

Harehills English Language Project

Registered Charity number CIO 1193447

help-esol.org.uk



ANNUAL REPORT 2022-2023



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, Ukraine and Hong Kong. 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.

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: the latter three having come through our ESOL classes, have worked with us as volunteers and are now paid staff. Over the last academic year, post-Covid, we have experienced a

steady increase in numbers attending classes and children in our crèche. Additionally, we still have a couple of online learners.

Due to 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. We continue to face significant challenges in attracting funds from grant providers and other fund-raising options are being explored with increasing donations via standing orders and Gift Aid offering a positive long-term proposition. We are grateful to Lloyd Davies, one of our trustees, who suggested and has implemented a regular newsletter which is sent out to all our supporters.

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 and crèche assistant, to our IT consultant and to all our volunteers including our volunteer tutors, our management committee, and to our trustees, our fundraising group, and to our auditor Malcolm Wilson for his invaluable help and advice. Finally, thanks go to St Aidan's and Trinity United Churches for allowing us to hire rooms at subsidised rents.

Over the 17 years of our project, we have worked with many learners, and it is a great joy to see the positive changes in their lives. At the beginning of our eighteenth year of teaching English, we look forward with hope and quiet confidence to the continuation of our work in supporting the local community.

Our Treasurer writes,

Our Financial Summary

Opening Cash and Bank Balance	£28,840
Receipts	£25,145
Expenditure	£35,763
Closing Cash and Bank Balance	£18,222

As our Chair of Trustees has already said, these last few years have seen an extremely difficult economic environment with Grants having become more challenging to obtain. This year we have benefited from Grants received from Leeds City Council, the 2 Ridings Community, the LCF Ukraine Fund and the Brelm's Trust, for which we give our grateful thanks. We are also blessed with generous support from our many individual donors.

As HELP continues to grow and develop, the demands to support our learners and the organisational operation will be reflected in expenditure. We will see in the coming months this ongoing need and the challenges that they will present.

Post balance sheet event

We are delighted to report that our application to the Lottery Community Fund has been successful, and we shall be receiving a generous 3-year grant which will secure and strengthen our sustainability.

Diana Zanker, Chair of Trustees

David Noble, Treasurer

2 November 23

TRUSTEES' REPORT

Membership

The Trustees welcomed the addition of Rev'd Edward Sakwe, ex officio from Trinity Methodist Church. He succeeded Rev'd Mark Harwood who had moved to another church.

The composition of the Trustees was as follows (names stated according to length of service as Trustees); Rev'd Diana Zanker; Rev'd Sarah Feaster; Mrs Donna Kennedy; Dr Lloyd Davies; Mrs Sue Noble; Mr David Noble; Mr Alasdair Fraser; Ms Gill Gibbons; Rev'd Edward Sakwe.

At the AGM on 1st December 2022 the first three named above retired by rotation and were re-elected.

Meetings

The Trustees met on five occasions for ordinary agendas and on one occasion for an extraordinary meeting. The principal subjects for report and discussion are set out below.

Finances: David Noble, Treasurer, reported on the current positions of income and expenditure, and during the year instituted a projection showing expected monthly cash flow for the year.

Fundraising: The Fundraising sub-group reported on progress in the preparation and submission of grants. During the year two innovations were discussed and implemented:

The creation of a system for seeking modest donations from individuals completing monthly standing orders. This has yielded over £300 per month, most of which also attract GiftAid increases. A bi-annual Newsletter, describing various aspects of HELP's work, is distributed to Individual Donors.

An application to the National Lottery Fund for a major grant to cover three years; during the year this reached the Fund's second stage for consideration.

Project Leader's Report: Nick Thomas gave an account of various matters concerning the day to day running of English classes. These included the numbers attending, including trends in national compositions – this year there were significant numbers from Ukraine and Hong Kong; the availability of teachers; the work of the IT consultant; crèche issues.

A major innovation during the year was the introduction of computers for class work, and the training of teachers in their use.

