

Volunteers,  
English language learners  
and conversation clubs

# A guide for organisations







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# Introduction

This guide is for organisations wanting to use volunteers to support English language learning by adult migrants, asylum seekers and refugees. It is based on research and consultation with key stakeholders including programme leaders, volunteer organisers, volunteers and conversation club participants.

In a range of settings, volunteers play a valuable role in supporting adult English language learners. The Ministry of Housing, Communities and Local Government (MHCLG) recognises this, but has also identified that the quality of volunteer-led support varies. There is a need for better guidance and resources to support the delivery of conversation clubs, and other informal volunteer-led activities, to enhance their benefit to participants' English language skills and social connections.

MHCLG commissioned Learning and Work Institute and Learning Unlimited to research and develop resources and guidance to support the delivery of conversation clubs and other volunteer-led language practice for adult English language learners. This guide is one part of the 'Volunteers, English language learners and conversation clubs' set of resources.

All quotes in this guide are taken from interviews conducted as part of this research.

The *Volunteers, English language learners and conversation clubs* set of resources also includes:

- **Conversation club resources:**  
15 topic-based units for volunteers to use in English language conversation clubs.
- **Conversation club resources guidance:**  
Supporting guidance on using the topic-based units.
- **English conversation practice toolkit:**  
Ideas, resources and templates for volunteers to support conversation practice with migrant language learners in a range of contexts and settings.
- **A guide for volunteers:**  
Guidance for volunteers who are planning to support migrant language learners.
- **Supporting introductory videos.**
- **Research report.**

## What's in the guide?

- How adults learn a new language, and what helps them
- Different ways that volunteers can support the process of learning English
- How to develop a volunteer strategy
- Volunteers and the law
- Safety and other practical issues, including resourcing implications for your organisation
- Tips on recruiting, training, matching, supporting and retaining volunteers
- Links to other useful resources

The UK is home to more than nine million people born elsewhere, about 14% of the population.<sup>1</sup> Most have come to the UK for family reasons or work. Some have come for safety, as refugees and asylum seekers. The great majority get on well in English, but not all. There are some three-quarters of a million people living in the UK who struggle to get by in English.<sup>2</sup> Some are only recently arrived. Others have been in the UK for many years. Almost all would very much like to speak better English, and volunteers can do a lot to help them.



## Migrant, refugee, asylum seeker – what's the difference?

Migrant is a loose term, with no legal standing. The United Nations defines migrant simply as someone who has changed their normal place of residence.<sup>3</sup> In this guide, migrant means anyone from another country who is currently settled in the UK, for whatever reason: family, work, or safety.

Asylum seeker and refugee are legally defined terms. The United Nations Convention on Refugees defines a refugee as someone who has fled their own country due to a well-founded fear of persecution.<sup>4</sup> The UK recognises the right of refugees to seek asylum in the UK. An asylum seeker is someone who has exercised this right. If and when the person's claim for asylum is granted, that person is then granted the right to remain in the UK as a refugee.

## 1.1 What we know about language learning by adults

Language learning by adults has been the subject of a great deal of research. Thanks to that, we have a good understanding of the learning process, and, importantly, how to help learners.

### How adults learn additional languages

Learning a language is more like learning to swim than learning history or biology. It is a skill, not a subject. As with any skill, language learning takes time, practice, feedback and encouragement. Some of the learning is conscious, but a lot is not. Research<sup>5</sup> into how adults acquire an additional language suggests that learning is most likely to take place when the adult:

1. Is open – that is, emotionally receptive – to learning the new language
2. Can hear how the language is actually spoken, and see how it is actually written, in real life
3. Practises using the language to communicate, in real life situations
4. Pays attention to the forms of the language – that is, notices the details of its pronunciation, grammar, spelling etc.
5. Receives corrective feedback (feedback is motivational, and correction helps with noticing language forms)
6. Persists with language learning activity – that is, goes on making the effort to improve their ability in the language

<sup>1</sup> Rienzo, Cinzia and Vargas-Silva, Carlos. "Migrants in the UK: An Overview," Migration Observatory briefing, COMPAS, University of Oxford, October 2019

<sup>2</sup> Fernández Reino, Mariña "English language use and proficiency of migrants in the UK", Migration Observatory briefing, COMPAS, University of Oxford, UK; July 2019

<sup>3</sup> United Nations International Organization for Migration [www.iom.int/key-migration-terms#Migrant](http://www.iom.int/key-migration-terms#Migrant)

<sup>4</sup> Article 1, 1951 Convention Relating to the Status of Refugees

<sup>5</sup> Recent summaries of this research include Ellis, Rod (2015), *Understanding second language acquisition*. 2nd ed. Oxford: Oxford University Press; Understanding Second Language Acquisition (Understanding Language). See also, Griffiths, Carol (ed.) (2008), *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.

## Helping adults to acquire an additional language

Support for any element of the learning process – for openness, exposure, practice, noticing, feedback or persistence – will help a person to learn English. Most helpful of all, though, is opportunity for learners to actually use English.

Things that help a learner:

- Encouragement and support – this helps to boost the learner's confidence and makes them feel welcome as a learner of English
- As much exposure as possible to real-world, local, British English, spoken and written – this is the English that learners need to tune in to and use, so the more exposure to it, the better
- As much real-world interaction as possible – this gives the learner a crucial opportunity to actually use English to communicate, the one essential of language learning
- Help to understand language forms – English, like every other language, is full of details and hidden rules that take time to notice and apply
- Support to develop effective learning strategies
- Positive, corrective feedback – pointing out mistakes and misunderstandings (in a supportive, encouraging way) helps the learner to notice language forms and communicate more effectively
- Rewards that encourage persistence – language learning can be slow and hard, but persistence is vital, so any kind of reward, even just someone taking a genuine interest in the learner's progress, is very helpful

*"From my own experience when I was learning English, I remember a lot of reading, a lot of grammar, a lot of writing, but the speaking was mostly missing. I think that's what draws people into conversation clubs."*

### What is a 'learning strategy'?

A learning strategy is anything you do that helps you to learn. Learning strategies are highly individual. What works for one person may not for another. They also depend on a person's circumstances.

