



For adults wanting to learn English and
volunteer tutors who want to teach it.

Evaluation Report

“the tutor helped change my life; she is an angel for me”

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Executive Summary

The Merton Home Tutoring Service (MHTS) founded in 2009, provides English language tuition in small groups or in homes of adults with English as an additional language in and around the London Borough of Merton. Prioritised learners are unable to afford or attend formal classes because of their family situation, illness or disability.

This evaluation, commissioned by the Trustees of MHTS, is in response to the requirements of funding from Big Lottery and covers the first year of a three-year grant. The TOR for the evaluation asked for insights into:

- i. The efficiency and effectiveness of the Service
- ii. what has been successful and what has not been successful
- iii. advice for improvement of their service
- iv. advice on possible new developments

MHTS has four main aims which are well aligned to the Borough's needs:

- The personal development and empowerment of those unable to attend formal education
- The promotion of community cohesion, inclusion and integration
- The participation in mainstream employment
- Strengthening families

The service currently supports approximately 100 diverse learners whose English language levels range from 'basic' through to 'proficient' through volunteer home tutors and informal community based classes. Learners have differing learning needs, different aspirations, and have taken different routes to achieve an array of overlapping economic, social, family and wellbeing outcomes which can be attributed to MHTS's support. These outcomes are summarised in the table below.

Social Outcomes	<ul style="list-style-type: none"> • making friends and having contact outside the home • knowing about and accessing more services • becoming part of the school community and communicating with teachers, • accessing and communicating with health services independently • assisting friends • using public transport
Wellbeing outcomes	<ul style="list-style-type: none"> • more confident and less shy, • more independent, • overcoming isolation
Economic outcomes	<ul style="list-style-type: none"> • getting work experience • gaining work, being promoted, getting more secure work • managing money independently
Family outcomes	<ul style="list-style-type: none"> • helping children with homework • less reliant on children as interpreters • forming relationships with English speaking grandchildren.

MHTS volunteers are more than teachers; they become friends and are included in occasions marking important life events, supporters during difficult times, community connectors, social networkers and independence builders.

As with the learners, tutors have a range of motivations for being involved in MHTS. Some are looking for a career change, want to learn new skills or find out more about their community. Other tutors are retired and have always had an interest in language and other cultures or in teaching and find volunteering as a home tutor is a valuable avenue for contributing. They realise they are providing the only time in the week when learners get a chance to have a conversation in English. All report it rewarding to gain a window on another culture and feel they are making a difference assisting someone become more independent and able to contribute to British life. They also enjoy learning new skills and the mental stimulation gained.

MHTS is well networked belonging to a number of formal and informal ESOL and refugee networks across London and nationally. The organisation is well respected for its expertise and contribution to learners' lives.

MHTS is a vibrant organisation, operating in a complex and dynamic environment and strives to balance innovation and continuity well. This evaluation shows that home tutoring and MHTS's classes and activities are well targeted and fill a real need within Merton and surrounding boroughs. The approach taken supports major research showing that language and cultural knowledge are strong facilitators of integration of refugees and new migrants into UK life (Ager and Strang, 2004). The leadership and staff of the organisation is passionate, capable and very effective in supporting learner's education. It is clear that MHTS has a nuanced understanding of learner needs.

MHTS offers a high return on investment with significant impacts from short term learning programmes based on a high volunteer contribution. Home tutoring and providing small, well targeted community based classes is MHTS's niche and strength. Being able to offer this support allows the organisation to be responsive to the most marginalised learners and offers progression for learners from home tutoring to a neighbourhood class.

Nevertheless, more learners are referred to the service than can be supported because of changing government policies and local government changes in ESOL provision. As a consequence, MHTS needs to further prioritise learners, and possibly develop more specific classes focusing on topics such as child development and wellbeing, digital literacy and language for work. New developments however should be couched within an overall organisational outcomes framework or theory of change, which could enable MHTS to think critically about what the organisation does and why and what needs to be in place to achieve this.

1. Introduction

The Merton Home Tutoring Service (MHTS) was founded in 2009. It provides English language tuition in small groups or in homes of adults with English as an additional language in and around the London Borough of Merton. Prioritised learners are unable to afford or attend formal classes because of their family situation, illness or disability.

In 2015 MHTS gained three year's funding from Big Lottery which required it to have an evaluation carried out every May for the duration of the grant. This report covers the first of the annual evaluations and was commissioned by the Merton Home Tutoring Service Trustees in order to provide insights into

- v. The efficiency and effectiveness of the Service
- vi. What has been successful and what has not been successful
- vii. Advice for the improvement of their service
- viii. Advice on possible new developments

MHTS has four main aims which are well aligned to the Borough's needs:

- The personal development and empowerment of those unable to attend formal education
- The promotion of community cohesion, inclusion and integration
- The participation in mainstream employment
- Strengthening families

At the time of the last census, Merton Borough had a population of approximately 200,000 and the population is expected to rise to 220,000 by 2025. There are great inequalities across the Borough with three areas being in the 20% most deprived across the UK and eight areas being in the 25% most deprived. These areas are mainly congregated in the east of the Borough (Merton Partnership). In recent years Merton has experienced high rates of migration and population change resulting in the area being multicultural in nature. Nearly 38% of the population of the Borough was born overseas which is higher than the London average, but lower than in the neighbouring boroughs. There is also a clear West-East divide between households speaking English and those that don't (Merton Council 2011; Transport for London, 2015). The rate of growth and change in population is acknowledged as providing a major challenge for the borough in terms of building resilient, cohesive communities, and identifying the need for different services (Merton Partnership)

MHTS has a small office provided free of charge in the Wimbledon Guild, which is open one day a week. (The Wimbledon Guild is an ideal host organisation as it aims to help local people lead a better life by tackling poverty, supporting ageing and encouraging mental well-being). The office also houses a small but comprehensive resource collection which is available for tutor use. MHTS's main activities include Home Tutoring, organising small conversation classes and activities to support these (e.g. tutor training and crèches for the classes). A number of social activities and outings are also organised each year to further the organisation's aims. For some learners these are the only opportunity to go out on an excursion.

One-to-one home tutoring in learner's homes is MHTS' backbone and niche. Currently 34 learners are matched with 32 home tutors. In general, the Home Tutors meet in the learner's home once a week

for an hour. Many of the learners live in difficult circumstances including a number living in Women's Refuges or bedsits.

Currently there eight informal Stepping Stone English classes taught each week in Children's Centre or Family Centres across Mitcham attended by 54 learners. Over the past year, 96 learners have benefited from MHTS classes which are held in this area as it is the area of greatest deprivation in the Borough. Each class is carefully focussed on a particular level, topic or skill with the content negotiated with the learners.

The majority of learners are women, with a handful of men attending each week. Learners come from Asia, Africa and the Middle East, with an approximately even number of Christian, Hindu and Moslem learners. There is a high level of attendance at the classes (when child care is provided) with most women missing only one or two sessions each term, demonstrating their level of commitment to learning. There are plans to open a drop in English class in an accessible venue in the next school year to provide for ongoing support for learners on an as-needed basis.

