of individuals that are considered to be in the 'at risk' category. Also, we work with refugees and asylum seekers in an area of Leeds with low vaccine uptake and these factors had to be considered to take into account the safety of all members of the project when planning the resumption of on-site classes.

The decision to postpone face-to-face classes was again vindicated when the third national lockdown was introduced early in January. Online classes continued and an early decision was made to continue working in this way for the remainder of the term which would see us through the worst of the winter months and allow the vaccination program to take effect.

Spring brought the lifting of restrictions and the Government's roadmap to recovery, however the vaccination program had not been rolled out to all age groups and there was still a certain level of understandable concern amongst staff and volunteers.

Decisions were constantly reviewed and the situation analysed over this period and as the summer months approached there was the real prospect of starting some face-to-face classes on-site and conducting a trial of the new working methods. Preparations were made for three classes to run for the final five weeks of the academic year. This would prove good experience and a small success in a difficult year. Learners and teachers were to be given an induction and Covid awareness information before starting classes, and measures were put in place to guarantee safety e.g. a one-way system of movement, the use of masks and hand sanitizer stations, ensuring that rooms are ventilated, and having the learners socially distanced in class which meant that we could only cater for a maximum of 10 learners in each group. I must say a huge thank you to the

teachers that made themselves available to teach the on-site classes as the process was invaluable when preparing for the full-scale return of face-to-face teaching, not to mention the joy that the classes brought to learners after such a long period of minimal social contact.

It was a very precarious time with high infection rates and many people being told to self-isolate and unfortunately classes had to end after 3 weeks due to one positive Covid case detected after a learner had been in class and several members of the team having to self-isolate. This was a great shame but not unexpected and at no point was there an outbreak of the virus among staff, volunteers, or learners, so the process proved extremely valuable, if a little frustrating for everyone.

I would like to thank the Chair and Trustees for the close communication that was maintained throughout the year – regular meetings of the Trustees’ and frequent conversations with the Chair meant that I was incredibly well supported, and all decisions could be considered appropriately before being acted upon.

The summer holiday provided a welcome opportunity to reset, although some of the teachers continued their online classes with learners. My attentions turned towards the coming academic year (2021-22) with a renewed optimism that things could get off to a good start in September. The majority of the planning and preparation had been done and a trial of working practices had been conducted. Liaising with teachers and learners means that at the time of writing we have 6 on-site classes scheduled to run in September with 7 volunteer teachers available to teach. Online lessons will continue to be offered to learners that cannot access the on-site classes, although they will be reduced as many of the teachers will return to working on-site and have less availability. We hope to increase the number of teachers available for online classes should learner demand grow over the course of the year.

Many of our learners receiving online classes during the 2020-21 academic year were enrolled before lockdown in 2020, some of them for several years, and it is pleasing to see their names on the class lists for the face-to-face classes due to start in September. Online learning proved to be extremely successful with a lot of the learners (see the Volunteer Teacher reports for some examples), however it was never going to work for everyone and over the course of the year there was the opportunity for new learners to start online classes when others dropped out or ended their course. Having said this, it was impossible to escape the fact that learners are often excluded from online learning because they do not possess the required technology or skills, and this is something that we hope to address in the coming year. When learners have a low level of English online classes can seem extremely daunting and the barriers insurmountable. For this reason, IT training sessions for learners will be introduced in the 2021-22 academic year with the aim of improving learners’ ability to use devices such as laptops and tablets, increasing their awareness of our own website and

the learning materials that can be accessed within, and showing them how to use technology to become a better learner and study at home. Our IT Consultant, Naghmeh Effat, has agreed to assist in the provision of these sessions and will work with me to deliver them to learners from October 2021.

