

# EVALUATION STRATEGY: 2022-23



**A PARTICIPATORY  
APPROACH TO LEARNING  
FROM THE WORK WE DO**



## ABOUT THIS STRATEGY

This strategy describes how we will achieve our ambition to be an **EVIDENCE-BASED** and **LEARNING** organisation.

We describe:

- how we **MEASURE** impact
- the evaluation **METHODS** we take use
- and how this comes together in our **THEORY OF CHANGE** model.

Over 2022-23 we will undertake a number of exciting evaluation and research projects to understand more about the impact of the work we do, and how this **BENEFITS** the learners and other partners we work with.





## WHO WE ARE

Speak Street delivers a **LANGUAGE** and **CULTURAL EDUCATION** programme to newly arrived migrants.

Our non-formal teaching sessions are delivered in community venues, with **TEACHERS** and **VOLUNTEERS** supporting learners to complete fun learning tasks. A range of **LEARNING RESOURCES** supports our session objectives. Through our sessions we want people newly arrived in London to be able to build what we call '**CULTURAL CAPITAL**' – the ability to access, enjoy, and grow through the arts.





## WHAT WE DO

Our non-formal approach to teaching is based

### SOCIAL LEARNING.

Learners are exposed to situations in the classroom as a way of preparing them to 'use'

English. This is a **LEARNING-BY-DOING** approach and is delivered through the use of visual learning **RESOURCES**, trips and cultural **ACTIVITIES**, and exploring the use of English in situations that newly arrived migrants will encounter (talking about their health, etc). Our learners are at the start of their migrant journey in the UK. Few have the language skills or understanding of the UK to participate in the community. Most are ineligible for work.





## OUR TEACHING

- Fun social learning to help isolated newcomers to London boroughs **IMPROVE** their English skills and build community cohesion
- A 'learning by doing' approach using **INTERACTIVE** class for adults and EAL students to improve their English skills
- Building **CULTURAL CAPITAL** for beneficiaries not used to accessing venues considered by many to be 'not for them'
- Tailored to a variety of levels within the group, creating low barriers to **PARTICIPATION**

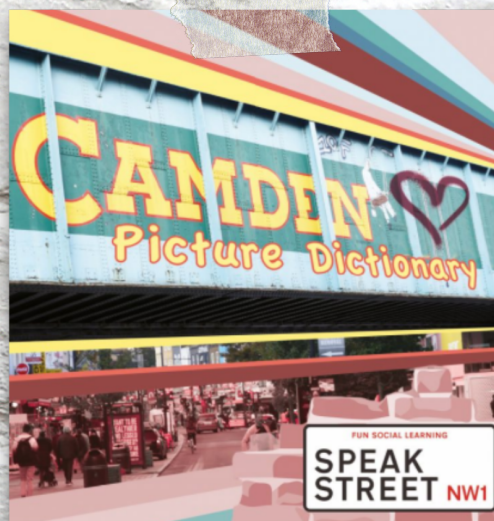
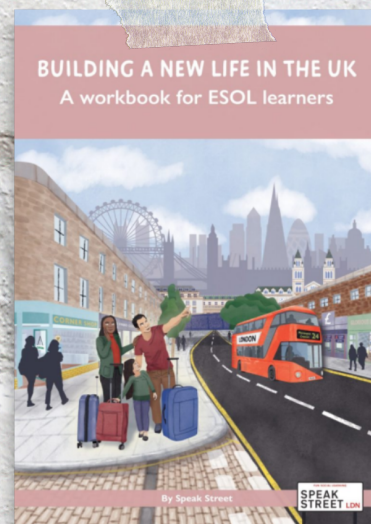
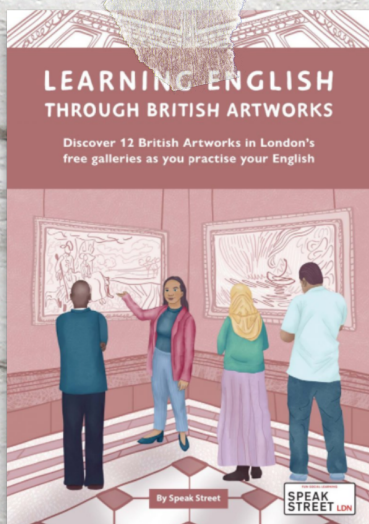
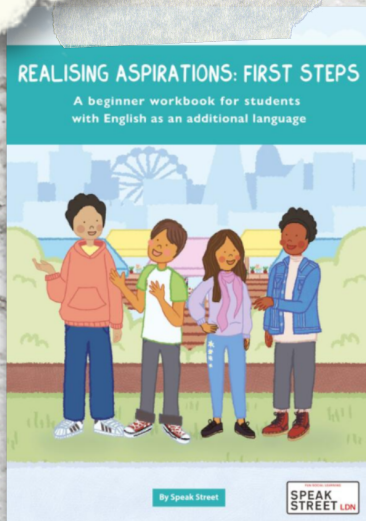
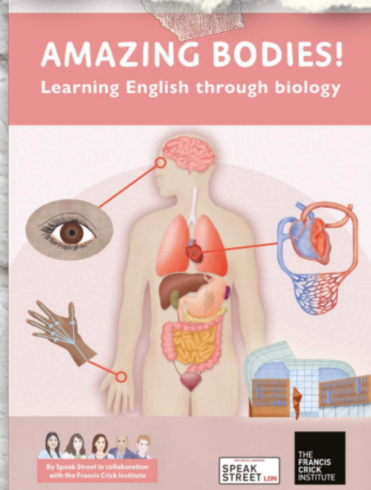
... All supported our **LEARNING RESOURCES**





