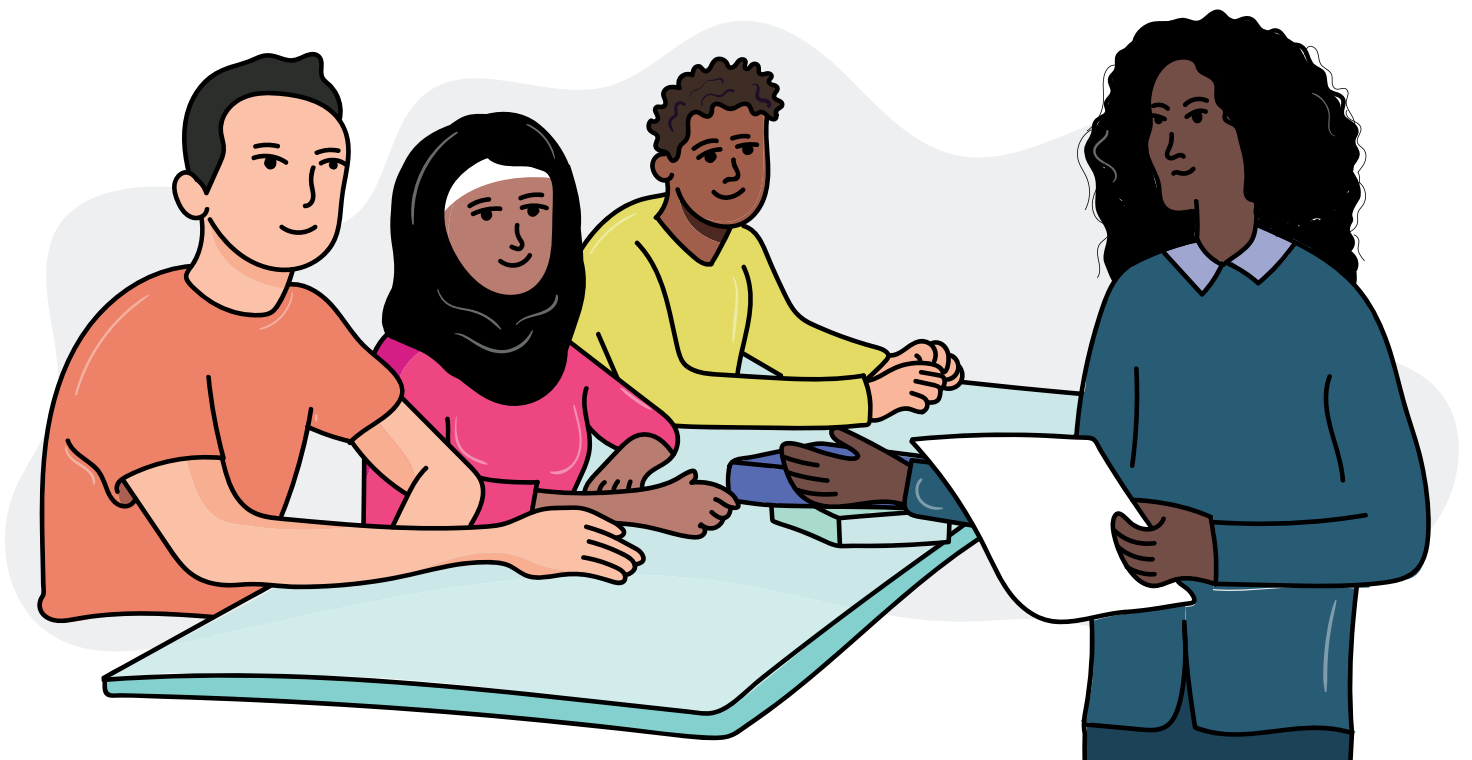


Impact Report 2020

Creating opportunity, changing lives
and overcoming disadvantage through
language education



About The Bell Foundation

The Bell Foundation is a charity which aims to overcome disadvantage through language education by working with partners on innovation, research, training and practical interventions. Through generating and applying evidence, the Foundation aims to improve practice, policy and systems for children, young people, adults and communities who use English as an Additional Language in the UK.

