

A Framework for **Good Practice** in Voluntary **ESOL**

Introduction

This document is intended primarily for those working in, and with, the voluntary sector in the field of ESOL (English for Speakers of Other Languages). It provides a set of principles of good practice, together with case studies for illustration. NATECLA hopes it will also inform policy makers and funders charged with integrating the work of volunteers into a national approach for those with languages other than English who seek to become active citizens in England.

We celebrate the way in which voluntary organisations have grown and tailored their work to fit with local needs and resources, and we feel that there is now a need and a desire to agree on and to share best practice amongst us. This will hopefully be of use both to newer organisations and to those which are well-established but reviewing their practice.

The framework, in Section 1, was developed as part of a NATECLA initiative to support voluntary ESOL, following its successful campaign for a national strategy for ESOL in England 2016-2018.

Between May and June 2019, NATECLA put out a range of draft proposals for a 'Framework for Good Practice in Voluntary ESOL' for consultation and obtained feedback from a wide range of ESOL stakeholders, predominantly in the voluntary sector. This document represents a consensus of their views. However, it is important to note that this document reflects the current situation, and that we aspire to an ideal situation in which there is enough funding to ensure that people teaching ESOL are paid for their skills and time.

There is a summary of the consultation process and findings in Section 2 and background information on the voluntary sector in Section 3.

As we await the publication of the new English Language strategy for England (Autumn 2019) we feel that the issues and context for the current framework are still as true today as they were in 2016:

- immigration is a major issue in the public perception
- integration of communities is a key part of the government's agenda
- there are uncertainties about the implications of a Brexit agreement which may have a negative impact in terms of funding for learners and for research
- the consequences of the imminent devolution of funding for ESOL to local authorities are uncertain.

NATECLA intends that this document is reviewed regularly and evolves as the sector evolves, which it undoubtedly will when the new strategy takes effect and as the uncertainties outlined above are resolved.

NATECLA on behalf of the working group



Section 1 - The Framework

1. Coordination and Management

1.1 National

- 1.1.1 The work of language volunteers should be included in the ESOL National English Language Strategy due to be published in 2019 to ensure that good practice is fostered and shared across England and complements the provision of paid ESOL teachers.
- 1.1.2 Central government should provide, curate and moderate an enduring national website to share learning resources including resources that learners can access, such as the British Council ESOL Nexus project¹.
- 1.1.3 Central government should provide, curate and moderate an enduring national website to share training, CPD and learning resources for language volunteers.

1.2 Local

- 1.2.1 Language volunteers should be trained and coordinated by funded, qualified and experienced workers where possible.
- 1.2.2 Coordinators should be responsible for monitoring learners' progress by regular discussion with learner and volunteer.
- 1.2.3 Coordinators should link with IAG (Information, Advice and Guidance) departments in colleges and be aware of local providers to refer on to.
- 1.2.4 Coordinators need to ensure that the organisation is part of a local network so that providers can refer to the voluntary sector.

2. Roles

The following section (2.1) is based on the more detailed descriptions of possible roles for a language volunteer given in the VIME (Volunteers In Migrant Education) project².

Organisations may have one or more of these roles within their service.

2.1 Four Roles for a Language Volunteer

Volunteer 1: 'Assisting in the class'

- the main focus is to provide extra help in the classroom;
- example tasks: reinforce and practice language, focus on particular areas of the learner's language, facilitating differentiation.

Volunteer 2: 'Practising language use'

- the main focus is on practice (individuals or small groups);
- example tasks: working on class homework together, practising roleplays, discussing a book/article/text together, playing language games.

Volunteer 3: 'Providing opportunities for social engagement'

- the main focus is to support migrants to become independent through social engagement;
- example tasks: explaining necessary processes about daily life, acting as a reference point, going to local places of interest together, participating in activities together (gardening clubs, cooking clubs), or just meeting for a chat over a cup of tea;
- Volunteers in the workplace may support a colleague to understand work processes or health and safety instructions, eat lunch together or attend work events together.

Volunteer 4: 'Promote and encourage language improvement'

This role is specifically for people in organisations that work with migrants, but not in a language education capacity. For example, local GPs, housing associations,

¹ <https://esol.britishcouncil.org>

² <https://www.languagevolunteers.com>

libraries, municipality councils, social workers, hospitals, children's schools, NGOs, law centres and migrants who are current or previous language learners. All people in these roles can promote language learning as part of their usual interactions with migrants.