## OUR RESOURCES

Our classroom teaching is supported by our **LEARNING RESOURCES** – we evaluate their impact too, and share this with partners using them.





# 2021 IN NUMBERS...

... 63  
weekly  
sessions

... 2764  
hours of  
teaching

... using 11  
volunteers

... 564  
volunteer  
hours

... to 125  
learners

... in three  
settings  
(plus on  
line!)



## OUR APPROACH TO EVALUATION IS:

- **NON-INTRUSIVE** —  
**NO** long surveys!
- **OBSERVATIONAL** — we're not interested in if our learners pass a test, but in **SEEING** how far they have come.
- **ACTIVITY-BASED** — activities produce the **DATA** we need to gain an insight into our learners understanding and language skills
- **PARTICIPATORY** — learners are a **STAKEHOLDER** in our evaluations





## OUR LEARNERS JOURNEY . . .

① Learners **APPLY** or are **REFERRED** from other agencies we work with

② Learners **PARTICIPATE** in group learning supported by qualified teachers and volunteers

③ Through **OBSERVATION** we make an assessment about how they are progressing

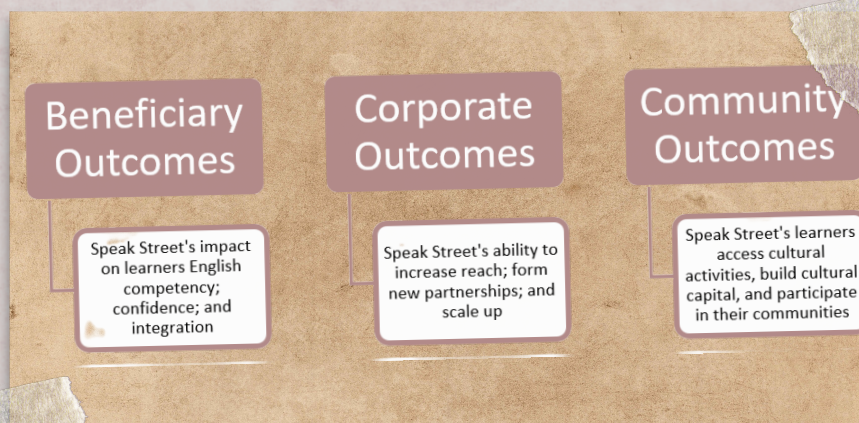
④ Activities are often arts based. Learners are then encouraged to **EXPLORE** cultural opportunities in London





## OUR OUTCOMES

We measure our impact on our learners against **THREE** outcomes:



### Beneficiary Outcomes

- **ENGLISH COMPETENCY** – our learners can use basic English in a range of everyday and cultural situations
- **CONFIDENCE** – our learners are confident using English to explore new experiences and in new situations
- **INTEGRATION** – our learners play an active role in their communities and in the cultural life of London

### Corporate Outcomes

- **REACH** – an increase in the number of isolated refugees we work with

### Community Outcomes

- An increase in the **CULTURAL CAPITAL** of boroughs where our learners live
- An increase in learners' **PARTICIPATION** in their communities
- an increase in learners' **AWARENESS** of opportunities to engage with their local communities



## OUR THEORY OF CHANGE (HOW WE MAKE A DIFFERENCE)



### INPUTS; OUTPUTS; AND OUTCOMES

**INPUTS** - Speak Street's strength is the QUALITY and PASSION of our volunteers.

**OUTPUTS** - Our non-formal approach to teaching makes learning FUN and PARTICIPATORY. It's this that allows learners to ENGAGE with our sessions

**OUTCOMES** - Our sessions give learners language SKILLS and the CONFIDENCE to join in community activities.



A piece of torn, off-white graph paper is pinned to a white brick wall with a single piece of translucent tape. On the paper, there is a large, dark red handprint on the right side, with several smaller red splatters and streaks extending from it. The text "Delivering the strategy" is written in a dark red, cursive script across the center of the paper.

