

SAVTE



Sheffield Association for the
Voluntary Teaching of English



**ANNUAL
REPORT**

2015-2016

Over 40 years Experience of Giving by Sheffield People

FOREWORD

It gives me great pleasure to introduce SAVTE's annual report for 2015-16. The report shows that SAVTE has not only continued to deliver high quality language learning to some of the most deprived and isolated people in our city but has also continued to develop our offerings in response to our learners' needs. I hope you will enjoy reading in this report the inspiring stories of some of our learners and volunteers.

It is particularly pleasing that the quality of our teaching and learning is inspected under the Ofsted Common Inspection Framework and all of our tutors achieved a Grade 2 or 1 this year.

All this has been achieved against the background of a continuing squeeze on funding for this vital work. We are immensely grateful to Sheffield City Council for their steadfast continuing support, both financial and professional. Without this support we would be unable to survive as an organisation since we need a solid base from which to bid for support from other funders in an increasingly competitive environment. We continue to work hard attract funding from other sources.

We have also continued to rely on our extensive network of partnerships and are hugely grateful to all those who work with us.

Without our volunteers we could achieve nothing. I am immensely grateful to all our volunteers who work so hard to acquire the skills they need to help our learners and give freely of their time, energy and skill to make a huge difference to our learners' lives. Our city should be proud of them. I am also hugely grateful for the support and input of my colleagues on the management committee, who bring a range of experience and knowledge to guiding the work of SAVTE.

SAVTE achieves its excellent results because of the skill and commitment of our highly professional staff; Sara, Kerry, Hazel and Hannah. They work with real dedication and sympathy: their work is critical to the success of what we do.

In the current turbulent and disturbing political climate there can be little doubt that there will continue to be a high level of demand for the services which SAVTE offers. We look forward to another year of offering high quality language learning to our fellow citizens of this great city.

Derek Grover

Chair of Management Committee

OUR 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 social and economic isolation by providing people with life changing language skills. This enables them to engage with their lives in the Sheffield community in new and meaningful ways, and to progress to further training, education and employment. We realise these aims through the following activities:

- Equipping adults with language skills, 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.

SAVTE has a successful and proven track record of engaging with individual learners across the city, whose needs are not met by other organisations/providers, and of attracting and training volunteer tutors.



SAVTE provides a unique service which is led by, and focuses on, the needs of the learners and volunteers. SAVTE has been doing this work since 1974 and has developed extensive knowledge and expertise. Its continuing existence is a reflection of the ongoing need for the service and our success in delivery

ACTIVITIES

ONE-TO-ONE

The core of SAVTE's service is one to one tuition. This unique provision of home tuition is the first step towards engagement with learning for a large number of service users.

The demands for one to one learning are still on the increase. Last year through the one to one service we delivered 123 placements to learners in their homes. This service provides a lifeline to learners who are some of the most isolated and excluded people in Sheffield. 83% of the project's beneficiaries last year were women and 37% of the same cohort described themselves as disabled.

One to one home tuition is vital for developing learners' language skills, confidence and self-esteem and in creating opportunities to progress to other forms of learning.

In addition to one to one tuition, SAVTE has continued to develop and deliver a range of learning opportunities designed to meet the specific needs of individual learners. Our delivery structure is flexible enough to offer local learning opportunities to our learners when and where they are most needed.

One to one learner's progression to:

- ESOL classes 18
- To conversation groups 4
- To literacy life skills 3
- To Childcare course 1

CASE STUDY 1



Sagal Muse - Sagal was referred to SAVTE in October 2015. She had previously attended ESOL classes in Sheffield but because of her health problems and hearing impairment had not been able to engage and develop her language skills. In March 2016 we were able to place Sagal with SAVTE volunteer tutor, Tracey Hippisley-Cox, whose background as a communication support worker at Sheffield College, meant she has particular skills in supporting learners with additional needs, such as hearing loss. During the placement Tracey was able to support Sagal to gain confidence in her speaking and listening, working on grammar, pronunciation and sentence structures.