Our work brings us into contact with many learners, all of whom are unique individuals with their own personal struggles in life. One such learner who has been studying with us for over 4 years has partial eyesight and struggles to see materials, but she has not let this hold her back. Using an iPad to enlarge images of worksheets she has managed to progress from Pre-Entry to Elementary level during her time with us and this is down to her hard work and that of her teachers. Speaking with her at the start of lockdown revealed that she was not confident enough to have online classes as she didn't think she would benefit from the visual aspect of the meeting – seeing faces on a screen is a challenge and it could be tricky to manage the call and view materials at the same time. During her time in face-to-face classes the learner had developed a special bond with her teacher, Carmel, who upon finding out about the situation immediately offered a solution – telephone classes focusing on conversational skills and general vocabulary. These telephone classes proved to be a great success, and as soon as it was possible both were meeting outside to continue their conversation classes face-to-face. This demonstrates the resourcefulness of our volunteers and their commitment to our learners, proving that with a little thought and effort these seemingly insurmountable barriers can be overcome.

The many changes caused by the pandemic meant there were adjustments that needed to be made to several of our fundraising applications. These, along with new applications for the coming year, were addressed by the Fundraising team to ensure the project remained in a stable financial position and was able to continue to operate uninterrupted. Post-grant report feedback has highlighted some areas on which to improve, mainly the maintenance of records relating to online classes which proved difficult to keep during lockdown. This will be addressed and improvements put in place to ensure better monitoring throughout the coming year. I would like to mention the work of the Fundraising team and acknowledge what they contribute to the project – much of the work is very time consuming and the application process can often be long, and in the same way that the work of the Trustees is vital, the project would not be able to function without our team of committed fundraisers.

The onset of Covid-19 and the lockdowns that ensued brought to light the need to develop and improve our provision of a pastoral care program. The impact of reduced social contact and having to stay at home was felt by all members of our community and this prompted us to act: it was clear that learners were benefitting from having regular contact with teachers, and sessions were often spent discussing any issues that the learners

might be facing. There were many times when I was called upon to assist by providing advice and I quickly realised that the teachers were giving a lot of support to their learners. I had been in regular contact with teachers to arrange and follow up on their online classes, provide materials and support when needed. However, teachers had expressed that they missed the social aspect of the on-site classes, so the Pastoral Care Program was developed and introduced early in 2020. Susan Noble was appointed as the lead of the programme and it began with teachers meeting online in groups of 5-6 in a relaxed environment where they could share their thoughts about classes, offer each other help or advice with materials for class, and catch up. The meetings were a success and had the intended effect of bringing the volunteer teachers a little closer together during a time of remote working. We hope to roll out the program to our learners upon the resumption of face-to-face classes.

Although the last 19 months has been very challenging, I have no doubt that the project has become more resilient and adaptable. The forced move to online learning has allowed us to increase our reach and to work with learners (and teachers) that cannot come for class on-site, not to mention the requirement for many of us to learn new skills. It has demonstrated the clear need for our learners to be computer literate and brought about the introduction of Information Technology training on-site. Our website continues to be updated as a materials and information hub for teachers and learners, and there is no let-up in demand for both online and face-to-face lessons as we approach the start of a new academic year.

My sincere thanks go to all members of the project.

The Chair, Revd. Diana Zanker: thank you for being willing to keep such close contact with me to ensure sound navigation through these uncertain times. I am always trying to learn, and you set a great example to follow.

The Trustees and the Fundraising team: your understanding of what goes on 'at the coal face' and willingness to communicate openly with me during meetings is greatly appreciated.

The Creche staff and volunteers: although the creche has not been running for the main part of the year, it is still at the core of what we do and will soon be of great significance when face-to-face classes start again. A special thanks goes to Almaz and Hidat for working hard to produce an extensive stockpile of masks for our learners and other local charitable organisations.

The volunteer teachers: I cannot overstate how grateful I am for your willingness to adapt to online teaching and for continuing to commit your services to the project over the last year. I can only hope that you get as much out of teaching your learners as they do – it is clear to see how much you do for them and I offer you my heartfelt thanks for this.