Lloyd Davies

November 2023

RECEIPTS AND PAYMENT ACCOUNTS

HAREHILLS ENGLISH LANGUAGE PROJECT CIO Financial Statements for the year ended 31 August 2023

	Note	2023	2022
Receipts & payments account		£	£
Amounts transferred on the winding up of the unincorporated charity Harehills English Language Project (registered number 1138199)		-	24,122.26
Receipts – Grants and donations			
Gift Aid reclaimed		1,083.50	535.14
Donations through standing orders		3,529.00	2,135.00
Other donations		765.00	-
Grants	3	19,226.75	26,473.00
Fundraising activities – coffee and cakes fundraisers		541.20	-
Total receipts		25,145.45	53,265.40
Payments			
Room use - St Aidan's		3,240.00	2,070.00
Room use - Trinity United Church		1,460.00	1,160.00
Project Leader's remuneration		19,427.54	14,837.50
Project Leader's expenses		30.00	-
Crèche remuneration		6,043.43	3,940.80
Insurance		96.00	-
Volunteers' expenses		405.00	228.80
Resources and training		104.29	555.74
Website consultancy		1,116.00	937.75
Website costs		294.24	309.87
Refreshments		48.95	66.41
Recreational visits - (Wade Trust)		103.28	260.00
Photocopying		492.51	-
Purchase of computers		2,784.73	-
Sundries		117.32	58.17
Total payments		35,763.29	24,425.04
(Deficiency)/Excess of receipts over payments		(10,617.84)	28,840.36
Opening cash and bank balance		28,840.36	-
Cash and bank balance at 31 August		18,222.52	28,840.36

HAREHILLS ENGLISH LANGUAGE PROJECT CIO
Financial Statements for the year ended 31 August 2023

Statement of Assets and Liabilities at 31 August 2023	2023 £	2022 £
Cash and Bank		
Cash	42.77	10.29
Bank current account	18,179.75	28,830.07
Total net assets at 31 August	18,222.52	28,840.36

Notes to the Financial Statements

1. At 31 August 2023 the charity had no liabilities (2022: £nil) and in neither year had the trustees given any guarantees.
2. The financial statements have been prepared on the receipts and payments basis.

3. Grants	2023 £	2022 £
Leeds City Council	2,613.20	-
2 Ridings Community	4,800.00	-
LCF Ukraine Fund	6,813.55	-
Brelm's Trust	5,000.00	5,000.00
Awards For All	-	8,840.00
Leeds Community Foundation – Jimbo's Fund	-	7,633.00
Garfield Weston Foundation	-	5,000.00
	19,226.75	26,473.00

**APPROVED BY THE TRUSTEES AT THE ANNUAL GENERAL MEETING ON
30 NOVEMBER 2023 AND SIGNED ON THEIR BEHALF BY:**

D. Lanber

Chair

30 November 2023

**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 2023 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

30 November 2023

PROJECT LEADER'S REPORT

Introduction:

Throughout the year the H.E.L.P. ESOL project aimed to introduce technology to the classroom, revive the project post COVID, and offer a blend of online and on-site lessons. This report summarizes the activities undertaken, achievements, and challenges faced.

Activities:

5-6 classes at different levels, catering to a diverse group of learners, were provided for the 36-week academic year. In addition, we continued to provide a free crèche service, enabling learners to attend classes while their children were taken care of.

The year saw an increase in the number of learners from both the Ukraine and Hong Kong, reflecting the government's policy towards immigration and asylum, and for the first year in many years Eritrean learners were replaced by learners from Hong Kong as the nationality with most learners attending classes (see page 16 for statistics for the academic year).

To enhance teaching methods and bring practices up to date with those reflected in classrooms around the country, we organized in-house training sessions for teachers on integrating technology in the classroom, something which I hope to build on in the coming year.

We continued working closely with the many charities and organisations based in Leeds who refer learners to us for classes. We are grateful for having these organisations to support the work that we do and hope to continue this good working relationship in the coming academic year.

