

Harehills English Language Project

Registered Charity number 1193447

help-esol.org.uk



ANNUAL REPORT 2021-2022



Supported by



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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 many different countries world- wide, and more recently from Afghanistan and Ukraine. Most of our learners come to us on the recommendation of their friends, but we also take referrals from Refugee Agencies, PAFRAS, who work on the same premises as us, 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. Grateful thanks go to Lloyd Davies (trustee) and to David Noble (treasurer) who have worked many hours to steer us through this process, working with the Charity Commission, bank and HMRC for Gift Aid. We are also indebted to Malcolm Wilson, our auditor, who has given us helpful and sound advice.

From the outset, our charity has offered free classes and free crèche places to those who come to us for help, and we are indebted to our highly qualified tutors who give their services free and to our volunteer administrative staff. Additionally, we have four paid staff: project leader Nick, crèche manager Almaz, crèche deputy Hidat and IT consultant Naghmeh.

After a rather bumpy time through the worst of the Covid-19 pandemic when we kept in contact with our registered learners by sending out mailshots of resources and by teaching online, we were finally able to restart face-to-face classes in September 2021. We also retained online teaching for a few learners and continued to build up our website as a platform for learning which is available to all. This required careful planning by our project leader to ensure that tutors, volunteers and learners could join our classes and access our crèche safely after an induction in the use of strict anti-Covid measures. It is pleasing that the number of learners coming to us to register has gradually increased and we have been able to take advantage of working on our split site at St Aidan's and Trinity United Churches and to offer several classes and the crèche.

Because of the state of the economy, grants have been harder to access. but this has applied to all third sector charities. After much hard work by our fundraising group, we have fortunately been able to cover all salaries, with extra hours needed for our project leader, and all expenses including room hire, volunteer expenses, educational materials, website domain costs and Zoom licence etc. Our Treasurer writes:

Our Annual Accounts for the year ending 31st August have been prepared on a receipts and payments basis and have been verified by an Independent Examiner.

This set of Accounts reflects the new status of HELP as a CIO (Charitable Incorporated Organisation), and its operational period of 45 weeks.

The Receipts of £58,265.40 show the closing Cash and Bank balance transferred from our old Unincorporated Charity (£24,122.26), Income from New Grants received (Leeds Community Foundation £7633.00, Awards for All £8840.00, and Brelms £5000 1st of 3 payments), Income from previously awarded Grants (Garfield Weston £5000 2nd of 2 payments), Donations through Standing Orders from supporters of HELP (£2135) and Gift Aid £3535.14.

We face continuing significant challenges in attracting funds from Grant providers and other fund-raising options are being explored with increasing donations via standing orders offering a positive long-term proposition.

Payments of £24,425.04 reflect the fact that it was a 45-week accounting period and the impact of the pandemic, which resulted in the continuation of some online teaching and therefore less rents and crèche remuneration.

We ended the year with a cash and bank balance of £28,840.36

Our 22/23 Expenditure Budget is anticipated to be £35,872.00

In what has been another challenging year, our special thanks go to all those who so willingly give their time and talents to the project: for the tremendous support of our project leader who has worked tirelessly to

deliver our aims and objectives, to our crèche manager and her deputy, to our IT consultant and to all our volunteers including our volunteer tutors, our management committee, and to our trustees and fundraising group. Finally, thanks to St Aidan's and Trinity United Churches for allowing us to hire rooms at a subsidised rent.

Over the 16 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.

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 seventeenth year of teaching ESOL, we look forward with hope and quiet confidence to the new academic year and the continuation of face-to-face teaching and continued online tutoring.

Diana Zanker, Chair of Trustees

David Noble, Treasurer

23 November 2022

TRUSTEES' REPORT

Introduction

The year was notable for two reasons – our first as a Chartered Incorporated Organisation (CIO), and the resumption of more normal working following the covid-pandemic.

In order to receive a substantial grant from Jimbo's Fund (Leeds Community Foundation), who required us as registered charity to convert to a CIO, we applied for that status in late 2020 and were awarded it on 8 February 2021.

During 2021, the rate of covid-infection cases reduced so that by the start of the academic year in September schools were returning to more normal working, and as Trustees we decided to resume our work with those volunteer teachers who felt willing to take live classes. At the same time, other volunteer teachers continued to run 'virtual' classes using Zoom, etc, as had been HELP's practice throughout the pandemic. As described below, the numbers of attending learners gradually increased over the year.