Sagal says - "I needed a teacher to come to my house because of my health problems. It was much better for me to learn one to one. In class I wasn't talking, but with Tracey we could talk. She explained a lot to me and asked me to speak about myself, like what I did at the weekend, and then she could correct my grammar. Tracey helped me a lot. She covered a lot of grammar, spelling and vocabulary. She was a good listener to me too."

Sagal was very keen and motivated to improve her English and to be able to re-join formal learning. She was disappointed to have had to stop classes in the past and wanted the chance to gain ESOL qualifications. After 6 months of one to one lessons, SAVTE staff looked at option for Sagal's progression. We organised classroom support for Sagal in the form of a support worker. Sagal now attends the SAVTE Entry 3 class at Firth Park Library.

Sagal has to get up very early, to catch the bus to get to class in time. This is not easy for her with her medication, but she is determined to attend regularly and succeed. Sagal is working hard on her English and would like to continue studying as much as she can. She is currently doing a course in British Sign Language at City College and in the future she would like to do a childcare course.

CREATING CHANGE

CASE STUDY 2



Bul Bula Guzah - was referred to SAVTE in September 2015 as her young son has a severe disability, which meant caring for him made attending classes very difficult.

Christine Carney has been teaching Bul Bula and has been very impressed with Bul Bula's dedication and enthusiasm. Despite caring for a large family, a son with additional needs and coping with her own health problems, Bul Bula has seized the opportunity of her one to one lessons at home.

When Bul Bula first started her one to one lessons she could copy words but could not write and could read very little. She was also a beginner with her spoken English, only being able to greet people, say her name and repeat words. With Christine's structured approach Bul Bula has made steady progress and in six months is now able to give personal information, using complete sentences as well as having widened her vocabulary. Being taught with a combination of phonics and relevant key words she has made progress with her reading too.

Christine writes: Bul Bula has been having lessons now for over six months. She is always motivated and keen to learn and has always completed her homework. She prioritises the lesson and ensures that her four boys are quiet and well behaved and that her disabled son is looked after either by her husband or by his brothers.

Having never been to school and had an education she finds handwriting particularly difficult but she always perseveres and is making slow but steady progress.

CASE STUDY 3

Jameela - was referred to SAVTE as having children at home meant she was unable to access ESOL classes. She has now had nearly six months of lessons with volunteer tutor Margaret Lewis. Despite having a very busy schedule Jameela has shown great commitment to learning English with Margaret, and has been making very good progress. Margaret writes:

Jameela is always ready for our lessons, keen and full of enthusiasm. Since our lessons began in July she has had to move from Hillsborough to Burngreave, and despite a two bus journey early every morning to get her children to school in Hillsborough she is still always waiting for me, smiling and ready to learn. Her determination to learn English is most impressive.

She loves reading, and we try to have a different book to read and discuss every week. She also likes word puzzles and writing exercises, and we have used shopping lists, pictures, newspaper cuttings, and school letters to tackle everything from dates and abbreviations to dialect phrases. We are currently talking about and doing exercises on the past tense, and learning about personal pronouns.

Jameela's attitude and approach to learning is superb. She is keen and enthusiastic – and very determined to learn.



VOLUNTEERS

SAVTE continues to attract volunteers and train them to teach ESOL on a one to one placement or facilitating a conversation group. The volunteers are the backbone of SAVTE and without them the needs of the most excluded and isolated ESOL learners in the city would not be met. Over the course of the year 79 volunteers have worked with us. These great people contributed 6162 hours of ESOL tuition supporting their learners to develop life changing skills enabling them to engage with the wider community.