As part of the project, we arranged two end-of-year trips, including the recycling centre in Leeds and Golden Acre Park which were led by various volunteer teachers and proved to be a great success. The extra-curricular programme is something that we hope to develop to a point where a variety of outings can be offered at different points throughout the year.

Achievements:

One of the significant achievements of the project was an increase in the number of learners attending classes compared to the previous year. Although we have not quite reached pre-COVID levels, we anticipate achieving this milestone in the coming year. Additionally, we successfully recruited several new volunteer teachers, enhancing the capacity and diversity of our teaching team.

A Leeds Community Foundation grant enabled us to purchase twenty laptops, Bluetooth speakers and headphones for use in the classroom. The importance of technology in educational settings and its relevance to our learners cannot be overstated, and the hope is that its use will facilitate learning and help to make our learners more confident and able to deal with the challenges that they will undoubtedly face when having to utilise technology. For this to be a success, volunteer teachers need further guidance and assistance to see how this integration can be done efficiently, seamlessly, and in a way that benefits both teaching and learning, and this is one of my main priorities for the coming year.

Challenges:

The project faced challenges primarily related to volunteer numbers for both teachers and the crèche service. Despite recruitment efforts, we experienced occasional shortages of volunteers, especially when classes needed to be covered due to holidays and absences. However, slight modification to the timetable meant that all learners were able to continue to attend classes, and the crèche was able to operate with the required number of staff and volunteers. New interest from volunteers towards the end of the summer term has meant that we should be able to offer seven classes from September, something that has not been possible since before the pandemic. Finding volunteers for the crèche still proves a challenge and is something that we hope to address in the coming year.

Conclusion:

The ESOL project has made significant progress in starting the process of introducing technology to the classroom, reviving the project post COVID, and serving a growing number of learners. The dedication of our volunteer teachers and the support received from the community have been instrumental in our achievements. While challenges remain, we are committed to addressing them to provide education and support to our ESOL learners.

Looking ahead, we aim to build on our accomplishments and reach pre-COVID learner numbers in the coming year. We will continue providing a blend of online and on-site lessons, integrating technology effectively, and exploring opportunities for further development.

We extend our gratitude to all the project participants, volunteers, funders and supporters who have contributed to the success of the ESOL project.

April 2023 saw Carmel Gorman come to the end of her time volunteering with the project. Carmel was an ever-present member of the volunteer teachers during my time with the project, committing both Tuesday and Thursday mornings to teaching the Pre-Entry level class. It is hard to measure both the number of learners she has helped over the years and the impact that she had on them. Safe to say she was dearly loved by the learners and built good relationships with many of them. All at the project wish her the very best and can assure that she will not be forgotten.

We were fortunate enough to welcome Michael Simpson and Denise Melsom to our team of volunteer teachers during the spring and summer terms. This meant that we were able to continue to provide a full timetable of classes for the entire academic year.

Michael ended his period of volunteering at the end of the summer term, and all at the project wish him the very best for his future in teaching.

Nicholas Thomas
Project Leader
August 2023

CLASS REPORTS FROM TUTORS

Lloyd Davies, Intermediate class:

The class was quite well attended, there being five to ten learners on most occasions. The majority were from Hong Kong or Ukraine.

We used the English for Everyone course book, Intermediate level, which provided a structured approach to learning grammar and vocabulary. This was supplemented by a series of articles about life and places in Britain, such as notable dates – Bonfire Night, Armistice Day, and Pancake Day, and geographical features – Yorkshire Dales, London attractions.

At the end of the year the class had a visit to the Leeds Reclamation and Recycling Centre at Cross Green, to see how the contents of domestic waste wheelie-bins is treated, only 3% of the contents now going to landfill sites. We were joined on this visit by the Upper-Intermediate class.

Thomas Waples, Beginner class:

As is always the case, even though our learners are assessed so that they can be put into the appropriate class, there was still quite a wide range of ability in the Beginners Class. Some were better at reading and writing while others could speak and understand but were struggling with literacy skills. Some could do both and others neither.