Referrals to MHTS are made from Women's Refuges, Health Workers, Family Engagement Officers based in Family Centres and Children's Centres. Learners also hear about MHTS and the classes from friends. More referrals are received than MHTS has tutors to support, requiring careful prioritisation by Coordinators.

There is a clear pathway for learners from Home Tutoring to the Stepping Stone classes. Learners can then progress through various levels of the Stepping Stone classes and onto ESOL classes at local primary schools, South Thames College, Merton Adult Education and vocational FE classes or continue to learn at home with family support. Others would like to study at college but are unable to afford the fees or find there are no classes available at their level. Nevertheless, a number of women remain reliant on MHTS as they can only study if a crèche is provided or at home with a home tutor.

A strong volunteer base contributes an estimated 6,000 hours to the work of MHTS each year. The diverse and experienced group of Trustees provide the governance of the organisation. The group contains a broad skill set and the recent addition of a past learner ensures a learner's perspective can be included in discussions. A series of sub committees made up of Trustees and other volunteers assist with writing resource booklets, overseeing and supporting volunteer tutors, and raising funds (through grant application and fund raising events). Regular AGMs are held and the Trustees have developed a set of relevant policies that are regularly reviewed, including risk policies (ensuring mandatory DBS checks for personnel) to safeguard learners, staff and volunteers. An annual business plan is developed to guide the work of the organisation.

A cohesive team works at the operational level of the organisation. A volunteer manager is responsible for supervising the office and staff and acts as the Secretary to the Board of Trustees. There are currently two empathetic, committed part-time paid Coordinators working two days a week each (on average) and a part time administrator (who was a former learner).

"I couldn't think of a better job".

One Coordinator is responsible for coordinating and supporting the volunteer Home Tutors and the other for the organisation, and coordination of the Stepping Stone Classes and the volunteer teachers. Both staff also teach one of the classes. Clear records are kept on each learner by both volunteer

Home Tutors and class teachers. The staff are committed, making a voluntary contribution to the organisation; working more hours per term than they are paid for. They know the learners and home tutors well, endeavouring to make the best match for all.

A Review Group made up of the Home Tutor Coordinator and experienced volunteer tutors provide support to volunteers, who are contacted regularly by phone and are visited if the tutor thinks this would be useful in reviewing the learners progress and making suggestions for future lessons.

Regular feedback from learners and tutors is the backbone of the organisation's reporting system. At the end of each year, learners complete a questionnaire; tutors are contacted regularly by the Review Group and meet the Coordinator every six months. Usually tutors remain with MHTS past this point. However, when a volunteer signals they wish to stop tutoring they are sent an 'End of Tutoring' questionnaire. The destination is also collected of learners leaving.

MHTS is well networked, belonging to a number of formal and informal ESOL and refugee networks across London and nationally. The organisation is well respected for its expertise and contribution. At an individual level, home tutors carry the links they have made into their voluntary (or paid) work in other organisations.

MHTS founded and initiated the National Association of Volunteer Teachers of English which provides mutual support to similar organisations in central and southern England. Positive working relationships with other organisations (e.g. women refuges, Children Centres, Family Centres, health visitors) provide referrals to MHTS and share information about trends.

Methods

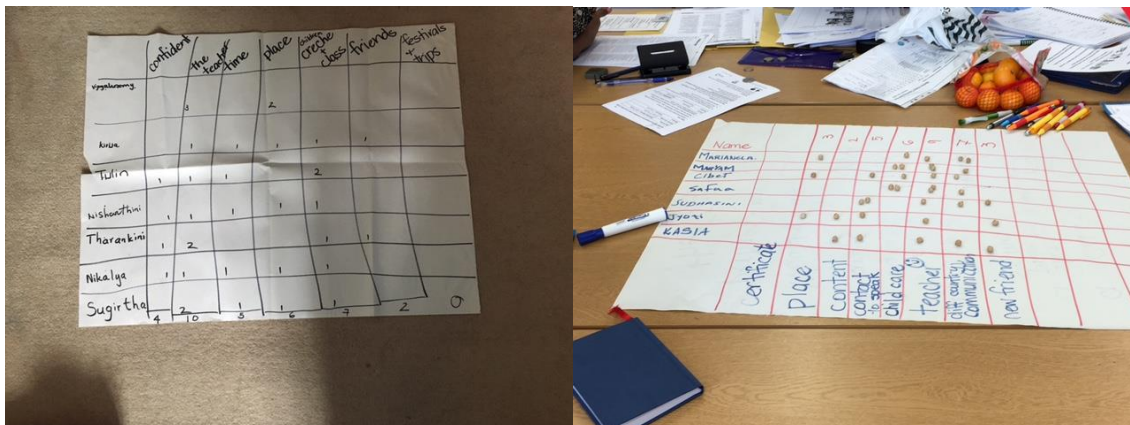
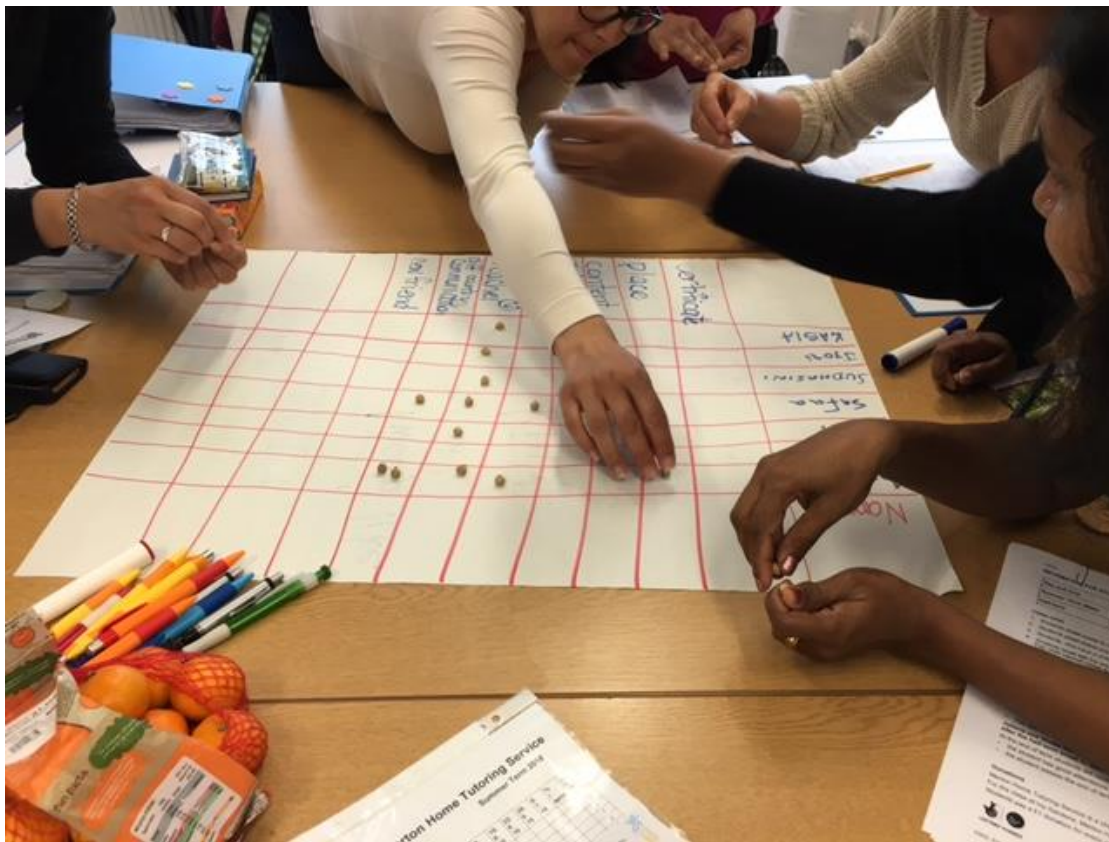
The evaluation took a qualitative approach involving a number of activities. In all, 42 people were interviewed during the evaluation which took place in May 2016.