Trustees

There were no changes in the composition of Trustees during the year. Their names and principal roles are as follows:

Rev'd Diana Zanker, Chair, Fundraising Group

Rev'd Sarah Feaster

Mrs Donna Kennedy, Meeting Note-taker, teacher

Dr Lloyd Davies, Contact Person with Charity Commission, teacher

Mr Alasdair Fraser, Fundraising Group,

Mrs Sue Noble, Fundraising Group, teacher

Mr David Noble, Treasurer

Ms Gill Gibbons, Fundraising Group

Activities during year

As noted above, normal teaching was resumed after the pandemic in September 2021, albeit with close attention to social distancing, hand hygiene, and teachers wearing transparent face masks. Other teachers continued to take virtual classes, as had been the case during the previous 18 months.

The normal five levels of classes, from Pre-Entry to Advanced, were run, and the overall numbers of learners on our books rose from 31 in September to 142 by July 2022. Compared with earlier years there were more learners from Hong Kong, and following the start of the war in Ukraine in February 2022 we received several

refugees from that country. Altogether, we had learners from 23 countries. Although teachers do not enquire about learners' status, Registration processes indicate that about 75% of learners are refugees or asylum seekers.

As society became more open following the pandemic we were able to reflect this in our work, and for example towards the end of the year several classes were able to organise visits to places of interest in the area.

Fundraising

Following the worst of the Covid-19 pandemic, we were able to restart face-to-face classes in September 2021 and these continued through the academic year which ended in July 2022. In order to continue to provide free classes and crèche facilities for our learners, we needed to rely heavily on grants to meet our financial commitments in spite of the fact that, due to the current financial climate, grants for third sector charities continued to be more difficult to access.

However, in addition to regular giving through standing orders and GiftAid, our fundraising team successfully applied to Leeds City Council, Jimbo's Fund administered by the Leeds Community Foundation, the Garfield Western Foundation, the Brelms Trust, and Awards for All. Additionally, we received donations from two local churches.

Finances

HELP became a CIO in February 2021, and as such needed a new bank account to succeed our existing account with Lloyds Bank. Due to the slowness of commercial activity during the pandemic lockdowns, it took until 21st October 2021 to have a new account available, and until that date we continued to use our account for the 'old' HELP (Charity Number 113 3447). This point is covered in Note 3 of the Independent Examiner's report attached to the Financial Statements.

In summary, we transferred £24,122.26 from 'old' HELP's account shortly after the beginning of the financial year, and at its conclusion we had a bank balance of £28, 840.36. We regard this as satisfactory but, as noted above in the section on Fundraising, are aware of the increasing problems in applying successfully for grants due to the worsening financial situation.

Personnel

In addition to the Trustees, the members of HELP included eight volunteer teachers and six administrative volunteers working in the crèche and with classes. These volunteers were supported through the organisation of our four part-time employees including Project Leader, Nick Thomas, and our Crèche Manager Almaz Woldemichael.

Thanks and acknowledgements

As Trustees we are always aware that HELP's work can only be achieved with the contribution of the volunteers, and to them we give our most sincere thanks. Particular thanks goes to Nick Thomas who, in leading the Project, has had to deal with all the problems that came from the changing demands of the pandemic.

Lloyd Davies

November 2022

RECEIPTS AND PAYMENT ACCOUNTS

HAREHILLS ENGLISH LANGUAGE PROJECT CIO (H.E.L.P. CIO) Financial Statements for the year ended 31 August 2022

Receipts & payments account	Note	£
Amounts transferred on the winding up of the unincorporated charity Harehills English Language Project (registered number 1138199)	3	24,122.26
Gift Aid reclaimed		535.14
Donations through standing orders		2,135.00
Leeds Community Foundation - Jimbo's Fund		7,633.00
Garfield Weston Foundation		5,000.00
Brelm's Trust		5,000.00
Awards For All		8,840.00
Total receipts		53,265.40
Payments		
Room use - St Aidan's		2,070.00
Room use - Trinity United Church		1,160.00
Project Leader's remuneration		14,837.50
Crèche remuneration		3,940.80
Volunteers' expenses		228.80
Resources and training		555.74
Website consultancy		937.75
Website costs		309.87
Refreshments		66.41
Recreational visits - (Wade Trust)		260.00
Sundries		58.17
Total payments		24,425.04
Excess of receipts over payments		28,840.36