Our volunteers complete the 8 week SAVTE training programme before they are placed into a group setting or start to work 1-2-1 with a learner. The training includes; the role of the SAVTE volunteers, SAVTE learners' needs, barriers to learning, ESOL curriculum, initial assessment methods, teaching methods and lesson planning. Feedback from end of course evaluation includes:



VOLUNTEER SUPPORT & DEVELOPMENT

SAVTE is committed to the continuing professional development of our volunteers. We use the post training course feedback to help us develop the programme and design additional workshops to continue volunteers' skill development. For example this year we delivered;

- Awareness of Human Trafficking (Snowdrop Project)
- Sharing Good Practice
- Using online ESOL materials
- Introduction to facilitating a conversation group

In these workshops we built in time for exchanging resources and ideas, networking and peer support.

This has been recognised in 2016 by the International Association of Teaching English as a Foreign Language (IATEFL) who awarded SAVTE a Teacher Development scholarship to enable one of our staff to attend the 2016 IATEFL conference. Our staff have been given fresh ideas for future workshops and ways to support volunteer tutors with English language teaching. We are grateful to NATESOL (Northern Association for the Teaching of English to Speakers of Other Languages) for their sponsorship and support of SAVTE.



VOLUNTEERS' PROGRESSION

Many volunteers go on to further education, training or employment following their volunteering at SAVTE. This year

- 12 volunteers have moved onto employment,
- 4 into other voluntary roles and
- 4 into further training.

For Georgina Caley, volunteering at SAVTE helped her to decide to start teacher training this year. She writes:

“ATTENDING THE TRAINING SESSIONS PUSHED ME TO CONSIDER TEACHING AS A CAREER AND TO GET SOME EXPERIENCE OF TEACHING IN SCHOOLS. THIS PROGRESSED TO APPLYING FOR A PLACE ON A TEACHER TRAINING COURSE TO TEACH MODERN FOREIGN LANGUAGES. I AM HAPPY TO SAY THAT I WAS SUCCESSFUL IN GETTING ON TO A PGCE AT THE UNIVERSITY OF SHEFFIELD. MY EXPERIENCE WITH SAVTE GAVE ME THE INSIGHT AND THE CONFIDENCE TO MAKE THE APPLICATION AND IT HAS SHOWN ME THAT TEACHING IS SOMETHING I ENJOY. I AM VERY GRATEFUL TO SAVTE FOR THE TRAINING AND TUTORING EXPERIENCE THEY HAVE GIVEN ME, AND ALSO FOR THE NEW SKILLS THAT CAME WITH THIS.”

I HAVE A BETTER UNDERSTANDING OF HOW DIFFICULT IT MUST BE TO HAVE LITTLE ENGLISH AND TRY TO NEGOTIATE EVERYDAY LIFE.

I HAVE LEARNT THE STEPS NEEDED TO TEACH THE BASICS OF A NEW LANGUAGE.

PLANNING AND DELIVERING A MINI-TEACHING SESSION ENABLED ME TO PUT INTO PRACTICE ALL THE SKILLS AND METHODS I HAVE LEARNT THROUGH THE COURSE.

I HAVE LEARNT MORE ABOUT THE COMMUNITIES AND CULTURE OF THOSE COMMUNITIES IN SHEFFIELD THROUGH THE RESEARCH AND PLANNING OF THE MINI-TEACHING PROJECT.

I HAVE MET PEOPLE FROM DIFFERENT BACKGROUNDS AND DEVELOPED RELATIONSHIPS WITH THEM.

Liz Perry - Volunteer of the Year - Liz came to SAVTE in 2013, following a career working in a range of Further Education contexts. Since then she has had three one-to-one teaching placements and has also started teaching at the Edward Street Conversation Group. With all the support Liz has given SAVTE learners, she has maintained a focus on linking learning to the outside world, reducing isolation and enabling progression. She has also shown great patience and empathy when learners' personal circumstances have meant that progress is slow.