Naghmeh Effat, IT Consultant: thank you for your hard work on the website. It is really starting to take shape and I look forward to working with you on the IT training for learners this coming year.

The onsite administration volunteers: It has been a quiet year on this front – thank you for patiently standing by waiting for the time when we get back on-site.

Michael Blake (Treasurer) and Malcolm Wilson (Independent Examiner).

Thanks to those at St. Aidan's and Trinity churches who have ensured that we still have classroom space for the coming academic year despite a considerable period of quiescence.

An extra-special thanks to Lloyd Davies and David Noble for their tireless work in making the move to a Charitable Incorporated Organisation, another immensely time-consuming task which has been managed with aplomb.

Each one of you is key in our continued success and your dedication and commitment is hugely appreciated.

Nicholas Thomas
Project Leader
September 2021

Class reports from tutors

Lloyd Davies

The year began with renewed lockdown and therefore no conventional classes. I worked with two learners, Filimon and Judith, from September 2020 to July 2021, both using virtual methods. And for three weeks in June/July we had live classes at Higher Intermediate level.

With **Filimon** we used Skype for a one hour lesson each week. Filimon's learning needs were around pronunciation and vocabulary, so during the lessons we worked with material I had sent him beforehand, texts which enlarged his understanding of English language and customs, and – an innovation – pictures of everyday scenes which he could describe and discuss.

I think he found the lessons helpful but I found the medium of Skype very artificial and inadequate for the progress that could have been made. In face-to-face situations I could have challenged and prompted him more to stimulate learning, so although online learning was better than nothing I felt that we were continually under-achieving.

Judith, a German au pair in doctor's family, already had a very high standard of English. We worked entirely on written material using email, and my role was to help iron out relatively small imperfections, for example when to use capitals, different shades of meaning (e.g. epoch v. period), and stylistic considerations such as when to use the present continuous tense.

As with Filimon I would send her an article on a topical subject, such as Guy Fawkes and Bonfire Night, or a description of an English location such as the Lake District, adding some questions to test her comprehension and powers of expression. I always asked an additional question to explore comparable situations in Germany (such as 'Is there anywhere in Germany like the Lake District?') in order to stimulate new writing. Judith said she found this approach very helpful, and it was a pleasure to work with her.

The live classes at the end of the year were short-lived because of a recurrence of covid, but it was good to return to near-normality and made the resumption of a full programme in September easier.

Helga Adams

From the autumn 2020, I started teaching 2 students online. One of them remained with me until June 2021, the other was replaced by a new one from January, and again she continued until June. I met each one once a week for one hour. Given the intensity of one-to-one teaching, I felt one hour was long enough for them.

As in the previous year, I loosely followed the English for Everyone Course Book, Level 2 Beginner, and supplemented it with my own ideas and materials. Working with Zoom was a positive experience, but it did require more detailed planning than in the classroom where one can switch more easily to a new activity. I had to do quite a bit of scanning of materials I wanted to share, and keep them ready for calling up onto the whiteboard. I did learn new skills in the process, and so did the students who initially had problems coming online but ended up as very confident Zoom participants. One student had the help of her two young sons who were always keen to join the lessons when they were off school.

In the one-to-one setting, I was able to focus completely on the students' individual needs and it was very satisfying to see how this helped with their progress.

I enjoyed the experience of teaching in this way, but am aware that we could not reach as many students. Also, the learning from others, and the more social aspect of these lessons was lost. Therefore, I look forward to face-to-face teaching in the hope that we will be able to meet regularly again.



John Riley-Smith teaching Elementary level

Donna Kennedy

This last year has been an interesting one. I would never have thought that teaching by means of an iPhone would be a possibility. However, WhatsApp came to our rescue and we had a most enjoyable and successful year.

