

The Bell Foundation Strategy to 2025



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1. Vision, Mission, Values and Core Operating Principles

Vision

Creating opportunity, changing lives and overcoming disadvantage through language education.

Mission and purpose

To achieve our vision, we work with partners on innovation, research, training and practical interventions. By generating and applying evidence, we aim to change practice, policy and systems for children, adults and communities in the UK disadvantaged through language.

Values

- We are independent and impartial with no political affiliations.
- We are authoritative and rigorous in our approach, and present clear and balanced evidence.
- We work in partnership with others.
- We champion practical solutions to problems.
- We believe in diversity, valuing difference and tolerance.

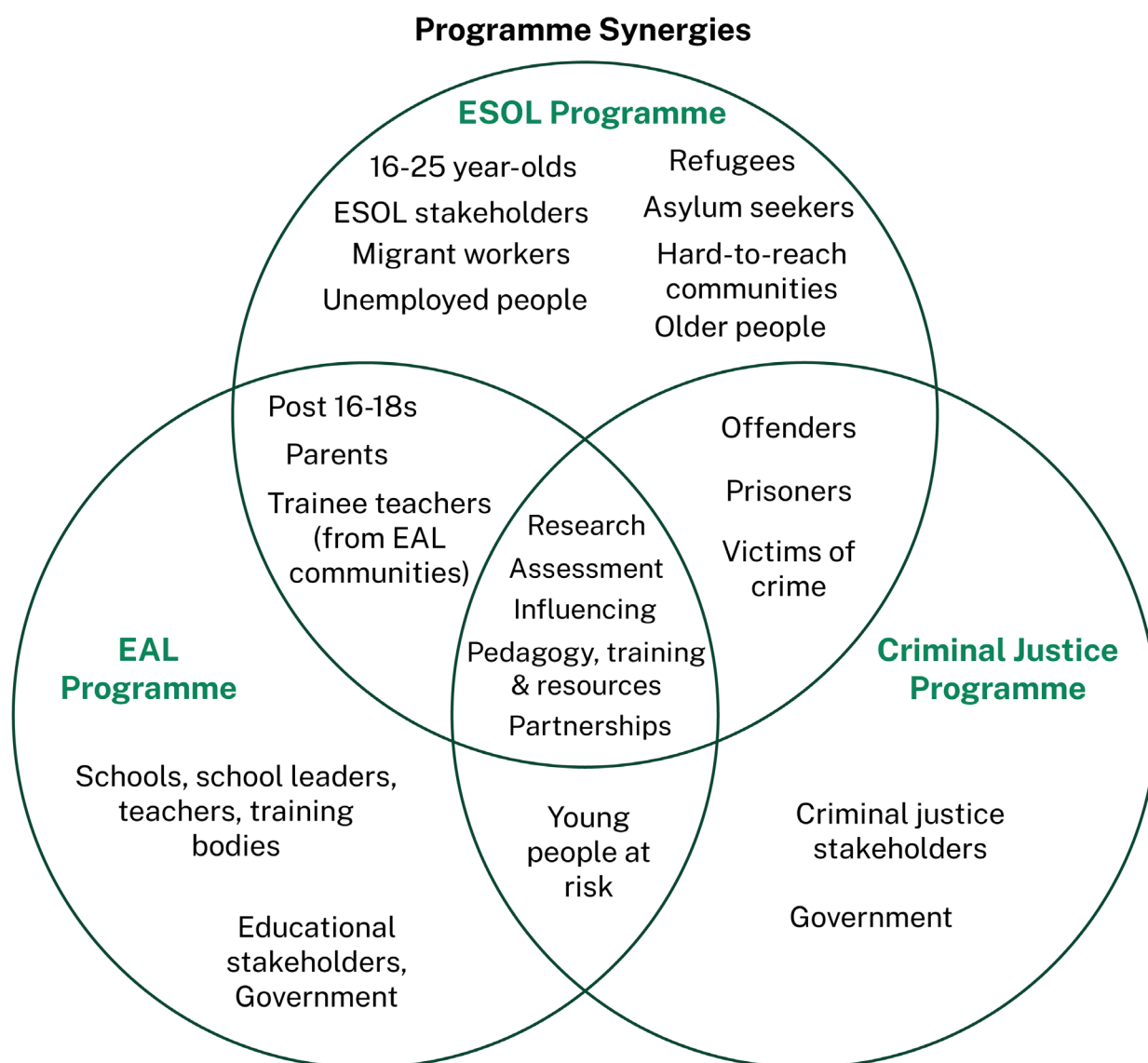
The principles and ways of working that underpin our values:

- We are focused on language education and social exclusion.
- We seek to measure impact, and results are used to leverage change.
- We work to achieve systems change by funding, developing or evaluating interventions which can lead to change.
- We innovate by developing our programme “Language for Results” and developing new interventions.
- We aim for scale and reach by delivering or funding programmes which are scalable nationally.
- We influence and convene by bringing partners together and informing and influencing public policy.
- We are transparent and accessible, operating in an open way.
- We are evidence-based and neutral.
- We engage for the long term.

We work with others both as a strategic funder, designing and funding activities under our programmes, and through our own operational capacity, delivering activity with partners. We work to build strategic alliances and partnerships and through commissioning, licensing and grant giving. The Foundation’s vision is delivered through three programmes reaching pupils, teachers, schools, parents, prisoners, ex-offenders, victims, young people, adults with English as a second language, and refugees. We work with and through partner organisations in the UK and to influence policy and practice through commissioning and publishing research and engaging with Government and statutory and other stakeholders.

2. The Challenge and the Need in the Decade Ahead: The World in 2030

Climate change, global poverty, population displacement and austerity will continue to impact on the communities that the Foundation's programmes serve. "Some projections of climate change envisage a billion people being displaced by mid-century, many will be in Africa, most will head north. By 2030, migrants might be knocking on Europe's door in far greater numbers than today." (World Economic Forum – 8 Predictions for the World in 2030). Empowering communities through language education and championing multilingualism will increase in importance in this changing external context.



Changing lives and overcoming disadvantage through language education

3. Strategy to 2025 - High Level Strategic Objectives

The Foundation's vision is delivered through its programmes supporting children who use English as an Additional Language, the Criminal Justice Programme and the English for Speakers of Other Languages (ESOL) Programme. We work both through partner organisations in the UK who reach directly into the communities and through schools' partners, and through activities delivered by The Bell Foundation both in the UK and internationally. Our programmes are reaching pupils, teachers, schools, parents, prisoners, ex-offenders, victims, young people, adults with English as a second language and refugees. Our work includes influencing policy and practice through commissioning and publishing research and engaging with Government.

The Foundation has strategic Key Performance Indicators (KPIs) which measure the reach and impact of the programmes, these are combined with independent evaluation and internal considerations for the Board to critically appraise and review progress.

How our work supports our beneficiaries

Our programmes and partnerships can reach different family and community members who speak English as a second or additional language and provide them with the support they need to access education, training, employment and justice.

Illustration one

Two siblings, aged 11 and 14, arrive in school, they use English as an Additional Language and are new to English. This means that they may not be able to read the signage or understand what their teacher is saying. These learners can be supported by a dedicated EAL coordinator who has undertaken a CPD course run by The Bell Foundation. Having done the course, the teacher now has experience in assessing the learners' current levels of Proficiency in English using the Foundation's EAL Assessment Framework and digital tracker. With this information the teacher is able to provide the learners with the type of tailored learning and language support they need to enable them to improve their English language skills. We know from our research that when pupils reach high levels of Proficiency in English (i.e. when they are bilingual), most learners are able to exceed the average exam grades of their monolingual peers. It is at this point that the two pupils are able to fulfil their academic potential.

Illustration two

Understanding the criminal justice system and the language used can be difficult for many people, for those who speak English as a second language it is even harder. For example, a victim who has experienced domestic abuse (physical, verbal and financial) faces an additional language barrier to accessing help as they may not understand where to get confidential advice, how or where to report the crime, or even how to express what has happened to them. This is where locally run projects, funded by The Bell Foundation, can help victims who speak English as an Additional Language by providing the advice and support they need to enable them to access both justice and the specialist support they need to recover.