In her current one-to-one placement, Liz has been working with a learner, Yasmin, who is registered blind. As Yasmin has no vision at all, this obviously means that pictures and worksheets, things we usually rely on

to teach English, are not useful at all! Liz leapt to the challenge, provided a structured approach and from her own research found a number of alternative ways to teach, through involving Yasmin's young daughter and using audio materials and a voice recorder. She also liaised with Sheffield Royal Society for the Blind (SRSB) to find suitable technology and explore the option of Yasmin learning Braille.

Liz has continued to act as a link between her learner's world and wider Sheffield, accompanying Yasmin to conversation groups and encouraging her to make use of SRSB resources. Liz now also volunteers as part of a team at the SAVTE Edward Street Flats conversation group.

ESOL CLASSES

SAVTE continues to deliver ESOL provision through a contract with Sheffield City Council. These classes are located where the greatest needs can be met – often in the most disadvantaged areas. Classes are well advertised and our staff team carry out initial assessments and induction sessions to enrol learners into classes suited to their language level. Our ESOL classes cover the full range of ESOL skills up to Level 2.

During the last academic year we supported over 400 learners to progress their English Language Skills. In addition to completing their community-based learning with us, we offer learners the opportunity to achieve ESOL Skills for Life qualifications. This was our second year of working with a new awarding body, City and Guilds and we have built on our tutors' previous expertise to double the number of exams we offered this year to just fewer than 200, and achieved an excellent 96.5% examination pass rate.

The quality of our teaching and learning is inspected under the Ofsted Common Inspection Framework and all of our tutors achieved a Grade 2 or 1 this year. The quality of our provision is evidenced by our continual improvement against all of Sheffield City Council's Community Learning Standards:

	2014/ 2015	INTERNAL TARGET 2014/15	2015/ 2016	INTERNAL TARGET 2015/16
LEARNERS	424		440	
NUMBER RETAINED	377		405	
NUMBER ACHIEVED	357		405	
ACHIEVEMENT RATE	84.2 %	87.0 %	92.0%	89%
RETENTION RATE	88.9 %	94.0 %	92.0%	95%
PASS RATE	94.7 %	93.0 %	100.0%	93%



Since volunteering with SAVTE Rosemary has facilitated conversation groups at Whiteways School, Ashiana (Women's Refuge), YCA and Shelter, so has helped and supported dozens of learners with their English. Working in these different settings Rosemary has met a diverse range of learners' needs, getting to know individuals well and ensuring they all realise they are valued and part of the group.

Rosemary Telfer - Volunteer of the Year

Rosemary joined SAVTE in May 2014. With a background in ESOL teaching and learner support, she started immediately working with conversation groups.

If you walk into one of Rosemary's conversation groups, you will see learners are focused and interested but also that the atmosphere is buzzing; there is a lot of laughter and learners work together to help each other.

Her passion for teaching language is evident and her enjoyment of working with the groups always comes across so learners are enthused and encouraged.

Tina English - Volunteer of the Year - Tina is committed to supporting vulnerable people, particularly women. She has volunteered for several women's projects in Sheffield supporting victims of trafficking and women asylum seekers and refugees. Tina was keen to volunteer with SAVTE so that she could directly support an individual to develop their English language skills

Whilst volunteering with SAVTE this year, Tina has supported an elderly woman, Parvin who has Post Traumatic Stress Disorder, mobility difficulties and poor eyesight and has few friends or family in Sheffield. Tina has adapted to Parvin's needs by focusing on speaking and listening activities and using suitable resources for example taking photos on her iPad of her daily life, family and friends to talk about with Parvin each week.

Tina has used songs and poems to help Parvin develop her fluency and at times calls her from home to practice speaking on the phone. Parvin's communication skills have improved to the extent that they can now have some really good conversations and enjoy catching up every week. In addition to the teaching Tina has helped Parvin in other ways, in particular introducing Parvin to a befriending scheme, as a result Parvin now has an English friend who visits her each week.