Face-to-face interviews were held with six learners (five women and one man), who had ESOL home tutors. The interviews took place during visits to the learners' homes with the home tutor (4), in the tutor's home (1) or in a Children's Centre. The learners came from Poland, Somalia, Iraqi Kurdistan, Pakistan, Ghana and Syria. Each interview took about 30 minutes. The visits also provided an opportunity to observe the session between the learner and home tutor. During the interviews, the learners were encouraged to talk about:

- where they came from,
- what they can do now that they couldn't or weren't doing before their involvement with the Merton Home Tutor Service
- their intentions for the future
- the extent to which having an ESOL home tutor has contributed to the outcomes they have achieved
- what else they have done to improve their English language skills.
- their suggestions for the improvement of the service

Focus groups were conducted with 20 learners (18 women and 2 men) in four Stepping Stone classes in the Newminster Children's Centre (7 learners), the Acacia Centre in Mitcham Eastfields (3 learners) and Ivy Gardens Children Centre (10 learners). The learners came from Sri Lanka (7), Bulgaria (2), Turkey (1), Egypt (1), Venezuela (2), Poland (1), Brazil (1), Libya (1), India (2), and Pakistan (2). They were asked what they thought the best thing about their class was, about something they were now able to do as a result of attending classes and their aspirations for the future. As the learners are all at a beginner level, the questions needed to be kept as simple as possible. To encourage participation a

matrix ranking exercise¹ was conducted in two classes based on the learners' criteria of what made the class successful.



Discussions with six home tutors immediately before visits to the learners and during a regular home tutor update meeting provided an opportunity to understand what motivated tutors, what they had gained from being involved in MHTS and their impressions of the training they received. Similar discussions were held with two volunteer teachers. Numerous conversations with the two paid Co-ordinators, the manager and administrator provided further material.

¹ A preference matrix ranking involves participants assessing different aspects of a programme's success, using criteria that they themselves identify. The technique usefully reveals differences among group members and can be used to provide the basis for further discussion with individuals or groups.

Attendance at the regular Trustees meeting at the beginning of the evaluation enabled the evaluator to understand the organisation's governance processes. A debrief with the Trustees was also held at the end of the evaluation.

Meetings with two organisations in neighbouring boroughs providing similar (but not the same) services and attendance at NAVTE Conference enabled the meeting of two more organisations using volunteers to teach English and conversation a refuge worker who regularly refers women to MHTS enabled the evaluator to gain insights into how MHTS compared with other similar organisations and was regarded by others in the sector².

While visiting the office, the evaluator observed various activities taking place, looked at the resources and facilities provided and reviewed a range of documentation. An internet search to review provision by other similar UK based Home Tutor and volunteer teaching programmes provided a further base for comparison.

² Meetings and discussions were held with personnel from Hestia Women's Refuge, LEAH, CARA, Brushstrokes and Crossover.

2. Findings

The Learners

MHTS provides support to a broadly diverse group of learners. The table below summarises the current learners who are supported by MHTS (as reported in the 2015 Annual Report).

Current number of learners:	<ul style="list-style-type: none"> • 88 learners are currently supported by MHTS. • 34 learners with a Home Tutor and 54 enrolled in classes. • Over the past academic year, 47 learners have been supported by a Home Tutor and 96 learners have attended classes. • 143 learners assisted over the past year.
36 Countries of origin	Sri Lanka is the most common country of origin, followed by Pakistan. Other countries include: Afghanistan, Algeria, Angola, Bangladesh, Brazil, Bulgaria, China, Colombia, Democratic Republic of Congo, Ecuador, Equatorial Guinea, Estonia, France, Ghana, India, Iraq, Iran, Ivory Coast, Latvia, Lithuania, Libya, Mauritius, Morocco, Nigeria, Poland, Romania, Russia, Somalia, Syria, Thailand, Turkey, Ukraine, Venezuela, Vietnam
Gender	95% of learners are women, with a few men
Age	Over 70% are between 30 and 40 years of age, 12% under 30 and 12% over 40.
Length of time in the UK	Of the 97 attendees in 2014, 13 have been in the UK over 10 years.

New learners are assessed using a well thought through assessment process which involves a conversation, completion of a simple form and a simple vocabulary test. They come to MHTS with language levels from basic through to proficient.

“Every learner’s language needs and background are different”

On the whole, MHTS learners have a high level of commitment to learning despite their complex learning needs and the slow progress they make, given multiple levels of disadvantage. They have varying educational backgrounds ranging from a Master’s level degree in their home country to never having been to school. The majority of them have worked in their home countries or in other countries before coming to England. Most are mothers of young children. They have differing ambitions ranging from the younger ones who generally hope to work once their children are at school and their English has improved and older learners who hope to be able to be more effective in their work, access more services (themselves or for their family) and be less isolated. These aspirations signal hope for the future which was lacking when many of the learners began participating in the MHTS project.

There was a high level of consensus from local and national stakeholders consulted that MHTS programmes make a valuable contribution to learner's English language outcomes and confidence. Those referring learners to MHTS note the flexibility of the service, the importance of volunteer tutors in rebuilding women's self-esteem and confidence so that they can communicate and participate in the community.

What influences learner achievement?

Learners achieve at varying levels, although their development is not linear. Some learners are involved with MHTS for several years, others for relatively short periods of time. Their learning outcomes are influenced by a number of factors including:

- Aspirations and motivation to learn
- Networks and connections (often these are developed by the programme). Conversely some learners are very isolated and lack any opportunity to interact in English outside their home.
- Family responsibilities and living situation. A number of learners are subject to domestic violence or have recently left violent relationships or are forbidden to leave the house alone.
- Past trauma and experience of war
- Levels of confidence
- Time in the UK. Some learners are newly arrived and have had no previous opportunity to learn English. Others have been in the UK for a number of years and their language level has plateaued. Typically, these learners have reasonable levels of spoken English and are able to function reasonably well on a day to day basis, but lack an understanding of English language structures and reading and writing skills.
- Levels of previous education and literacy skills (in their own language). A number of learners feel ashamed that they have never been to school and while this impacts on their learning for many. It means they make the most of their opportunity and make great efforts to learn.
- Health, including mental health
- Disability
- Past experience of learning English.

The value of home tutoring

Learners clearly value and appreciate the contribution Home tutors make to their learning.