High Level Objective One - EAL Programme

We aim to improve the educational outcomes of children who use English as an Additional Language in the UK.

To achieve this we will:

- Build the capacity of the sector to develop the skills of EAL learners.
- Ensure that teachers have increased skills and confidence in understanding and supporting EAL learners through our own high-quality EAL training offer called “Language for Results” and through training resources available digitally.
- Work to ensure that policy is more reflective of EAL needs and that research is applied to practice and system change.

We are delivering this vision through:

- Developing regional [Centres of Expertise](#) to offer “Language for Results” regionally and transition to a new delivery model.
- Ensuring that Centres of Expertise develop skills to run both face-to-face and online elements of the programme to ensure the scaling of “Language for Results”.
- Developing accreditation through a kitemark for schools linked to “Language for Results”.
- Encouraging school leaders to respond to evidence and prioritise EAL through the continuation of a successful webinar programme linked to key challenges for school leaders.
- Growing and developing the Foundation’s digital resources for teachers with increasing reach and impact, including through translated parent documents.
- Increasing the skills and knowledge of student and early career teachers by developing and disseminating training and resources to ITT providers and connecting with early career training in schools.
- Providing solutions to schools to ensure valid and reliable assessment of learners using EAL, including piloting and launching a set of initial assessment tasks and further development of digital tracking tools.
- Continuing to invest in research, high level strategic project partnerships and influencing to enable evidence-informed policy development.

High Level Objective Two - Criminal Justice Programme

We seek to break down the language barrier to accessing justice and rehabilitation for individuals in contact with the criminal justice system for whom English is an Additional Language.

To achieve this we will:

- Research and publish the evidence base on the needs of individuals who use English as an Additional Language in the criminal justice system.
- Use our research, funding and influencing to change the system's response to the needs of individuals who use English as an Additional Language in the criminal justice system.
- Develop and embed training and resources to improve the sector's ability to respond to the needs of individuals who use English as a second/additional language by working with statutory bodies and third sector organisations so that the workforce is better able to communicate with individuals who use English as an Additional Language.
- Work with partners to ensure that victims of crime who use English as an Additional Language are better supported to access justice and recovery services.
- Use our voice and that of our partners to ensure that key stakeholders are made aware of English as an Additional Language needs and deliver an agenda for change.

We are delivering this vision through:

- A long-term research partnership investigating the barriers for victims and offenders who use English as an Additional Language.
- Grant funded partnerships with organisations supporting victims who use English as an Additional Language.
- Work in prisons including grant funded partnerships, an ESOL screening tool, and resources for prisoners.
- The development of training tools and language awareness training.
- Planned investment following the publication of the research.
- Using our expertise to influence Government and other external stakeholders.

High Level Objective Three - ESOL Programme

This new pilot programme aims ultimately to improve the education and employment outcomes of people with ESOL needs with a specific focus on two groups, young people and migrant workers in vulnerable forms of employment. It aims to do this through research with and for isolated or marginalised adults. Evidence from the research will inform effective practice in the teaching and learning of ESOL with the aim of improving personal, professional and educational outcomes and influencing local and national English language strategies.

To achieve this we will:

- Build an evidence base.
- Engage in system change and thought leadership.
- Consider the findings and evaluation of the pilot programme and develop a full programme.

To deliver this we will:

- Publish evidence on young people with ESOL and employment.
- Develop policy recommendations based on evidence in the UCL Institute of Education literature review and quantitative research.
- Develop high-quality partnerships which demonstrate innovative methods of delivering ESOL to achieve quality outcomes for young people and migrant workers with ESOL.
- Gain initial insights on the impact of linking Government employment support and ESOL learning for young people with ESOL needs in two local authority or combined authority areas.
- Develop an ESOL policy group with the aim of ensuring ESOL is maintained on the Government agenda.