Parvin has told us that the support from Tina has really helped her as she can now communicate with a lot more confidence – particularly at the doctors', as she is now more able to describe how she feels and her symptoms.

Tina has demonstrated a wonderful level of caring commitment and immense sensitivity to the needs of her learner.



LEARNERS' VOICES



THIS CLASS WILL HELP ME IN THE FUTURE. I HELP MYSELF AND FIND JOB EASY. **(ASIA)**

HOW WILL THIS CLASS HELP ME IN THE FUTURE? WILL IT'S HELP ME A LOT. I CAN SPEAK BETTER THAN BEFORE AND READING AND WRITING. IT GIVES ME A SOCIAL LIFE. IF YOU STAY IN THIS COUNTRY YOU HAVE TO LEARN THE LANGUAGE. IT MAKES LIFE SO MUCH EASIER. I HAVE MANY NEW FRIENDS AND I HAVE QUALIFICATIONS. **(NADRA)**

HOW THIS CLASS WILL HELP ME IN THE FUTURE. THIS CLASS TO HELP ME IN THE FUTURE TO FIND WORK AND TO INTERACT WITH PEOPLE. **(FAHIMA)**

THE CLASS WILL HELP ME TO BE INDEPENDENT AND I WANT TO WRITE AND SPELL THINGS BY MYSELF. I NEED MY INDEPENDENCE BECAUSE I HAVE 2 DISABLED CHILDREN AND THIS COURSE HELPS ME BY GIVING ME THE TOOLS TO BE INDEPENDENT. **(MUNIRAH)**

THIS CLASS HELP ME SPEAKING WITH THE PEOPLE IN CONFIDENCE. **(NASHMIYA)**

I THOUGHT TO GO ENGLISH CLASS BECAUSE THAT WILL HELP ME TO MAKE HAND AND MEET MORE FRIENDS THAT I SPEAK WITH THEM IN ENGLISH. I FEEL ENJOYED WHEN I AM GETTING BETTER IN ENGLISH BECAUSE THIS IS MAY BE HELP ME GET JOB IN THE FUTURE AND MAKE ME MORE CONFIDENT. **(ENTESAR)**

WHEN I CAME HERE IT WAS DIFFICULT. NOW, IF I HAVE PROBLEMS, WHEN SOMEONE COMES TO MY HOUSE, IT'S OK. THIS CLASS MAKES ME UNDERSTAND EVERYTHING IN MY HOME. I AM GOOD AT SPEAKING BUT I CAN'T WRITE. NOW I CAN. I CAN SEND A TEXT. NOW I DON'T NEED AN INTERPRETER.

OLU: IT HELPED ME A LOT. I STOPPED LEARNING. NO EDUCATION FOR 15 YEARS. NOW I AM STARTING FROM THE ROOTS. IN THIS TIME OF COMMUNICATION I AM LEARNING TO COMMUNICATE... TO READ ARTICLES FROM THE NEWSPAPERS. I CAN READ THE NEWS NOW. TO HELP MY CHILDREN WITH THEIR HOMEWORK FROM SCHOOL. NOW I UNDERSTAND ABOUT SCHOOL.

SAFADAR: I NEED CLASSES FOR MY FUTURE. I HAVE EPILEPSY AND DIABETES. I NEED ENGLISH TO DEAL WITH ALL THAT. NOW AT APPOINTMENTS I DON'T NEED HELP WITH MY ENGLISH.



CONVERSATION GROUPS

SAVTE volunteers have done an outstanding job delivering informal, but purposeful and structured sessions allowing learners to gain confidence in speaking and listening. In the course of this year over 140 learners participated in conversation groups citywide.

The groups are facilitated by SAVTE volunteers and delivered with local partners. They designed to support and complement local ESOL provision by providing an opportunity for ESOL learners to practice and consolidate their language skills.