- the main focus is encouraging people to improve their language by using opportunities in their local area through liaising with local coordinators; and also to promote the value of the host community engaging with migrants;
- example tasks: referring their service-users to language courses, encouraging migrants to participate in language learning activities such as conversations clubs, promoting benefits of language learning to their client groups.

2.2 ESOL learners are entitled to good quality teaching. Language volunteers play a vital role but should not be used as a replacement for paid teaching because of financial constraints.

2.3 ESOL should be taught by paid professionals and the role of language volunteers should be to support language development. Professional teachers are trained and qualified, and keep their professional knowledge current, through regular Continuing Professional Development (CPD).

2.4 We recognise that in the current funding climate, it has not always been possible for ESOL to only be taught by trained professionals but note that it is our aspiration for all ESOL learners to be taught by paid, qualified and trained teachers.

2.5 Organisations should apply this framework on a case-by-case basis and according to each local situation.

3. Recruitment and Selection of Volunteers

3.1 Recruitment should be through an application process and interview with coordinators following up references after which volunteers should be matched to appropriate roles.

3.2 At recruitment there should be a clear option to signpost those not ready for language volunteering to other volunteer opportunities such as administration or creating resources or to development work such as mentoring or training before volunteering.

3.3 Providers should support and encourage volunteers from Black and Minority Ethnic (BAME) backgrounds and from local areas.

4. Training

4.1 Training should include safeguarding which should incorporate work on the importance of confidentiality, domestic abuse, FGM, forced marriage and hate crime.

4.2 Different courses should be run according to the experience and planned role of the volunteers.

4.3 Training should be led by funded, qualified and experienced workers where possible.

4.4 Training should include guidance on maintaining boundaries and signposting.

5. Quality and Impact

5.1 All recruitment should include an agreement between volunteers and the organisation about expectations including, for example, a commitment to regular CPD and participation in quality processes. This would be specific to the role itself and in addition to any generic agreement about being a volunteer.

5.2 There should be an assessment of the impact of volunteer work which should include student feedback.

5.3 Volunteers should be guided to keep and share records of their work with participants.

CASE STUDY

Xenia:

Women's social integration and creative language workshops



Xenia's central ethos is that everyone has something to learn and everyone has something to teach. Their activities bring together women learning English and fluent English-speaking women as equal participants, rather than with the hierarchy of volunteer/beneficiary. Workshops in Hackney (East London) support English-learning women to improve language and communication skills and all participants to feel more embedded in their local community and create connections across perceived divides of immigration/citizenship status, culture, ethnicity, language, age and identity.

Weekly drop-in workshops take place at the Hackney Museum, working with other local community partners for delivery of a range of activities that are participatory and participant-led. The workshops are facilitated using an inclusive model that encourages everyone's voice to be heard equally regardless of language level, and activities are structured around engaging themes that provide space for accessible discussions in small groups, building confidence and

connection. Informal childcare is available to make workshops accessible for women with young children, and travel expenses are provided for those who need it. All women are welcome.

Evaluation has shown that women learning English who regularly attend Xenia feel more confident speaking English, have improved language skills, and use English more in their daily lives. Xenia creates a strong sense of community and reduces isolation amongst both migrant and British women in the local community. Xenia works in partnership with ESOL providers and other statutory and voluntary sector organisations to reach women and promote joined up approaches.

Xenia has been featured as an example of best practise by the British Academy, The Council of Europe and UN Women.

To find out more about Xenia, visit:

<https://xenia.org.uk>

Section 2 - The Consultation

The process of producing proposals for a draft framework was initiated by NATECLA in March 2019 and taken forward by a steering group of ten, representing NATECLA, the voluntary and the public ESOL sectors. For a list of group members, see Appendix 1. This group mapped objectives and proposals from various reports and articles into a list of options for consultation. These included the Erasmus-funded VIME report of 2018³ and NATECLA's 'Towards an ESOL Strategy for England. Oct 2016'⁴. The consultation consisted of two strands: face-to-face and an online survey where comments were invited on the draft document.