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2020 overview

2020 was a year like none other. For the Foundation's beneficiaries, 2020 was a particularly challenging year due to the global pandemic. Communities that the Foundation's programmes work with are, and continue to be, disproportionately impacted by the Covid-19 pandemic:

- There were reports of refugees turning away female victims of abuse who did not speak English even when the refugees had space.
- For prisoners and charities that work with them, delivery of many in-prison, face-to-face services and activities ceased during lockdown with prisoners being locked in their cells in some cases for 23 out of 24 hours a day, without a resumption of education or work activities.
- Learners who use EAL experienced both learning loss and language learning loss. Whilst some parents were able to provide educational support in their home language, for many EAL pupils, without modelling of academic English in the classroom, and with reduced exposure to English from both adults and peers, their ability to access the curriculum and home learning was limited.

The Foundation responded immediately to the needs of our beneficiaries by supporting teachers, parents, and pupils with home learning through a series of guidance documents, articles, videos, and resources and ensuring flexibility with grantee partners working with victims and with people with convictions.

As a result, charitable expenditure was increased to £1,304,000 in 2020 which in part reflected the increased scaling of the EAL and Criminal Justice Programmes, the activity of a new ESOL Programme and increased grant commitments. This on-going investment enabled the Foundation's charitable activity to grow in reach, impact and ambition during 2020.

In 2020, the Foundation entered or continued partnerships with the following organisations:



Diversity, Equity and Inclusion (DEI)

Our values:

We believe in diversity, valuing difference and tolerance.

Our beneficiaries:

Are children, young people and adults who use English as a second or additional language. This includes learners, refugees, asylum seekers, migrants, job seekers, victims of crime and/or people with convictions. Information on how the Foundation's programmes are creating opportunities, changing lives and empowering beneficiaries to overcome exclusion through language education in order to access education/training, employment and justice, can be found in the programmatic sections of this report.

Our strategy:

Sets out our ambitions to empower beneficiaries to overcome exclusion through language education and includes our [strategic objectives](#) and how we plan to achieve them.

Our DEI work:

Is guided by the nine 'Pillars' of good practice on DEI as identified by the Association of Charitable Foundation's report [Diversity, Equity and Inclusion: The Pillars of Stronger Foundation Practice](#). Further information on our DEI work, including programme reach and impact, can be found on our [website](#).

Our partnerships:

The Foundation generates evidence through funding research and grant funding partnerships and projects. These partnerships influence policy and practice, lead to the development of tools and resources, and provide training and best practice advice and guidance. The Foundation's partnerships with others also includes how language overlaps and is interdependent with other protected characteristics.

Influencing Policy and Thought Leadership

How we influence policy and practice

The impact of the pandemic and the resulting school closures had a big impact on all learners, especially those who speak English as an Additional Language (EAL). To identify and understand the extent and nature of English language learning loss for pupils who use EAL, the Foundation participated in the National Foundation for Educational Research Teacher Omnibus Survey Spring 2021 (NFER, 2021)¹.

One of the key findings was that of teachers who were able to report on the impact to pupils who use EAL, teachers were more than twice as likely to report a negative impact on the English language skills of EAL pupils (69%), than no impact (31%), following the disruption to education caused by Covid-19². The Foundation used the findings to make recommendations on how the Department for Education, teacher educators, Continuing Professional Development (CPD) providers and schools could support EAL learners to recover both the learning lost and the language learning lost during the pandemic.

In addition, the Foundation has influenced policy and practice across the UK through:

-
- **Contributing robust evidence and recommendations to relevant Government consultations and Select Committee enquiries.** In 2020 this included responses to:
 - The Education Select Committee Enquiries on ‘The impact of Covid-19 on education and children’s services’ and ‘Left behind white pupils from disadvantaged backgrounds’.
 - Ofsted’s ‘Initial teacher education inspection framework and handbook 2020’.
 - Ofqual’s ‘Exceptional arrangements for exam grading and assessment in 2020’. As a result, a section on ‘how to ensure fair grades for pupils who use EAL’ was included in Ofqual’s guidance to schools for providing teacher-assessed grades in the absence of GCSE examinations.
 - The Government’s second consultation on the Victims’ Code of Practice in which the Foundation was successful in achieving a strengthening of the Code in relation to language.
 - A Government call for evidence on level 2 and below study and qualifications, which included ESOL.
 - In addition, an ESOL Policy Group of sector experts was convened with the aim of informing national and regional ESOL policy.
-

¹ Teacher Voice Omnibus Survey - NFER

² ‘Language and learning loss: The evidence on children who use English as an Additional Language’, The Bell Foundation, June 2021