Statement of Assets and Liabilities at 31 August 2022

Net Assets	£
Cash and Bank	
Cash	10.29
Bank current account	28,830.07
Total net assets at 31 August 2022	28,840.36

HAREHILLS ENGLISH LANGUAGE PROJECT CIO (H.E.L.P. CIO)
Financial Statements for the year ended 31 August 2022

Notes to the Financial Statements

1. At 31 August 2022 the charity had no debt or other liabilities, and the trustees had not given any guarantees.
2. The financial statements have been prepared on the receipts and payments basis. These being the first financial statements produced by the CIO since it began charitable activities on 21 October 2021, there are no comparative figures to report.
3. Harehills English Language Project CIO (H.E.L.P. CIO) was entered on the register of charities on 8 February 2021 and the intent of the trustees was to transfer the activities of the unincorporated predecessor charity into the CIO at the earliest possible date. In the event the necessary formalities and administrative tasks were uncompleted at the first year-end date of 31 August 2021. There was no financial activity in H.E.L.P. CIO in the period ending 31 August 2021, and accounts for that period showing receipts and payments of £nil were belatedly produced and were submitted to the charity commission on 4 October 2022. Activity continued exclusively in the predecessor charity until 21 October 2021, at which time the trustees resolved to transfer all assets to H.E.L.P. CIO as quickly as possible and to wind up the predecessor charity. Cessation accounts for the predecessor charity covering the period 1 September 2021 to 21 October 2021 were prepared and submitted to the charity commission and since 21 October 2021 it is the CIO that has exclusively carried out our charitable activity.

APPROVED BY THE TRUSTEES AT THE ANNUAL GENERAL MEETING ON 1 December 2022 AND SIGNED ON THEIR BEHALF BY:

D. Lanke

Chair

1 December 2022

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

(REGISTERED CHARITY NUMBER 1193447)

I report on the financial statements of the charity for the year ended 31 August 2022 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

1 December 2022

PROJECT LEADER'S REPORT

The previous academic year presented many challenges as we navigated our way through lockdowns and the Covid pandemic. All teaching was conducted online until the end of the 2021 summer term when classes were trialled with safety measures and precautions in place. Trials went well and it was deemed that teaching on-site could resume in September, albeit with reduced class sizes to ensure volunteer and learner safety. As mentioned in last year's report, several members of our volunteer teaching team are in the 'at risk' category (or have vulnerable family members), and for this reason they were unable to return to work on-site but did continue to work with learners having online classes. Also, due to the extended lockdowns and the amount of time that had passed it was inevitable that volunteer availability would have changed, and one of the most challenging aspects of the year's work was staffing and finding available volunteers to cover classes and the crèche.

Volunteer availability meant that the five regular classes could be run: ESOL at Pre-Entry, Beginner, Elementary, Intermediate, and Advanced level. Many of our learners that had been receiving online classes during the 2020-21 academic year arrived for registration in September '21 and on-site classes were quickly populated with learners who were very pleased to be back in class.

Online learning proved to be extremely successful with a lot of the learners during lockdown, however their enthusiasm to be back in on-site classes showed how much they valued and had missed the opportunity.

Online classes did continue, although availability was greatly reduced as most teachers resumed teaching on-site, but as demand for online lessons had dropped when learners knew that they could study in face-to-face (group) classes this did not prove to be an issue. Online classes remained a good option for a few individuals that could not attend on-site lessons due to work or family commitments, and those who wanted to get some extra class time, so we continued to provide them throughout the year for this reason – it suited some learners and those teachers not yet ready to work on-site.

The crèche reopened after being closed for almost a year during lockdown while classes were all being taught online. It quickly proved to be popular with many parents who were eager for the chance to study after a long period of being at home with young children. Staffing the crèche proved tricky over the course of the year as several volunteers left the project to seek new adventures in other cities and challenges in education. For this reason, several administration volunteers were DBS checked so that they could provide support in the crèche when numbers of children meant more hands were required. This system worked well as a stopgap, but we hope to secure funding to employ another part-time crèche assistant next academic year. As previously

stated, numbers of registrations were steady throughout the year, something that was also reflected in the crèche. However, we expect that numbers will continue to grow as we move away from the Covid lockdowns and things continue to 'normalise' – at the time of writing (October 2022) we have already had more children register for the crèche (in the two months since the start of term) than we did in the whole of the academic year 2021-22.