They came from a wide variety of countries across the globe, including Hong Kong and Ukraine, places whose inhabitants a few years ago would never have imagined that they would be learning English in Leeds.

I am always impressed that, despite the language and cultural barriers between our learners, how eager they are to help and support each other. One of the nicest things about teaching this class was the atmosphere of friendship and cheerfulness that the learners brought, even though outside the classroom their personal lives might be difficult and full of anxiety.

For me, the year was interrupted by illness that meant I was not able to teach for a few months in early 2023. As I recovered I realised how much I missed teaching this class and I was very pleased to receive a card from them with their written notes, wishing me a speedy recovery. I was even more pleased when I returned to receive a very warm welcome back from them, including some very enthusiastic hugs from the Eritrean learners in particular!

At the end of the year we had a class outing to Golden Acre Park where we had a picnic and played some fun games. When term ended it was sad to say goodbye but I was happy that quite a few learners were able to progress to the Elementary Class for the 2023/24 year and some went on to continue their studies at college. I hope they continue to improve their English and fulfil their hopes of taking their place as English citizens while keeping their cultural identity.

Awais Mughal, Pre-Entry class:

For the first two terms of the academic year I continued to work with a learner having online classes. It was a good experience to support her online, she was a keen learner and within the year she had made tremendous progress in her reading skills. She attended classes regularly and was committed to her studies. It was a delight to restart teaching onsite after the Easter break this year. I am helping Pre-Entry learners with basic reading and writing skills. It is a nice mix of learners coming from different cultural backgrounds. Those learners who attend class regularly are improving better than those who often miss the class due to work or family commitments. I trust that at the end of the year they will be able to gain confidence in using the basic language skills for better communication.

I believe that the HELP project is a great opportunity for learners studying English as a second language.

QUOTES FROM LEARNERS

The job shop told me I needed to improve my English [for an IT job] and I am finding the HELP classes very helpful.

We enjoy the English classes. As well as the language, we are learning about the British way of life – institutions and traditions.

I'm looking forward to reading more about the UK – history and geography articles.

The classes are interesting and informative, and it is good they are taken by native English speakers.

Dominic [learner's son] really likes the crèche!

The crèche is very important for us – it allows us to concentrate on our studies of English.



Home time after a session in the crèche

STATISTICS AND DATA

For the academic year 2022/23 we registered 127 adult learners; 54 were male and 73 were female. The majority of our learners were non-EU asylum seekers or refugees, approximately 86%

Countries included:

Afghanistan	Germany	Saudi Arabia
Albania	Hong Kong	Sudan
Austria	India	Syria
Brazil	Iran	Taiwan
Cameroon	Italy	Turkiye
China	Pakistan	Turkmenistan
Eritrea	Portugal	Ukraine
Gambia	Romania	

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 142 hours of face-to-face classes on-site at St. Aidan's church and Trinity United church over the academic year, with another 163 hours of 1:1 online tuition taught by 2 volunteer teachers and the Project Leader working from home.

Total number of on-site sessions = 71

On-site teaching hours delivered/volunteer teacher hours (5-6 teachers per session) = 770