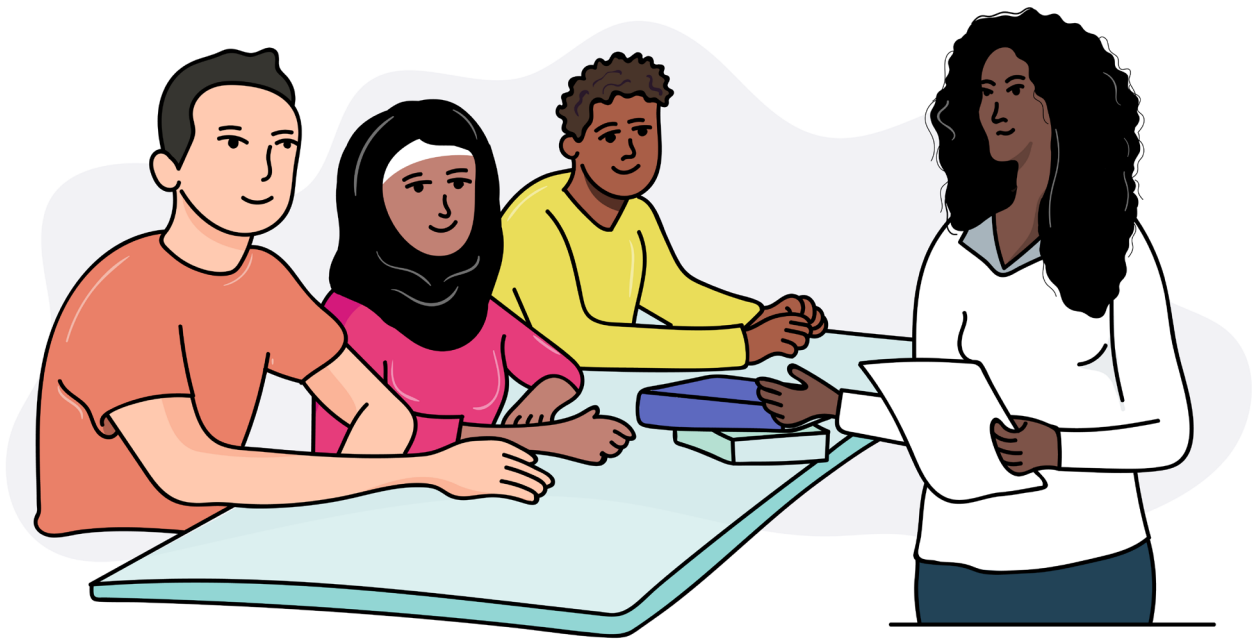
High Level Objective Four - To develop and deliver Language for Results International

To achieve this we will:

- Launch delivery of “Language for Results International” to ensure that our charitable assets are revenue generating when accessed in international settings.

We will achieve this through:

- Delivering additional Language for Results International courses online.
- Developing a certification and accreditation scheme.



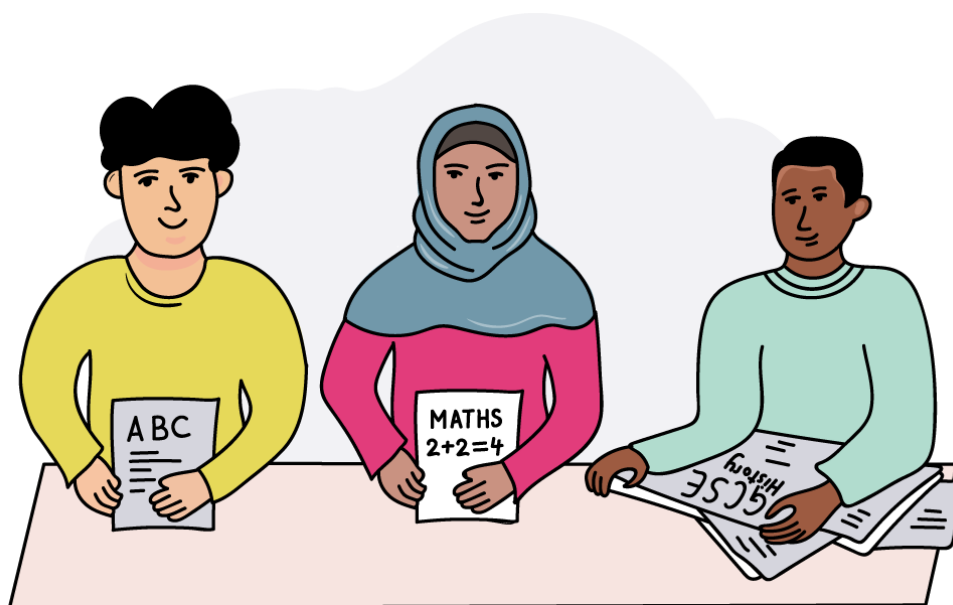
High Level Objective Five - Communicating our message and reaching our beneficiaries