"The tutor helped change my life; she is an angel for me, she helped me with everything, she is like my mum".

"absolutely, she gives me a lot of help. She explains a lot of words and a lot of things and now I can read and write. I could help a friend fill out a simple form."

Forming a one to one relationship with another adult from outside their home and community, receiving positive feedback and tutor's patience all contribute to learning. For a number of learners, the home tutor is the only person they know outside their ethnic community or is the only person they have a chance to have an English conversation with.

The value of classes

The Stepping Stone classes are the only contact some women have outside their ethnic community. The learners rate the classes highly, identifying a number of factors leading to their effectiveness. They value the venue (near to their children's school and home), the provision of a crèche, the timing (in

the morning after they have dropped their children at school, or the afternoon for those with children at Nursery School), and the teachers are most important in the classes' success. The content of both the home tutoring and classes are focussed on topics relevant to the learners' everyday lives and learners appreciate the way in which the content is negotiated with them. They also appreciate the focus on a balance of skills (reading, writing, speaking and listening).

The role of the class teachers is pivotal to success. Learners described their teachers as using appropriate teaching methods and materials, pacing the lessons well, being responsive to their needs and interests, being able to explain things clearly, and being kind. Many learners' trust in authorities and in others has been stretched and damaged in their journeys to the UK and subsequently. The learners clearly respect and trust the teachers, increasing the likelihood that they will continue participating in classes. It also extends their trust in British institutions and systems, enabling more community participation.

Inevitably some learners choose or need to discontinue working with their home tutor, stop attending classes or their learning is interrupted for a length of time. The main reasons for this appear to be moving away from the area, illness and pregnancy, visiting their home country, family bereavements or moving on to more formal classes.

Learner Outcomes and MHTS contribution to these.

All of the learners interviewed for this evaluation were unanimous about the positive contribution MHTS makes. The service has contributed in a significant way to the overlapping economic, social, wellbeing and family outcomes that learners have achieved. The learners interviewed, even those at a beginner level, could reflect on their progress and describe the difference MHTS has made in their lives. Whilst some learners seem to make small levels of progress in language proficiency, it is significant to them. For some individuals, MHTS makes a profound difference in their lives. Not all learners achieved all of the outcomes discussed below, but all of them reported having gained confidence and independence through learning with MHTS.

In addition, there was a high level of consensus from local and national stakeholders consulted that MHTS programmes make a valuable contribution to learners' English language outcomes and confidence. Those referring learners to MHTS note the flexibility of the service, the importance of volunteer tutors in rebuilding women's self-esteem and confidence so that they can communicate and participate in the community.

Wellbeing outcomes

Undoubtedly, MHTS gets learners started on the road to being able to participate more fully and independently in UK life with a greater sense of confidence and self-efficacy. An increased sense of well-being and increased confidence (even after a short period of support) was the most often reported change learners described.

Increased confidence in general increases learner's confidence to learn English, interact with a wider range of people and find out about their new living environment. Confidence builds success, with learners in one class describing how they learned more quickly once their confidence increased. MHTS is a catalyst in this process. Learners are more able and confident to do everyday things such as shop, text, talk to the doctor, make friends, take part in the school life of their children, re-establish new homes, or read where buses or trams are going so that they can catch public transport and be sure of reaching their destination. They have also learned more about the local community and their surroundings, which has broadened their horizons.

An increase in confidence in their written skills is also important to learners. Being able to spell more words and having neater handwriting or a steadier hand and being able to write more quickly means learners are less embarrassed when they have to fill out forms at the hospital, doctor, or when returning to the UK from a holiday to visit to their home country. They are more likely to attempt completing a form before asking for help, which was their previous default position. Some learners described their humiliation at having to ask others for help, or being left without assistance at the border. Being able to text friends to wish them happy birthday or say “hi” or to home tutors to confirm arrangements for the following week also broaden learners’ horizons and increases their independence.

Being more confident reduced learners’ levels of anxiety although they expressed this in different ways. Some said they were less shy and less nervous going to the Post Office, or greeting teachers and other parents at school. Others reported being more independent and able to access a wider range of services without the help of an interpreter or other family member. Several women spoke of first being able to take their children to the doctor themselves and then progressing to being able to go to the doctor themselves without the assistance of an interpreter or their husband. This was a valuable achievement for many who are concerned about confidentiality when using an interpreter or wanting to be able to discuss their own health without their husbands as intermediaries. One learner told me with a big smile:

“Last week I went to the doctor and spoke for myself. She asked me 100 questions, but I understood and could answer. And I understood what she told me to do”.

Another commented:

“When I started with the tutor I was very shy. If I saw the neighbour I would run into the house to avoid them. Now I can talk to my neighbour. It’s nice to understand them, not only the English but understand them as people”.

Being more confident to use English reduces learner’s isolation and loneliness.

Tutors also commented on their learner’s increase in confidence and gained satisfaction from this. As they put it:

"It comes in penny packets, but it all adds up"

"Confidence comes first and then everything follows!"

"The lessons give her confidence to use the language she picks up anyway, our conversations seem to activate that."

Social outcomes

A range of social outcomes have also been achieved. Women attending the Stepping Stone classes value having contact outside their home and making friends within their class. Friendships within their own ethnic community have been formed along with connections with women of different cultures helping to allay stereotypes. One learner also described how she could now help a friend fill out a simple form, enhancing her friendship and her feeling of self-worth. Another believed that she was more able to make friends once her pronunciation improved.

Women also value being able to talk to or exchange greetings at the checkout in the supermarket, or with the mothers of their children's friends at the school gate and becoming part of the school community. Initially this might only be exchanging greetings but can progress to being able to read school newsletters, and discuss their children's progress with teachers and attend events at school. One learner described this progress as "from hallo/hi to discuss"

Opportunities are provided to learn more about the local community through outings and through their home tutors and classes. This has encouraged some to take more interest in the community around them. One learner described the way in which she could now read signs in local shops and the menu cards in restaurant windows "to see what days they are open, and what they have got". Others were pleased to be able to read labels when shopping, car names and number plates and health and safety signs at work.

A more advanced learner in one of the classes described how being able to reply to questions at work in the right tone of voice reduced the stress of her job and improved her relationship with her employer.

Family outcomes

Increased confidence, independence and skill is reflected in stronger, healthier family relationships.

Several mothers are now able to assist their children with their homework, read to them and listen to them read. Increased understanding of the education system and being able to discuss their children's progress at school meant they were more in touch with their children and respected by them. Being able to take better care of their children's health also increased the women's feeling of self-esteem and efficacy as mothers.

Women reported being able to go to the doctor without having to use their children or husbands as interpreters, which leads to healthy power dynamics within their family. Being able to assist and take better care of ill or disabled family members and understand the health system is a strong motivator to keep learning.

Older learners value being better able to form relationships with their grandchildren who only speak English.

Economic outcomes

MHTS has also contributed to learners having better economic outcomes. Several have gone on to gain work experience or employment (either part time or fulltime). MHTS reports on several former learners who have been promoted as a result of their improved English or having gained more secure employment (for example moving from zero-hours contracts to being on the payroll and having a more reliable income).

