



Sheffield Association for the Voluntary Teaching of English



## annual report 2010 - 2011

*"Volunteering for SAVTE opened up a door for me into further education. It gave me the confidence to realise that I had the ability to achieve more for myself. I am now studying for a degree in 'Working With Communities' at Sheffield University."*

**Lesley Gale** – SAVTE volunteer



## Foreword

It is recognised nationally and locally that funding is a limiting factor in ESOL provision. "Funding appears to be the key issue preventing growth in this area for many providers, both in terms of providers accessing sufficient funding to deliver their programmes as well as individuals accessing funding to attend." (National research & development centre for adult literacy & numeracy and ESOL)

Voluntary and Community Organisations are facing a huge increase in demand for their services as the sector is expected to support people through difficult circumstances. The dramatic decreases in public spending mean that many organisations face the very real challenge of having to do more with less.

The majority of mainstream ESOL provision focuses on higher levels and employability due to funders' targets. This creates an additional barrier to SAVTE learners who are total beginners and have very little or no experience of formal education.

We have benefited over the past seven years from the support of Sheffield City Council for which we are very grateful. This support enabled SAVTE to bridge the gap in the ESOL provision thus enabling some of the most isolated and vulnerable individuals in the city to access learning and self fulfilment.

**Cherry Daniels** – Chair

# SAVTE's mission

SAVTE's mission is to help adults whose first or most fluent language is not English. We equip people with the English language skills they need for everyday life, enabling them to go about their daily life with dignity. We also recognise that learning English provides a vital opportunity for people to gain access to further education, employment and health resources and to play a full part in their communities.



## Aims and key activities

Through providing opportunities to learn English, SAVTE aims to:

- **Reduce the isolation of the most excluded members of our community**
- **Encourage their participation in local activities**
- **Break down barriers between different groups in our city.**

We realise these aims through the following activities:

- **Equipping adults with language skills for everyday life, working in one-to-one settings and local learning groups**
- **Supporting learners to progress to further learning, training and/or employment**
- **Developing the capacity of local people and communities by recruiting and training volunteers**
- **Supporting volunteers to teach and mentor learners**
- **Working in collaboration and partnership with community groups and other organisations, statutory and voluntary, which share SAVTE's overall aims**
- **Ensuring the highest possible standards through continual monitoring, evaluation and quality assurance.**

## Activities and Services

**One-to-one Learning** - The unique service is set to meet the needs of individuals facing different barriers in accessing mainstream education provision. For example they may be full time carers, have a disability or mental illness, have no experience of formal education or lack the confidence and self-esteem needed to attend classes.

The one to one teaching has remained a vital part of SAVTE's work. This provision enables us to reach often isolated learners across the city whose learning needs are unmet by other providers. It is the first step towards learning for a large number of service users. The demands for one to one learning are still on the increase. During the year we delivered 140 placements. One to one home tuition is vital part in developing the learners language skills, confidence, self esteem and creating the opportunities to progress onto other forms of learning.

In addition to the one to one tuition, SAVTE continue to develop learning opportunities which closely reflect the needs of the learners. This includes a delivery structure which is flexible enough to offer local learning opportunities to our learners when and where they are most needed.

## Local Learning Groups

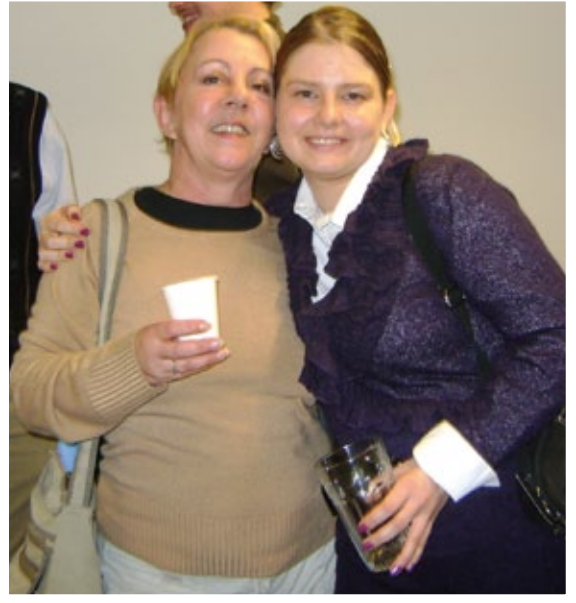
The groups are set up to act as a stepping stone to advancing the learner's language skills, and assisting with their integration into the local community. The primary aim of the learning group is to provide an opportunity for those who have benefited from home tuition to move on to a class environment where they can study English in a more formal setting.