#### Examples of learning strategies

- Going to a conversation club to practise interacting in English
- Writing the English name for household objects (mirror, doorknob, shelf, etc.) on sticky notes, and attaching the sticky notes to the objects, so that you are constantly reminded of the English word for the object
- Regularly chatting in English to your neighbours
- Completing exercises from a grammar book

### What we know about helping adults to learn English

Learners **make progress** when they:

1. Commit to acquiring the new language
2. Are exposed to authentic use of the language (spoken and written)
3. Practise using the language to communicate
4. Pay attention to the forms of the language
5. Receive positive, corrective feedback
6. Persist with language learning activity

Effective learning strategies make it much easier for a learner to do these things.

What really **helps** a learner is:

1. Encouragement and support
2. Exposure to authentic use of the language (spoken and written)
3. Opportunity to practise using the language
4. Help to understand language forms
5. Positive, corrective feedback
6. Getting rewards that encourage persistence

Learners may also benefit from help to develop effective learning strategies.

## 1.2 Support to learn English

There are two main types of support for English language learning. One is the provision of formal courses in ESOL (English for Speakers of Other Languages). The other is community-based support for informal English language learning, much of which is staffed by volunteers.

### Formal ESOL courses

Providers of formal ESOL courses include colleges of further education, local authorities, voluntary sector organisations and private training providers. Learners study for recognised qualifications in classroom groups, taught by professionally qualified teachers. ESOL courses are only free to learners who meet certain criteria. Others must pay fees.

#### ESOL and ESOL learners

ESOL provision began in the late 1960s to help integrate migrants from South Asia. ESOL was originally organised locally and, for many years, most ESOL courses were taught by volunteer teachers.

Today, formal ESOL provision is funded by the government, primarily through the Education and Skills Funding Agency (ESFA). It reaches over 100,000 learners per year who reflect the diversity of the UK population. Courses are mostly based on national qualifications or units. Most teachers are paid professionals with ESOL teaching qualifications.

#### How important is formal instruction?

Formal instruction is a valuable form of **support for language learning**, but not essential. As adults all over the world constantly demonstrate, it is perfectly possible to acquire an additional language informally without attending classes – and all too easy to fail to acquire one, despite attending classes! That said, many learners find formal instruction extremely helpful.

#### Why learners value formal instruction

Having a class to go to is motivational and aids persistence. It is a way to meet people and make new friends. It creates a protected space to study. Having a teacher is reassuring and helpful. Studying helps with noticing and understanding language forms. The teacher is a source of positive corrective feedback. Following a course gives structure to learning and a sense of progress. Gaining a qualification is affirming and boosts confidence.

#### What qualified, professional language teachers can offer

Qualified, professional language teachers can offer expert understanding of language forms, and how to explain them to learners, as well as an understanding of particular language issues that learners may struggle with. Language teachers are also practised at managing classroom groups and providing positive corrective feedback to individual learners.

#### Partnership

It can be beneficial for organisations offering English language learning to understand the roles and offers of other providers in the local area. Learning and Work Institute has developed guidance on effective local partnership working between ESOL providers.

<https://learningandwork.org.uk/resources/research-and-reports/resources-to-support-the-development-of-local-esol-partnerships/>

#### Private language schools

Private language schools mostly cater to the hundreds of thousands of people who visit the UK each year for a short time to study English as a foreign language (EFL). These schools are not funded by government but are monitored by the British Council and employ suitably qualified teachers. It is not uncommon for UK-based ESOL learners to study at private language schools.

## Informal, community-based support

This provision plays a crucial role in complementing, extending and enriching the support formal ESOL provides. This can also sometimes receive government funding, but is primarily funded by charities, grants, or has no funding and survives on volunteers alone.

### Support for English language learning in the community

#### What:

- Informal classes, including classes for complete beginners
- One-to-one support, including for isolated learners and learners with low or no literacy
- Activity clubs, where learners can practise English while cooking, sewing, gardening, doing sports, etc.
- Conversation clubs
- Support groups

#### Where:

- Community centres, family centres, faith centres, workplaces, libraries, museums, cafes and many other public spaces, indoors and out
- Learners' homes
- Online or virtual classrooms

For learners enrolled on formal ESOL courses, community-based support provides extra practice for speaking and listening (vital for learners in segregated communities with little daily exposure to English). For other learners who face barriers to formal ESOL, it provides support where there might otherwise be none.

### Barriers to formal ESOL

Barriers to formal ESOL can include waiting lists for courses, course fees and travel costs, timings, issues with health, and particularly for women, caring responsibilities.

There are individuals who lack the language skills and social networks to identify ESOL courses. Not all are eligible. Asylum seekers, who are not allowed to claim benefits or work in the UK, only become eligible for government-funded ESOL provision after they have waited six months for a decision on their asylum application. At this point they can enrol, but must pay 50% of the course fee.

Moreover, formal learning assumes literacy, study skills and a degree of personal confidence that not all learners share.

Informal, community-based provision helps to address these barriers. It enables learners to gain the skills and confidence they need to integrate and progress in formal education and at work.

*"Support volunteers to share practice between one another, particularly if they are going into learners' homes one-to-one. That can be quite an isolated role."*

*"Partnership working is key."*

# How volunteers can help learners

## Part 2

Volunteers provide valuable support for English language learning in both formal ESOL and informal, community-based provision.

## 2.1 Formal ESOL

### Additional help in the ESOL classroom

Directed by the ESOL course teacher, volunteers can:

- Provide extra help for individuals or small groups, including learners with limited literacy
- Take part in classroom speaking and listening activities to add authenticity, e.g. in role plays
- Lead small group activities

### Additional help outside the ESOL classroom

Coordinated and supported by the ESOL course teacher, volunteers can:

- Provide extra help for individuals or small groups outside of classes, to reinforce classroom instruction, help learner(s) address needs identified by the teacher, support homework, etc.

- Provide extra speaking and listening practice, e.g. by facilitating an informal conversation club, or acting as a speaking partner for individuals or small groups
- Accompany class outings, e.g. to museums, to provide extra support to the teacher and learners.
- **Language coaching**  
Suitably skilled volunteers can provide coaching sessions for individuals or small groups to help learners work on their own language learning goals, including literacy goals.
- **Language mentoring**  
Volunteers can provide valuable motivational support to learners by meeting with learners, individually or in small groups, on a regular basis and showing interest in how they are progressing, offering affirmation and reassurance, and – in the event of learners raising specific issues – signposting learners to appropriate sources of support.

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## 2.2 Informal English language learning in the community

For learners unable to access formal ESOL provision, particularly learners with little or no English who lack study skills, informal community-based support for English language learning plays a vital role. Much of this support is delivered by volunteers.