Online survey - The online survey, in May/June 2019, was completed by 69 respondents, representing approximately 35 voluntary organisations as well as public sector colleges, local authorities, refugee charities and resettlement programmes. For a list of the voluntary organisations, see Appendix 1.

Face-to-face - A workshop at the NATECLA conference in July 2019 entitled 'Volunteers – What is their role in ESOL provision in 2019?' was attended by 24 participants from the paid and voluntary sector in England, Scotland and N. Ireland. Their comments closely reflect those made by respondents to the online survey and are therefore not specifically reported on here.

The proposals were presented under the headings of coordination and management, volunteer roles, volunteer training and quality and impact. Respondents were asked to rate to what degree they agreed with the statements and were given the opportunity to write a comment. There was majority agreement with all the statements. However, the degree of agreement varied and some sections, such as roles of volunteers, attracted a large number of comments. In all, 102 comments were received. The analysis was shared between group members, with an overview of the

themes being provided by a volunteer external consultant. In this section we have reported on the themes which emerged. As a result of the comments, part 2 of the framework, the roles of volunteers, was changed slightly to take into account the current situation, and to note our aspirations for properly funded ESOL provision, and paid teaching.

1. Funding issues

Many respondents spoke of funding cuts, short term funding and the lack of importance placed on ESOL, despite the importance of English language learning to the integration agenda promoted by the government. This was something referred to in many of the comments and underpinned the dissatisfaction of many respondents with the current, patchy and inadequate support for volunteers and the work that they do.

The framework suggests in section 1.2 that there is a need for a funded coordinator to support volunteers. Respondents felt that high expectations and demands were placed on these coordinators – which may not be appropriate in all cases, especially where coordinators are unpaid and also acting as volunteers and that maybe the statutory sector should provide the coordination.

It seemed clear that organisations that had no paid coordinator felt this would be very difficult to achieve given their limited capacity. Even for those with paid coordinators, it was felt that these posts were often poorly paid with no security of tenure which posed additional problems.

³ see footnote 2

⁴ <https://www.natecla.org.uk/content/ESOL-Strategy-for-England>

2. Roles of volunteers

Section 2 of the framework elicited by far the most responses – almost 20% of respondents commented. A sizable proportion, 13%, disagreed that ESOL should be taught by paid professionals and that volunteers should be used in a supporting role. Examples given were:

- one-to-one teaching, particularly home tutoring, especially in rural areas.
- bringing a fresh creative approach
- helping with smaller groups

However, most pointed out how volunteers filled in the gaps, playing a crucial role where there was no provision and, in many cases, carried out tasks which a paid tutor could not, such as:

- helping learners with practical everyday needs, especially outside the classroom,
- developing closer contact with individuals,
- supporting those on a waiting list,
- supporting those scared of authority.

In addition, some respondents pointed out that they were retired, either teachers or ESOL teachers and that 'unpaid does not mean amateur'. Others pointed out that paid teachers are often overworked and under pressure, so 'paid' does not necessarily mean 'quality'.

The framework has been adapted to qualify that professional teachers are trained, qualified and keep their professional knowledge current through regular Continuing Professional Development (CPD). Additionally, the framework now notes that the current situation is not an ideal one, and that we aspire to have properly funded provision for all ESOL learner needs.

Comments on volunteer roles reflected a need for the learners to remain central, particularly when capacity has to be prioritised due to limited resources. In the case of volunteers for one-to-one teaching (not just support), learners unable to access college learning due to disabilities or caring duties benefit from the availability of sessions from volunteers.

It was also stated that roles involving administration and creating resources require very different skills from working in the classroom, and it is important to advertise roles specifically and to manage expectations.

One respondent said that there should be more flexible volunteering opportunities rather than fixed roles and that this would mean that there could be more diversity in the roles, some of which would require less resource-intensive recruitment and training. It was mentioned that 'one size cannot fit all' and that organisations range from those offering just once a week conversation practice to those offering a more comprehensive programme, regular one-to-one support and support in ESOL classes. The framework has been adapted to advise organisations to apply a case-by-case basis so that a local approach is taken in all situations.

3. Recruitment and selection

It was said that, when recruiting new volunteers, we should consider the value of selecting those who have the knowledge and experience of being a migrant/newcomer/refugee. There was agreement for the proposal that providers should encourage and support volunteers from BAME backgrounds and from local areas.