I had two learners. Abrehet was a beginner. She is such a positive person and this came across in her lessons. It was slow at first, mainly because it is difficult giving and understanding instructions. However, her family were helpful and she soon became accustomed to what I wanted her to do. The lessons were fun and she made a lot of progress. We used pictures and simple worksheets and this worked well. We did two 30-minute lessons a week. The teaching is very intense when there is only one student – especially on a small screen. Khanda was a more advanced learner and we were able to use a text book. The lessons were between 40 minutes and an hour. She had a baby during the year which prevented lessons happening at the same time every week. I learned a lot about Khanda's life in Kurdistan and also about the food that she and her husband prepared. She would show me what she had been cooking which always looked delicious.

I became close with both learners. I met their families and 'entered' their homes. In spite of the pandemic, I think it's fair to say that they had a worthwhile year.



Anjulee Bharath teaching Beginner level

Thomas Waples

For me, this academic year merged seamlessly with the previous one. My online classes had not stopped, there were no new groups of learners for me to get to know and so 20/21 was a simple continuation of the 19/20 academic year.

By this time I was familiar and happy with the style of 1:1 online teaching. I knew my learners' linguistic abilities and had also got to know a fair amount about their personal circumstances, their working patterns and their availability.

121 online teaching is a more familiar and personal style of teaching than teaching a class of 6 or 8 students. A friendship develops over a period of time and learners sometimes referred to me for help and advice on issues outside my teaching brief. Luckily I had Nick to talk to if I was at all unsure of what I should do or say.

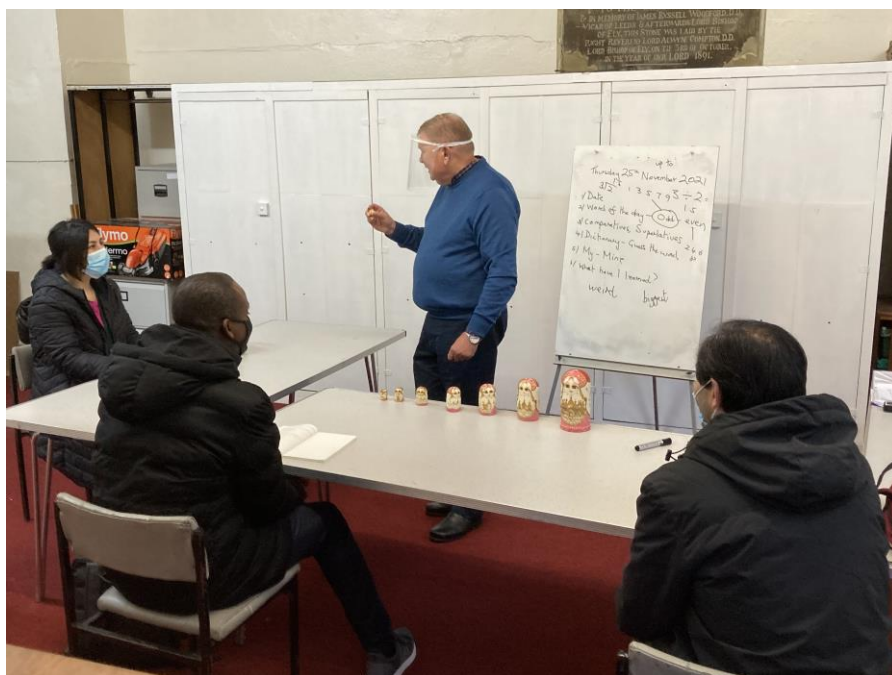
As well as the help they received learning English, I got the distinct impression that these lessons were also important to the learners as a way of keeping contact with someone outside their own cultural circle. Two of my learners spent nearly all their time in the company of family and friends from their own country – one is Eritrean and the other one is Chinese. Having a perspective from someone else may have helped them to feel at least a little more integrated.

I was very fortunate that Nick gave me learners who were already motivated to learn and committed to attending these online lessons. Of course, there were one or two who were unable to fully commit and they reluctantly had to leave until the time comes when they are in a better position to attend classes on a regular basis.

