



Sheffield Association for the Voluntary Teaching of English

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Sheffield City Council Core Service Grant

Annual Impact Report 2018-19

INTRODUCTION

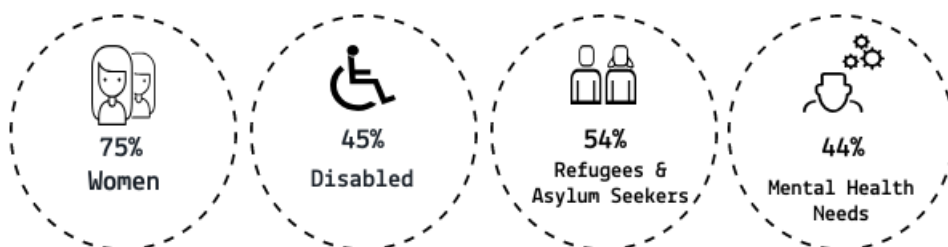
This report summarises SAVTE's activities, outputs and impact of services during 2018/19, year 2 of a 3 year Sheffield City Council (SCC) Core Service Grant. We are extremely grateful to SCC for this core funding as it continues to be of immense value to SAVTE. Its flexibility has allowed us to target resources to review, evaluate and restructure many of our internal administrative processes; as a result we have created new efficiencies which have enhanced organisation capacity to increase services.

Our core business is to train and support volunteers to provide informal learning opportunities across the city, either in the home or in local community settings to people who experience additional barriers to learning.

SAVTE's services are freely open to anyone regardless of their status. We work with learners in their homes who are carers of young children, carers of disabled or ill adults and people with mental health conditions. We particularly help people with very low levels of English and who lack confidence.



SAVTE ESOL Class at a trip



Diversity of SAVTE Learners (% out of 105 one to one learners)

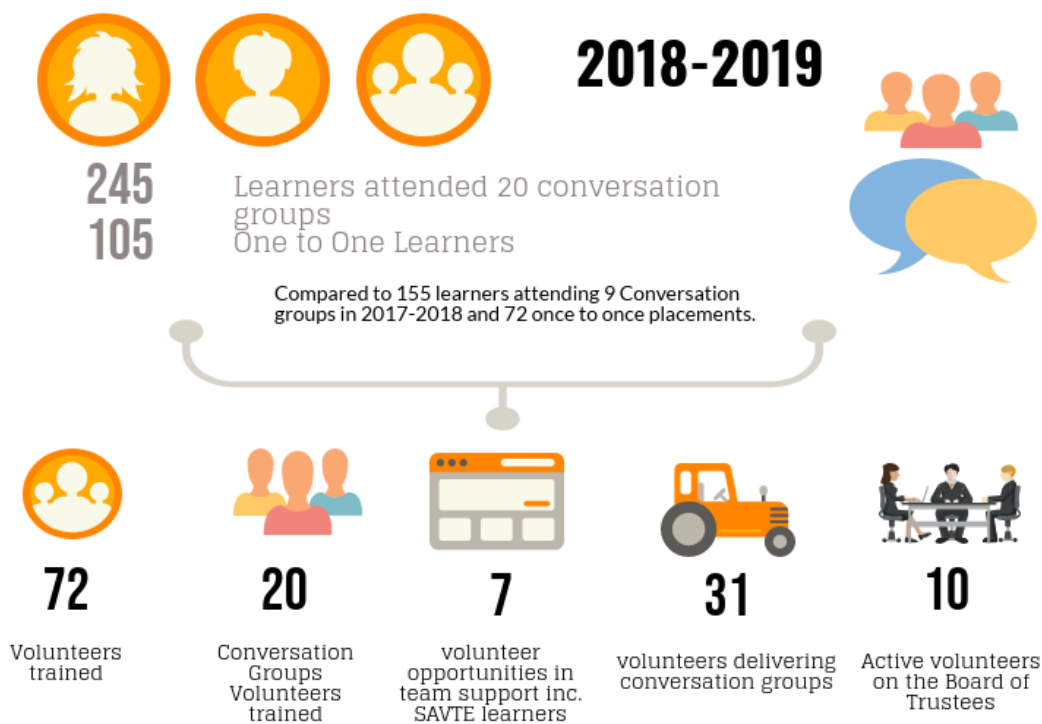
SAVTE's overall aim is to empower learners, through language acquisition, our provision is person centred and needs based, it focuses on helping the learner to develop functional, language skills which will enable them to independently engage with everyday life in their communities

SCC Core Service Grant measures SAVTE's performance against the following three outcomes

1. Individual learners **improve their language skills**
2. Learners improved language creates a positive impact on their lives helping them to become **independent, confident** and **active citizens** in the community.
3. Volunteers receive measurable benefit following involvement in the volunteer programme.