Others have gone onto further vocational education (e.g. carpentry, furniture making, beauty therapy or child care). One former learner who completed a Certificate in Child Care now works at the crèche supporting one of the Stepping Stone classes.

Increased financial literacy and confidence means learners are less likely to be hoodwinked by others and can also go to the bank alone, lessening their chances of suffering financial abuse within their family.

The ESOL Home Tutors and Volunteer Class Teachers

Home Tutors are recruited through Volunteering Centres, refugee assisting organisations and word of mouth. To express interest, they complete an application form followed by an interview. All tutors complete an 18-hour training programme which includes approaches to language teaching, social and safety issues and an individual practice lesson. The training is well structured and receives positive feedback from the volunteers even if it stretches them, especially those with a non-teaching background. References are taken up for each volunteer and a DBS check completed. All volunteers are asked to sign a form agreeing to abide by the organisation's ground rules.

All are encouraged and supported to attend additional development opportunities and regular update meetings. The volunteer Stepping Stone class teachers have attended the Home Tutor training and in addition hold an ESOL qualification (most commonly CELTA). They also attend regular teacher meetings and participate in ongoing development activities. Opportunities include enrolment in online courses, attendance at relevant conferences, Borough level volunteering events, meetings focusing on particular topics (e.g. domestic violence) and training events focusing on ESOL.

Tutors are matched, as closely as possible, with the level of student they feel most comfortable teaching. ESOL home tutors go to the learners' home once a week for an hour. For most, the focus is on teaching English (reading, writing, speaking) for everyday purposes including passing the driving test or UK Citizenship test. But they are more than teachers; they become friends and are included in occasions marking important life events (such as citizenship ceremonies, or first communion), supporters through legal processes (such as child custody cases, citizenship requirements, domestic violence cases), community connectors (referring learners to health services), social networkers and independence builders.

As with the learners, tutors have a range of motivations for being involved in MHTS. Some are looking for a career change or advancement, want to learn new skills or find out more about their community. Other tutors are retired and have always had an interest in language and other cultures or in teaching and find volunteering as a home tutor is a valuable avenue for contributing. They realise they are providing the only time in the week when learners get a chance to have a conversation in English. All report it rewarding to gain a window on another culture and feeling they are making a difference assisting someone become more independent and able to contribute to British life. They also enjoy learning new skills and the mental stimulation gained. In their words:

"I get such a kick out of it"

"It's one of the best things I've ever done"

"We get at least as much out of it as they do"

"I've met people I'd never ever meet"

"It's a buzz that he wants me to come each week"

Home Tutors also gain personal benefit through involvement in MHTS programmes. For many, the tutor-learner relationship results in friendship. They develop new knowledge and skills which can be applied in their work. Meeting someone from another culture increases their awareness which they share within their own communities. This is vital in building a more cohesive society and reducing prejudice at a time when society is more and more divided along ethnic and religious lines. They go to parts of Merton they would not otherwise visit even when they are relatively near their homes, thereby dispelling some of the stereotypes that exist in the wider community.

"The first time I came by train and it seemed like it was miles away, but when I came by bus; my god it's very near my home!"

Great flexibility is needed in all of MHT's teaching. Learners often live in precarious circumstances and need to cancel at short notice. The classes are also operating in a fluid environment. The often mixed level classes are taught in Children's Centres whose function has recently changed. As a consequence, space has been squeezed and construction work to accommodate health personnel means they are noisy. Class numbers fluctuate with the availability of childcare and family illness and demands, although most classes that are in venues where there is childcare are well attended.

Organisational relationships

MHTS has positive relationships with a range of organisations. Community based organisations regularly refer learners to MHTS for support because they observe the positive results achieved for their clients. MHTS also has good working relationships with other like-minded organisations which use volunteers to teach English. MHTS was the catalyst and founder of the small, informal, National Association of Volunteer Teachers of English (NAVTE) which provides a valuable platform to discuss approaches, funding and the implications of rapidly changing government policy and share resources. Finally, and importantly it provides mutual support and ongoing motivation for those involved.

3. Conclusions and suggestions for the future

MHTS is a vibrant organisation, operating in a complex and dynamic environment and strives to balance innovation and continuity well. This evaluation shows that home tutoring and MHTS's classes and activities are well targeted and fill a real need within Merton and surrounding boroughs. The approach taken supports major research showing that language and cultural knowledge are strong facilitators of integration of refugees and new migrants into UK life (Ager and Strang, 2004). It further corroborates MHTS's own organisational monitoring, and reporting, thereby highlighting MHTS's ability to be self-reflective and to respond to the needs of a diverse group of learners in a complex environment. The leadership and staff of the organisation is passionate, capable and very effective in supporting learner's education. It is clear that MHTS has a nuanced understanding of learner needs.

Home tutoring and providing small, well targeted community based classes is MHTS's niche and strength. Being able to offer learners customised Home Tutoring or small informal classes allows the organisation to be responsive to the most marginalised learners and offers a form of progression for some from home tutoring to a neighbourhood class. MHTS offers a high return on investment with significant impacts from short term learning programmes based on a high volunteer contribution.

The Home Tutors and the Stepping Stone classes were established to fill a gap in provision for Entry Level Learners who were unable or could not afford to attend College classes. Since MHTS was established, this gap has widened. It is currently operating in time of great uncertainty as the Borough's population grows and the impacts of government policies and local government funding cuts and realignments pan out. The number of requests for support has increased because of the reduction in the number of entry level classes at Colleges, the cost of classes at higher levels. However, the organisations is also faced with reduced availability of suitable venues for classes as the Children's Centres now need to provide office space for health visitors and school nurses.

Nevertheless, it is clear that the need for the service will continue.

The evaluation shows that the ESOL Home Tutors and Volunteer Class teachers are more than language teachers. They facilitate and enable the development of new networks and connections so that learners can access services and further participate in UK life as active citizens. They become friends and enablers for learners, without fostering dependency.

As an organisation based on committed and skilled volunteers, MHTS undoubtedly makes good use of all its funding and shows an ability to manage change and complexity. The recent transition in organisational responsibilities from a founder leader (whose energy and expertise ensured MHTS was established on a sound footing) to a shared leadership model, further adds to the complexity MHTS manages. This transition is difficult for any organisation. However, currently the organisation is on track to make the changeover smoothly whilst retaining its founding ethos, which is still valid in the face of increased demand.

Learning English is time consuming and many learners need extended periods of support from MHTS given the dearth of other available classes. This poses a challenge to the organisation as it strives to move people on. If too many learners remain with the service for a length of time, there is no space for newcomers who are in greater need.

It is also clear that there is an ongoing and increasing demand for the sort of support the organisation provides because of increasing numbers of people moving into the Borough, the somewhat transient nature of the new migrant and refugee population and the cuts to Local Authority funded Entry Level classes.

This underlines the need for the service to continue and validates the idea of the drop in centre which is currently being planned.

Overall, the evaluation concludes that MHTS has been successful in achieving its initial aims, which still remain relevant. It provides a welcoming face on behalf of Merton and wider London. It's a way for Londoners from different backgrounds to meet each other and develop a wider sense of belonging and understanding across cultures within a diverse borough.

