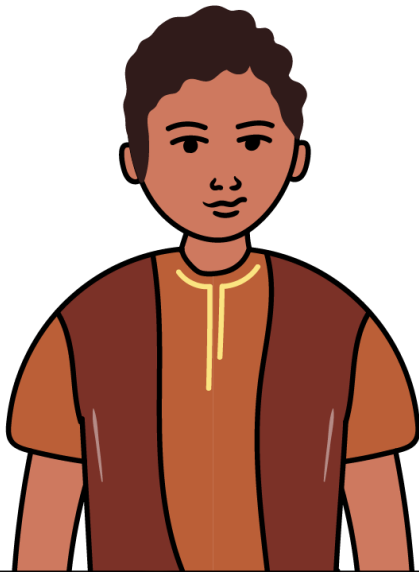


## Impact Report 2022

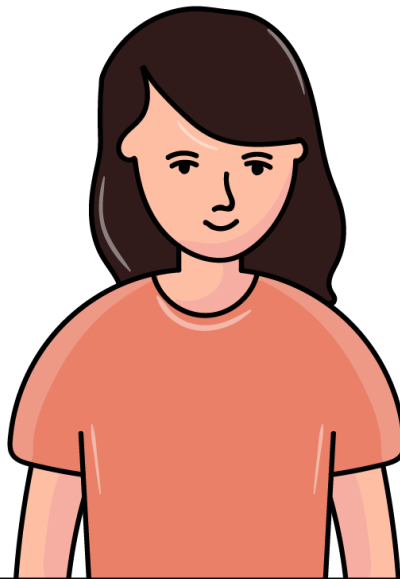
Creating opportunity, changing lives  
and overcoming disadvantage through  
language education

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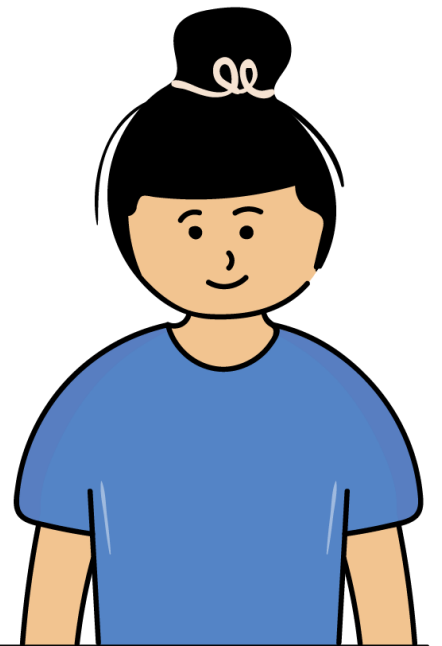
ہیلو!



HELLO



你好!



## Abbreviations

**EAL:** English as an Additional Language. This refers to pupils in compulsory education who speak English as an Additional Language.

**ESL:** English as a second or additional language. This refers to individuals who have had exposure to a language or languages other than English from birth and have developed or are developing ability in English later in life.

**ESOL:** English for Speakers of Other Languages. ESOL is used as the name of qualifications or provision for people who study English as a second or additional language beyond compulsory education.

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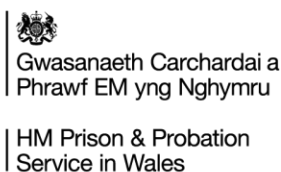
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[www.bell-foundation.org.uk](http://www.bell-foundation.org.uk)

## In 2022, The Bell Foundation worked with:



The National Association of  
School-Based Teacher Trainers





## 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.

### Highlights of 2022



**£1.6m**  
in charitable spend



**290,334**  
users of the website.  
A 43% increase  
on 2021



**20,669**  
readers of the  
Foundation's blog.  
A 33% increase on 2021



**26,464**  
education professionals  
engaged through the EAL  
(English as an Additional  
Language) Programme



**4,800**  
downloads of the  
Foundation's research

**1,297**  
refugees received targeted  
support through projects  
funded by the Foundation and  
many more reached through  
our work with schools



**56,340**  
downloads of EAL resources.  
A 10% increase on 2021



**34**  
national or trade  
articles published

**5**  
examples of influence  
on Government  
or public body  
publications or policy



## 2022 – a year in context

For The Bell Foundation, 2022 was a significant year, marking the ten-year anniversary of the foundation.