It was suggested that co-ordinators could encourage volunteer tutors to achieve further qualifications and experience.

4. Resources and training

Many respondents said that volunteers needed support in planning and materials.

The framework proposes one website where materials could be available for volunteers. There was some concern as to whether central government is the best organisation for this role. Central government could provide the platform and commission the resources but not be directly involved in curating and moderating them.

That could be outsourced to e.g. Learning and Work Institute or Learning Unlimited, who have been involved in other recent publications endorsed by government. Other suggestions were that the materials be on the Excellence Gateway.

Respondents thought that volunteers should be well-trained for their planned role and this training should be properly funded. There was strong agreement with statements about volunteer training as part of quality assurance in 5.1.

Respondents lamented the lack of 'joined up thinking' in many areas including training. Volunteers expressed a need for support. They talked of the strain of taking on the additional responsibility to 'fill the gaps'. Volunteers reported having feelings of isolation and a lack of self-esteem and confidence.

Two comments were made about online training; both suggested that this was not sufficient as discussion was needed and face to face training courses allow people to consider various scenarios and exchange views with others.

There were descriptions of the great variety of training that is already taking place – which ranged from six hours to a compulsory thirty-hour programme required by a local authority. There were requests for case studies from organisations that are beginning to develop their training and create something that is flexible or can be used in different ways depending on the type of organisation and the roles of the volunteers. There was also a suggestion that more training be done in clusters of organisations to encourage coordination and economies of scale. Learn English at Home (LEAH), based in Kingston and Sheffield Association for Voluntary Teachers of English (SAVTE) were cited as examples of good practice in this area.

It was reported that some organisations offer, and pay for, retired and non-retired tutors to benefit from NATECLA-led CPD.

Most comments supported the need for safeguarding (referred to in section 4.1) to be part of the training for volunteers.

Safeguarding is essential, but portraying migrants always as victims, or coming from harmful cultures, can be negative and unhelpful (e.g. Prevent). It would be better to show how volunteers and learners can form meaningful relationships with one another, within a protective context: this is genuine integration and all involved are adults.

One comment asked why safeguarding was highlighted and whether training on equal opportunities was 'taken for granted.' We would hope that issues of diversity and inclusion would permeate all training courses.

It would assist greatly to have access to affordable training in all of the safeguarding issues listed in 4.1 above. Safeguarding courses which are aimed at adults (as opposed to children/16-19 year olds) are difficult to find at a cost which voluntary organisations can afford.'

5. Quality and impact

The responses for questions 5.2 and 5.3 were mixed. From the results it can be seen that, although many felt that there should be an assessment of impact, feedback and record keeping, there were concerns about overloading volunteers and concern over the lack of training to enable volunteers to comply with quality assurance work.

Some concerns were raised about the idea that volunteers may be 'appraised' and others reported some issues with volunteers who would not engage with training.

Another point raised here was that there are difficulties in obtaining feedback from participants if learners have no shared language. Ways would therefore need to be found that are non-threatening to the participants.

Section 3 - Background information

This background section aims to look more closely at the history and diversity of volunteer ESOL provision and to identify the issues for those with ESOL needs which make them likely to access voluntary provision.

The following narrative encompasses information published in the 2019 DfE research report on ESOL⁵, the 2017 MHTS report on 7 voluntary sector organisations⁶, and the 2016 NATECLA ESOL strategy document⁷. As the government has now committed to developing the ESOL strategy, this section follows and complements the NATECLA report.

1. The history and diversity of volunteer provision

Volunteer ESOL provision, particularly home tutoring, is not a twenty-first century phenomena: with the influx of migrants from SE Asia in the 1960s, individual, informal and volunteer language tutoring took place in many urban homes. One of the oldest ESOL providers is SAVTE (the Sheffield Association for Voluntary Teaching of English), formed in 1974 to help Yemeni shift workers learn English at home. As with many organisations, SAVTE learning is predominantly one-to-one, at the learner's home or in a safe community space. SAVTE now also runs 21 conversation classes open to all, and provision is free. The LEAH (Learn English At Home) centre in Kingston, south west London, was formed in 1982, the Glasgow ESOL forum in 1998, and many newer providers such as Merton Home Tutoring, Bristol Refugee Rights and Watford and Three Rivers Refugee Partnership were all formed between 2006 and 2010⁸. Like most volunteer organisations, these are registered charities which usually run their own training courses for volunteers and include one to one tutoring. However, some (for example Watford) have trained ESOL teachers volunteering in the classroom, some (like Glasgow) offer workplace English courses, some (see englishmyway.co.uk) offer classes where paid

tutors and volunteers work together, and some (see xenia.org.uk) are run on a weekly workshop basis. Volunteer provision is growing and is UK-wide: as seen in Section 2, there were almost 70 respondents to this survey, over half from volunteer ESOL providers throughout the UK.