REPORT HIGHLIGHTS 2018-2019

Last year the Board of Trustees decided to increase capacity to increase provision to meet growing demand for our services. We are proud to report that we are reaching both more learners and recruiting and training more volunteers compared to previous years.



The flexibility of the Council VCF Grant has enabled us to increase administrative capacity to develop and implement new, more efficient systems including a customer management system,

OUTCOMES FOR LEARNERS

(note about data collection)

This year we created new assessment tools to measure both language levels and wellbeing. Due to the language abilities of most of our learners (beginners/lower entry) the assessment tools were not successful in assessing the learners' wellbeing in relation to their language skills.

This work is still in progress and we hope next year to report direct impact on wellbeing in relation to increased confidence and language skills

This report summarises the outcomes that have been collated from the Individual Learning Plans (ILP) which each learner receives at the initial assessment before their placement begins. The ILP sets three main targets that include English language skills as well as progression and access to community activities. Progress is monitored during bi-monthly reviews between SAVTE staff and volunteers.

1. Individual learners improve their language skills



105 learners received a total of 146 six-monthly home tutoring placements.



131 learners were assessed. Some placements started but finished before 6 months, others were not suitable for home tuition and we referred to other provisions.



63% learners achieved 2 or more language targets.

The learner assessment process, identifies key areas which the SAVTE volunteer can support their learner with, these depend on their level of English, previous experience of learning, their situation and overall motivation to learn.

Below is a snapshot of the range of language skills that SAVTE volunteers have taught our learners this year:

Beginners:

- ✓ To be able to write name, address and telephone number.
- ✓ Learn numbers 1-100 and to tell the time.
- ✓ Read and say prices.
- ✓ Learn 5 new words each week.
- ✓ To pronounce -ed words correctly.
- ✓ To form the letters of the alphabet in lower case.
- ✓ To use simple verbs in short sentences.
- ✓ To be able to introduce themselves to others.

More advanced learners:

- ✓ Give clear information, talk about the past and future.
- ✓ Be able to write 3 sentences about themselves.
- ✓ Practice using English in real life situations.
- ✓ To use prepositions of time and place correctly.
- ✓ To be able to ask for directions.
- ✓ To read and talk about a simple book.
- ✓ To listen to an audio and answer questions.
- ✓ To speak fluently on a subject for 5 minutes.

As a result of regular one to one lessons, 84% of our learners reported increased confidence in speaking English.

Examples of learner achievements (taken from ILP)

- ✓ Is able to have a conversation on the telephone.
- ✓ Is now able to hold a conversation and get his meaning across.
- ✓ No longer needs an interpreter for any appointments.
- ✓ Is now able to send a text when she needs to cancel a lesson.
- ✓ Confident to engage with people in English.
- ✓ Now is able to speak to her children in English.
- ✓ Now uses WhatsApp, YouTube and Facebook.
- ✓ Passed Citizenship Test Stage 1

CASE Studies provide an idea of how language acquisition can help people improve their lives.

Fatima Sheiko:

"Fatima is Syrian and came to the UK in 2017 after living in Lebanon for three years.

When she started one-to-one lessons in May 2018 she couldn't read or write in her own language and had very little spoken English. Since then she has made incredible progress. Fatima's spoken English has come on dramatically and she is now writing and reading simple starter books. Fatima is such a pleasure to work with. She is so enthusiastic and eager to learn.

She has a real hunger to learn the language and wants to get it right.'

Fatima has developed the confidence to progress onto further learning. She now attends a class at SYAC as well as conversation groups at St Mary' Church." Volunteer Denise Carter



Denise & Fatima

Our **Conversation Groups** give learners the opportunity to practice their everyday English. The emphasis is on speaking and listening, but learners also meet other people in their community, the benefit of these groups, helps create confidence, and connects the learner to other learning opportunities or community activities, thus providing progression routes.