### Informal English language learning programmes

Informal English language learning programmes help learners with English for everyday practical situations. Suitably skilled volunteers can plan and deliver these programmes for classroom groups. Other volunteers can support learners in these classes.

Likewise, for individuals whose health or caring responsibilities make it impractical to attend group lessons, suitably skilled volunteers can assess needs then plan and deliver informal English lessons in the individual's own home.

### Supporting learners to practise speaking English

Volunteers can help learners practise speaking English at home, one-to-one, or in groups, through **conversation clubs, activity and excursion groups**. Volunteers can also act as English language learning **mentors**, providing one-to-one support, including, but not limited to, conversation practice for learners. Mentors can also help learners to understand official letters and complete forms, explain processes and make appointments, accompany learners to visit agencies, introduce learners to the local area, and help them make connections within the community.

**Workplace mentors** can help colleagues to understand training, health and safety issues, work processes and instructions, and help them negotiate other aspects of life at work, including social interaction.



### Language socialisation

Language socialisation – that is, understanding how English is used in daily life – is an important aspect of language learning.

Helping learners with the day-to-day practicalities of life helps learners to develop that understanding. It also builds their confidence and helps them integrate into the local community.

### Other ways volunteers can support English language learning

Within organisations that support community-based English language learning, volunteers can take on many other roles – some organisations are wholly run by volunteers.

Other roles include:

- **Crèche worker** – Childcare is a major barrier to participation in group learning. Offering a crèche makes learning possible for people who are otherwise excluded.
- **Interpreter** – This role offers support for communication with learners in a wide range of settings, from initial meetings on.
- **Assessment volunteer** – This role helps with initial assessment of learner needs, and may include visiting learners at home.
- **Learning champion** – This is an advocacy role that can include learner engagement, learner support, peer mentoring, community development, organisational development, campaigning and lobbying (e.g. for resources and support). Learning champions may be based in the community or in a workplace.
- **Community liaison** – This role develops links within the community (including workplaces) to maximise opportunities for language learning/ language socialisation, e.g. by working with local service providers and businesses.
- **Volunteer management roles** – These roles support the volunteering process itself, including: volunteer recruitment, training, matching of volunteers with roles and learners, day-to-day management and support of volunteers, and so on.

### Peer volunteers

Peer volunteers are volunteers who come from similar backgrounds to learners, including those with previous experience of formal or informal provision in the UK.

They can add significant value to English language support by being:

- 'Experts by experience' with valuable perspectives to offer not only to other learners, but also to those offering support for language learning
- Powerful role models to other learners and volunteers
- Able to engage other potential learners.

Peer volunteers are also likely to bring linguistic resources that can enable multilingual approaches to many aspects of the learning and support process, in and beyond the classroom, for example: acting as an interpreter.

### Progression for learners

Volunteering offers learners a progression route and supports equality, diversity and inclusion. Many of the roles identified here are potentially suitable for previous or current learners.

#### Find out more

Framework for Good Practice in Voluntary ESOL – NATECLA<sup>6</sup> <http://natecla.org.uk/uploads/media/208/16911.pdf>

Volunteers in Migrant Education  
[www.languagevolunteers.com/](http://www.languagevolunteers.com/)

Volunteers in Language Learning for Refugees  
<https://volunteersinlanguagelearning.eu/>

Citizen's Curriculum guide to Non-directive coaching – Learning and Work Institute  
<https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-coaching-guide/>

<sup>6</sup> National Association for Teaching English and other Community Languages to Adults

# Your volunteer strategy

Your organisation will benefit from clear policies and procedures for its use of volunteers to support English language learning. Formulating a volunteer strategy is the first step in creating these policies and procedures.

## 3.1 Strategic questions

Volunteer strategy is about deciding on goals and how to achieve those goals, including what resources will be needed and how to secure those resources.

Use the questions below to help you develop your English language volunteer strategy. The relevance of specific questions will depend on the circumstances of your organisation.

### Questions about the English language learning support

- Who are the English language learners that your organisation wants to support?
- How will supporting these learners to improve their English help your organisation to fulfil its purpose?
- What other support for English language learning is available to these learners?
- Why do you think these learners need support for English language learning from your organisation? What gap in support will your organisation fill?
- How will you link your organisation's support for English language learning to that provided by other local organisations? What mutual benefits can such links deliver? Are there any useful networks you can join?
- What specific sort of support for English language learning will your organisation offer to these learners?
- Why offer this specific sort of English language learning support (as opposed to some other sort)?
- Have you consulted learners about your plans (and any assumptions that underlie your plans)?
- What are the practicalities of providing this support? How will your organisation manage the programme? What tasks are implied? What staff, facilities, and equipment? What support will the programme's volunteers need?
- What will the programme cost? How will you cover those costs?
- How will this provision align with the other things your organisation does? How might it impact on your other operations – positively, and negatively?
- What will success look like? How will you measure that success? How will you know if your provision is effective – for learners, and for your organisation?

### Questions about the use of volunteers

- What role will volunteers play? What will you ask volunteers to do?
- Why does your organisation want to use volunteers, as opposed to paid staff, to do this?
- What benefits will the use of volunteers bring – for learners, or your organisation?
- What benefits do you see for the volunteers themselves?
- Could the use of volunteers pose any significant problems – for learners, for your organisation? Do you see any significant potential problems for the volunteers themselves?
- What are the practical implications of those various potential problems? Is your organisation equipped to deal with such problems?
- How will your organisation manage the volunteers involved in its programme of support for English language learning?
- What qualities will these volunteers need to be effective in their roles? What qualities are essential?
- Why will suitable volunteers want to take up these roles? What will make the roles attractive to them?
- How will suitable volunteers come to hear of these roles?
- How will you know whether an applicant is potentially a suitable volunteer?
- What sort of volunteer commitment is implied by the roles you envisage? Is this the right sort of commitment for suitable volunteers? If it is not necessarily right, what can you do to make it more right?
- What will make volunteering for your organisation attractive to suitable volunteers over the long term – so you retain suitable volunteers for as long as possible? *Hint:* This question is largely about volunteer management. In effect, it is asking:
  - What training...
  - What support and supervision...
  - What flexibility...
  - What resources, and
  - What recognition will suitable volunteers need and/or want?
- In practical terms, how will your organisation provide this support?
- And finally, what about your paid staff? What training might they need to work effectively with volunteers, not just as volunteer managers, but as co-workers? Does this require an adjustment to your staff development plan?