There is now a wide range of ESOL services provided by the voluntary sector. These include:

- Classroom-based teaching,
- Café-style and conversation settings,
- Befriending settings,
- Individual and group tuition provided in a wide range of settings including in the home, community centres and faith-based initiatives.

This plethora of services may be funded by any number of methods in a complex landscape of funding streams and may serve a wide range of individuals with ESOL needs that are not currently served by FE colleges. The third sector provision has grown to actively overcome some of the barriers to learning encountered by learners. These are explored in more detail in the following section.

2. Issues for those with ESOL needs which make them likely to access voluntary provision

2.1 Lack of childcare

The websites of many voluntary ESOL providers describe their role as helping those learners with childcare responsibilities, ill health or illiteracy in their mother tongue. Firstly, childcare responsibilities were noted in the DfE report as the prime barrier to access; colleges have cut their already minimal crèche facilities, so quite a few third sector providers include access to qualified child minders, not least as learners in this sector are predominantly women. A lack of access to childcare is a particularly acute problem for women with young children who wish to attend ESOL classes. Consequently, their learning may happen in a piecemeal way over a longer period of time.

⁵ DfE June 2019

⁶ MHTS 2017

⁷ see footnote 4

⁸ <http://www.natecla.org.uk/uploads/media/208/16729.pdf>

CASE STUDY

Merton Home Tutoring Service: Training volunteers



MHTS organises training courses for volunteers who would like to teach English in a one to one capacity with the learner at home or in a local facility such as a library. The volunteer tutors then offer language support and they work with their learners to increase confidence. Some volunteers may have an ESOL teaching qualification and others have qualifications in another branch of education. However, these are not a requirement as comprehensive training courses take place before the volunteer is enrolled. The training courses run for three Saturdays and three evenings (20 hours) as an initial step towards becoming a volunteer tutor. Most of the training sessions are run by a CELTA trainer who adapts the CELTA training to 1-1 teaching. Other sessions are run by members of the team, for example

safeguarding, using resources, a language experience session, planning lessons and topics and a grammar workshop. All volunteers are interviewed prior to doing the course, have a DBS check and must provide a reference.

Ongoing training is offered by NATECLA trainers, in-house update sessions and local/national conferences. Volunteer tutors are encouraged to attend other courses to develop their skills. We have a very large library of resources for every level and each tutor is given relevant teaching material. Each tutor is also allocated an experienced home tutor who phones them termly offering support, and the organisation has a paid co-ordinator in touch with all volunteers to answer queries or provide advice.

Many are motivated to enrol in an ESOL class because they wish to support their children's education but may not have access to family learning programmes that would help them do so. Information on the difficulties facing these migrant and refugee women in accessing ESOL is itemised in the 2016 report on empowerment through education⁹.

2.2 Health

Disability or ill health of the learner or of a family member can mean that home tutoring is necessary, or that those informal courses which are more forgiving of absences due to hospital appointments are preferable.

2.3 Low literacy levels

The budget cuts have resulted in disproportionately high reductions to courses for those with the lowest levels of literacy and past education in their own countries. FE colleges have found these to be less profitable than higher level courses to which some learners contribute financially. This leaves those with the lowest literacy levels without appropriate provision. Further, Harding¹⁰ has pointed out that these learners will have difficulty

accessing information about courses: learners will appreciate the small, quiet welcome of a voluntary provider, usually recommended by word of mouth.

2.4 Lack of support for everyday interactions such as job seeking and education

Several studies on migrants and refugees, such as Schellekens¹¹, found that the prime reason for learners wanting to learn English was to find employment. Learners also cited interaction with other people and managing everyday transactions with ease. New arrivals often have frequent contact with official bodies, such as employment and welfare offices, immigration offices and school authorities. Those with minimal English find it awkward and, at times, distressing to be dependent on interpreters, friends or even their own children to discuss private matters. ESOL learners frequently cite breaking this dependency as a high priority for their learning. However, the fall in provision at FE colleges means that potential students have to look further afield to obtain English classes. Volunteers are often involved in helping with such interactions.