In 2018-9, SAVTE facilitated 17 community based conversation groups, compared to five groups the previous year. The groups meet in community or faith venues that are accessible for learners, they are free and open access and many are child friendly. We have delivered volunteer training specifically for leading a group. We have also created a suite of new resources for conversation groups which focuses on practicing functional English and learning about living in the UK as well as learning about each other.

We work in partnership with many voluntary and faith sector organisations such as the Broomhall Centre, Flowers Estate, St Bartholomew's Church and the Al Rahman Mosque. We respond to organisations that have identified the need for ESOL provision within their communities by providing the volunteers, support and resources to establish and maintain a group. Where possible we will involve and train people from within the communities to deliver the group. In Broomhall and Flowers estate we trained local people to volunteer.



Hugh & learners from the Sharrow CG

Sharrow Conversation Group – What our learners say

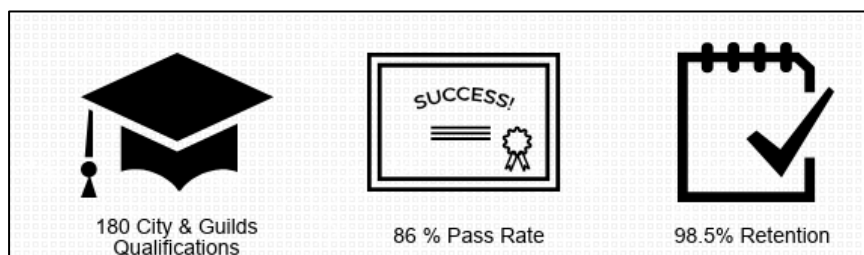
Fatima "I have improved, my English is better than before, I talk with my children more in English"

Nadia: "I have got better; I have more confidence to speak to people"

Saiqa: "We have a good conversation here; I don't go to any other classes"

Jali: "I like this Conversation Class; it's good because it's near my house" "We can read and write, we really need practice to speak"

Core Service Grant Funding enables SAVTE to access new contracts, for example; SAVTE delivers SCC LLSC (Lifelong Learning Skills and Communities) grant and this year we have delivered 14 ESOL classes levels Entry Level 1 to Level 2 with the following outcomes for learners:

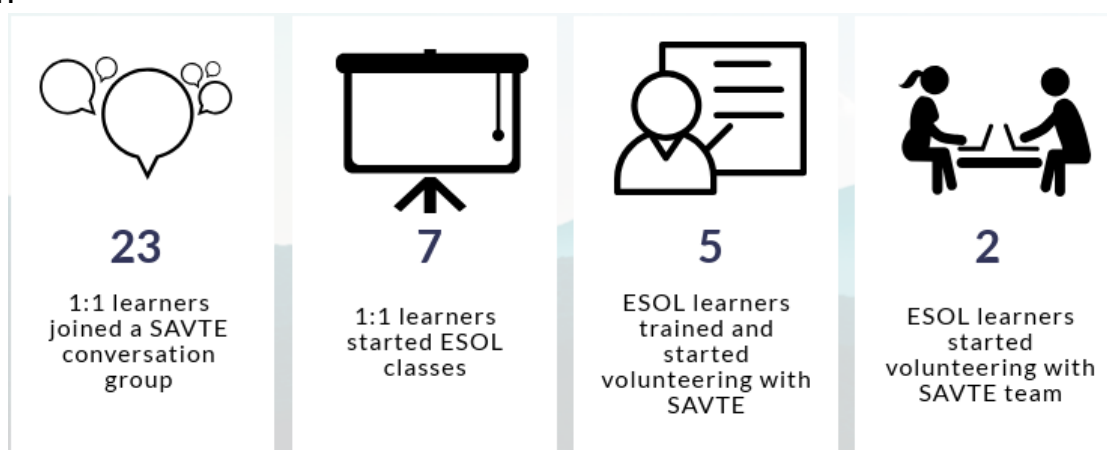


SCC LLSC Courses Rates

2. Learners improved language creates a positive impact on their lives helping them to become independent, confident and active citizens in the community.