-
- Generating and disseminating **research** from leading universities including:
 - The University of Oxford. In February 2020, the Department for Education published an Ad-hoc notice on ‘English proficiency of pupils with English as an additional language’ which analysed the proficiency in English data collected in the school census in England from Autumn 2016 to Spring 2018. The inclusion of the additional question on proficiency in English in the school census was the result of the research published by The Bell Foundation and Unbound Philanthropy with the University of Oxford which demonstrated that it is proficiency in English, rather than EAL status, that impacts on educational attainment.
 - UCL Institute of Education. A literature review into young people, education, employment and ESOL was published.
-
- Providing robust assessment of interventions to identify which techniques have the most impact in supporting learners who use EAL (randomised controlled trials).
-
- Working in partnership with:
 - Statutory bodies (e.g. Ofqual and the Standards and Testing Agency).
 - Professional organisations and key sector stakeholders (Chartered College of Teaching and Education Development Trust).
 - ESOL practitioners, researchers and policy professionals who were brought together for two roundtables convened by the Foundation.
-
- Issuing tried and tested resources and tools that have been created by experts in EAL and/or ESOL to practitioners in the UK for free.
-
- Delivering high-quality continuing professional development opportunities tailored to each sector and audience with which the Foundation works.
-
- Attending national conferences as keynote speakers and workshop leaders.
-
- Publishing best practice articles, news stories and blogs.
-

Impact and reach



Feedback:

"Your research is brilliant and the impact on the EAL community must be immense."

"Your work is impressive and very valuable to schools. I think myself and my colleagues will all have you in our minds as we support our stakeholders with their language needs in the future."

"Really useful and essential advice to help the [school] with the admission and transition phases of new arrivals. It's essential reading for senior leaders and a simple checklist. I'll predict that most schools are not doing the majority of this, and then senior leaders wonder why the students are struggling."

EAL Teacher
regarding a blog on New Arrivals

Working with Learners who use English as an Additional Language (EAL)

Why we support children and young people who use English as an Additional Language

“We have observed a significant and tangible loss in learning in the majority of our pupils where English is an additional language.”

Senior leader, primary school, South East

2020 was an extraordinary year with the pandemic closing schools for months at a time. As a result, most children experienced some degree of learning loss, and that loss was significant for pupils who speak English as an Additional Language (EAL) who may have also experienced language learning loss¹ during this period. In fact, a teacher survey², found that 74% of primary school staff and 59% of secondary school staff³ reported a negative impact of school closures on pupils who speak EAL in one or more of the four strands of language use (listening, speaking, reading and viewing, and writing).

In 2020, to help mitigate the impact of school closures on learners who use EAL the Foundation’s work included:

- Leaflets for parents on home learning, guidance on returning to school and how the education system works in the UK. The flyers were translated into 17 languages and made available to schools to print and distribute to families.
- A series of webinars, blogs, guidance and new resources to help teachers to support learners during home learning and to catch-up on both learning loss and language learning loss when schools reopened.
- A move to digital delivery with courses run online to ensure teachers could continue to develop their knowledge and skills to support EAL learners.

Beneficiaries

There are currently almost 1.6 million⁴ learners using EAL in state-funded primary and secondary schools in England, a number which has more than doubled in the last ten years. These children are a diverse group, their English language skills, age of arrival in the English school system, previous personal and educational experience, and their first language and their proficiency in that language all contribute to that diversity⁵. This means that children using EAL will include both, a refugee who has fled conflict, who may have had little education in their country of origin and speaks no English, and a fluent multilingual speaker who has grown up in the UK and speaks another language at home.

¹ ‘Language and learning loss: The evidence on children who use English as an Additional Language’, The Bell Foundation, June 2021.

² ‘Teacher Voice Omnibus Survey’, National Foundation for Educational Research, 2021.

³ Of teachers who were able to report on the impact on the English language skills of pupils who use EAL, 74% of primary teachers and 59% of secondary teachers reported observations of language loss in one or more language skill areas.

⁴ Department for Education, ‘Schools, pupils and their characteristics: June 2021’.

⁵ ‘Educational Outcomes of Children with English as an Additional Language’, Hutchinson, J (2018).

EAL Programme

The Foundation's **EAL Programme** aims to improve the educational outcomes of children and young people using EAL in the UK to benefit the individual child, families, communities and society as a whole. The Foundation works in partnership with a range of organisations across the UK education system to provide training, resources and thought leadership.

During 2020, the Foundation continued working with school partners to build a whole-school inclusive culture, establish on-going assessment, and embed tailored support strategies and resources during both school closures and on returning to school. This work ensures that learners using EAL can fully access the curriculum and fulfil their academic potential.