Online teaching hours delivered = 163

Average number of learners attending each on-site session = 36

Over 1,000 volunteer hours

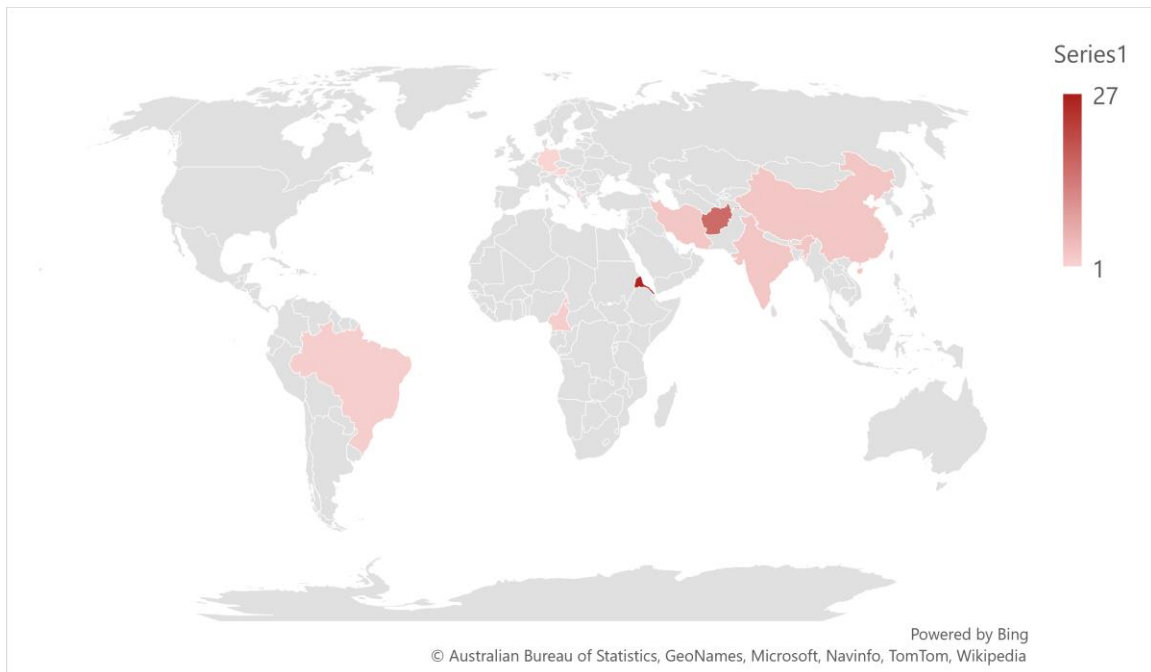
On-site staff hours (PL & crèche staff x 2) = 781

Number of children registered for crèche = 22

Average number of children per session = 5

Number of hours of childcare provided: 142

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
Crèche Assistants:	Saba Yemane, Rebecca Vipond
Charity Trustees:	Rev'd. Diana Zanker (Chair), David Noble (Treasurer), Donna Kennedy (Secretary), Lloyd Davies, Rev'd. Sarah Feaster, Alasdair Fraser, Gill Gibbons, Susan Noble, Rev'd. Edward Sakwe
Fundraising Team:	Rev'd. Diana Zanker, Alasdair Fraser, Gill Gibbons, David Noble, Susan Noble
Management Team:	Nicholas Thomas (Chair), Donna Kennedy (Secretary), David Noble (Treasurer), Lloyd Davies, Carmel Gorman, Susan Noble, Tom Waples, Athan Wu
Learner Rep:	Athan Wu
Admin Volunteers:	Tahir Aziz Rob Garlick Rebecca Vipond
Safeguarding:	Nicholas Thomas (Lead), Susan Noble (Deputy)
ESOL Tutors:	Helga Adams, Brother David, Lloyd Davies, Carmel Gorman, Donna Kennedy, Denise Melsom, Awais Mughal, Susan Noble, John Riley-Smith, Michael Simpson, Tom Waples
IT Consultant:	Naghme Effat

PHOTO GALLERY

Learners visit to Leeds Reclamation and Recycling Centre at Cross Green



Learners admire the living wall at the Reclamation and Recycling Centre



Class outing to Golden Acre Park



Learners, volunteers and staff celebrate Christmas



Carmel Gorman with learners



Helga Adams teaching the Beginner level group



Awais Mughal teaching the Pre-Entry group



Brother David teaching the Beginner level group



John Riley-Smith teaching the Elementary group



Certificate presentation at the end of the summer term









Crèche staff: Hidat Gebremedhin (Deputy Manager), Rebecca Vipond (Assistant), Almaz Woldemichael (Manager)