The 6 learning groups, which are run in partnership with the WEA, are designed to engage learners with the local community. They encourage interaction, increase confidence, and form the basis of a support network that can be extended beyond the classroom.

In the planning of the provision we have ensured that the needs of the individual women are met as much as possible. This has proved extremely successful in helping them overcome barriers to learning. The groups provide a valuable opportunity for women to access accredited ESOL provision. The learning groups have helped the women to:

- ***Develop their everyday language skills***
- ***Build their self-confidence and reduce their isolation***
- ***Access other local services and information***
- ***Engage and participate in their communities***
- ***Help their children with their education.***

During the last academic year 199 learners benefited from group learning and 75 accreditation units from City & Guild achieved by them.



*Volunteer Joyce Spencer with her learner Zuzanna Zdanowsha at the 2010 AGM*

## Volunteer Training

SAVTE continues to successfully attract volunteers from all walks of life. The volunteers are the backbone of the organisation and without them the needs of the most excluded and isolated pre entry ESOL learners in the city will not be met.

During the last academic year we managed and supported 50 – 70 volunteers at any one time. In addition we ran four training courses for 52 new volunteers, two of which are from Winn Gardens as a result of outreach work on the estate.

To work alongside volunteers is a very humbling experience, seeing them give selflessly to SAVTE and learners over and above the commitment required to teach. It is rewarding to see volunteers who train with SAVTE gain new skills and confidence. This year we have seen 19 of them move on to gain additional qualifications or work in the lifelong learning sector themselves.

## Working in Partnerships

SAVTE works in collaboration and partnership in local areas in order to increase our ability to provide the best possible service for learners who find it difficult to access other provision.

Our partnership with the WEA has proven to be a great success. As reported, over the past years we have managed to develop learning groups in three of the Community Assembly Areas. This provision has enabled 199 women to access learning. The demand for this type of provision is growing, and the success of this initiative is largely due to the fact that the learning groups are established in consultation with the learners with regards to time, place and level of support the group needs. SAVTE continued to work in partnership with the Sure Starts in Firth Park and Sharrow to reach new learners.

In collaboration with the Winn Gardens TARA and the Winn Gardens Family Co-ordinator from St. Johns, SAVTE set up two English classes in the TARA meeting room on Winn Gardens Estate. Attendance is represented by a broad spectrum of the diverse nationalities from the estate. We are tailoring the ESOL delivery to target the specific issues raised by the TARA as points of tension in order to work towards further community cohesion & integration. The Chair of Winn Gardens TARA told us: "The biggest problem is the language barrier, which results in the refugees not understanding the councils rules on things like refuse disposal etc. this has been a big issue simply caused by

them not being able to understand guidelines."

We are also an active partner in the ESOL providers groups in three areas of the city. The purpose of this is to strengthen existing provision, avoid duplication, ensure progression and improve quality of provision. Our role is to ensure that the needs of the learners that SAVTE caters for are included in future ESOL provision in Sheffield.



*SAVTE Learners at Winn Gardens*

# SAVTE accredited ESOL intensive classes

In April 2011, SAVTE attracted funding from the ESF to run some intensive ESOL classes. We saw this as an excellent opportunity to get a group of newly arrived refugees off to a flying start in Sheffield.