The Foundation also works with research partners to generate evidence. Key learnings from a five-year **research** programme include:

- It is a learner's proficiency in English that is central to understanding educational attainment and the type and length of support needed¹.
- Six years after starting Reception as new to English (entry level proficiency in English), two-thirds of pupils who use EAL have not transitioned to competent or fluent which means that they have not gained the academic linguistic proficiency to fully access the curriculum and achieve their potential².

In response to this research CBBC Newsround talked to a number of pupils at one of our Centre of Expertise schools to find out what it is like learning English as a new language: **Are students learning English being supported enough? -CBBC Newsround**.

The Bell Foundation's work with universities including King's College London, Anglia Ruskin University and the University of Cambridge was put forward for the 2021 Research Excellence Framework for its impact as 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'.

The Foundation's work has empowered schools to support EAL learners through:

- Language for Results (training programme).
- Resources.
- EAL Assessment Framework for Schools and digital Tracker (assessment tools and support strategies).
- Thought leadership (best practice articles, influencing work and research dissemination).

1 'English as an Additional Language, proficiency in English and pupils' educational achievement: An analysis of Local Authority data', Strand, S and Hessel, A (2018).

2 'English as an Additional Language: Proficiency in English, educational achievement and rate of progression in English language learning', Strand, S and Lindorff, A (2020).

Language for Results

Language for Results is a quality assured training programme (including courses, webinars, materials, resources and guidance) designed and delivered by The Bell Foundation. The programme seeks to improve the attainment of children who speak English as an Additional Language by developing the knowledge and skills of all school staff. The programme is founded on evidence-based research, carried out by leading universities.

Due to the impact of the pandemic the programme was adapted to ensure that the training covered topics that were relevant during school closures and reopening, and also to ensure that school staff could access them as their needs and situations changed.

Online Training

During 2020, and building on the success of the first six years, the programme expanded its reach, increasing the number of schools, teachers and learners who benefit from it.

To allow all teachers across the country to benefit from training, the Foundation offers a **webinar** series, **online training courses**, as well as a wealth of free research, tools and resources.

The move towards a digital delivery medium helped ensure schools and teachers could access tailored EAL training, guidance and support that directly addressed the challenges faced by the education sector as a result of the Covid-19 crisis. Webinars held during this period focused on addressing the impact of school closures on the attainment of disadvantaged EAL pupils, methods to support EAL pupils during school closure, and the plans that needed to be put in place when schools reopened to reduce the amount of learning and language learning that has been lost. Additional Language for Results online courses were made available to enable teachers to engage with Continuing Professional Development (CPD) remotely.

The EAL Programme evaluation for 2020 demonstrates that digital delivery has enabled The Bell Foundation's training and resources to reach more professionals than before, with notably no reduction in quality (please see below).

Centres of Expertise

Centres of Expertise (in strategic partnership with, for example, Teaching School Alliances or Multi Academy Trusts) are based in areas of high need. These areas include schools where the number of EAL learners is above the national average (20.9% of primary pupils and 17.2% of secondary school pupils use EAL¹).

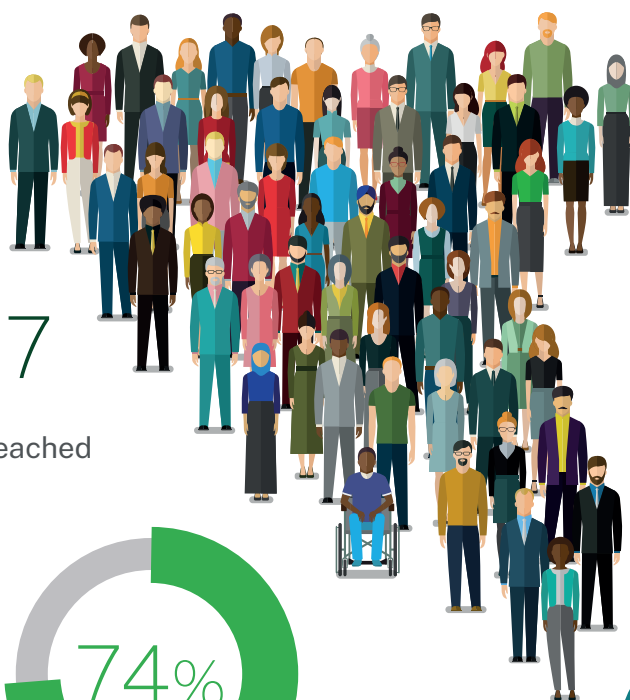
During 2020 five Centres of Expertise were accredited to deliver The Bell Foundation's programme. There are 23 Bell Foundation Licensed Practitioners (trainers) who are licensed to deliver the Foundation's high-quality Language for Results programme and have begun delivering it in their local schools reaching more pupils and teachers.