Although we operated with reduced class sizes until summer term 2022, numbers of learners registering proved to be quite manageable and as learners ended courses and moved on to new opportunities, we were able to fill spaces in classes with new registrations and those on the waiting list. The number of learners registered over the year was slightly lower than pre-Covid, which was to be expected (142 from September 2021 – July 2022 compared with over 200 in 2018-2019). This could be seen as a reflection of the way society slowly returned to normality after the lockdowns and people adjusted to their new routines and ways of working.

The fact that numbers and interest steadily grew over the course of the year did have several advantages. The main benefit is that we were able to accommodate nearly all the learners who showed interest in joining classes: reducing class size by half to allow for social distancing meant that we could only teach half the number of learners and others would have to go on the waiting list when classes were full. This had been a concern prior to the start of term, but things proved to be easy to manage and at no point throughout the year was a learner left waiting on the waiting list for more than 3 weeks. Another advantage of smaller classes was that many of the teachers reported that they were able to get to know their learners better due to the increased contact time they had with them in class. This was significant at a time when many people had been living quite solitary lifestyles for some time and were longing for regular contact with others and a chance to share their experiences and communicate their needs. This is especially important when one considers the disadvantage that many of our learners are presented with in their everyday lives.

Pastoral guidance for learners was needed at a time when the government was introducing harsh penalties and policies aimed at deporting those they deemed as illegal immigrants, and the Home Office was experiencing major delays in processing visa applications due to short staffing. This, coupled with the stresses caused by the pandemic, left many of our learners feeling vulnerable and they would turn to teachers and staff to seek advice and assistance. Thomas Waples gave a tremendous amount of support to one learner who was struggling to get his family a visa to join him in the UK. This involved many letters to the learner's local MP and time taken to explain the situation, all of which were done willingly and with utmost care, and I cannot thank Tom enough for taking control of this situation and working hard to try and get a satisfactory resolution.

The support that was so kindly provided has made a real difference to the learner and is not something that will soon be forgotten. Another learner was provided with extra support from her teacher, Awais Mughal, in online classes and achieved her aim of passing the Life in the UK test so that she can apply for British citizenship.

These are just two examples of how our staff and teachers continually support our learners and make a real difference to their lives. It is something that they regularly do and when possible, the learners take the chance to show their appreciation. One example of this was last year when representatives from the Turkish community in Leeds visited the project to share Noah's Pudding (Asure). "Noah's Pudding" commemorates the common heritage of Judaism, Christianity and Islam. In the Muslim prophetic tradition, it marks two occasions: the day Moses and the Israelites were saved from Pharaoh's army, and the day Noah's ark was saved from the flood. Today, in the Mediterranean region, Muslim and Christian celebrants prepare the desert made from grains, nuts, and fruits and share bowls with their neighbours. The many, varied ingredients and the sharing, symbolize how people from different backgrounds can peacefully and productively co-exist. The occasion provided a nice opportunity for teachers and learners to socialise and chat, and it was a lovely way for some of the learners to say thank you to those involved in the project.

The relaxation of lockdown rules meant that for the first time since 2019 we were able to organise group trips to local places of interest towards the end of summer term. Three outings were organised for groups and learners were encouraged to take their children. One class visited Bolton Abbey, two groups went to Tropical World, with another visiting Temple Newsam. I am very grateful to the volunteers and their partners who led and supervised these trips, and everyone at the project is very grateful to Wade's charity for providing the funds. I have no doubt that the learners had the chance to visit places and have experiences which are not so easily accessible to them.

The need to support migrants, especially refugees and asylum seekers, post Covid was evident due to them being some of the poorest in society, however, 2021-22 saw an unprecedented amount of contact from organisations* in Leeds and Yorkshire working to link migrants with support services, and this was a clear indication of the requirement for free ESOL classes with childcare. It was the first year that we have seen regular attendance from learners living in Wakefield due to the lack of free ESOL classes in the area surrounding Leeds.