Over the past decade, the Foundation has grown to become a leading voice on English as Additional Language (EAL), working with partners and stakeholders to champion evidence-based best-practice and influence policy change.

The Foundation's vision of creating opportunity, changing lives and overcoming disadvantage through language education remains as important and relevant as ever.

The events of 2022 brought this into stark focus with the invasion of Ukraine, forcing more than eight million people to flee their homes and be welcomed in the UK and other countries.

The most recent census data shows that **over 1,040,000 adults report that they “do not speak English well” or “at all” in the UK**, potentially impacting their ability to access employment, educational, and social opportunities.

The Foundation has continued to respond rapidly to the national and global context, and in 2022, accelerated the reach and impact of its three programmes - the EAL Programme, the Criminal Justice Programme and the ESOL Programme - across three key areas:

- Thought leadership and influencing.
- Training, resources, and guidance.
- Partnerships.

## Equality, diversity and inclusion (EDI)

EDI remains central to the Foundation's work. This includes in our training and resources, with the planned development of a tool for children with special educational needs and disabilities (SEND) who speak EAL. Also, in our grant funded partnerships tackling intersectionality<sup>1</sup> issues, and our work to influence system change and drive greater accessibility for speakers of English as a second or additional language (ESL).

[Find out more about the Foundation's commitment to EDI and access our grant making data.](#)



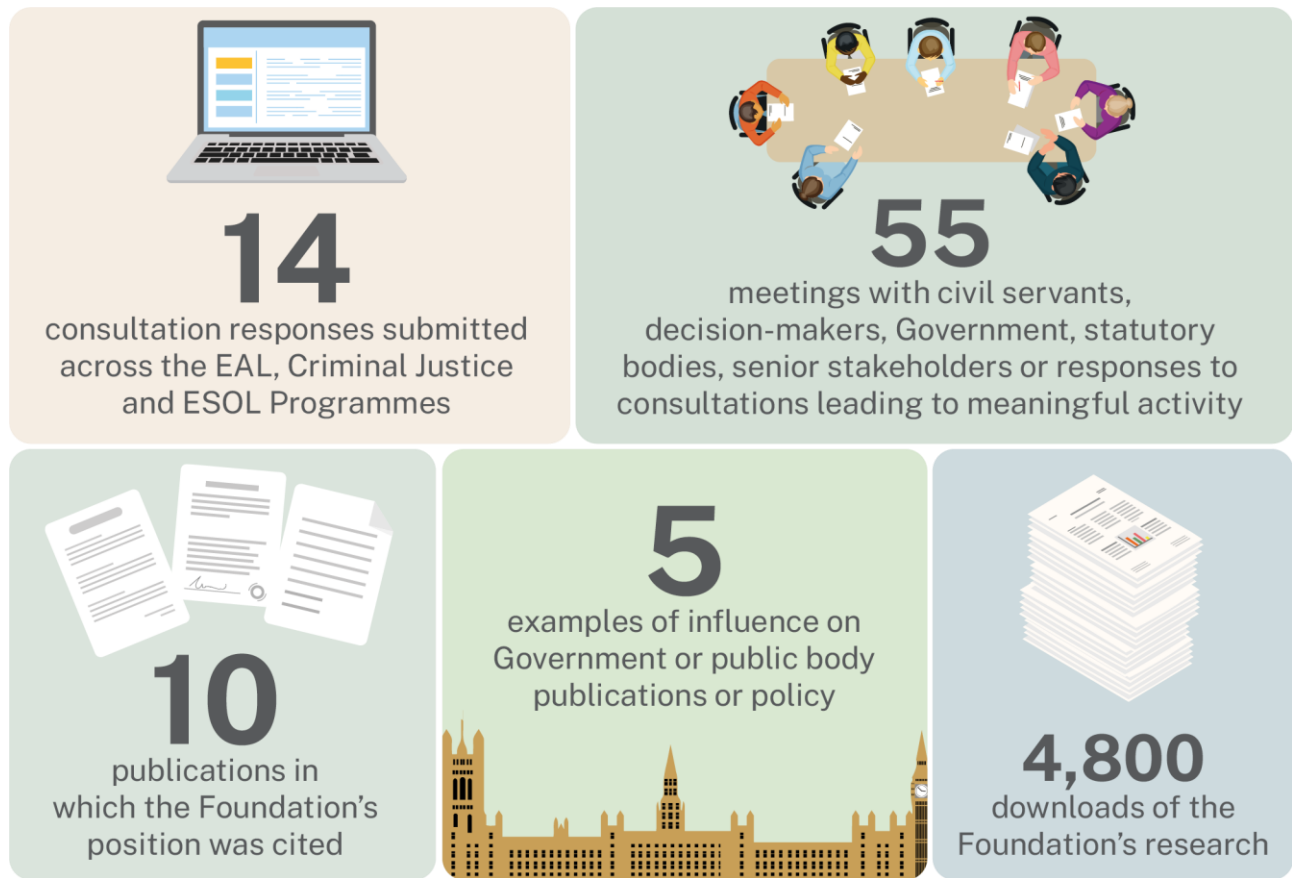
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<sup>1</sup> The way in which an individual's personal characteristics, such as their race, class, or gender, and the associated disadvantage or discrimination they may face, overlap and interconnect.