¹ Department for Education, 'Schools, pupils and their characteristics: June 2021'.

Impact and reach of Language for Results UK

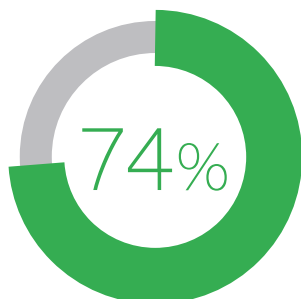
25,727

education
professionals reached

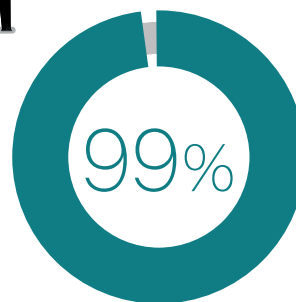


10,555

education professionals
trained during school
closures to help navigate
the education crisis



of respondents planned to introduce
new ideas or change their practice
as a result of their webinar learning



average recommendation
rate for training courses
(95% in 2019)

Feedback from Teachers:

"[We] took that training to the letter...we're implementing it as much as we can."

"I really enjoyed the course and it was one of the best moments in lockdown!"

"Excellent, relevant and thought-provoking CPD from experts in their field. I am delighted that these seminars can be made available for free, as this is a great help to practitioners who lack a training budget."

"Thank you so much for the very informative webinars ... They have been an excellent resource for our schools and for us. I know how much work moving to online training is, and how demanding this type of sessions can be, so thank you for such a high quality offer."

Initial Teacher Training

Following research with the University of Edinburgh, The Bell Foundation developed evidence-informed, free to download **teaching materials** for ITT providers. The materials focus on preparing student teachers to work in diverse multilingual classrooms and to meet the learning needs of their current and future EAL pupils. As a result, in 2020, Language for Results was expanded to include a new online course for trainee teachers, reaching teachers at the beginning of their career. The course equips trainee teachers to use an inclusive pedagogy for multilingual classrooms, supporting wide access to the curriculum for learners, to ensure that learners using EAL are given every opportunity to fulfil their potential. The module is freely available to all Initial Teacher Training (ITT) providers in England, Wales, Scotland and Northern Ireland.

Impact and reach of the new ITT training in the six weeks following launch



52

teacher training institutes started accessing the resource

7,139

trainee teachers provided with access to good EAL pedagogy.

Feedback:

"This is such a fantastic resource. I am (a) in awe and (b) very excited about finding an opportunity to share this module with our trainees. Thank you so much for putting this together and sharing it."

"Thank you very much! An excellent, comprehensive resource — beautifully presented as are all Bell Foundation's resources. Always inspiring and informative."

"Thank you so much for designing this and making it available — and for free. Very appreciative of this!"

Language for Results International

As a result of the interest from international schools in different parts of the world in regard to Language for Results in the UK and the EAL Assessment Framework for Schools, the Foundation developed **Language for Results International**. The new programme is a Continuing Professional Development (CPD) offer for international schools, which will be trialled with evaluation partners and launched commercially in 2021. It includes a portfolio of online courses aimed at international school staff (adapted from the Foundation's UK materials), access to the Foundation's teaching resources and guidance, and it will also offer a whole-school accreditation scheme for international schools to demonstrate the quality of their provision for EAL learners.

EAL Resources

The Foundation's **EAL resources** provide school staff with free, tried and tested, curriculum-based classroom resources and teaching strategies to help plan and deliver lessons that ensure the curriculum is accessible to, and supportive of, learners using EAL.

"A lot of my pupils haven't spoken or heard much English during lockdown. Some of them are now finding it difficult to access the curriculum and have needed pre-teaching intervention of vocabulary that will be used in lessons."

Classroom teacher, primary school, West Midlands¹

During 2020, in response to the Covid-19 pandemic, and in addition to the resources mentioned on page 9 of this report, the Foundation also provided:

- Resources with practical strategies and recommendations to support teachers helping EAL pupils to catch-up on lost learning following the reopening of schools in September.
- Specific guidance for senior leaders, teachers, learners and parents around the allocation of grades in the absence of exams.

The translated guides for parents were free for schools to print and distribute to families. This meant that parents were provided with information in their first language which enabled them to engage with and understand what they needed to do to support their children during a time of change. The guides also enabled the Foundation to directly connect with, and to continue to support, communities and beneficiaries.