Suggestions for future development

To assist in furthering the MHTS' aims this section of the report contains a number of ideas for discussion about future developments, rather than firm recommendations. Only the organisation can decide its own future direction.

MHTS continues to operate on a firm footing, with clear values, strong governance and able personnel (both paid and unpaid). Facing increasing demands and operating in a rapidly changing policy context of shifting government priorities and local government austerity measures, it seems that the organisation is at a crossroads. It can continue to operate as a small, informal volunteer run organisation or decide that it wishes to grow. Inevitably, this will mean losing the feeling that everyone knows each other, the development of more formal structures, reporting requirements and the employment of more staff/managers.

Developing an Outcomes Framework

MHTS was established to meet a perceived need in the community. It is clear this need will continue and grow. It therefore seems timely for MHTS to more systematically identify the desired outcomes of its programmes and activities. This could be done by developing a Theory of Change or Outcomes Model which clearly articulates how what MHTS does will lead to the results desired and what will need to be in place to achieve this. Informal discussions show that there is agreement that this is needed. As one teacher put it:

"We need to think about what we want to offer in future. What will be taken up? We need to be realistic and define our role and niche. We need to know what we're doing and why"

The key objective of developing such a framework would be to more clearly identify and evidence the value the programmes and activities bring, acknowledging this can be a challenge in the adult and community education context. Such frameworks generally include inputs, outputs, outcomes (in this case for learners MHTS), and a statement of what the organisation wants to see happen in the world.

Clearly the learners need to remain central in the organisation's thinking. But developing such a framework would further enable MHTS to think critically about what the organisation does and why and what needs to be in place to achieve this. It would assist in guiding the organisation to systematically respond to better meet learners needs, in drafting business plans and should assist in making developments more proactive than reactive, but still maintain flexibility.

Aligning systems and reporting frameworks

The organisation already has a number of well-developed systems and reporting frameworks. These could be formalised into a Feedback Policy and system which brings together a summary all of the

information gathered at each level of the organisation. The Outcomes Framework outlined above would then progressively guide evidence collection making reporting and further programme development more systematic.

Ongoing learner and community feedback is crucial in this although MHTS is likely to face the twofold challenge of learner language limitations and differing cultural attitudes to feedback. Class curricula could include sessions on giving feedback to counter these challenges.

Prioritising learners

As MHTS faces greater demand for services, it is timely to revisit which learners are prioritised to ensure consistency across the organisation. Various criteria are currently being used across the organisation including learners who do not have other options such as:

- Poverty
- Lack confidence
- Are unable or barred from leaving their home to attend class
- Have a disability
- Having a young child or a child with a disability
- Do shift work
- Have poor health; physical or mental
- Have a vulnerable family.

Programme development and funding

Ensuring continuity of funding is a challenge for all community based education providers. Funding applications could be broadened to target learner aspirations and the broader context of their lives without diluting MHTS's core aims or approach. Resources could also be developed to assist home tutors cover these topics also.

Suggestions for future focus (and targets for funding) include:

- **Child development and wellbeing.** As most of MHTS learners are mothers of young children consideration could be given to running a Stepping Stone class and/or developing resource material for mothers focussed on their children's wellbeing (possibly covering topics such as children's development, children's health, eating, and play and preparing children for school).
- **Digital literacy:** In order to participate fully in UK life, learners will increasingly need to be able to use ICTs to ensure access to services and participation in the economy. Already, the changes in the Universal Job Search benefit assumes beneficiaries can use a computer to search for jobs online. Gaining more digital literacy skills could open the door to other skills and opportunities. Entry level learners could focus on being able to text and use their phones more effectively, further helping to overcome their isolation. Home tutors could also be encouraged to include aspects of digital literacy (particularly the use of texts) in their lessons.
- **Employment:** Focusing on the language of work could support working learners and help them retain their jobs. At a lower level, a class could usefully prepare learners to benefit from Job Clubs.
- **Citizenship classes** or to classes to prepare learners for the new tests required to retain a spousal visa

A funding calendar could which can be populated by Trustees and staff as they hear of new funding sources could also be developed. However, MHTS needs to be mindful of strategic drift which can occur when an organisation follows the money and finds itself moving away from its core focus.

Staffing

The current paid coordinators are passionate and committed, but they currently work many more hours than they are paid for. People working in charitable, volunteer based organisations expect to make some level of voluntary contribution to the organisation, but currently the workloads are untenable. Their workload could be reduced through greater use of volunteer teachers and by redrafting the class assessment tool (perhaps based on the NIACE Catching Confidence Scale or other similar assessment tool) so that it can be administered by several people. The Volunteer Home Tutor Coordinator's teaching hours could be reduced so that she had more time for coordination of volunteers. Systems could be aligned across the organisation so that better use could be made of staff and volunteers' time.

Support for tutors

The Review Group provides a valuable feedback loop for the Coordinator but she appears to be responsible for the bulk of the tutors. Refocusing and reorganising the group so that it more actively supports tutors by pairing more experienced volunteers with others and ensuring they are in regular contact with each other could reduce the Coordinators workload. Pairs could be asked to meet up (with or without their learners) to review progress, rather than contact by phone alone.

This could then allow the Coordinator more regular face-to-face meetings with tutors, preferably every three months. Regular contact with tutors to ensure they are still meeting learners is important as if tutoring peeters out and the Coordinator is unaware of this, learners can be left feeling they have failed/offended or disappointed the tutor in some way further denting their confidence.

Future resource development

For its size, MHTS has a comprehensive collection of resources which tutors can borrow. The planned revamp of the website could include a section on tutor resources so that they do not have to visit the office to borrow materials. This would also reduce tutor reliance on the Coordinator. Tutors could also be encouraged to make use of the simplified readers available in public libraries.

The MHTS published readers are well targeted but one tutor thought there was a need for "more materials that are fun for young women to read that take them out of themselves and balance functional needs with fun and interesting things about the community". Future readers could also focus on topics included in the Citizenship test or the new tests needed to retain spousal visas.

Resource packages could also be developed for tutors teaching literacy skills. E.g. how to teach reading to adults, or how to develop teaching material based on real life examples such as school newsletters.

4. References

Websites of other Volunteer English Teaching programmes

Action Learning (New Castle) <http://www.actionlanguage.org.uk/index.html>

English in the Community <http://englishinthe community.org.uk/about> (classes)

Learning English at Home (LEAH) <http://www.leah.org.uk/>

Sheffield Association for the Voluntary Teaching of English <http://savte.org.uk/> (home tutors and classes)

Time Bank <http://timebank.org.uk/press-release/timebank-seeks-volunteers-to-teach-english-in-london> <http://timebank.org.uk/talking-together>

General References

Ager A., and Strang A., (2004) *Indicators of Integration: Final report* Home Office <http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs04/dpr28.pdf>

Asthana A., (2016) *UK divisions on ethnic lines growing, warns cohesion expert*. The Guardian 24 May 2016. <http://www.pressreader.com/uk/the-guardian/20160524/281745563625678>

Transport for London (2015) *London Borough of Merton Fact Sheet Summer 2015* <http://content.tfl.gov.uk/2015-factsheets-london-borough-of-merton.pdf>

Merton Council 2011 Census <http://www.merton.gov.uk/community-living/statistics/2011census.htm>

Merton Partnership (n.d.) *A Profile of Merton* http://www.mertonpartnership.org.uk/background_and_context_final-8.pdf

Appendix 1: Terms of Reference



For adults wanting to learn English and
volunteer tutors who want to teach it.