## Impact in 2022

### Thought leadership and influencing



### Influencing policy

A focus for the Foundation is informing and influencing public policy, at local and national levels, and in 2022, the Foundation achieved a number of key policy outcomes, raising awareness of language barriers and ensuring that the rights of speakers of ESL were included in wider policy making.

#### The Foundation contributed to policy change through:

- Ofqual's student guide on the arrangements for exam grading and awarding in 2022, ensuring it was accessible for learners using EAL.
- Ofqual's statutory guidance for writing accessible exams, which came into effect in 2022.

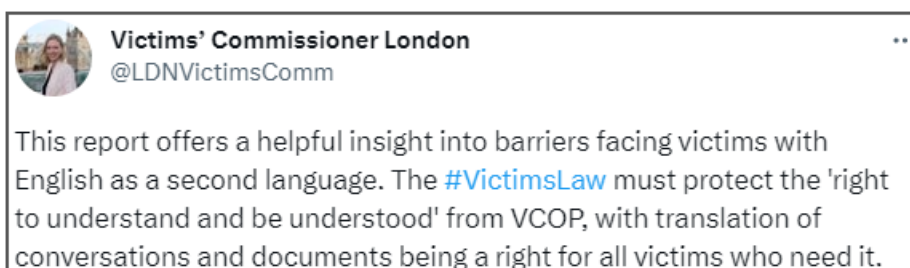
#### The Foundation's consultation responses ensured the rights of ESL speakers were included in:

- The Education Select Committee's final report on the inquiry into prison education.
- HM Inspectorate of Constabulary and Fire & Rescue Services publication, 'Expectations for police custody'.
- The Justice Select Committee report on the Draft Victims' Bill scrutiny.