Impact and reach of EAL resources:



205,081

resources downloaded



8,436

guidance documents read
in home languages

Feedback:

"Hooray! Best EAL resources around."

"You are now a 'go to' site for me!"

"I am very impressed with your comprehensive website as a source for teachers everywhere."

"The place for #EAL."

¹ 'Language and learning loss: The evidence on children who use English as an Additional Language', The Bell Foundation, June 2021.

EAL Assessment Framework

Due to the importance of proficiency in English in understanding educational attainment and the type and length of support needed the Foundation developed the award-winning **EAL Assessment Framework for Schools and a digital Tracker**. These tools provide schools with free, straightforward, easy-to-use tools. The resources are designed to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. As a result, English language skills can be improved to enable the learner to fulfil their academic potential.

“Children where English is not spoken at home have struggled to access the curriculum. The younger they are, the greater the regression [...].”

Senior leader, primary school, North West/Merseyside¹

The EAL Assessment Framework, underpinned by robust academic research and expertise from King’s College London and the University of Cambridge, has had significant national and international reach and impact.



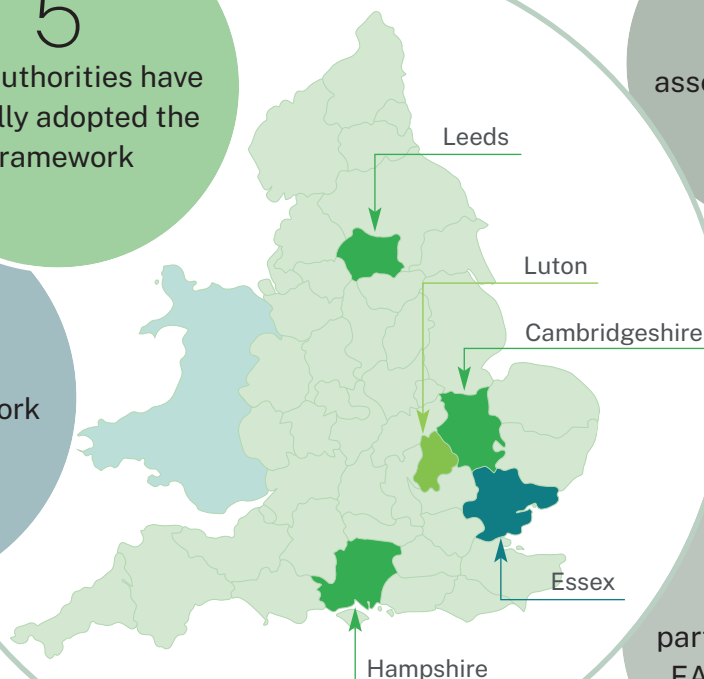
¹ ‘Language and learning loss: The evidence on children who use English as an Additional Language’, The Bell Foundation, June 2021.

Impact and reach of the EAL Assessment tools:

5

local authorities have formally adopted the Framework

The Welsh Government recommended the Assessment Framework to schools as part of its statutory guidance



495

attendees on assessment focused webinars

22,393

downloads of the Framework and accompanying resources

82

participants on the EAL Assessment course

Feedback from School Staff:

"I am truly grateful for all the free evidence-based resources that you have made available for Teachers across the world to use. ... I am having to build systems from scratch so the framework has really helped me to think strategically about EAL provision and assessment across the whole school."

"[The EAL teacher] is now working in the classroom and signposting staff to the bank of strategies rather than pulling EAL pupils out of class for separate learning."

"The tracker is amazing! I have had to do this all by hand before."

"For the first time ever we have a full picture of our EAL pupils... [Previously] we had nothing; we're slowly getting towards something."

"I've used it [The Bell Foundation Assessment Framework] and the tracker for every student...it's very detailed and looks at the student overall as well as the 4 strands [listening, speaking, reading and viewing, and writing]...it's not like a standardised test."

"There is already a change in our school culture... it really empowers me [as an EAL co-ordinator]."

Working in the Criminal Justice Sector

Why we support work with victims of crime and people with convictions

48% of all prisoners have a reading age of below that expected of an 11-year-old¹ and only 36% of people leaving prison go into a job, educational course or training². There are no national statistics for the number of people in prison who use English as an Additional Language (EAL), those who do, face significant challenges, particularly in custody³. In addition, the needs of prisoners who use EAL are often not identified as there is no consistent screening of language skills in prison inductions.