C/o The Wimbledon Guild for Social Welfare,
30-32 Worple Road, Wimbledon, SW19 4EF

Registered charity no 1139126

22nd October 2015

EVALUATION BRIEF

Merton Home Tutoring Service is a registered charity funded totally by the 'Reaching Communities' Big Lottery grant over three years: June 2015-June 2018. It is a requirement of this grant that we carry out a series of three evaluations for each year of the grant. This will take place in the month of May in 2016, 2017 and 2018 with the Report going to Trustees by the end of the second week in June, and to the Funders by the end of the third week in June.

Contents

The Evaluation Brief consist of descriptions of who the evaluation is for, the format of the evaluation, the availability of help, the costings and timing for the evaluation with two Appendices, Appendix 1 with a brief description of the Service, routine monitoring and evaluation carried out and Appendix 2 is a list of the documents in use by the charity..

Who is the evaluation for?

- A. The Trustees of Merton Home Tutoring Service
- B. 'Reaching Communities' Big Lottery

Why is the information needed?

- A. Evaluation is needed to

- ix. provide evidence for efficiency and effectiveness, where it exists, and where it does not ie what has been successful and what has not been successful
- x. gain advice for improvement of our service
- xi. gain advice on possible new developments

Questions that need to be asked.

A. Learners of English with MHTS

We are interested in the effect of the programme on those who learn English with us.

- i. What were their aims on starting home learning/classes?
- ii. Have they achieved those aims?
- iii. Was the teaching helpful or not? Do they get what they need?

B. We want to know after experiencing the teaching.

- i. What are the perceptions by learners of their own ability to cope.
- ii. Has it made them more independent? E.g. do they use public transport/ visit council offices by themselves using English.
- iii. Are they more confident?
- iv. Do they interact with locals who are not from their own linguistic background i.e. do they talk to neighbours, other parents at the school gate.
- v. When do they use English?
- vi. Can they cope with interactions with doctors and nurses
- vii. Are there occasions when they cannot cope.
- viii. What do they aim to do after classes finish for them: are they going on to college classes, Stepping Stone classes, get a job etc.,

C. Tutors and teachers in the programme

We want to know the perceptions of teaching with MHTS:

- i. Do tutors feel confident in their teaching?
- ii. Was the course of training of the Home Tutors a good introduction?
- iii. How would they improve the outcome for tutors?
- iv. If they have left teaching with MHTS, why was that?
- v. What do tutors / teachers get from the programme?

D. Partners with MHTS who refer people to us

- i. What is your perception of the programme?
- ii. How would you improve the programme?

E. What can we learn from other teachers and other programmes?

- i. Should we be developing other routes to learning? Would they be more productive?
- ii. What other ways of learning is feasible for future students?
- iii. How does MHTS compare?
- iv. Is it worth pursuing our model?
- v. What improvements should be made?

Format for the evaluation

A written report, with interview questions and relevant documents.

It is essential that individual service users remain anonymous in the report, and that references to volunteers and Home Learners and class members by their original names should not occur, unless they explicitly permit this.

What should be included in the report

It is important to examine the effectiveness of our service currently through the eyes of service providers and service users. It is expected that the Service would be evaluated

A. through key MHTS personnel

- i. interviews with the 2 Co-ordinators and the manager, at the beginning and towards the end of the evaluation process.
- i. volunteer teachers - 1
- ii. volunteer tutors –2
- iii. Trustees –2

B. through interviews with 2 past and 2 current home learners, and 2 past and current class members – arrangements to meet these to be made by the manager.

C. Observation of a Home Tutor and a Stepping Stone ESOL class

D attendance at the National Association of Volunteer Teachers of English [a national meeting of partner organisation, NAVTE].

E. Consultation of the available documents should provide useful further evidence [see Appendix 2]

F. A consideration of different models of provision in the UK and overseas, with a section on suggestions of how to develop our service in the light of such information. It is anticipated that the experience of the evaluator will provide useful national and international context.

The research tools to be used.

Qualitative interviews, observation of classes, attendance at a Meeting of NAVTE and some consultation of available documents at MHTS. Questionnaire might be considered appropriate for Trustees, teachers and tutors, but less so for Home Learners and Class members.

Venues for the research

The Wimbledon Guild, Childcare Centres, 4 home visits and Brushstrokes venue in Birmingham.

Availability of help

- i. A Trustee to be on hand to organise interviews, provide transport and purchase tickets, where necessary.
- ii. Volunteers, Home Learners and Stepping Stone class students and the 2 Co-Ordinators will be expected to provide time for interviews, on request, and if feasible.
- iii. Admin. Officer to provide copies of documents: documents can be provided in advance, by email or post on request. Photocopying can be provided.

Costs to the evaluator and to MHTS

1. Free of charge to the evaluator:

- a. Accommodation during the period of evaluation.
- b. All cost of travel within the UK.
- c. Use of a laptop computer, negotiable.

2. Costs to MHTS.

- a. Stationery, photocopying of documents and printing of the report.
- b. Travel within Merton, to partners in London and to a National meeting in Birmingham.
- c. Telephone and postage.
- d. Time of all participants.

3. Cost to the funder

1. Payment to evaluator for work completed £2000.

Timing

It is proposed that the following activities will take place, with suggestions of time needed.

	Time taken in days per activity
Desk research/ examination of documents	2
Drafting of interview schedules	2
Meeting with each staff member [3] on site	1
Qualitative interviews with Home Learners and Students	3
Visit to meet partner organisations.	1
Observation of 1 HT & 1 St.St class	1
Writing up of data and analysis	4
Writing of the report	4
Total time required for evaluation	18 days

The month of May has 2 bank holidays, which permits 20 working days.

The evaluation needs to be submitted by the second week in June 2016.

Method for communicating the findings.

The Evaluator will be invited to a Trustee meeting and staff meeting to discuss the findings.

Thereafter,

- a. Staff will meet volunteers and partners to discuss the report: at the next Update in service training meeting and the next staff meeting.
- b. Copies will be sent to interested parties within the Service, and to partners such as Childcare and Family Centres, the Asian Women's Refuge, the Merton Children and Families, the Adult Education service and local colleges.
- c. An abstract of the findings will be put on the website.

Appendix 1

Brief Description of Merton Home Tutoring Service.

The Merton Home Tutoring Service [MHTS] is based at the Wimbledon Guild, 32 Worple Road Wimbledon SW19 4EF, operating from this site on a Thursday, and during training. Staff also work from home, in the home of learners or on site at teaching venues in Merton.

All volunteers and staff are interviewed, references taken up and police checks made [DBS].