## 3.2 Policies and procedures

To address the concrete specifics on the previous page, set out the principles and practices your organisation will follow in its work with volunteers – in other words, its volunteer policies and procedures.

### Volunteer journey

When considering what policies and procedures you will need, it may be helpful to bear in mind what is often referred to as the 'volunteer journey'. This 'journey' will reflect your particular circumstances, but typically it consists of:

1. Recruitment and selection
2. Induction and initial training
3. Matching of volunteer to role and then client
4. Support (supervision, refresher and further training)
5. Quality monitoring (including 'counselling out' of any volunteers who prove unsuitable<sup>7</sup>)
6. Reward and recognition
7. Volunteer development

#### Managing the volunteer journey

Example from the Erasmus Plus project, Volunteers in Language Learning for Refugees.eu<sup>8</sup>

- Plan recruitment process internally
- Advertise volunteering opportunity in local newsletter
- Receive and process applications via email
- Contact all applicants to invite them for interview or explain that they're not invited
- Interviews and/or induction and training session for suitable applicants
- Volunteering begins
- Volunteer coordinator is on hand for support if/when needed
- Volunteer coordinator meets individual volunteers at regular intervals to review how things are going
- Volunteering ends: volunteer exit interviews

### Policy and procedure checklist

Policies and procedures are part of good volunteer management. Depending on your organisation, these might cover:

- Recruitment and selection of volunteers
- Induction and training of volunteers
- Volunteer agreements
- Matching volunteers to learners
- Volunteer supervision and support
- Volunteer consultation and feedback
- Record keeping and reporting by volunteers
- Resolution of issues (including volunteer complaints and grievances, issues with volunteers, counselling out)
- Reimbursement of expenses
- Insurance
- Safeguarding (including volunteer references, Disclosure and Barring Service (DBS) checks, working with vulnerable adults, working with children, lone working)
- Health and safety (including insurance)
- Equality, diversity, and inclusion
- Confidentiality, data protection/GDPR
- Volunteer endings (including notice periods, exit interviews, provision of references to exiting volunteers)
- Quality monitoring of volunteer provision
- Evaluation of volunteer provision

*"Manage volunteer expectations. Pay attention to what information you put out at recruitment."*

<sup>7</sup> 'Counselling out' refers to the process of helping a volunteer recognise that they are unsuited to a particular role. For more on this, see [https://volunteerwiki.org.uk/wiki/Volunteer\\_Exits](https://volunteerwiki.org.uk/wiki/Volunteer_Exits)

<sup>8</sup> <https://volunteersinlanguagelearning.eu/>



### Good practice recommendations from NATECLA for organisations using volunteers to support English language learners

- Belong to a local network of providers, to facilitate referrals
- Develop and follow standardised policies and procedures, including:
  - Application process and interview, following up of references
  - Allocation of volunteers to appropriate roles, with signposting of those not ready for language volunteering to other volunteer opportunities (e.g. admin support)
  - Training led by suitably qualified, experienced workers (preferably employed) that is tailored to the experience and planned role of the volunteers, and covers safeguarding (including e.g. domestic abuse, FGM, forced marriage and hate crime); confidentiality; and guidance on maintaining boundaries and signposting
  - Agreement with volunteers regarding commitment to regular CPD<sup>9</sup> and participation in quality processes (in addition to any other aspects of the volunteer's role)
  - Regular assessment of the impact of the volunteer's work, including learner feedback
  - Guidance for volunteers on record-keeping (and the sharing of those records with learners)
- Avoid job substitution (i.e. do not use volunteers in place of ESOL professionals, just to save money)
- Make efforts to recruit volunteers from Black and Minority Ethnic (BAME) and local backgrounds
- Monitor learners' progress by regular discussion with learner and volunteer.

NATECLA (National Association for Teaching English and other Community Languages to Adults)<sup>10</sup>

### Evaluation

Regularly evaluating the impact of your use of volunteers to support English language learning will help you to continuously improve the quality of support you provide to learners and to your volunteers.

It will also help you communicate the value of the programme to the volunteers involved (often in itself an important form of reward for volunteers) and also to your organisation's other stakeholders and funders.

Questions to consider:

- What data will help you (or your external evaluator) measure impact, including the impact on learners, on your organisation and its mission, and on the volunteers themselves?
- How can you build the collection of this data into your everyday work routines (to minimise the burden of collecting the data)?
- How will you collect meaningful data from your volunteers?
- How will you collect meaningful data from your English language learners?



### Find out more

Watch the Volunteers, English language learners and conversation clubs video 'Supporting volunteers' <http://learningandwork.org.uk/resources/research-and-reports/volunteers-english-language-learners-and-conversation-clubs>

Strategy and planning – NCVO (National Council for Voluntary Organisations) <https://knowhow.ncvo.org.uk/organisation/strategy>

Impact – NCVO <https://knowhow.ncvo.org.uk/organisation/impact>

VolunteerWiki <https://volunteerwiki.org.uk/>

Measuring the impact of peer volunteering – Learning and Work Institute <https://learningandwork.org.uk/resources/research-and-reports/measuring-the-impact-of-peer-volunteering/>

<sup>9</sup> In this context, CPD (continuing professional development) refers to whatever ongoing training your organisation offers to volunteers to help them be effective.

<sup>10</sup> NATECLA (National Association for Teaching English and other Community Languages to Adults) (2019), *A Framework for Good Practice in Voluntary ESOL*. <http://natecla.org.uk/uploads/media/208/16911.pdf>

# Practical considerations

## 4.1 Volunteer legal status and employment law

### Legal definition of a volunteer

It is important to understand the legal definition of a volunteer.

- **Volunteer** – works at their own discretion, without reward (i.e. payment in money or kind)
- **Worker** – works according to the terms of a contract or arrangement usually, but not always, for reward
- **Employee** – works under the terms of an employment contract for reward

### Volunteering, unpaid work, and job substitution

It is also important to understand the difference between volunteering and unpaid work, and what is meant by 'job substitution'.