We spent the Easter holidays setting up assessment days for the learners, employing qualified teachers, finding volunteers to support the classes and sourcing suitable venues. Two 12 hour a week classes started at the end of April, an Entry Level 1 class at the SYAC Business and Training Centre on the Wicker and an Entry Level 2 class at the Sharrow Community Forum.



The opportunity to study ESOL intensively for free proved very popular and as a result we had two very large classes of enthusiastic learners as it was difficult to turn people away. Consequently the dedicated volunteers who supported these classes were an invaluable asset.



There were 20 learners enrolled on the Entry Level 1 intensive course at SYAC. Of the 15 learners who sat the Trinity Entry Level 1 Speaking and Listening exam, 9 passed. As the learners were assessed as beginners at the start of term and most had basic literacy needs, this was a great achievement.

There were also 20 learners enrolled on the E2 intensive course in Sharrow. The learners were highly motivated and enthusiastic and so attendance and progression rates were excellent. On the 6th July 16 learners sat the Trinity Entry Level 2 Reading and Writing assessments and 1 learner sat the Trinity Entry Level 1 Reading and Writing assessment. 11 out of 16 learners passed the Reading assessment and 11 out of 16 learners passed the Writing assessment. This is a fantastic 69% success rate, especially as 3 of the learners passed the Reading exam with full marks. The Trinity Entry Level 2 Speaking and Listening assessment taken two weeks later afforded an astounding 94 % success rate. Of the 16 learners who sat the exam, 15 passed and the learner who didn't pass only failed by one mark after being overcome by nerves. The results were excellent, with two of the learners again getting full marks. The class celebrated their hard work and progression with a trip to the Peak District.

Almost all the learners in the intensive classes have progressed on to college or other community classes at the next level. Overall the SAVTE intensive classes were a resounding success. The amazing accreditation results are a testament to the theory that teaching English to people as soon as they arrive in the country when their motivation is high produces better results.



*Sharrow Intensive Entry Level 2 Class at the Longshaw Estate.*

## In their own words - *Commitment and selflessness*

My work seems to have evolved into a reciprocal relationship, a sort of 'give and a take' bond and I feel that whilst I have made a difference to other people's lives, I have also learnt a great deal myself.

The value of volunteering through a project like SAVTE has its roots in the aims of the organisation itself, as well as the principles that drive the commitment and selflessness of all those involved in the project. And it is through this commitment that we have established a fully functioning and adaptable relationship between the community and volunteers. Being a part of such community added value to my personal life and improved my ability to communicate with others at so many different levels. I had an opportunity to work with two learners, from China and Pakistan, on a one-to-one basis, as well as deliver lessons to groups of Somali students. This experience allowed me to come in contact with many things about their culture and lifestyle, including their food, language and traditions. I am currently working with two groups of Polish students, running lessons at Entry Levels 2 and 3. In addition to that, I initiated a conversation club in order to help my learners get familiar with naturally occurring, everyday spoken language. I can relate to my learners' circumstances on a very personal level, as I moved to Britain from another country myself.



*SAVTE Volunteer, Kasia Gill Howard and her Saturday morning class*



another country myself.

Secondly, I would like to highlight the impact that this voluntary involvement has made on my professional development as a future teacher. Serving the community has hugely contributed to the amount of exposure to the teaching practice I was able to acquire. Having this opportunity, I have improved my ability to pass on knowledge as well as gaining confidence professionally. Furthermore, this hands-on experience has taught me much more than I would have been able to learn from any academic literature.

Finally, I would like to take this opportunity and express my gratitude to SAVTE for allowing me to be a part of this incredible project. Keep up the great work!!!

**Kasia Gill Howard**

## *I had not one but two total beginners!!*



I was looking for something to do to make a contribution to my community, so had a look on the [www.do-it.org.uk](http://www.do-it.org.uk) website. There was a lot of information about what skills matched up with what types of volunteering. Teaching English caught my eye: I had no previous experience, but felt I would be up to the challenge.