To achieve this we will:

- Use digital and other communication tools to increase our reach to beneficiaries by building engagement and extending our reach and impact.
- Continue to invest in our website to ensure that it is a valued source for relevant information, tools, resources and training to support EAL learners, schools and teachers.
- Work with partners to promote and develop resources to reach those in the criminal justice system who use English as a second language, community groups and employers working with ESOL learners.
- Use our convening and influencing skills.

To deliver this we will:

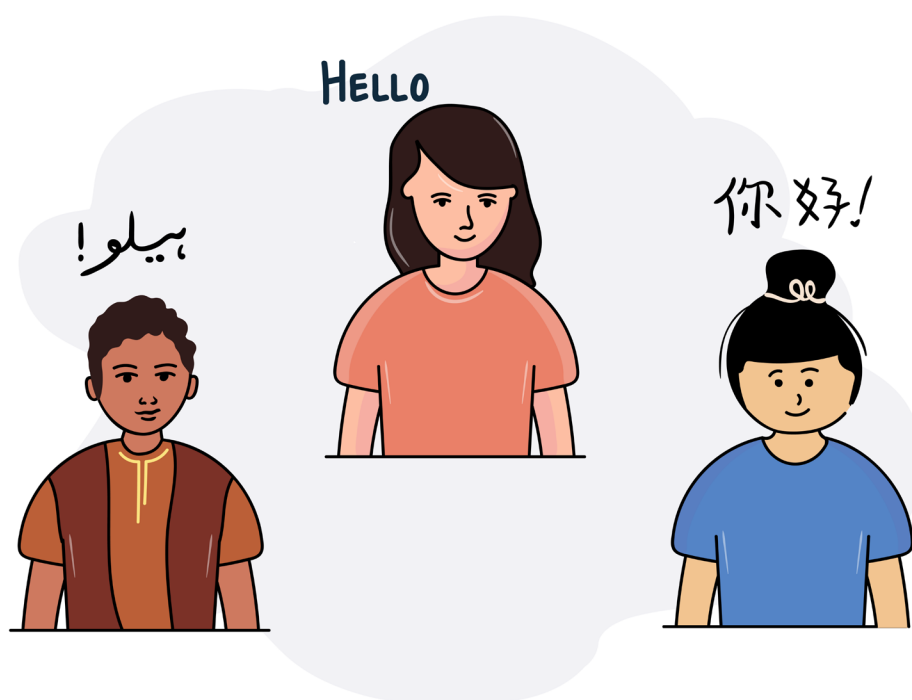
- Continue to make resources available, tailored and relevant to support learners and teachers during home learning, the return to school and education recovery.
- Promote and develop resources to support learners, teachers, victims, offenders, young people and migrant workers.
- Continue to develop our website to reach more people and better serve our beneficiaries and stakeholders.
- Publish and disseminate research to influence policy and practice from our programmes.
- Promote best practice through publications and media reaching our key audiences to support EAL learners at school.
- Submit responses to consultations, meetings with Government and convening round table events and expert groups.



High Level Objective Six - Stewarding our assets and building a strong and inclusive organisation

To achieve this we will:

- Manage our assets and investments to ensure respect for agreed International Environmental, Social and Governance (ESG) standards.
- Continue to uphold standards of good governance ensuring compliance with the Code of Good Governance and with regulations on charities with trading subsidiaries.
- Work towards becoming an inclusive organisation through diversifying our Board and staff and championing equity and inclusion through our programmes.
- Continue to maintain and develop our assets to protect their long-term value for the charity.
- Monitor the performance of our assets to ensure that they deliver a return to us.
- Continue to critically appraise our risks and take a proportionate approach to risk management.
- Continue to support and train our staff to develop and to deliver outcomes for the communities that we serve.



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