- **Volunteering** – work undertaken by a volunteer without obligation and for no reward, in agreement with the organisation, but at the discretion of the volunteer
- **Unpaid work** – work allocated for no reward that carries with it the responsibilities of paid work, so that the person allocated the work feels obliged (in whatever way) to perform the work
- **Job substitution** – using a volunteer instead of a paid worker or employee to undertake a role, purely to save money

#### Why job substitution is problematic

Job substitution is unpaid work, not volunteering. Asking volunteers to undertake unpaid work without recognising them as workers is inequitable and open to legal challenge.

Placing the obligation of work on a volunteer may be damaging to the volunteer's health and wellbeing. It is also highly likely to violate the 'psychological contract' between the volunteer and your organisation. In other words, it could make the volunteer think, 'This is not what I was looking for when I agreed to volunteer,' and then quit.

Job substitution has the potential to undermine relations between your organisation, its paid staff and its volunteers, and/or the safety and quality of the services that your organisation provides to clients. This is likely to damage the reputation of your organisation.

### Key differences between volunteers, workers, and employees

1. Volunteers work for **no reward** (i.e. no payment in money, or in kind). Workers and employees work for reward.
2. Volunteers have a **non-binding agreement** with your organisation. Workers and employees have a **legal contract**.
3. Volunteers can decide not to work, at any point, for any reason. They are under **no obligation** to work for your organisation, whatever commitment they have made. Workers and employees must fulfil the terms of their contract. They have a **legal obligation** to do this.
4. Your organisation can end its agreement with a volunteer at any point, for any reason. With workers and employees, your organisation must fulfil its contract.
5. Workers and employees have employment rights, including entitlement to the National Minimum Wage. Volunteers do not have employment rights.

#### Interns

An intern is someone who undertakes work to gain experience. The legal status of an intern is entirely defined by the arrangement. Depending on that arrangement, an intern might be classed as an employee, a worker (if they are promised a contract of future work), or a volunteer. If they are classed as a worker or employee, an intern is entitled to the National Minimum Wage.

*"Make sure that every volunteer has a designated person to contact with any issues, and that the person is in regular contact with them throughout their placement."*

## Expenses

Volunteers are entitled to reimbursement of their expenses – that is, repayment of the actual costs incurred in carrying out the agreed volunteer role. Typically, this might include travel and subsistence costs, as well as the cost of any equipment.

### What counts as payment?

Payment includes **any reward**: money, payment in kind, perks (including any training not directly relevant to the volunteer role), even the promise of paid employment at some point in the future.

## Who can be a volunteer?

In theory, anyone can be a volunteer. However, it is important to bear in mind:

- **Safeguarding** – which requires a Disclosure and Barring Service (DBS) check
- **Insurance** – your organisation's insurance policies need to cover volunteers and may contain restrictions, including age restrictions
- **Local authority regulations** – these may restrict the use of younger volunteers, particularly if your organisation is profit-making
- **Impact of benefits** – people on benefits can volunteer, but must not receive payment of any kind and should only be reimbursed for genuine out-of-pocket expenses (anything else may be seen as payment)
- **Status** – Asylum seekers without the right to work can volunteer, providing their volunteering does not equate to unpaid work.

*"Be clear about what you are trying to achieve with your volunteers. And be realistic in terms of expectations."*

## Two key documents: Role descriptions and Agreements

A volunteer **role description** might include:

1. Name of the role
2. Purpose of the role
3. Expectation regarding time required for the role
4. What the role consists of – the tasks, including administrative tasks, that are included in the role
5. Where these tasks are expected to be carried out
6. Knowledge, skills, experience and attitudes required or desirable for the role
7. Any specific requirements regarding policies and procedures relevant to the role
8. Training for the role offered by your organisation
9. Other support for the role provided by your organisation
10. Who in your organisation supervises/ supports this role

A volunteer **agreement** sets out what your organisation and the volunteer are agreeing to regarding your commitments **to** the volunteer, and your expectations and hopes **of** the volunteer.

Things your agreement might cover include:

- Purpose of the role and how it fits into your organisation
- Amount of time the role is expected to take, any limitations on its duration and if relevant, a profile of busy and less busy periods
- Training
- Supervision, support and if relevant, appraisal and review arrangements
- Reimbursement of expenses
- Resolution of issues and processes for ending the agreement
- Compliance with policies and procedures generally





## Keep things clear

- Define volunteer roles clearly.
- Ensure volunteer policies, procedures and practices comply with equality, diversity and inclusion legislation and good practice.
- Be careful not to burden volunteers with excessive and inappropriate responsibilities.
- Make sure everyone understands that volunteers play a different role to staff and enable your organisation to do things that staff are not already doing.
- Maintain the boundaries between staff and volunteers.
- Phrase role descriptions appropriately: role not job, expectations not obligations, agreement not contract.
- Be clear how you will show volunteers that they are valued, but avoid any kind of reward that could be construed as payment.
- Offer training, but ensure it is clearly relevant to the volunteer's role, and not a reward.
- Reimburse expenses, but only as agreed and only genuine out-of-pocket expenses.
- Set out a policy with specified procedures to resolve any issues related to volunteers, particularly complaints by volunteers.
- Stay alert for possible issues and deal with them openly and fairly at the earliest opportunity.

### Find out more

Volunteers and your organisation – NCVO  
<https://knowhow.ncvo.org.uk/your-team/volunteers-and-your-organisation>

Volunteer placements, rights and expenses – GOV.UK  
[www.gov.uk/volunteering](http://www.gov.uk/volunteering)

Employment status – GOV.UK  
[www.gov.uk/employment-status](http://www.gov.uk/employment-status)

Employment rights and pay for interns – GOV.UK  
[www.gov.uk/employment-rights-for-interns](http://www.gov.uk/employment-rights-for-interns)

*"Make sure that the clients fully understand that the volunteer is not there as a befriender, they're there to help with English. It's to do with boundaries."*

## 4.2 Safety

### References and Disclosure and Barring Service (DBS) checks

Always ask for two non-family references and follow both up.

Always DBS-check applicants for volunteering roles.

The Disclosure and Barring Service (DBS) enables you to check the criminal record of someone applying for a role, to ensure the person does not pose a risk to others. Note that there are different rules for getting a criminal record check in Scotland and Northern Ireland.

### Risk assessment

Risk-assess volunteer roles thoroughly, including risks to volunteers, learners and other clients, third parties, and to your own organisation.

Ensure that volunteer risk assessments are included in the main risk management processes of your organisation, including periodic review and updating by staff and scrutiny through your organisation's governance arrangements.