*Organisations included:

Leeds and York Partnership NHS Foundation Trust, Leeds City Council, Children’s Social Work Service, Co-op Academies Trust, Family Action, Job Centre Plus/Better Working Futures, Linking Leeds, Give A Gift, Touchstone, Department for Work and Pensions, PAFRAS, RETAS, LASSN, Learning Partnerships, and many more.

Our work brings us in contact with many organisations and in turn 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 5 years, has partial eyesight and struggles to see worksheets and learning 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.

Another learner, recently arrived from Ukraine, had the following to say about the project:

“Nicholas, I was not your most diligent student, I often skipped classes because I was trying to solve my problems with housing and health. Unfortunately, this is a long process. I thank you for your support and attention. I also admire your teachers as they are people with an unusually high level of intelligence and erudition. It was really interesting for me to communicate with them on the topics of politics, history, geography and sports. Rather try to communicate because my English is still weak.

Thank you very much for your work!”

My sincere thanks go to all members of the project and those at St. Aidan’s and Trinity United churches who aid the work that we do in the community.

*Nicholas Thomas
Project Leader
November 2022*

REPORTS FROM TUTORS

Lloyd Davies, Advanced class:

After the Pandemic, the class resumed in September as normal, albeit with precautions against infection. We had a larger proportion than usual of Hong Kong Chinese, including several members of one family, the Wongs.

Each lesson's programme followed a familiar shape of grammar followed by reading. The grammar was usually a revision or some development of one aspect of grammar, for example verbs, both the various tenses and the use of modal verbs. Readings were for pronunciation, comprehension, and giving some insight into British life and culture. Where relevant we followed the calendar with pieces about, for example, Remembrance Day, and Pancake Day, and other pieces about the National Parks – Yorkshire Dales, North Yorks Moors, and the Lake District.

Happily, we were able to resume class visits, and spent the morning at Temple Newsam. Leeds City Council provided a guide, so we had a good exploration of the whole building, including the cellars. For this visit, on a Saturday morning, the Wongs were able to bring their teenage sons.

Thomas Waples, Intermediate class:

September 2021 was a special time for everyone at HELP as, after Covid restrictions were eased, we were able to return to teaching face to face. Although some tutors and learners had been lucky enough to do some work together online, we had all missed the hustle and bustle of classroom teaching and all the fun and surprises that this work so often brings.

We started the year cautiously and sensibly, using hand sanitisers and face masks, and observing social distancing as far as we were able to do so. My learners were comfortable and happy to comply with these restrictions. and I noticed how supportive they were with each other, respecting everyone's space and doing their best to keep each other safe.

This supportive attitude lasted throughout the year, even after we were able to discard our face masks. I noticed how willing the learners were to help one another with their English so that sometimes I felt that I wasn't the only teacher in the room. But sometimes a few words in Cantonese can work a lot faster than a long explanation in English accompanied by whiteboard diagrams and a clumsy mime!

It was also a privilege to hear stories from some of the learners, recounting the reasons that brought them to the UK. One of my learners escaped with her family from Kabul in the chaotic exit last August. She was there on the day the bomb exploded in the airport but thankfully wasn't injured and was one of the fortunate ones to get on a plane.

Another learner could see how his government was persecuting his friends and realised he would have to flee the country. He knew the only way he would be able to do this was to swim across the river to a neighbouring country. As he couldn't swim, he found someone to teach him, learned how to do front crawl and, with his family, swam across the river to safety. He now has leave to remain in the UK and is waiting for his family to join him here.

But this government's policy towards asylum seekers is frightening many people, including some of our learners. They are terrified of being sent to Rwanda and are suffering mentally and emotionally at the prospect. At the moment there are legal challenges to this policy which are due to be heard in court. For the sake of our learners and many others, let's hope these challenges are upheld.

But returning to the work we do at HELP, let's hope the coming year will see confidence levels rise so that more potential learners will feel able to come along to our classes to improve their English and make new friends. We are very lucky that our learners are so motivated and happy to be in a place where they feel safe and looked after. It is a privilege to teach them and we hope our work might go a little way to increase their confidence and improve their lives.

John Riley-Smith, Bolton Abbey trip:

On the 14th of July we went on an outing to Bolton Abbey.

We took six learners and their children. My wife, Clare Devlin, came too and took Selamawit, Tsegenet, Hannah, and their children Aaron, Naomi and Adonis in her car.