Delivering the  
strategy



## TIMELINE 2022-23

### 2021-22 Winter Term

1. **ONGOING** - Session observation and Monitoring
2. **FEB/MARCH** - 'Homework' - Class assignment (watch the same TV programme, etc), and hold group discussion about it in English looking for specific terms
3. **MARCH** - Focus groups (thematic discussion on delivery and outcomes)
4. **APRIL** - End of term evaluation activities (in session group learning activity)
5. **APRIL** - Special research project (Stakeholder research - how are our stakeholders using our learning resources)
6. **APRIL** - Evaluation of learning resources
7. **APRIL** - Survey of resource users

### 2021-22 SPRING TERM

1. **ONGOING** - Session observation and Monitoring:
2. **APRIL/MAY** - 'Homework' - Class assignment (watch the same TV programme, etc), and hold group discussion about it in English looking for specific terms
3. **MAY** - Focus groups (thematic discussion on delivery and outcomes)
4. **JUNE** - End of term evaluation activities (in session group learning activity)
5. **JUNE** - Insights Research - what learning support do people seeking asylum need? (Group discussion with people seeking asylum)

Continued ...





## TIMELINE 2022-23

### 2022-23 AUTUMN TERM

1. **ONGOING** - session observation and Monitoring
2. **OCTOBER/NOVEMBER** - 'Homework': Class assignment (watch the same TV programme, etc), and hold group discussion about it in English looking for specific terms
3. **NOVEMBER** - Focus groups (thematic discussion on delivery and outcomes)
4. **OCTOBER** - Special research project (Stakeholder research - how are our stakeholders using our learning resources)
5. **DECEMBER** - End of term evaluation activities (in session group learning activity)

### 2022-23 WINTER TERM

1. **ONGOING** - session observation and Monitoring:
2. **FEB/MARCH** - 'Homework' - assign class a task (watch the same TV programme, etc), and hold group discussion about it in English looking for specific terms
3. **MARCH** - Focus groups (thematic discussion on delivery and outcomes)
4. **APRIL** - End of term evaluation activities (in session group learning activity)
5. **APRIL** - Insights Research with Migrant Rights - what learning support do people seeking asylum need? (Group discussion with people seeking asylum)







## ABOUT SOCIAL LEARNING THEORY

### APPENDIX 1

Our non-formal teaching sessions use a Social Learning Theory approach. This has two main principles:

1. Our activities are designed to get learners familiar with new situations they may encounter. Once they are used to them, further activities and teaching breaks down barriers (such as low confidence) to make these seem more accessible.

2. Interactive activities (and asking learners to start exploring) helps learners to see things like visiting an art gallery 'normal' and something that they can do.



## OUR THEORY OF CHANGE

How our STAFF and VOLUNTEERS make a DIFFERENCE to our learners...

APPENDIX 2

### Inputs



- Funding partnerships
- Learning RESOURCES
- Staff & Volunteer EXPERTISE
- Research
- Corporate PARTNERSHIPS

... staff, Volunteers, Trustees' deliver...

### Outputs



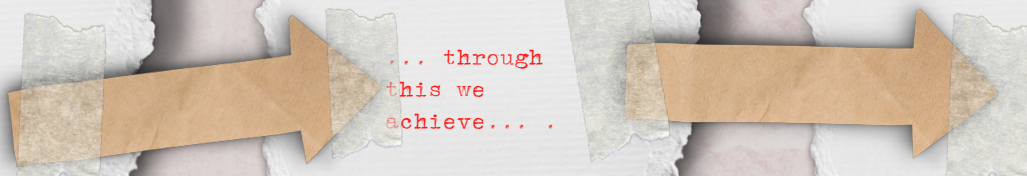
- NON-FORMAL TEACHING
- Learning ACTIVITIES
- Cultural EXPERIENCES
- COMMUNITY activities
- Safeguarding
- Pastoral support

... through this we achieve...

### Outcomes



- Improved English COMPETENCIES
- Greater CONFIDENCE using English
- INTEGRATION into local communities
- Greater REACH





## About the Author

Community Impact supports charities to move beyond 'just' collecting and reporting data to using this to build organisational and community capacity. We do this by:

- Showing charities how to use evaluation data operationally to support service/programme delivery
- Supporting performance and programme improvement
- Using data to support business development and funding
- Undertaking long term studies to explore how service users go on to play active roles in their communities.

[WWW.COMMUNITYIMPACTCIC.ORG](http://WWW.COMMUNITYIMPACTCIC.ORG)

Community  
Impact