Due to the hidden nature of modern slavery and human trafficking it is difficult to accurately measure the number of victims. However, it has been estimated that there could be 136,000 victims currently in the UK⁴. Victims who have limited or no proficiency in English face an additional language barrier to accessing justice and support services, including knowing about and understanding their rights, what support is available, and experiencing delays in the process.

To support prisoners during lockdown in 2020, the Foundation produced and released 20 activity worksheets for ESOL learners. The worksheets are designed for the prison contexts where printing is in black and white and where prisoners do not have access to other media or books to support their learning. The worksheets provide ESOL learners with purposeful activities whilst in their cells in some cases for 23 out of 24 hours a day, without access to face-to-face services and activities. The Foundation also worked with partner, Shannon Trust, to provide additional guidance to Shannon Trust mentors so that they can better communicate with learners who use English as an Additional Language.

Partnerships

The Foundation's **Criminal Justice Programme** works through partnerships and interventions in research, policy, practice and service support. The programme has evolved substantially over the last six years. Initially the programme worked in partnership with organisations, universities, and other charitable bodies providing grants for research and projects which focused on people with convictions. Almost every prison in the UK has been reached through funding our partners' projects.

The challenges of the Covid-19 pandemic and lockdown on both victims of crime and prisoners, and partner organisations who support them have been significant. Following the onset of the pandemic, the Foundation has adopted a flexible approach with partner organisations and allocated continued and additional funding to enable them to support beneficiaries. In 2020, £201k was made available in grant funding to partner organisations in the criminal justice sector.

The Foundation has built on the initial programme and is now investigating through partners and research how the English language barrier impacts an individual's experiences and outcomes from their interaction with the criminal justice system, whether as a victim, person with a conviction, defendant, or witness. The programme aims to break down the language barrier to accessing justice and rehabilitation for individuals in contact with the criminal justice system for whom English is a second or additional language.

¹ Prison Statistics England and Wales 2001 Home Office. As quoted in "Reducing Reoffending by ex-prisoners Social Exclusion Unit (2002)" Office of the Deputy Prime Minister.

² Prison Reform Trust report "Bromley Briefings Prison Factfile" June 2012.

³ Hales, L. 2015. The Language Barrier to Rehabilitation. The Bell Foundation.

⁴ Walk Free, 2018 Global Slavery Index.

New partnership

In 2020, the Foundation began a new partnership with the national restorative justice charity “Why Me?”. The partnership will develop a project specifically designed to improve access to restorative justice services for victims of crime who use English as an Additional Language. The project is developing understanding and improving access by working with three regional restorative justice services successively, in multiple languages and cultures. The learning and insight generated will add to a developing body of knowledge and Why Me? will produce a best practice toolkit for anyone delivering restorative justice services with people who use EAL.

Learning and key insights from the first year of the victims of crime partnerships include:

- Some victims would rather see themselves less as victims who have been harmed, and more as individuals with rights and entitlements.
- There is a need to develop fully digital approaches for victims of crime from specific ethnic and cultural backgrounds. A digital approach is seen as easier to engage with and more private.

Research

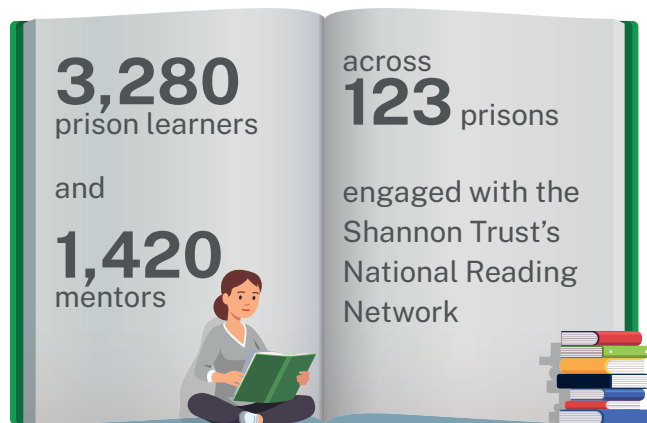
Research into language barriers for people in contact with the criminal justice system who speak EAL was conducted by the Institute for Crime and Justice Policy Research at Birkbeck University, Victim Support, and the Centre for Justice Innovation, and was funded by The Bell Foundation. Interim findings include:

- Patchy provision of translation and interpretation services.
- A lack of training and guidelines.
- Archaic language used in the legal profession which is also confusing for native speakers.
- Issues identifying and organising language support.
- Availability and quality of interpreting services.