One of our main aims is to progress learners onto other learning opportunities or community activities. We believe that once a learner grows in confidence, enough to start engaging with their neighbours and other people in the community, language learning will naturally happen.

This year:



Volunteer Opportunities

Our volunteers help learners to become confident and more independent by teaching functional language skills and supporting and encouraging them to practice.

SAVTE are redesigning the training course and resources to enhance the role of the volunteer in supporting functional language skills development.

Examples of activities our volunteers have helped their learners with:

- ✓ Make a doctor's appointment in person or over the phone
- ✓ Speak to school teachers or doctors - ask questions & respond
- ✓ Go out to the shop and use English
- ✓ Attend a community group/activity or mother and toddler group.
- ✓ Speak to a neighbour in English
- ✓ Go to the library by themselves or for children's books
- ✓ Completing Driving theory test or citizens test

Case Study - how SAVTE provision support progression.



Bashir Ahmed Tahir

Bashir came to England from Pakistan with his wife in 2015. Due to his wife's illness and frequent hospital appointments both were referred for SAVTE's 1:1 home tuition by a support worker at the Red Cross.

In April 2016 A SAVTE volunteer tutor was placed with Bashir & his wife and taught them for 6 months. After this time, Bashir was able to attend SAVTE's Entry 3 ESOL class in Firth Park. He passed all his exams and is now studying for Level 1.

"When I came to England my wife was seriously ill & due to looking after her it was impossible for me to go out and attend classes regularly. When I first came my English was poor, I was unable to speak and listen to people in my daily routines like shopping. In April 2016 my teacher Richard started coming to my home and teaching me English, he taught me for about 6 months, I learnt a lot from him, he was always ready to help me with my studies. SAVTE helped me go to a class when Richard finished. I passed the entry 3 exams and moved up to Level 1 in 2018. Although it was very difficult when I first started learning English, now I can communicate with my tutors, my classmates and others, I can go shopping independently. I can read, write & speak English easily; I can now talk to my GP!

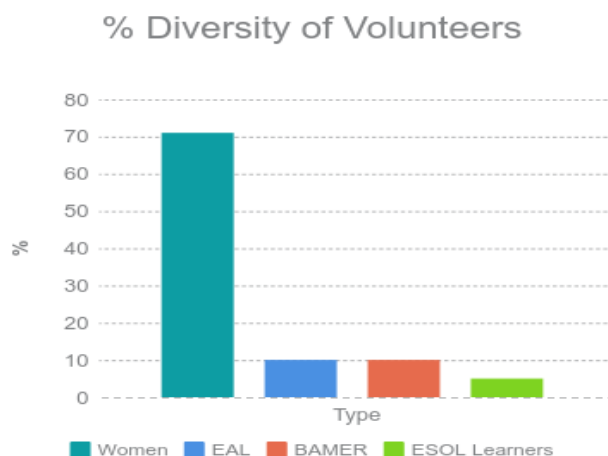
My goals are to pass my exams; I want to be able to communicate with lots of people in different situations, to be able to go anywhere."

3. Volunteers receive measurable benefit following involvement in the volunteer programme

SAVTE recruits, trains and supports volunteers from all backgrounds, who then use their skills and knowledge to support learning. We aim to create a mutually supportive community of learning where the emphasis is on developing self-reliance, confidence and greater engagement within the community.



Volunteer Training Course January 2019



25% of volunteers are from BAMER backgrounds compared to 8% of volunteers last year
This year we have invested in improving volunteer development and training, and have created group review sessions, an online forum and a new ESOL resource centre. As a result we can report an increase in volunteer retention beyond 6 months.

68% of newly trained volunteers stay longer than 6 months compared to 35% last year.

We conducted a volunteer feedback survey that reported positive experience and outcomes:

Case Study: What our volunteers say about their experience:

Ian Braddick



Ian Braddick

"Although there are difficulties sometimes, it has been an incredibly fulfilling experience. The enjoyment of what I do has built over time. It hasn't always been easy to see the progress one makes in teaching when there are so many barriers, but over the last year I have felt more and more comfortable with the idea that although you might not always get a vast amount of ground covered, just being there as a routine element in someone's life, even if it's just to listen, can be extremely worthwhile to the learner. Understanding this wouldn't have been possible without the support of the SAVTE team and they contribute so much to what makes volunteering enjoyable. Seeing my learner again, happy and smiling with his partner who has moved to Sheffield. This came after a bit of a break over summer, and was really nice to see."