⁹ <https://www.wonderfoundation.org.uk/resources/report-women-breaking-english-barrier>

¹⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/128775/13-691-community-learning-learner-survey-march-2013.pdf

¹¹ Schellekens 2001:

https://www.researchgate.net/publication/268412244_English_Language_As_A_Barrier_To_Employment_Education_And_Training

2.5 Lack of access to classes (especially for recent arrivals)

Potential students may be ineligible for free ESOL for a variety of reasons. These include their visa/migration status, income level and length of residency. Research has found that those who have lived in the UK for five years or less make more rapid progress than settled residents who access English for the first time¹². It is thus important that people learn English as soon as possible after arriving in the UK. However, not all learners can access ESOL classes straight away: recent research by Refugee Action has highlighted the barriers to provision that asylum seekers face¹³. There is no specific entitlement to support for ESOL which is particular to refugees. Currently England has no strategy to offer ESOL to refugees, apart from the money awarded in 2015 to resettlement programmes. The exclusion of refugees and asylum seekers from other nations makes the setting up of classes problematic. Also, as refugees have no income beyond very basic state support, it is almost impossible for them to pay fees. The Refugee Action report argues that removing eligibility restrictions would 'support their integration from the day they make their claim.' The voluntary sector provides access to ESOL in particular to asylum seekers and other ineligible learners.

Other learners, such as those who come to the UK as a spouse or for family reunion may face eligibility restrictions such as no access to benefits for the first year or the need to prove that they are not international students. Eligibility criteria are extremely fluid, changing from year to year and dependent upon the local authority. Criteria for 19+ entry into a London FE college for the academic year 2019/20 will depend on benefits received, but there will probably be a registration fee, and classes could cost close to £300 which few, especially recently arrived, migrants can afford. Motivation which is highest at the time of arrival is likely to be adversely affected. Without immediate access to ESOL, learners are more likely to become dependent on coping strategies, such as relying on friends and family, and becoming isolated from the

wider community. Community and faith groups have recognised the urgent need for provision and the voluntary sector has again filled in the gaps found in FE provision.



¹² https://dera.ioe.ac.uk/22304/1/doc_3341.pdf

¹³ <https://www.refugeecouncil.org.uk/information/resources/refugees-welcome-the-experience-of-new-refugees-in-the-uk/>

CASE STUDY

CONVERSATION CAFÉ - Redhill, Surrey

With considerable support from the local council and the Reigate & Banstead Borough Council Family Support team, local coordinators and interpreters have established a fortnightly language cafe. A committed and enthusiastic group of Syrian refugees arrive to sit in café-style for a short, one-hour, informal English session and to chat to one another for the remaining half hour.

This also provides a volunteer-run one hour creche for the under fives during term times and all age ranges during the school holidays. A very small budget provides the group with the opportunity to ask for the purchase of age appropriate toys.

Everything takes place in a reserved, but open-plan space of a local theatre. The families, including newly arrived and longer standing groups, are all demonstratively very happy to see each other.

Dads, uncles and grandparents who come are also willing to give the 'mini' lesson a try. The mums and children are in other education in many cases, but other members of the family may not want more formal learning opportunities.

They are also motivated to come to be able to greet and chat with other Syrians (and other ESOL learners, to aid integration) who have been widely dispersed in accommodation around the borough. Volunteers are also glad of the opportunity to catch up with fellow volunteer teachers.

Volunteers are also glad of the opportunity to catch up with fellow volunteer teachers. Volunteers help to transport anyone who is less mobile but many families have rapidly got used to using public transport.

Most volunteers are also visiting a family at home as well, so this is an opportunity for them to meet and exchange news and tips from their teaching experiences and to touch base with the volunteer coordinator.