I was also fortunate to teach a very intelligent young man with a half Arabic half Spanish background whose speed in learning English totally astounded me. It was not long before he did a work experience placement organised by the Prince's Trust and ended up being offered the job on a full-time basis. Such high fliers only come along rarely but, when they do, they certainly warm your heart.

One advantage of online learning is that the learners do not have to live near St Aidan's or be available from 10 to 12 on Tuesday and Thursday mornings. One of my learners had a job which took him away from Leeds and which makes him work a different shift pattern every week. So every week we have to plan a time when we are both available to have a lesson together. A bit of flexibility means that he can get the ESOL help he wants working full time without missing classes. And all credit to his motivation for working long hours in a demanding job and still wanting to work hard at learning English. I am very pleased that, although classroom teaching has now returned, I am still able to teach him online.

Finally, as well as talking about the impact of our work on our learners I would also like to mention its impact on me as a tutor. Lockdown and the isolation it brought with it was one of the most difficult times of my life. As well as not being able to see family and friends, my daily life was not just disrupted but was completely taken away from me. Being able to meet learners online, not only teaching them but talking and socialising with them, and after the classes preparing lessons for them gave me a purpose and made me feel useful. I enjoyed the company and was delighted when they took steps forward, even if sometimes they were only baby steps. Having Nick there to help me when I asked for help but never interfering made everything feel secure and structured. This difficult time made me realise just how important it is that teaching is a mutually beneficial process and, when it is well organised, how much it can help both the learner and the teacher.



Thomas Waples teaching Intermediate level

Statistics and data

For the academic year 2020/21 we registered 73 adult learners. 31 were male and 42 were female. The majority of our learners were non-EU asylum seekers or refugees, with others coming from Europe, Asia, Central America. Countries included:

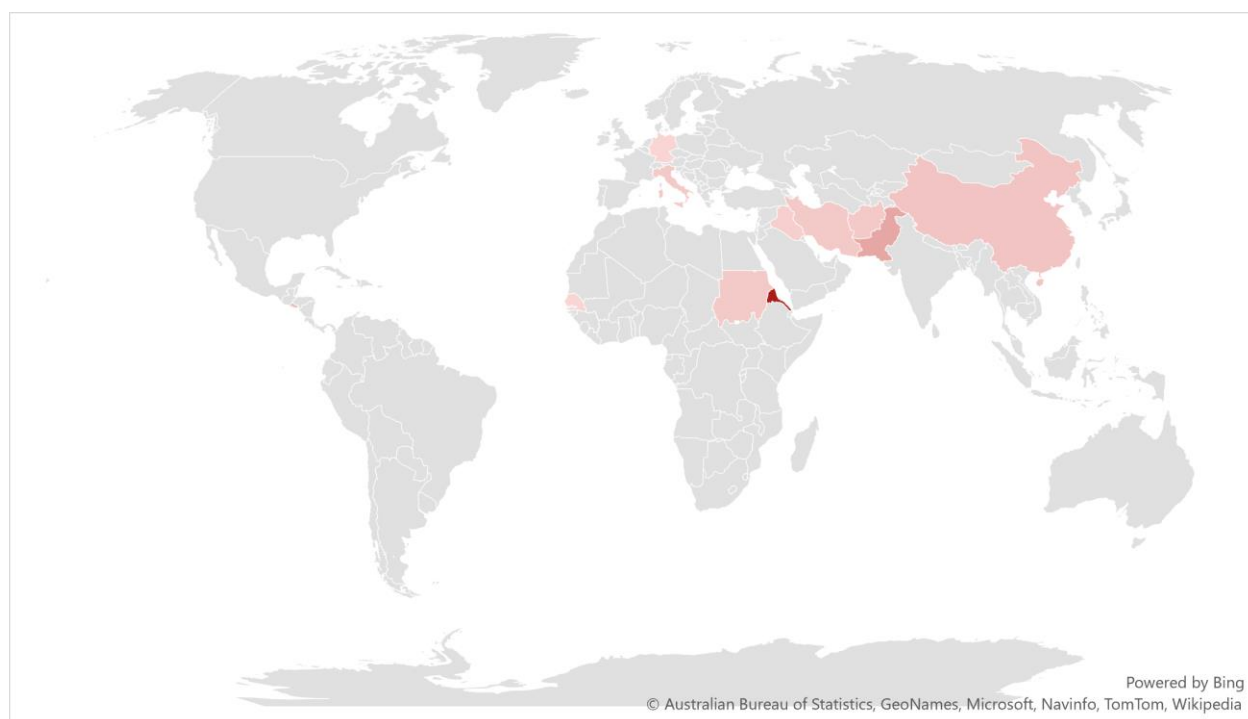
Afghanistan	Germany	Kurdistan	Turkey
China	Iran	Pakistan	
El Salvador	Iraq	Senegal	
Eritrea	Italy	Sudan	