The groups provide progression for one to one learners enabling them to move to informal local learning opportunities. These groups also act as a source of information on local services as well as providing social opportunities. The success of the conversation class at Parkwood Academy, for example, has enabled us to support learners in an area where there has previously been a lack of provision.

Working closely with partner organisations has ensured learners' needs are met. This year we have worked with Shelter, Ashiana, Cemetery Road Baptist Church, WINNGs (Winn Gardens), Firshill School, Aspiring Communities Together (YCA), Parkwood Academy, Whiteways School and Edward St.



PARTNERSHIPS

In addition to direct delivery of ESOL ourselves we continued to work in partnership with the WEA to advance the learners' language skills, while simultaneously assisting with their integration into the local community. The primary aim of this partnership 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.

Winn Gardens Partnership - Volunteer Training and Conversation Group

This year SAVTE has been working in partnership with WINNGS, a community group on the Winn Gardens Estate in Middlewood. Having identified a need in their local area, five volunteers took part in a specifically designed training course, and are now running a conversation group at the Pavilion for residents who need to develop confidence in spoken English. The conversation group not only helps learners develop English, but serves to welcome new arrivals to the estate and promote community cohesion.

The University of Sheffield - This year, SAVTE's links with the University continued. Two SAVTE volunteers assisted by supporting learners enrolled on the University of Sheffield's Discover Project, a short course designed to inspire learners to progress onto higher education.

Four university students from the School of Information visited SAVTE conversation groups to promote library services and encourage learners to enrol at their local library.

Six university students volunteered with SAVTE as part of the 'Give it a go' student volunteering scheme. During this one-off volunteering opportunity the students assisted with a speaking and listening lesson at a SAVTE class. As part of their preparation for speaking and listening



exams SAVTE learners interviewed the students, worked with them in teams to produce posters and gave short presentations.

Sheffield ESOL Directory

SAVTE continued to produce the directory of ESOL provision citywide to identify concentrations of provision, highlight any gaps and to outlines for all interested parties the planned ESOL courses available in Sheffield for the current academic year. This directory is updated every term and has a large and growing list of contributors from mainstream organisations to individual community groups.

The directory has proved to be a very useful tool not only for ESOL providers but also for other organisations which support people who need to learn English. These organisations include housing associations, organisations which support refugees and Jobcentre Plus. "The ESOL Directory for Sheffield, which I understand SAVTE produces, is a great resource" Liz Maddock Refugee Council

SAVTE'S STATISTICS

1/4/2015 - 31/3/2016

ACTIVITY	TARGET NUMBERS	ACTUAL ACHIEVEMENT
Volunteers trained to teach ESOL	60	59
One to one ESOL placement provided	120	123
No of ESOL classes delivered	15	19
No of Learning groups supported in partnership with other providers	11	16
No of learners in ESOL classes	210	402
No of Conversation groups developed and supported	6	11
No of learners participated in the Conversation groups	60	96
No of learners received Advice & Guidance and Signposting – citywide to other providers	300	344
No of ESOL initial assessments carried out	250	315

STATEMENT OF FINANCIAL ACTIVITIES

(INCORPORATING THE INCOME & EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 MARCH 2016

	NOTES	UNRESTRICTED FUNDS £	RESTRICTED FUNDS £	TOTAL 2016 £	TOTAL 2015 £
INCOME FROM:					
Incoming Resources from generated funds					
Donations, legacies and grants	2	669	-	669	6,920
Charitable Activities	3	11,928	124,043	135,971	158,433
Investment income – bank interest		56	-	56	50
Other income		-	-	-	396
TOTAL INCOMING RESOURCES		12,653	124,043	136,696	165,799
EXPENDITURE ON:					
Charitable activities	4	5,350	132,054	137,404	162,411
TOTAL EXPENDITURE		5,350	132,054	137,404	162,411
Net income/(expenditure)		7,303	(8,011)	(708)	3,388
Transfers between funds	11	(4,579)	4,579	-	-
Net movement in funds		2,724	(3,432)	(708)	3,388
Total funds brought forward		40,934	19,046	59,980	56,592
TOTAL FUNDS CARRIED FORWARD		43,658	15,614	59,272	59,980

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 also like to thank our grant making bodies' especially Sheffield City Council Voluntary Sector liaison team, Lifelong Learning Skills & Community team.