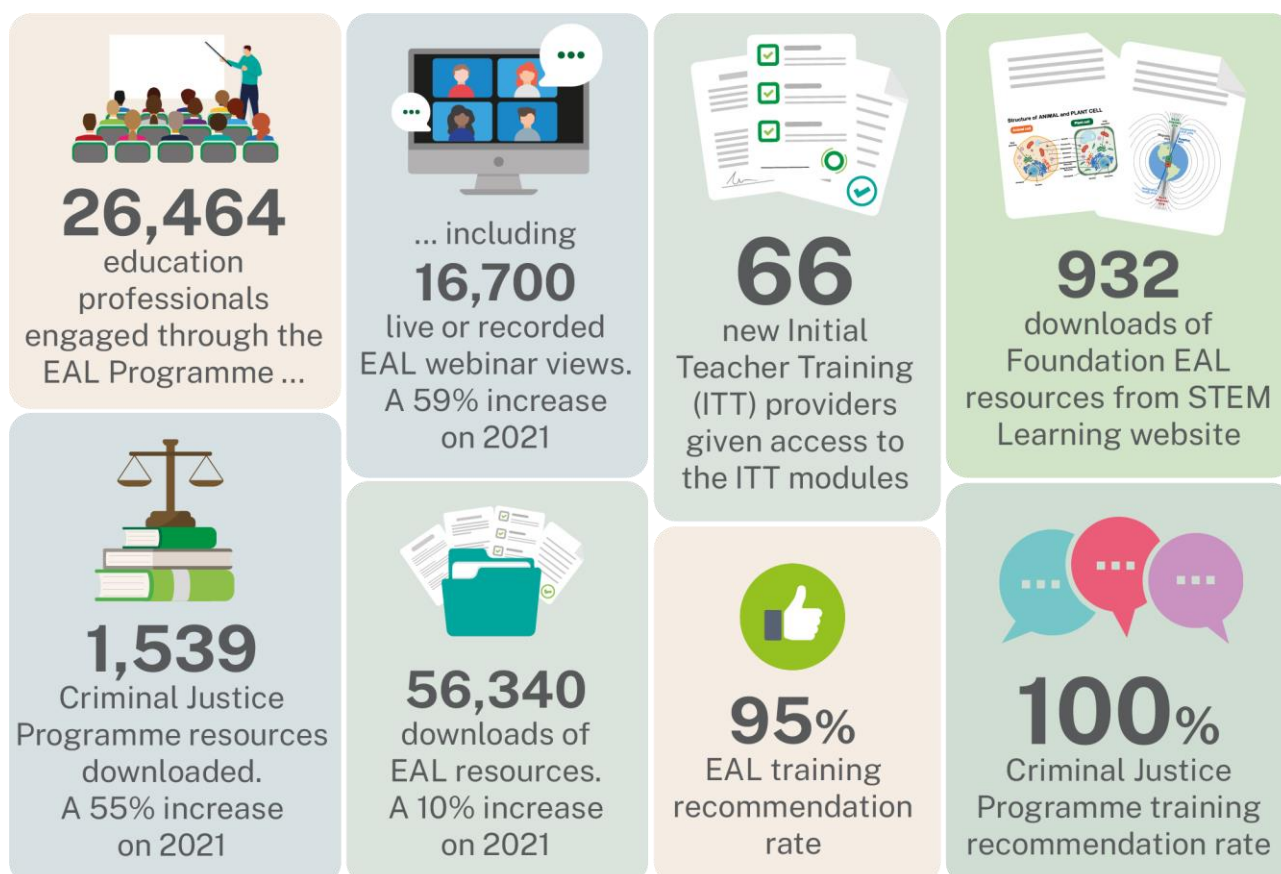
### Ground-breaking research

The Foundation continued to demonstrate thought leadership across a range of platforms, including through published research. In 2022, the Foundation published "[Language Barriers in the](#)

[Criminal Justice System](#)", providing a robust and much-needed evidence base on the experiences of ESL speakers, alongside a range of resources for practitioners. The research helped to raise the profile of these issues, attracting national and trade media interest. It also prompted interest and discussion from across the sector and working to secure an amendment to the updated Victims' Code.



## Building capacity with training, resources, and guidance



## Supporting schools to welcome refugees

Schools are a pivotal part of the infrastructure that provides support and stability to refugee children and their families. However, many schools report feeling ill-equipped to support them effectively.

The Foundation delivered a series of webinars for schools on welcoming refugee children, including speakers who were able to draw on their own experiences, for example, of being an unaccompanied asylum-seeking child.

Webinars from the series were watched **6,778 times in total in 2022**, providing teachers with a greater understanding of the experiences of their learners and how best to support them. In



addition, the Foundation contributed to the development of a training module for senior leaders and teachers on working with refugee children, developed by the Chartered College of Teaching.

In 2022, the Foundation also hosted a roundtable with experts in the refugee education sector to explore the most impactful use of funding to support refugee children. [Guidance on the use of this funding](#) was launched in March 2023 for school leaders, in collaboration with the Refugee Council, Refugee Education UK (REUK), and Schools of Sanctuary.

### Feedback from schools on the webinar series

“I am pleased the Bell Foundation is providing support and leadership on supporting Refugee Families. This is something we see a need for in schools”

“Wonderful and informative training with varied speakers who had different experiences, advice and strategies to offer”

“This was so informative and encouraging. I feel so much better equipped to support my students”

To support families unfamiliar with the education system, the Foundation’s guidance for parents was translated into Ukrainian and Chinese.

The former was the **most downloaded document from the website in 2022**.