Rob and his wife took Zahra and her teenage daughter.

I travelled with Taz who took Wendy, Athan and their son Dominic.

It was a beautiful summer's day. We all met up at the car park. We then walked to the Abbey and then on down to the river which we crossed over the bridge. We found a nice grassy spot next to the beach with a fine view of the Abbey.

We all put out rugs and sat down to enjoy our picnic.

The children were all having great fun exploring the beach with the nets we had provided.

After the picnic, Wendy, Athan and Dominic went to explore the ruins of the Abbey.

The rest of us stayed by the beach and chatted while the children had great fun with their nets, buckets and spades.

Soon some of us had to leave as Wendy, Athan and Zahra had to pick up older children from school. So, after we'd all had ice creams we headed back. Dominic slept soundly on the way back after all the air.

Selamawit, Tsegenet, Hannah and their children were all able to stay longer, and before they left all the mums crossed the river on the stepping stones showing great athletic prowess.

More excitement was to come as on the way back they encountered some sheepshearers giving the sheep a serious trim. They stopped to watch and the children were fascinated.

A great day in the countryside was had by all.

STATISTICS AND DATA

For the academic year 2021/22 we registered 142 adult learners. 65 were male and 77 were female. The majority of our learners were non-EU asylum seekers or refugees, approximately 75%

Countries included:

Afghanistan

Angola

Albania

Austria

British

China

Eritrea

Germany

Ghana

Guinea Bissau

Hong Kong

Hungary

India

Italy

Iran

Iraq

Pakistan

Portugal

Romania

Russia

Sudan

Syria

Turkey

Ukraine

The majority of Adult Learners are from the LS8 and LS9 areas with others coming from across Leeds and the surrounding area (LS 2, 6, 7, 11, 12, 17, 19, Wakefield).

Harehills English Language Project delivered over 144 hours of face-to-face teaching on-site at St. Aidan's church and Trinity United church over the academic year, with another 152+ hours of 1:1 online tuition taught by volunteer teachers and the Project Leader working from home.

Number of on-site sessions: 72

Number of learners registered: 142

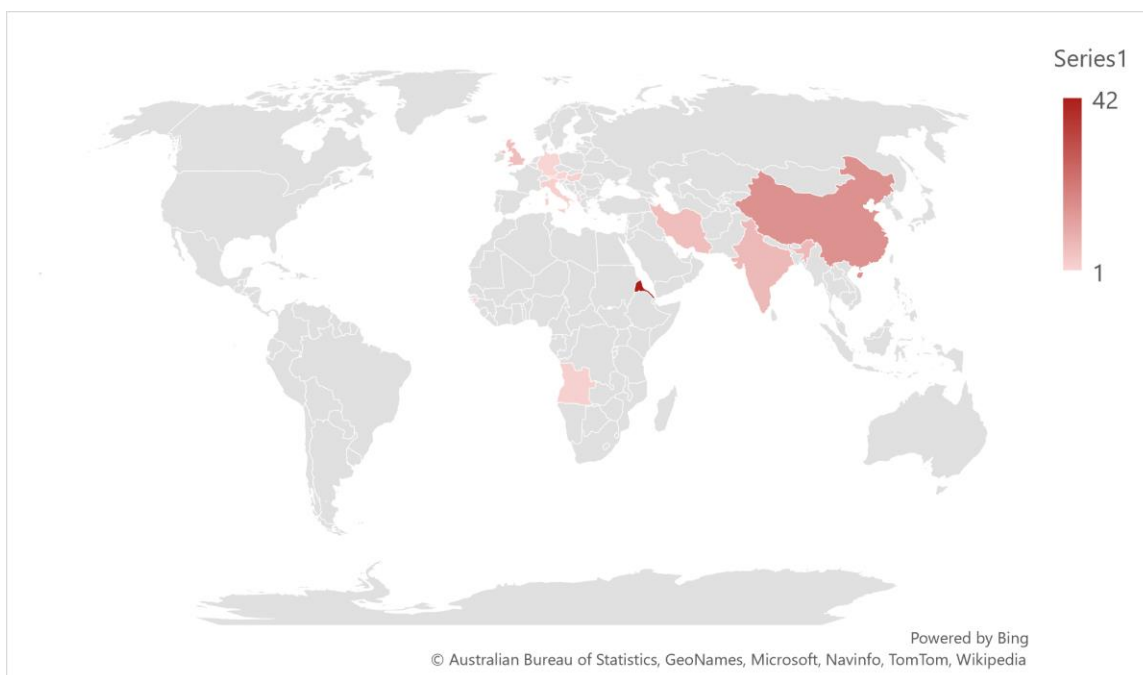
Volunteer hours: Over 1,300 volunteer hours