These initial findings invited interest from a wide range of public and third sector bodies. The Bell Foundation is working with partners to disseminate and influence policy with these findings. The final research will be published in 2022.



Impact and reach



£201k
of grants committed



20
activity
worksheets for
ESOL learners
in the prison
context
published

82%

of participants on
the ESOL training day would
recommend to a colleague

Feedback:

"It was great to attend the event two days ago: there were some very useful insights."

Language Barriers in the
Criminal Justice System
event participant

"Thank you so much for your Criminal Justice Research event on Tuesday which was excellent."

Language Barriers in the Criminal
Justice System event participant

"We wanted to acknowledge the good work of our mentor, J. J, herself, learnt to read via the Shannon Trust reading programme — arriving at prison knowing how to read her name and the word 'jam'. J is a passionate advocate of 'the power of reading'. In July, she clocked up a total of 40 hours' worth of sessions. We're immensely proud of her achievement — to date. We have a feeling there'll be more to come..."

Shannon Trust volunteer & Reading
Programme facilitator

On-going partnerships

Following the onset of the Covid-19 pandemic, the Foundation adopted a flexible approach with partner organisations and allocated continued and additional funding to enable them to support beneficiaries.

Harrow Law Centre, in partnership with The Law Centre Network, continued to work with victims of crime who use EAL, focusing on areas of significant concern: hate crime, trafficking, modern slavery and domestic violence. The partnership sets out to tackle issues such as:

- Victims not being informed about their rights and the criminal justice process.
- Police forces failing to comply with the statutory rights and entitlements set out in the Code of Practice for Victims.
- Victims being diverted away from the criminal justice system despite wanting to engage.

Harrow Law Centre has provided advice and raised awareness within these thematic areas, as well as developing models for working with victims who use EAL and generating important learning which will inform the Foundation's campaigning work, in collaboration with partners.

Hibiscus Initiatives completed a pilot project to develop a model for working with victims of human trafficking who use EAL based on the principles of Cultural Mediation. Cultural Mediation is a tool which is shown to produce better outcomes for victims by acknowledging and working within the culture of the victim, rather than providing straightforward interpretation services. Having demonstrated that Cultural Mediation enables women to fully communicate their experiences and re-establish control over their lives, Hibiscus Initiatives is developing a best practice model for using Cultural Mediation with victims of crime, which they will further develop, test, and evaluate in 2021.

Victim Support has worked with South Asian victims in East Lancashire, co-producing support materials tailored to their cultural and language needs. The resources will be deployed across Victim Support's work in England and Wales, which reaches more than one million people every year.

Shannon Trust's Reading by Prisoners for Prisoners has continued to be funded by the Foundation. As prisons went into lockdown in March 2020, volunteers could not enter prisons and learning sessions could not take place. The Shannon Trust was able to create a range of new resources for learners and mentors to use either together or by themselves. This has included developing new activity packs for learners and anyone who could benefit from learning to read, and new digital self-study resources for learners, that can be either used independently or with the support of a mentor. The new resources will create new pathways into learning, giving learners increased choice in the way they can learn and reaching a wider group of potential learners.

ESOL Programme

Why we support young people and adults who use English as a second or additional language

In the 2011 census it was reported that over 850,000 people in the UK “do not speak English well or at all”¹ and this affects many people when accessing employment, educational or social opportunities. It is estimated that £3 of social value is created for every £1 invested in ESOL teaching².

Research from the Learning and Work Institute (conducted during 2020-2021) has shown that young people are among the groups most at risk of economic exclusion as a result of the pandemic.

Pilot Programme

In 2019, the Foundation developed the framework for a pilot **ESOL Programme** to improve educational, social and employment outcomes for adults and young people who speak languages other than English. In 2020, the Foundation’s objectives were to begin to roll out a pilot programme through the development of new partnerships at national and regional level in order to test approaches, conduct research, and influence policy and practice with regional and national policy makers.

Research

During 2020 work included:

- Dissemination of UCL Institute of Education’s (IoE) literature review findings on outcomes for young people.
- Continued use of the Foundation’s expertise to inform and respond to Government consultations in this area.
- A call for grant applications opened to identify potential partners and organisations demonstrating good practice in delivering ESOL provision.



¹ ONS Census 2011

² Demos, 2011

The Bell Foundation, Red Cross Lane, Cambridge, CB2 0QU

The 2020 Annual Report is available at **www.bell-foundation.org.uk**

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