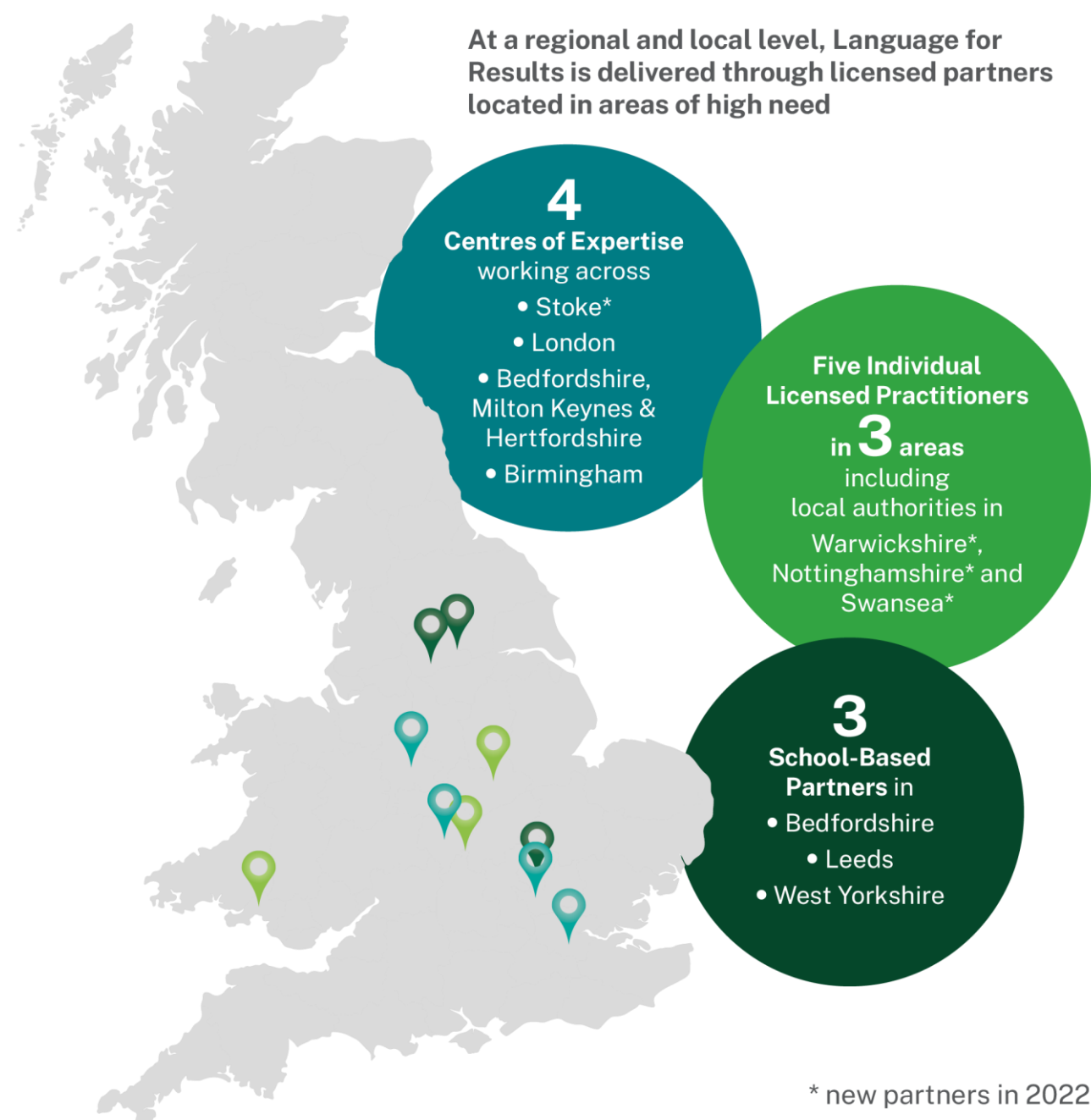


The Foundation’s guidance for parents was included in welcome packs distributed by REUK to newly arrived refugees from Ukraine. The Department for Education’s guidance also signposted to the Foundation’s [“Welcoming Refugees” webpage](#) and EAL Assessment Framework.



## Empowering more practitioners and learners than ever

Over the past ten years, the Foundation has trained **more than 86,000 participants**, and in 2022, Language for Results, the Foundation's training programme, reached more teaching professionals than ever.



The Language for Results training, delivered by the Foundation and by Bell Foundation Licensed Practitioners, gives practitioners the skills to work effectively in multilingual classrooms, empowering an even greater number of EAL learners to fully access the curriculum and achieve their potential.<sup>2</sup>

<sup>2</sup> The Foundation's 2022 Annual Report incorrectly included Central Bedfordshire and Venturers Trust as areas with individual licensed practitioners in 2022. Two additional practitioners actually joined these areas at the beginning of 2023 bringing the number of individual licensed practitioners at that point to seven.