Kathleen Wallace

"In the lead up to retirement, I was given some very good advice by a friend – 'keep meeting new people and keep learning'. This I have tried to do. Six years ago I started the SAVTE volunteer training which I really enjoyed and completed the PTLLs course alongside this. I have continually been teaching 1 to 1 since early 2013 – sometimes teaching 2 students which I do currently. SAVTE is a really good organisation with which to volunteer as there is the opportunity to do follow up training sessions and it now has a comprehensive resource centre. There is always someone who can advise regarding teaching. I needed some guidance when I started teaching one of my students who was illiterate in her own language and had to be taught how to hold a pen, so when she actually started writing that was quite an achievement.

I really enjoy the 1 to 1 teaching and have made some lovely friends through this. As well as being alongside someone as they learn English, it is also a great opportunity to learn about other people's culture, religion and background."



Kathleen & Shahrazad

Going Forward - SAVTE's Future

The SCC Core Service Grant is enabling us to develop, tailoring our provision to meet the new and developing areas of need.

- Diversifying learner opportunities to provide the most appropriate provision
- Diversifying volunteer opportunities to meet demand and attract a wider range of volunteers.
- Shifting the emphasis of provision to create a stronger community development function.
- Developing new partnerships in more communities and widen reach.
- Delivering more group based activities that contribute to health and wellbeing and community assets.

Integral to achieving this is SAVTE's partnership working in the city with other ESOL providers and voluntary sector organisations.

We are now one of the partners in the SPRING initiative (Supporting Refugees integration) funded by the European Asylum and Migration Integration Fund. A key outcome for this project will be more integrated services for new arrivals in the city. SAVTE are providing the ESOL element of city centre provision.



Kate West Family Voice Sheffield C.I.C.

Case Study - Netheredge and Sharrow Conversation Group- What our Partners say...

The conversation class at Sharrow Old Junior School is an essential provision for many of our families from Sharrow School. We regularly signpost and support parents to attend. Parents often tell us how much they enjoy the class and how supportive it is. Family Voice love working with SAVTE! We totally trust the quality of

their work and provision. They work flexibly according to need and we collaborate SAVTE we have recently been

able to support over 50 very successfully; together with local adults to build their confidence in learning English.

SAVTE have received recognition for their work this year.

SAVTE won the **Equality and Inclusion Award at the VAS Making A Difference Awards Ceremony in November 2018**, in recognition for the work we do that enables people to lead fulfilling lives in the city.



Stella and SAVTE Volunteers receiving the award

Our Learner Nimo Ibrahim won one of the 'Learner of the Year' awards at the SCC Adult Learners Celebration in June 2018



Kerry Cressey and Nimo Ibrahim

Nimo Ibrahim Nimo came to the UK as a refugee from Somalia in 2009. In 2010 she had her first child who developed health problems which meant Nimo wasn't able to attend mainstream classes. Her Health Visitor referred her to SAVTE for 1:1 lessons. After 7 months she was able to progress on to mainstream classes. She completed and passed all ESOL Entry Levels 1, 2 & 3.

She is currently studying Maths and Level 1 Functional Skills English.

"I was level zero when I first came, it was like being blind and deaf- I knew people were

asking me questions but I couldn't answer. I had to have an interpreter all the time, and I needed someone to help all the time – it wasn't good. When my child was 5 days old he became ill and my Health visitor referred me to SAVTE. SAVTE gave me a teacher who came to teach me for 7 months. I then had enough English to be able to go to an Entry 1 class that had a crèche. I passed my exams and moved to Entry 2. I stopped going to classes for 2 years as I had more children, but I taught myself for 2 years by watching YouTube and the 'Learn English' from the BBC, because if I stopped I would have to start again from the beginning.

After this time SAVTE invited me to their Entry 3 class. I passed all my exams and now I'm studying Level 1 Functional Skills. Learning English has made so much difference to me; now I don't need anyone to help me ...I'm free! I have passed my driving test I want to go to University & I want to be a nurse that would make my dreams come true!"