I was extremely nervous about it, as I had not one but two total beginners, and wasn't too sure where to start. But I followed the guidance I had, and everything went well. Including the biggest challenges, such as insufficient light in the living room, and learners waiting for reading glasses. By and by things got sorted and the learners are now at a level where they have been able to join a class, as they now have enough English to get something out of one.

I always leave the lessons feeling exhilarated and buzzing with ideas for the next lesson. Plans don't always turn out to go how I thought they would, but working together, myself and the learners always seem to cover a lot in each lesson. The resources at SAVTE are very helpful, and the web based resources are also very good.

**Sarah Finnegan** – SAVTE Volunteer

## *My volunteering experience with SAVTE*

Volunteering with SAVTE made me more sensitive to different cultural minorities living in Sheffield. As a part of my assignment for the NOCN Award I had to do a research on my student's culture. This included doing a survey among the members of the Sheffield Karen community and watching a documentary *Moving to Mars*, both of which provided an insight into the Karen cultural heritage as well as challenges of settling in a foreign country.

Another important aspect was the training, which comprised of the Cultural Awareness and Teaching Methodology units and was very well prepared and delivered. All the sessions were interactive, thought-provoking and fun too. The volunteers came from various walks of life and were encouraged to draw on their own experiences and share their ideas with one another.

The tutors were always extremely helpful, guiding us on what teaching materials and strategies to use with our learners and signposting us to relevant resources. They also offered on-going support during our placement.

On the whole, I look back on volunteering with SAVTE as a very positive and enjoyable experience. I believe it has widened my horizons, increased my confidence and equipped me with transferable work skills.

More importantly, it made a difference to my student's life as she progressed onto an ESOL course run by the college.

**Dominika Jurkiewicz** – SAVTE Volunteer



## My Journey with SAVTE

My journey with SAVTE started in 2003 when I was working as a receptionist in a local community centre. I had returned to education in my 40s after redundancy and was still developing my own skills, unsure of the paths that were to follow. I thought that supporting non English speakers to learn English would be a new challenge and enrolled on the volunteer tutor training course. This was life changing in many ways. The course and the tutors were excellent, the support amazing and I was ecstatic to achieve an OCN level 3. I then supported a woman living in Darnall for 6 months I really enjoyed planning the teaching session and getting to know her and her family. However there were times when I doubted myself and the ongoing support from SAVTE along with the teaching resources helped me to develop my teaching skills and my own confidence.



At the SAVTE AGM myself and another volunteer joked about nominating each other and before I knew what happened, I had been accepted onto the SAVTE Management Committee and have been there now for 7 years. It has been a fantastic and rewarding journey on many levels and a pleasure to work with such committed people. Sara Saxon is an amazing person, passionate about SAVTE, committed and inspirational. All staff, past and present have been incredibly committed to SAVTE and do an amazing job. I realise this is not always easy, yet they always go the extra mile with volunteers and learners. I am still on the SAVTE Committee and recognise the important role that this much needed organisation plays in the lives of so many. I would urge learners and volunteers, past and present to consider becoming a member....it is not as daunting as it seems.

After the course, I continued learning and went from a volunteer tutor to a paid tutor. I completed my City and Guilds 7407 Tutor Training and have just completed a degree at Sheffield Hallam University. Last year I was presented with my degree award by the Chancellor Lord Robert Winston with my proud children in the audience... and I felt very proud too!! THANK YOU SAVTE

**Val Boulding** – Management Committee member

## SAVTE's Statistics – 1/9/2010 – 31/8/2011

Activity	Numbers
City & Guild accreditation achieved (in reading, writing and speaking & listening)	75
Assessment of new learners	91
One to one learners receiving tuition	140
Progressed from one to one to mainstream education/college	4
Progressed from one to one to other community education provisions	14
Progressed from one to one to college	4
SAVTE learning groups	199
Learners signposted to other education provisions	133
New volunteers recruited and trained	55
Volunteers from BME communities	19
Volunteers moving into paid employment	16
Volunteers moving into further training in post 16 education	10