The Foundation works closely with partner organisations to maximise the reach and impact of this training, enhancing the capacity of as many schools as possible to work effectively with EAL pupils. In 2022, this included training delivered with the Universities Council for the Education of Teachers, National Association of School-Based Teacher Trainers, Harris Federation, Teach First, and the National Education Union. The Foundation is also in its second year of a partnership with the Government of Jersey to deliver training to every teacher on the island.

“The Bell Foundation is number one for free resources to support EAL students”

#### Feedback on Twitter

To further support best practice, the Foundation continued to publish “best practice articles” in the key sector publications, Headteacher Update and SecEd, which are received by every school across the UK. Seven articles from the Foundation were published in 2022.

The Foundation also launched its third Initial Teacher Training (ITT) module, “Assessing Learners who use EAL”, giving student teachers the skills at the very start of their careers to work in diverse multilingual classrooms.

“This is invaluable training as EAL pupils need to be engaged in learning and learning should be accessible to all pupils and it is my duty to educate myself on how I can accommodate their needs effectively”

#### ITT training participant

Language for Results International was fully launched in 2022, following trials with Orbital Education schools and the International School of Geneva, Ecolint.

### Increasing reach across the criminal justice system

As part of the Criminal Justice Programme, the Foundation launched new language awareness training aimed at staff working to support victims, and those working in prisons or in probation, providing them with the skills to work effectively with ESL speakers. The training was delivered to Unlocked Graduates, Victim Support, and HMPPS Wales, achieving a **100% recommendation rate**, ahead of the full roll-out in 2023.

#### Feedback from training participants

“I’m going to be much more aware of how I speak and to break up my sentences clearly and use less complicated language.”

“I work in the Induction wing so get many ESL or non-English speaking prisoners that I have to interview. The techniques I learnt today will help a lot.”

“This course taught me how to reflect on how I speak at work and taught me useful techniques to ensure others can understand me!”

## Partnerships

A core part of the Foundation's approach is working in partnership, to build capacity in working with speakers of ESL, to develop evidence of what works, and to influence policy and achieve system change. Through partner network meetings, the Foundation also brings grantees together to support insight sharing and collaboration.

"Grant holders for the victims' projects continue to talk positively about the forums that the programme has run to help collaboration and networking, seemingly in the absence of anything similar in the sector"

**Cloud Chamber Independent Evaluation, 2022**

## Criminal Justice Programme

In 2022, the Foundation continued to work with a range of organisations on projects seeking to break down language barriers in the criminal justice system and widen access to justice and rehabilitation for speakers of ESL. Find out more about the Foundation's criminal justice partnerships:

- [Hibiscus Initiatives](#).
- [Law Centres Network, Greater Manchester Law Centre, and Harrow Law Centre](#).
- [Why me?](#)
- [Prison Advice and Care Trust \(new partnership in 2022\)](#).

### Case study: Hibiscus Initiatives - using cultural mediation with community clients

*"[The client] and her two children came to the UK from Albania to claim asylum. At the time she met Hibiscus, [the client] was very confused and did not know what was going on with her immigration case. She also had mental and physical health issues to deal with and her solicitors were unresponsive.*

*[The] Hibiscus Cultural Mediation project worker interacted with [the client] to help her better communicate with the solicitors and resolve her concerns and issues. From the construction of this mediation, it was found that the solicitors did not know that [the client] had not received the [immigration] papers and thought that everything was fine. From then on, they acted on it by writing to [the] Home Office.*