## Safeguarding

Address the safeguarding implications of

- Learners who might be classed as vulnerable adults, including issues related to domestic abuse, coercion, and modern slavery
- Children of learners
- Volunteers who might be lone working or visiting learners in their homes

*"Make sure volunteers don't feel under too much pressure."*

### Find out more

Safeguarding and protecting people for charities and trustees – GOV.UK  
[www.gov.uk/guidance/safeguarding-duties-for-charity-trustees](https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees)

Safeguarding – NCVO <https://knowhow.ncvo.org.uk/safeguarding/what-is-safeguarding>

Check someone's criminal record as an employer – GOV.UK [www.gov.uk/dbs-check-applicant-criminal-record](https://www.gov.uk/dbs-check-applicant-criminal-record)

For volunteers from overseas, see also:

Criminal records checks for overseas applicants – GOV.UK [www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)

## 4.3 Insurance

### Liability insurance

On the basis of your risk assessment, consider not only mitigations, but also insurance coverage, including:

- **Public liability insurance** – covers harm to third parties arising from the actions of a volunteer
- **Employers' liability insurance** – covers harm to a volunteer attributable to your organisation

Check that any policies will cover volunteers doing the things you want your volunteers to do. Check for any restrictions, including volunteer age restrictions.

### Driving insurance

Advise volunteers that they are responsible for insuring their own vehicles if they use them in connection with their volunteering role.

### Find out more

Volunteer drivers – Association of British Insurers [www.abi.org.uk/products-and-issues/choosing-the-right-insurance/motor-insurance/volunteer-drivers/](https://www.abi.org.uk/products-and-issues/choosing-the-right-insurance/motor-insurance/volunteer-drivers/)

*"Make sure you have enough volunteers, so if people go on holiday or call in sick, the session still runs."*

## 4.4 Resourcing your use of volunteers to support English language learning

There are financial and time costs associated with the use of volunteers to support English language learners to consider.

### Costs

Every element of the 'volunteer journey' carries cost implications for your organisation, not to mention costs related to the actual provision of support to learners: room hire (including, perhaps, provision of a crèche), equipment, refreshments, etc., and volunteer travel expenses and insurance.

These costs may not be great, but they will exist.

### Volunteer management

Perhaps the most significant resourcing implication is the need for volunteer management.

Consistent, on-going support for volunteers is essential.

#### Volunteer journey – every step carries costs

1. Recruitment and selection
2. Induction and initial training
3. Matching of volunteer to role and then client
4. Support (supervision, refresher and further training)
5. Quality monitoring (including 'counselling out' of unsuitable volunteers)
6. Reward and recognition
7. Volunteer development

*"Be realistic about what you expect. People are already giving up their valuable time, so don't expect them to go above and beyond."*



Brother Bear Photography



# Working with volunteers:

tips on how to recruit, train, match, support, and retain volunteers

According to NCVO (National Council for Voluntary Organisations), a quality experience for volunteers is:

1. **Inclusive:** welcome and accessible to all
2. **Flexible:** takes into account people's individual life circumstances
3. **Impactful:** makes a positive difference
4. **Connected:** gives a sense of connection to others, to the cause and/or an organisation
5. **Balanced:** does not overburden with unnecessary processes
6. **Enjoyable:** provides enjoyment, people feel good about what they are doing
7. **Voluntary:** the volunteer has freely chosen to do it
8. **Meaningful:** resonates with volunteers' lives, interests and priorities<sup>11</sup>

With the right approach, you can offer this sort of experience to your English language learning volunteers.

## Offering volunteers a quality experience

Respond to applicants promptly. Potential volunteers will welcome a quick, appreciative response from your organisation.

Give people a clear, speedy route into practical activity. Training and shadowing are good ways to stimulate people's interest. Any extended delay in involving the person after they have first contacted you may lead the individual to lose interest.

Minimise the paperwork. Make as few bureaucratic demands on the person as possible.

Match the person to the role. Offer the person tactful and positively-framed guidance as to which volunteering roles you consider suitable for the person. The information you offer applicants, including role descriptions, training and shadowing, as well as your induction session, can help to make suitability more self-evident to individuals.

### Recruiting volunteers

Tried and tested ways of recruiting volunteers include:

- Word of mouth – and digital word-of-mouth: social media, including local neighbourhood platforms
- Your existing networks and your own website
- Flyers, newsletters, sign-up sheets at fundraising events
- Local authority volunteering initiatives
- Volunteer recruitment websites
- Learners in higher level classes volunteering in lower level classes
- Former learners returning to volunteer

Bear in mind the importance of equality, diversity and inclusion. Take positive steps to broaden the range of applications.

"Regular debriefs with volunteers are really important. Ensure there's time for reflection after every session, and that any issues get raised and dealt with as soon as possible."

<sup>11</sup> <https://knowhow.ncvo.org.uk/your-team/volunteers/recruiting/before-you-recruit>

McGarvey, A., Jochum, V., Davies, J., Dobbs, J., and Hornung, L. (2019), *Time Well Spent, A National Survey on the Volunteer Experience, Summary Report January 2019*. London: NCVO. p20. [www.ncvo.org.uk/policy-and-research/volunteering-policy/research/time-well-spent](http://www.ncvo.org.uk/policy-and-research/volunteering-policy/research/time-well-spent)

Personalise the process. Respect and accommodate the applicant's personal circumstances, particularly in relation to the time the person has to offer.

Listen to your volunteers. Seek regular feedback and input from your volunteers, and show them that you value their views and insight. Recognise also that volunteers are learners too and ensure that review systems (however informal) pick up their training and support needs.

Celebrate your volunteers. Show volunteers that you recognise and value their contribution. This can be done in many ways, such as issuing certificates (or digital badges) for training undertaken, involving volunteers in awards ceremonies and learner celebrations, giving volunteers special awards for long service, or an outstanding contribution, creating website sections that celebrate their contribution, including sections on volunteers and their impact in annual reports (and bringing these to the attention of volunteers), and of course, simply saying 'thank you' on a regular basis.

### Digital badges

Digital badges offer another way to recognise and celebrate many different aspects of volunteer involvement.

You might find them relevant for English language learners, too.

See the resources section for links to more information about digital badges.

*"Make sure you have enough volunteers, so if people go on holiday or call in sick, the session still runs."*

## Training for volunteers

Training needs will be role-related, and reflect an individual's previous experience, but, once in a suitable role, most individuals are likely to want some training if only to be clear about their role and responsibilities.