Number of hours of childcare provided: 144+

Number of learners using crèche facilities: 10

Number of children registered over period: 9

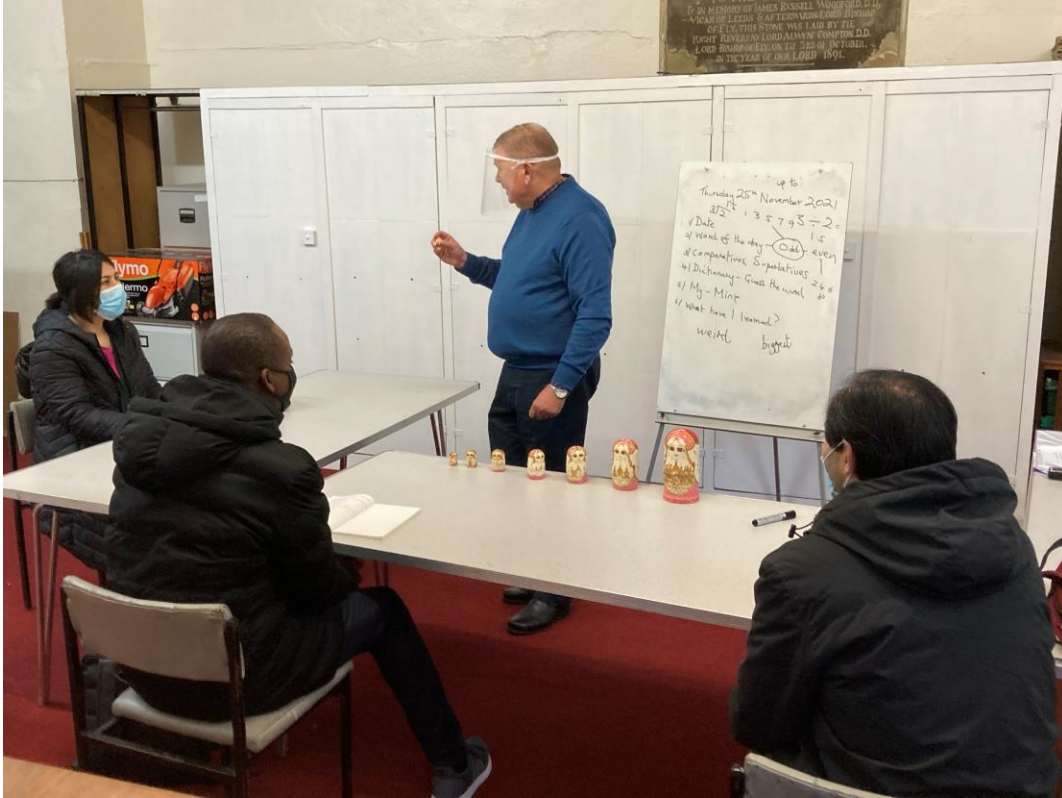
Our adult learners are from the countries shaded in red.



STAFF AND VOLUNTEER TEAM

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

PHOTO GALLERY



Thomas Waples teaching Intermediate level learners



Carmel Gorman teaching Pre-Entry level learners



Thomas Waples with Intermediate level learners at certificate presentation ceremony



John Riley-Smith with Elementary level learners at certificate presentation ceremony



John Riley-Smith teaching Elementary level learners



Carmel Gorman teaching Pre-Entry level learners



Creche staff and volunteers (l - r) Hidat Gebremedhin, Rebecca Vipond, Almaz Woldemichael, Tahir Aziz



Advanced learners taking part in a traditional dance while visiting Temple Newsam



Carmel Gorman with Pre-Entry level learners at certificate presentation ceremony



Brother David with Beginner level learners at certificate presentation ceremony



Learners on a group trip to Tropical World



Volunteers, learners and their children on a group trip to Bolton Abbey



Volunteers, learners and their children on a group trip to Bolton Abbey