The MHTS staff operate term time only and are part time. Some tutors may work during holidays, and there is always someone responsible available. The staff consists 2 qualified teachers, 1 manager and an administrative worker. The qualified teachers work 14 hours each approximately: one is the Home Tutor Co-ordinator [HTC] and the other is the Stepping Stones Class Co-ordinator [SC]. The administrative person works 4 hours per week and is a current advanced Home Learner. The manager is an experienced Tutor, a volunteer and an ex manager is available to substitute where necessary. All work co-operatively and liaise with each other. A Trustee Board oversees the work, and there are reliable volunteers who can be called on for particular help.

MHTS provides

- A. Home Tuition of ESOL for adults:** the Home Tutor Co-ordinator [HTC] organises Volunteer Home Tutors who teach 1:1 ESOL in the homes of 25 Learners unable to access classes.
- B. Stepping Stones ESOL classes for adults:** the Stepping Stones Co-ordinator [SC] organises qualified volunteer teachers to teach 8 ESOL classes, in Merton Childcare Centres, some with a crèche.

To support these functions, the following services are carried out:

- i. A Tutor Training course.** An 18 hour Training course is provided for Home Tutors. On-going training is provided, with 5 Update training sessions p.a. and the two Co-ordinators provide resources and advice.
- ii. Working Groups**
 - a. The Review Group** is run by an experienced Home Tutor and consists of experienced volunteers, teachers and the HTC. Individuals in the Review Group oversee the work of 4 Home Tutors each, and provide support to them, and meet as a group once a term to report findings, and liaise with the HTC.
 - b. The Readers' Working Party** produces short Readers to complement the work of MHTS [Tutors and Trustees are involved].
 - c. The Funding Committee** makes formal applications for funding [Trustees].
 - d. The Fund Raising group** organises events [Trustees and other Volunteers].

Funding

Funding is provided in kind, and as direct financial grants in the following ways:

- i. The Wimbledon Guild for Social Welfare provides a free room every Thursday 9 a.m.-5 p.m, and the use of a training room, 36 hours p.a.
- ii. The London Borough of Merton provides rent free classrooms, and crèche places for some of the classes.
- iii. Donations and fundraising provide an unrestricted fund, up to a quarter of the annual funding from Reaching Communities.
- iv. A very small continuing sale of Readers provides some money for publication of further readers.
- v. Volunteers provide over 6,000 hours of free work.
- vi. Reaching Communities' the National Lottery Fund provides restricted funding for staff, stationery, training etc., over 3 years of £177,000.

Since it was founded, in 2009, MHTS has had small grants for individual aspects of the work. For example, in the past two years, the City Bridge Trust funded crèches and rent for classes, Trust For London provided money for the development of the Readers, and Circle Housing provided funding for the publication of the Readers.

Monitoring and Evaluation carried out routinely by MHTS

We collect a range of data termly. The reasons for this are

A. For formal requirements for monitoring

- i. Informing the termly meeting of the Trustee Board and for the Annual General Meeting in October each year.
- ii. Information is required by the Grant giving bodies and for future applications.

B. For formative evaluation for MHTS purposes

This is to provide frequent feedback from our services to enable us to initiate necessary changes to improve and adapt those services, using suitable advice, resources and training where possible.

Baseline data

- i. This is on the main electronic database. This includes details all volunteers and service users and dates back over 5 years. For example, contact information, nationality, ethnicity, gender, age, educational level, employment, children, date of arrival, date of first contact with MHTS, tutors and classes and outcomes where known, date and reason for leaving, where known.
- ii. A separate Excel sheet provides the format required by the RC Grant.
- iii. Qualitative information, given in feedback through Records of Teaching, emails and personal communications etc., are filed in Learner folders.

Evaluation and monitoring

Learners and class members are referred by known organisations. Learners are formally assessed prior to being allocated a place. To measure all the Learners' response to the service, an annual Questionnaire is used.

Home Tutors and Learners are monitored by a member of the Review Group with a visit to a tutorial, and phone and email contact with the Tutor. Tutors send in Records of Teaching, visit the Home Tutor Co-ordinator on a Thursday, and complete an End of Term interview.

Stepping Stone class members are assessed at the end of each term by the Stepping Stone Co-ordinator, who also visits and teaches classes and holds end of term staff meetings.

We collect information about learner outcomes: employment, intention to join formal ESOL classes at the local colleges, and the development of contacts with the wider community.

Although information is gathered about outputs, and probable outcomes at the end of teaching, very little information is gathered about later destinations, unless tutors keep in touch over time. This has been difficult for a range of reasons, not least that woman power for this has been lacking, the mobility and unpredictable events which occur to migrant and refugee families.

APPENDIX B

List of MHTS documents available to consult at the Wimbledon Guild Office.

Samples of these can be provided, if needed.

Trustee documents.

- Constitution accepted by the Charity Commission.
- Policies of the Trustee Board.
- Trustee Board meeting Minutes significant developments and current data reports
 - a. Details of learners anonymised, with numbers, ethnicity, gender etc.,
 - b. Outcome data [college classes/employment etc.,]
 - c. Comments on value of teaching & external use of English etc.,
 - d. Turnover of tutors.
- Minutes: Annual General Meeting.

Common documents

- Electronic data records of all in the charity. Learners, tutors, teachers and student details, including ethnicity, gender, contact details, length of time in the UK, tutor etc., [confidential]
- Stepping Stone Lists of those receiving certificates of achievement or attendance.
- Assessment forms for potential Learners/students.
- Referral forms for learners and students [confidential].
- References and DBS police checks on tutors, volunteers and teachers and application forms for volunteering with MHTS [confidential].

Documents specific to Home Tutors

- Completed Assessment documents of Home Learners.
- HT Training timetable and content.
- File of Learners, comments, outcomes & Records of Teaching [available electronically].
- Annual posted Questionnaire and analysis.
- Update meetings and notes.
- Training course
 - a. Timetables with tutor trainers
 - b. Evaluation sheets and analysis.
 - c. Ground Rules and Agreement to tutor
- Home Tutor Review Group:
 - a. Reminder List for visit to Home Tutor by group member.
 - b. Minutes of Review Group meetings.

Documents specific to Stepping Stone classes.

- Registers of students
- Student profiles [confidential]
- Brief Records of teaching

- Schedule of Stepping Stone classes
- Assessment a. Pre-entry and end of term assessment schedules & lists of those receiving certificates of achievement or attendance [confidential].
- Annual Questionnaire and analysis

Readers

- **People at the door, The General Election, Local Elections, Local Council, Accident and Emergency, The Health Visitor, Rubbish, Adult Education, State Education in England and Wales, British Baking, Stories of MHTS Learners, The Post Office, Henry V111, Having a Baby in UK, The New Baby, Childcare Centres, [Baking in the British Isles, Visits for Free, Famous British Women, Grammar in the Kitchen all in preparation].**
- **Paper on teaching literacy and ESOL by a tutor.**

Documents relating to external partners.

- Minutes of the St. Mark's Group for the Welfare of refugees and migrants.
- Minutes of the National Association for Volunteer Teachers of English.

There are websites for a range of home tutoring and volunteer tutors which relate to provision in other cities.