### What's in an induction?

Typical things to include:

- Introduction to your organisation, e.g. its work, ethos and history
- Explanation of process for placing volunteers
- Role boundaries, including boundaries with paid staff
- Expectations of volunteers, including standards, rights and responsibilities
- Confidentiality and other key policies
- Monitoring and evaluation processes
- Introduction to theory and practice of language learning and support
- Initial guidance and training on working with learners, with feedback.

People volunteering in roles that directly support learners, and who do not have previous ESOL teaching experience, are likely to benefit from at least a basic introduction to how adults acquire an additional language, and how to support that process. They will certainly benefit from specific guidance on how they can best help learners within your organisation's English language learning programme.

Depending on role and circumstances, people may also benefit from guidance in:

- Group facilitation and classroom management (including ways to cope with mixed ability groups)
- Digital skills
- Working one-to-one with learners
- Coaching and mentoring skills
- Intercultural communication skills
- Safeguarding issues specific to the learners you are supporting, for example guidance on supporting learners who may have experienced traumatic episodes
- Personal security and confidentiality
- Boundary-setting
- Signposting learners to appropriate sources of information, advice and guidance.

## Boundary-setting

Volunteers benefit from very clear role boundaries – particularly in relation to learners, but also in relation to your organisation and its paid staff, who also need to be clear about those boundaries.

Helping volunteers to signpost learners to other sources of support will help volunteers to maintain appropriate boundaries.

In addition to training, volunteers benefit from as much ongoing support as you can afford to give them. This should include supervisory support and mentoring, enabling the volunteer to discuss and reflect on what they are doing, including any issues that may have arisen.

Related to this, volunteers typically enjoy and benefit from opportunities to give and receive peer support with other volunteers – and they will certainly want feedback from you on the impact of their volunteering on learners. For many volunteers, impact on learners is the reward they seek.

Beyond that, some volunteers may welcome opportunities for personal or career development through, for example, qualifications or additional responsibilities within the organisation for which the individual is volunteering.

Regarding practical issues, volunteers are often very undemanding, not to say generous, regarding out-of-pocket expenses connected to their role, but they will appreciate your being equitable regarding expenses and also your efforts to resource them adequately for their role, in terms of facilities, equipment, and materials.

Check regularly with volunteers that they feel adequately resourced and supported. Make it clear that agreed expenses are repaid promptly as a matter of course. Be aware that repaying expenses promptly is also an issue of equality, diversity and inclusion: for volunteers with limited financial means, prompt reimbursement (or even payment in advance) may be important.

## Key to retaining volunteers

Making sure that the experience you offer to volunteers is as inclusive, flexible, impactful, connected, balanced, enjoyable, voluntary, and meaningful as possible.

Key to that is effective volunteer management, based on good communication, that values volunteers and their contribution.

## Training for staff to work with volunteers

All paid staff are likely to benefit from some general training on the role of volunteers in your organisation, the practicalities of respecting volunteer boundaries, and how staff can help ensure that volunteers have a quality experience.

Paid staff who work closely with volunteers may benefit from training on specific issues. ESOL tutors, for example, might need training on how to identify specific tasks that volunteers can undertake, how to involve volunteers in session planning, how to deal with issues that arise, and how to give volunteers constructive feedback.

## Find out more

Recruiting and managing volunteers – NCVO  
<https://knowhow.ncvo.org.uk/your-team/volunteers>

People management skills – NCVO  
<https://knowhow.ncvo.org.uk/your-team/people-management-skills>

Investing in Volunteers – UK Volunteering Forum  
<https://iiv.investinginvolunteers.org.uk/>



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## Guidance on using volunteers to support English language learning

- **Framework for Good Practice in Voluntary ESOL – NATECLA<sup>12</sup>**  
Principles of good practice for organisations in the use of volunteers to support English language learning  
<http://natecla.org.uk/uploads/media/208/16911.pdf>
- **Volunteer policies – Glasgow ESOL Forum**  
Policies and other resources for organisations using volunteers to support English language learning  
[www.glasgowesol.org/volunteer-policies](http://www.glasgowesol.org/volunteer-policies)
- **Volunteers in Language Learning for Refugees**  
Resources for organisations using volunteers to support English language learning, including detailed toolkits<sup>13</sup> for organisations, for teachers working with volunteers, and for volunteers themselves  
<https://volunteersinlanguagelearning.eu/>
- **Volunteers in Migrant Education**  
Resources for using volunteers to support English language learning, including guidance on roles, competences, and training of volunteers  
[www.languagevolunteers.com/](http://www.languagevolunteers.com/)

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## General guidance on working with volunteers

- **Volunteer placements, rights and expenses – GOV.UK**  
Official guidance and useful links  
[www.gov.uk/volunteering](http://www.gov.uk/volunteering)
- **Check someone's criminal record as an employer – GOV.UK**  
Official guidance on Disclosure and Barring Service checks  
[www.gov.uk/dbs-check-applicant-criminal-record](http://www.gov.uk/dbs-check-applicant-criminal-record)
- **NCVO Knowhow – NCVO**  
Extensive practical guidance on working with volunteers  
<https://knowhow.ncvo.org.uk/>
- **Volunteer Wiki**  
Practical guidance on working with volunteers, including policy templates  
<https://volunteerwiki.org.uk/>
- **NCVO standards – NCVO**  
Details of externally-verified quality awards, which may be helpful if you wish to demonstrate to commissioners, funders, beneficiaries and other stakeholders that you are delivering quality services and working to a recognised framework of assurance.  
[www.ncvo.org.uk/practical-support/quality-and-standards](http://www.ncvo.org.uk/practical-support/quality-and-standards)
- **Association of Volunteer Managers (AVM)**  
Membership organisation for people who manage volunteers  
<https://volunteermanagers.org.uk/>

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<sup>12</sup> National Association for Teaching English and other Community Languages to Adults

<sup>13</sup> [https://volunteersinlanguagelearning.eu/#toolkits\\_section](https://volunteersinlanguagelearning.eu/#toolkits_section)



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## Resources to support volunteer recruitment