The staff team would like to thank the Management Committee members for all their contribution to SAVTE and their support of the team.

MANAGEMENT COMMITTEE

Derek Grover CB – Chair
Cherry Daniels – Deputy Chair
Val Boulding
Sheena Clarke – Treasurer

Brain Helsdon
Jess Elmore
Sara Saxon – Company Secretary

SAVTE'S STAFF

Vanda Kewley & Pauline Flint – Reception & Admin
Hannah Thornton – Training & Curriculum Development ESOL Lead
Kerry Cressey - Development and Outreach Worker
Hazel Leigh – Training & Curriculum Development
Sara Saxon – Manager

SAVTE VOLUNTEERS APRIL 2015 TO APRIL 2016

Fatima Adiri	Keeley Fairfax	Rik Martin	Alison Stanley
Gemma Aktekin	Debbie Fox	Helen Mathers	Rosemary Telfer
Ali Al inad	Charlotte Furness	Sharen Mathers	Tim Thair
Amal Amin	Svetlana Gencheva	Jacqueline Mazandarani	Columba Timmins
Denise Annett	Julia Goodband	Fiona McCulla	Marion Tout
Kate Barker	Josephine Grant	Miranda McDonald	Tony Trippett
Martin Baxter	Tom Guest	Thomas McFarlane	Anthea Tucker
Georgina Caley	Mojtaba Haddadi	Karen Minors	Louise Wakeling
Christine Carney	Margaret Halstead	Jane Mycock	Kathleen Wallace
Paulette Carter	Blanche Hammond	Fiona Newton	Caroline Welsby
Linda Chamberlain	Caroline Hanson	Janet Nicholls	Edward Whitfield
Heather Clarke	Gaenor Hardy	Emily Nsubuga-Gleadall	Elisabeth Wingate-Gray
Sara Clayton	Brian Helsdon	Patrick O'Tool-Young	Sue Withey
Daniel Clist	Sonia Henry	Olawale Odenike	
Paul Cossham	Loveday Herridge	Megan Ohri	
Alison Coult	Nicola Hewson	Charles Ononiwu	
Krys Craik	Tracey Hippisley-Cox	Liz Perry	
Faye Cresswell	Luke Hockney	Linzi Pierce	
Kai Crick	Helen Holderness	Irene Pugh	
Elaine Dacey	Esther Houghton	Amy Quailey	
Kerstin Day	Danielle Iliff	Charity Rambayi	
Gary Dinas	Christine Jones	Katy Raymond	
Ella Lan Dunstan	Debra Kelly	Pat Rockett	Ravina Khan
Siobhan Edinboro	Richard Kingsnorth	Irum Saleem	Martina Bramhall
Sarah Edmonds	Zikida Koudou	Karen Salter	Mary Sewell
Rachel Edmondson	Margaret Lewis	Kelda Skey	Zeinab Mohamed
Jane Emson	Bahia Lynch	Jake Smith	Sharna Williams
Tina English	Jeremy Mander	Andrew Smith	Ellie Willcocks
Beth English	Mike Martin	Sarah Staniforth	

SAVTE ESOL TUTOR APRIL 2015 TO APRIL 2016

Ravina Khan
Martina Bramhall
Mary Sewell
Zeinab Mohamed
Sharna Williams
Ellie Willcocks

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 – 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. The training and support develops their skills and increases their confidence. For many of our volunteers gaining an opportunity to train and volunteer is an important step in boosting their own self-esteem and employability.

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.



SAVTE

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SAVTE

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