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Appendix 1

Organisations involved in voluntary ESOL represented by respondents to the survey

1. Action Foundation
2. Action Language
3. AWL Action West London
4. Barnet Refugee Service
5. Bath Welcomes Refugees
6. Bedfordshire Refugee and Asylum Seeker Support
7. BEEAS
8. Belfast Metropolitan College, (ESOL VPRS Coordination Point- NI)
9. Belfast Unemployed Resource Centre
10. Breaking Barriers
11. Changing Lives, Doncaster.
12. City of Liverpool College
13. CLEAR project
14. Community Action, Isle of Wight
15. ELATT
16. Essex Integration
17. Evelyn Oldfield Unit
18. Herts Welcomes Syrian Families
19. Idea Store Learning, Tower Hamlets Council
20. Integration Support Services
21. Islington Centre for Refugees and Migrants
22. Katherine Low Settlement
23. King Charles Centre
24. Kingston Adult Education
25. Merton Home Tutoring Service
26. NATECLA
27. Networx
28. North Devon Sunrise
29. Oasis Cardiff
30. Olive Tree: English in Devon
31. Open Doors International School (ODILS)
32. Peterborough Asylum and Refugee Community Association [PARCA]
33. Refugee Action
34. Refugee Action - West Midlands Services
35. Refugee Support Devon
36. SAVTE - Sheffield Association for the Voluntary Teaching of English
37. SPACE 4U - Cardiff
38. Speak Street/Islington Council for Refugees and Migrants
39. St Chad's community project
40. Talk English
41. Talking Together - TimeBank
42. The Adult College of Barking & Dagenham
43. The Arbour
44. TimeBank
45. University of Leeds
46. Waltham Forest Adult Learning Service
47. Welsh Refugee Council
48. Westway Trust
49. Wonder Foundation
50. Xenia

Members of the steering group:

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 Irene Austin (Herts Welcomes Syrian Families)
 Sylvia Ashton (SAVTE)
 Linda Ulrich (Merton Home Tutoring)
 Gill Searl (Regional ESOL Lead, Strategic Migration Partnership, East of England Local Government Association)
 Theo Cadbury (Xenia)
 Sarah Freeman (Merton Home Tutoring)

CASE STUDY

Sheffield Association for the Voluntary Teaching of English: A new approach to volunteer selection and training

SAVTE is a community development organisation. We are committed to working in partnership with ESOL learners in disadvantaged communities to develop self-reliance, confidence and greater engagement within the community. We seek to actively engage language volunteers from the communities in which we work, including ESOL learners. Five of our new initiatives with volunteers are described below.

1. We have funded outreach and community development workers who are responsible for promoting SAVTE – through events, face to face chats and by working closely with community organisations. This helps generate more applications from a diverse range of volunteers and also keeps us in touch with learners so they can tell us what they want from SAVTE.
2. Our starting point for volunteer selection and training is our learners – we select volunteers who are able to respond to the needs of the learners on our waiting list including their location, availability and gender.
3. Differentiated roles – we have developed three volunteer roles, which respond to learners' needs – **Language Volunteers** who provide one to one support for those learners who are based at home and cannot currently access groups or classes for reasons of, for example, health.
– **Language Buddies** who work with learners not quite confident enough to access community (and ESOL) activities. This role is to support the learner through language mirroring, coaching and real life practice. The volunteer supports the learner to gradually access other provision.
– **Conversation Group Volunteers** who facilitate community based groups – which may be conversation clubs, but could also be activity based – perhaps focusing on sewing or cooking.

4. We differentiate the training to match the volunteer role. Our training courses include two core introductory sessions which cover SAVTE's ethos, safeguarding and barriers to learning including mental health issues. Further sessions are delivered depending on the roles adopted.
5. Volunteers access a range of resources and lesson plans which link to their learner's assessment. Working with new learners, we produce a set of stepping stone targets, which sit on top of a range of micro English language skills. Our learner assessments are based not just on English language levels, but also centred on individual learner aspirations, motivation, wellbeing, confidence and how well they are connected in their community.

More details on volunteer roles, learner assessment and on the content and structure of the training courses are available from SAVTE.

<http://savte.org.uk>



NATECLA


NATECLA (National Association for Teaching English and other Community Languages to Adults) is an independent charity, funded by membership and sponsorship. It is the only national forum and professional organisation for ESOL professionals in the UK.

NATECLA offers high quality, relevant training opportunities, both local and national, to ESOL professionals. It provides expert advice to government bodies and other agencies and it lobbies on issues that affect teachers and learners.

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