## Statement of Financial Activities incorporating Income and Expenditure Account for the year ended 31 March 2011

	Notes	Unrestricted	Restricted	Total	Total
	1	£	£	£	£
<b>Incoming resources</b>					
Incoming resources from Charitable activities	7	11,660	95,136	106,796	78,044
Incoming Resources from generated funds:					
Other income		5,507	-	5,507	6,810
Investment income		19	-	19	32
<b>Total Incoming resources</b>		<b>17,186</b>	<b>95,136</b>	<b>112,322</b>	<b>84,886</b>
<b>Resources Expended Charitable activities</b>					
Salaries and Employment costs	4	3,333	67,849	71,182	74,661
Rent, services and utilities		6,158	4,968	11,126	10,881
Teaching resources		-	485	485	143
Publicity and AGM		829	-	829	465
Staff expenses		-	1,148	1,148	595
Insurance		-	803	803	891
Telephone and postage		-	730	730	1,010
Printing and stationery		-	1,669	1,669	975
Office costs		501	850	1,351	1,206
Equipment, repairs and renewals		91	-	91	751
Training		0	1,186	1,186	215
Volunteer expenses		0	2,346	2,346	1,885
Beneficiary expenses		-	-	-	400
Consultancy		1,000	-	1,000	-
Translation		408	-	408	-
<b>Governance costs</b>					
Legal fees		-	285	285	267
Bank charges		15	-	15	48
Accountancy		40	330	370	420
<b>Total Expenditure</b>		<b>12,375</b>	<b>82,649</b>	<b>95,024</b>	<b>94,813</b>
Net Incoming/(Outgoing) Resources		4,811	12,487	17,298	(9,927)
Total funds brought forward		27,916	-	27,916	37,843
<b>Total funds carried forward</b>		<b>32,727</b>	<b>12,487</b>	<b>45,214</b>	<b>27,916</b>

# SAVTE would like to give a huge thanks to the 91 Volunteers who delivered our service during September 2010 to August 2011

Alexandra Woodall  
Amal Abdulahi  
Amy Brookes  
Anna Kent  
Anne Winckle  
Antonio Shellard  
Bethany Sims  
Brian Helsdon  
Cat Coyne  
Charlotte Ellis  
Christine Batchford  
Christine Jordan  
Christopher Harris  
Clare Carroll  
David Baker  
David Gainer  
David Himsworth  
Debbie Worthington  
Denise Disney  
Dora Daniel  
Elizabeth Bentley  
Essam Gossiel  
Ethel Maqeda

Fstanh Ahmed  
Francoise (Patrick) Jean Louis  
Gavin Extence  
Gonda yi Madhungwe  
Hacer Yildirim Pita  
Heather Clarke  
Helen Elleker  
Helen Hawley  
Imogen Pearse  
Ishrt Raouf  
Jacqui Bennet  
Janet Brown  
Janine Green  
Jenny Rist  
Jessica Rosewarn  
Jill Hignell  
Jo Burrill  
Josephine Brockington  
Joyce Spencer  
Kampe Tanaka  
Kasia Gill Howard  
Katy Henderson  
Kerry McSeveny

Kerstin Day  
Lesley Gale  
Lesley Taylor  
Lisa Hilton  
Louisa Welsby  
Lucy Corcoran  
Lucy Smailes  
Lydia Moule  
Margaret Chapman  
Margaret Halstead  
Martin Baxter  
Martin Bilby  
Matt Glasspole  
Matthew Keefe  
Mel Preston  
Mike Parr  
Miranda McDonald  
Mohammed Mehdi Tankas  
Nadege Robin  
Nathan Biant  
Nikki Chowdry  
Pat Rockett  
Peter Robinson