- **NCVO Volunteer Centre Finder**  
Volunteer recruitment website  
[www.ncvo.org.uk/ncvo-volunteering/find-a-volunteer-centre](http://www.ncvo.org.uk/ncvo-volunteering/find-a-volunteer-centre)
- **Nextdoor**  
Social media platform for geographical neighbourhoods  
<https://nextdoor.co.uk>
- **Do-it.org**  
Volunteer recruitment website  
<https://do-it.org/>
- **Reach Volunteering**  
Volunteer recruitment website  
<https://reachvolunteering.org.uk/>
- **Volunteering Matters**  
Volunteer recruitment website  
<https://volunteeringmatters.org.uk/>  
See also section for retired and older volunteers  
<https://volunteeringmatters.org.uk/pillars/older-people/>
- **Charityjobs**  
Voluntary sector recruitment website, includes volunteering section  
[www.charityjob.co.uk/](http://www.charityjob.co.uk/)
- **Volunteering Wales**  
[www.volunteering-wales.net/](http://www.volunteering-wales.net/)
- **Work Together (volunteering) – Jobcentre Plus**  
Jobcentre Plus volunteering scheme  
[www.gov.uk/moving-from-benefits-to-work/work-experience-and-volunteering](http://www.gov.uk/moving-from-benefits-to-work/work-experience-and-volunteering)

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## Resources to support the training and development of English language volunteers

- **Qualifications for ESOL teaching**  
Information about recognised qualifications for teachers of English for Speakers of Other Languages  
[www.natecla.org.uk/content/594/Qualifications-for-ESOL-teaching](http://www.natecla.org.uk/content/594/Qualifications-for-ESOL-teaching)
- **Volunteers in Migrant Education**  
Resources for using volunteers to support English language learning, including guidance on roles, competences, and training of volunteers  
[www.languagevolunteers.com/](http://www.languagevolunteers.com/)
- **Volunteers in Language Learning for Refugees**  
Detailed toolkits<sup>14</sup> for volunteers and for teachers working with volunteers  
<https://volunteersinlanguagelearning.eu/>

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<sup>14</sup> [https://volunteersinlanguagelearning.eu/#toolkits\\_section](https://volunteersinlanguagelearning.eu/#toolkits_section)

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- **Introduction to teaching ESOL one-to-one – British Council**  
ESOL Nexus professional development module on how to support ESOL learners 1:1  
<https://esol.britishcouncil.org/content/teachers/staff-room/continuing-professional-development/introduction-teaching-esol-one-one>
  - **Citizens' Curriculum Activity Pack for Participatory Learning – Learning and Work Institute**  
Activities to support English language learning  
<https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-participatory-resource-pack/>
  - **Citizen's Curriculum guide to Non-directive coaching – Learning and Work Institute**  
Practical guidance on coaching to support English language learning  
<https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-coaching-guide/>
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## Digital badges for volunteers

- **Open Badges**  
Explains how digital badges work  
<https://openbadges.org/>
  - **openbadges.me**  
Digital badge issuing platform  
[www.openbadges.me/](http://www.openbadges.me/)
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## Resources to help volunteers support English language learning

- **Volunteers, English language learning and conversation clubs – L&W, LU and MHCLG**  
Other resources in this set, designed to support volunteers.  
<https://learningandwork.org.uk/resources/research-and-reports/volunteers-english-language-learners-and-conversation-clubs>
- **Resources for volunteer ESOL teachers – NATECLA**  
Links and resources to help volunteers support migrants, refugees or others to learn or practise English  
[www.natecla.org.uk/content/668/For-volunteer-ESOL-teachers](http://www.natecla.org.uk/content/668/For-volunteer-ESOL-teachers)
- **ESOL Nexus – British Council**  
Resources for ESOL learners and ESOL teachers  
<https://esol.britishcouncil.org/>
- **One to one tutoring – British Council**  
ESOL Nexus resources to help volunteers support lower-level learners 1:1, including in learners' own homes  
<https://esol.britishcouncil.org/content/teachers/teaching-uk-life/one-to-one-tutoring>

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- **Council of Europe Toolkit – Council of Europe**  
Resources for volunteers supporting English language learning by adult refugees and asylum seekers  
[www.coe.int/en/web/language-support-for-adult-refugees/home](http://www.coe.int/en/web/language-support-for-adult-refugees/home)
  - **Learning English – BBC**  
Resources to support English language learning  
[www.bbc.co.uk/learningenglish/](http://www.bbc.co.uk/learningenglish/)

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## Resources to help signpost migrants, refugees, and asylum seekers

- **Welcome: a guide for new refugees – GOV.UK**  
Guidance for new refugees (available in many languages)  
[www.gov.uk/government/publications/welcome-a-guide-for-new-refugees](http://www.gov.uk/government/publications/welcome-a-guide-for-new-refugees)
- **Migrant help**  
Charity delivering government-funded advice and support to migrants (including refugees and asylum seekers) across the UK  
[www.migranthelpuk.org/](http://www.migranthelpuk.org/)
- **Immigration – Citizen's Advice**  
Practical guidance for migrants (including refugees and asylum seekers) from the Citizen's Advice Bureau  
[www.citizensadvice.org.uk/immigration/](http://www.citizensadvice.org.uk/immigration/)
- **UK National Recognition Information Centre**  
UK NARIC provides comparison statements for people with international qualifications planning to work or study in the UK. The statements can be used by individuals to help them through the UK's immigration system, applying for a UK job or to enrol on an education course.  
[www.naric.org.uk/naric/](http://www.naric.org.uk/naric/)

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In addition to the small selection listed below, there are a large number of other voluntary organisations, many of them local, that offer support to migrants, refugees, and asylum seekers.

- **British Red Cross**  
[www.redcross.org.uk/get-help/get-help-as-a-refugee](http://www.redcross.org.uk/get-help/get-help-as-a-refugee)
- **City of Sanctuary UK**  
<https://cityofsanctuary.org/>
- **Refugee Action**  
[www.refugee-action.org.uk/](http://www.refugee-action.org.uk/)
- **Refugee Council**  
[www.refugeecouncil.org.uk/](http://www.refugeecouncil.org.uk/)
- **STAR (Student Action for Refugees)**  
[www.star-network.org.uk/](http://www.star-network.org.uk/)
- **Scottish Refugee Council**  
[www.scottishrefugeecouncil.org.uk/](http://www.scottishrefugeecouncil.org.uk/)
- **Welsh Refugee Council**  
<https://wrc.wales/>





Volunteers,  
English language learners  
and conversation clubs

# A guide for organisations

Written by Alexander Braddell

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