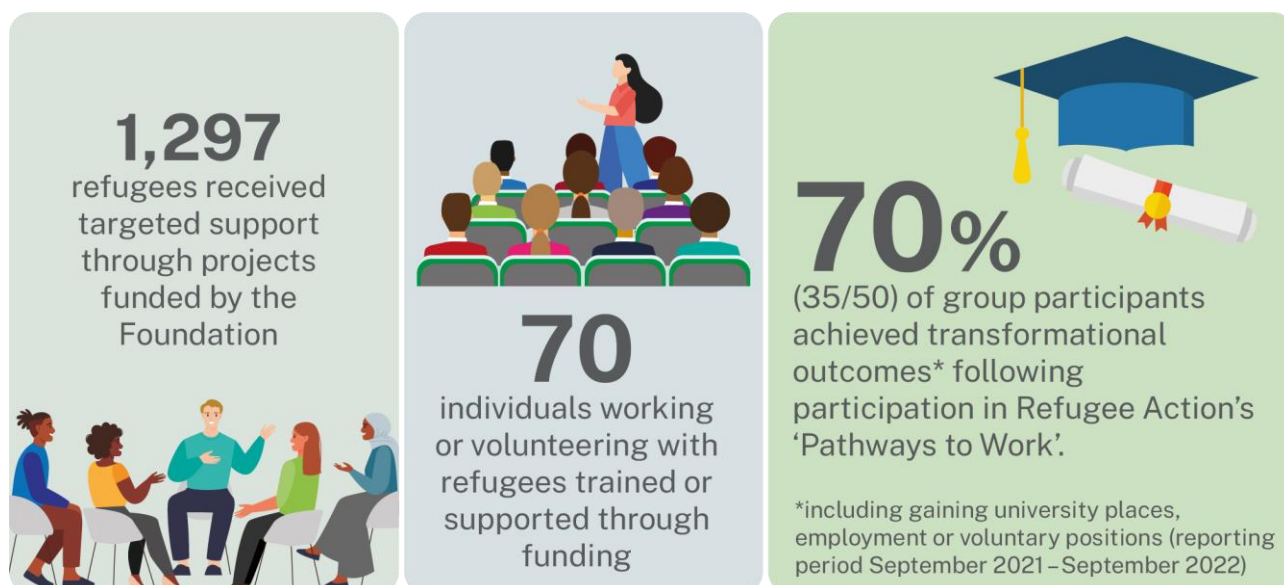
*[The client] and her family are still living in the hotel and awaiting their immigration papers, but now she knows where she is in her immigration journey and how to request updates and information from her solicitors and [the] Home Office."*

### Case study: Greater Manchester Law Centre - working with victims of domestic abuse who speak ESL

*"Client T presented with accommodation needs. It transpired that T was also in need of urgent immigration advice in order to secure her status in the UK. As a result of the domestic abuse experienced by T and her resulting poor mental health, T did not want to retell her story to another agency and requested the caseworker to accompany her to any relevant appointments.*

*The caseworker liaised with the Greater Manchester Immigration Aid Unit and accompanied T to obtain urgent advice in relation to her status. The caseworker was able to provide a succinct account of T's circumstances and history, avoiding the need for T to relive the traumatic experiences, and answer any questions T was unable to. This allowed T to obtain appropriate and targeted advice and T was able to reach an informed decision about her future. T explained that for what felt like the first time she was able to make her mind up about her future on the basis of information she had been able to acquire herself."*

## ESOL Programme



In 2022, the pilot of the ESOL Programme concluded, ahead of the full programme launch in 2023. The Foundation's existing ESOL partnerships continued to deliver important language support to refugees, empowering them to achieve their education and employment aspirations, and providing evidence of effective practice.

The Foundation funded the evaluation of the East of England Local Government Association's Strategic Migration Partnership's "Wellbeing and Work for Refugee Integration" (WW4RI) project, which supported between 1,000 and 1,200 refugees between 2020 and 2022. The evaluation demonstrated the importance of employment, language, and wellbeing support for refugee integration, being shared widely with stakeholders. The partnership is continuing to share the lessons learned from WW4RI across the East of England through the dissemination of a refugee integration framework.

Find out more about the Foundation's ESOL partnerships:

- [Kent Refugee Action Network](#).
- [Refugee Action](#).
- [Refugee Education UK](#).
- [East of England Local Government Association's Strategic Migration Partnership](#).

### Case study: Refugee Action - Mohamed, a software developer from Sudan, currently seeking asylum

*"Before I started, I was confident about my job search skills, but not writing CVs and cover letters. Pathways to Work improved my language, especially work terms, and built my knowledge of the UK work environment, but most importantly, it raised my confidence to speak and believe that I could get the job type I want. My favourite part was Interviews and STAR techniques in topics, discussions, and quizzes in activities. In addition to the benefits mentioned above, it opened other opportunities for me: courses (Communication and Interpersonal Skills at Work [by Future Learn], Perfectly Spoken access, a Diploma in Full Stack Development [by Code Institute]), references to universities which helped me to get two offers, contact the ENIC on behalf of me to state comparability of my bachelor degree, providing me with an experienced mentor providing me advice and tracking my progress. In the future I hope in getting a master's degree and a decent job in the UK software field."*



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