Rachel Clewley  
Roger Ellis  
Roshan Lal  
Ruth Brown  
Sahle Habte  
Sandra Macfarlane  
Sara Clayton  
Sarah Finnegan  
Sarah Guifo Guifo  
Sasha Levy-Andersson  
Sean Rider  
Sophy Hansford  
Stephanie Milton  
Susie Robinson  
Tafara Jokonya  
Talat Hattersley  
Tauya Emmah Muzulu  
Tereza Hayek  
Tom Johnston  
Victoria Kidman  
Winnet Makaza  
Yasir Sheikh



*The SAVTE Team*

## Management Committee

**Cherry Daniels** – Chair  
**Derek Grover CB** – Deputy Chair  
**Tanwir Rauf**  
**Shelley Davis**  
**Val Boulding**  
**Myrtle O'Conner**  
**Sheena Clark**  
Company Secretary - **Sara Saxon**

## SAVTE's Staff

**Jo Burrill** – Project Administrator  
**Kerry Cressey** – Volunteer's Development and Support  
**Nicola Le Vallois** – Training and Development  
**Jenny Rist** – Training and Curriculum Development  
**Sara Saxon** – Manager

## Patron

**Rt Hon David Blunkett MP**

## Acknowledgements

We would like to thank all our volunteers. Without their contribution, commitment and enthusiasm most of our project work would not be achieved.

We would also like to thank our grant making bodies' especially **Sheffield City Council Revenue Grants Team and Lifelong Learning & Skill Services.**

We also would like to thank our individual donors; **Dr L. Caley**, for her part in making it possible for our work to continue.

The Staff would like to thank the management committee for all their support and guidance.

SAVTE would like to thank those volunteers who have kindly donated their expenses for teaching resources.

Supported by



# SAVTE's beneficiaries

**Women learners** – Many women are unable to access mainstream education provision, and other services, outside the home. This may be because they are caring for young children or older relatives, are physically disabled, lack confidence or have no experience of formal education.

The project enables such learners to gain basic skills in speaking, reading and writing in English. Acquiring these skills enables women to access health care for themselves and their families, use public transport and services, and liaise with public services such as the Housing Department, Sure Start provision and schools. Their children benefit because their parents can help with homework, communicate with teachers and other parents, access health care on their behalf etc.

**Learners living in less affluent areas of Sheffield** – People living in these areas are often caught in a cycle of disadvantage reinforced by their inability to speak and understand English. They are often on the margins of society and, without early interventions this social position is passed down through the generations. SAVTE's services give them a chance to begin to break out of this cycle and help them engage and integrate within their wider community.

**Refugees** – The Government's dispersal policy has led to many more refugees and asylum seekers being welcomed in Sheffield which, as noted above, has become a more ethnically diverse city. Many refugees, migrant workers and asylum seekers have no or low levels of English upon arrival, and suffer extreme isolation and exploitation because of this. A large number of refugees suffer from mental health problems due to their isolation and in many cases the traumatic circumstances in which they have arrived in this country. Access to ESOL classes or one-to-one tutors is a key element of integration and engagement with the local communities.

**Volunteers** – SAVTE has a long history of successfully attracting volunteers from all walks of life. The project provides volunteering opportunities for people to be involved citywide. Recently we have broadened the base of our volunteer group through our decision to recruit volunteers from the communities in which our learners live. The aim is to develop the capacity of local people to support each other, 30% of this year newly recruited and trained volunteers are from the BME communities. Our volunteers can also be good role models to others and demonstrate the value of community investment and activity. As a result of volunteering individuals are encouraged to develop their skills further, often leading to employment or further training.

Volunteers are required to complete the SAVTE training course which is accredited by the NOCN. The training and support develops their skills and increases their confidence. For many of our volunteers gaining a qualification is an important step in boosting their own self-esteem.

**Local communities and society in general** – Through the training and support programme the skills of both learners and volunteers are increased developing their potential to become more active members of their community and wider society. The opportunities for social interaction of people from different cultural backgrounds contribute to cohesion and mutual respect and understanding. Participants' chances of gaining employment or accessing further education or training are increased. This helps build a more integrated and economically strong society where active local communities are at the forefront of social change.



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