The majority of Adult Learners are from the LS8 and LS9 areas with others coming from across Leeds (LS 2, 6, 7, 11, 12).

Harehills English Language Project delivered an average of 540 minutes of 1:1 online tuition (c. 4 teachers working with around 9 learners) each week for a period of approximately 48 weeks.

OVER 400 HOURS OF 1:1 ONLINE TUITION PROVIDED IN THE ACADEMIC YEAR 2020-21

Our adult learners are from the countries shaded in red.



Staff and Volunteer team

Project Leader:	Nicholas Thomas
Crèche Manager:	Almaz Woldemichael
Deputy Crèche Manager:	Hidat Gebremedhin
Charity Trustees:	Diana Zanker (Chair), Donna Kennedy (Secretary), Sarah Feaster, Lloyd Davies, Gill Gibbons, Susan Noble, David Noble, Alasdair Fraser
Fundraising Team:	Diana Zanker, Susan Noble, David Noble, Alasdair Fraser, Gill Gibbons
Management Team:	Nicholas Thomas (Chair), Donna Kennedy (Secretary), Michael Blake (Treasurer), Lloyd Davies, Margaret Hughes, Susan Noble, Carmel Gorman, Tom Waples, Veronica Turley, HongJuan He
Learner Rep:	HongJuan He
Volunteers:	Tahir Aziz Rebecca Vipond
Crèche Volunteers:	Saba Yemane, Ogbit Tesfamical, Veronica Turley, HongJuan He
Pastoral Program Coordinator:	Susan Noble
ESOL Tutors:	Lloyd Davies, Carmel Gorman, Susan Noble, Helga Adams, Margaret Hughes, Donna Kennedy, Awais Mughal, Thomas Waples, John Riley-Smith, Roy Haworth, Anjulee Bharath
IT Consultant:	Naghmeh Effat

Photo Gallery – including pictures of happier times pre-Covid 19



1:1 IT training session being delivered by our IT Consultant, Naghmeh Effat



John-Riley Smith teaching Elementary level



Thomas Waples teaching Intermediate level



Volunteer teachers receiving the gift of Noah's pudding from representatives of the Turkish community in Leeds



Carmel Gorman teaching Pre-Entry level



Teaching and learning in action in St. Aidan's Community Hall



Presentation of certificates to crèche staff and volunteers (pre-Covid)



Volunteer teacher Donna Kennedy working with a group of learners (pre-Covid)



Volunteer teacher Helga Adams enjoying a snack with the Beginner level learners (pre-Covid)



Volunteer teacher Awais Mughal teaching a Reading & Writing group (pre-Covid)



Staff, volunteers, and learners celebrating the end of the academic year (pre-Covid)



Learners proudly display their certificates at the end of term (pre-Covid)



Learners, staff and volunteers enjoy the annual trip to the coast (pre-Covid)



Learners, staff and volunteers enjoy the annual trip to the coast (pre-Covid)



A huge thank you to all our learners, volunteers, staff, trustees, fundraisers, supporters, and sponsors.