

IMPACT REPORT 2023



A REVIEW OF SPEAK STREET 2022/23

"Having a book to work through gives people a great sense of progress and achievement."

WE RUN NON-FORMAL ENGLISH LANGUAGE SESSIONS

- Our mantra is **FUN SOCIAL LEARNING** to help isolated newcomers to London boroughs improve their English skills and build community cohesion
- We use a '**LEARNING-BY-DOING**' approach using interactive class for refugees, isolated migrants and **EAL** students to improve their English skills
- We aim to build **CULTURAL CAPITAL** for beneficiaries not used to accessing venues considered by many to be 'not for them'
- We offer tailored to a variety of levels within the group, creating low barriers to **PARTICIPATION**.



WHO WE WORK WITH

WE WORK WITH REFUGEES AND ISOLATED MIGRANTS WHO FACE SOCIAL AND ECONOMIC BARRIERS TO IMPROVING THEIR ENGLISH AND BUILDING A LIFE IN THE UK.

WE WELCOME LEARNERS WHO HAVE MIGRATED FROM ALL OVER THE WORLD INCLUDING ERITREA, UKRAINE, AFGHANISTAN, IRAN AND THE DEMOCRATIC REPUBLIC OF CONGO.



A NEW LEARNING NETWORK

OUR ENGLISH LEARNING RESOURCES NETWORK (ELRN)

- A **LEARNING** and **DEVELOPMENT** offer to migrant charities
- Offers **SUPPORT** to refugee and asylum seeker charities through our **WORKBOOKS** and **TRAINING**
- Network members receive support **EVALUATING** their work, measuring outcomes, and reporting impact
- Additional support bid writing, **FUNDRAISING**, and capacity building.



Each year
we ask...

"How do
Speak Street's NON-FORMAL*
English teaching sessions and
TEACHING RESOURCES** support
refugees and people seeking
asylum to build confidence,
integrate, and make the most of
London's cultural
opportunities?"

* Social Learning Theory is at the heart of our delivery model. SLT works by exposing learners to social norms and ways of doing things. It's a 'Learning By Doing' pedagogy... (SEE APPENDIX 1 FOR MORE ON THIS)



** See APPENDIX 2 for a list of our teaching resources

WHAT WE
DID

Between
September 2022 and July 2023
we collected classroom
observations across the
academic year, and measured
four outcomes (English
ability, confidence,
integration, and engagement)
at baseline and at programme
end.

WHY WE DID IT

We wanted to explore if our learners develop the **CONFIDENCE** to use English in their daily lives to make the most of London once they are away from the safe space our sessions offer.



We used a 5-point observational scale to record changes in English **ABILITY**, **CONFIDENCE**, **INTEGRATION**, and **ENGAGEMENT**. Observational notes are taken at baseline and at programme end.

We asked students and volunteers for their feedback as well as conducted case studies.



Our Results...

IN 2023 WE
DELIVERED...

... 226
weekly
sessions

... 9.16/10
our average
rating from
students

... 500+
volunteer
hours

... 9.3/10 our
average
volunteer
experience
rating

... thanks
to 40
volunteers

... 1000 books
to our indirect
network of
learners

... to 560
direct
learners

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

... 1526
learning
outcomes.

Our sessions are effective in improving learners **ENGLISH!**

- On average, learners were able to 'understand basic comprehension' - reaching level 3 on our competency scale.
- Of those whose English ability improved, **86%** improved by one level.
- Student feedback reported over **90%** increased their English skills





Our learners are ENGAGED with each other
and their communities!

- On average, our learners were 'beginning to engage well' by the end of the year, reaching level 3 on our competency scale
- Of those learners showing an improvement, 100% improved by one engagement score.
- Student feedback report over 90% of learners reported meeting new people in a new place helped them improve their skills and confidence

Our sessions help learners to **INTEGRATE**
successfully

- Over a **THIRD** of our learners (46%) were observed to be more willing to play an active role in their communities
- Overall, most learners had 'joined a group outside of the sessions' by the end of the year, reaching level 3 on our competency scale
- Of those whose were showing signs of being more active in their communities, **67%** improved by one level, and **17%** by two levels.





Our learners are more **CONFIDENT** using English in daily life

- Student feedback reported over **90%** increased their confidence
- On average, our learners were '... sometimes confident, but sometimes still unsure' by the end of the year, reaching level 3 on our competency scale
- Of those learners showing greater confidence, **87%** improved by one engagement score, and **16%** by two.

EAL PROGRAMME
AT DUKES
ALDRIDGE
ACADEMY IN
TOTTENHAM

14

THIS YEAR WE WORKED WITH 3 DIFFERENT COHORTS OF EAL STUDENTS. THE STUDENTS WERE IDENTIFIED BY THE EAL/DIFFERENTIATION DEPARTMENT AS REQUIRING ADDITIONAL HELP WITH THEIR LITERACY SKILLS. IN TOTAL WE WORKED WITH 22 STUDENTS.

- ALL OF THE STUDENTS WHO COMPLETED EVALUATIONS REPORTED IMPROVING THEIR ENGLISH SKILLS AND CONFIDENCE. WITH OVER 90% REPORTING THE PROGRAMME HELPED THEM TO INCREASE THEIR SKILLS AND CONFIDENCE.

- AVERAGE **INCREASE** IN READING YEARS WAS 1.2 YEARS.

- AVERAGE **INCREASE** IN SPELLING TEST WAS 14.4% OVER 12 WEEKS.

- AVERAGE STUDENT RATED THE CLASS AT 9.6/10.

- **TEACHERS OBSERVATIONS:** AVERAGE INCREASE IN ENGLISH ABILITY: BY 2 LEVELS OUT OF 5. AVERAGE INCREASE IN ENGAGEMENT: BY 1.5 LEVELS OUT OF 5. AVERAGE INCREASE IN INTEGRATION INTO UK LIFE INCREASE BY 1.5 LEVELS OUT OF 5. AVERAGE INCREASE IN CONFIDENCE BY 2 LEVELS OUT OF 5.

As usual...
Certainly...
I accept that up to a point...
Indeed...
I completely agree

Undoubtedly...
Of course...

Above all...

Obviously...

Namely...

That's not my experience

Yes, but it depends on the con

I think...

In my opinion...

I'm in favour...

I'm against...

I believe...

I don't think...

I strongly disagree

Case Studies from the programme

Saniye is a parent of a year 7 student. She has a serious visual impairment. Having established she wasn't, she is now in the process of being registered as blind. Her main challenge was listening and speaking - over the phone, but she now has a copy of our workbook Building a Life in the UK which she uses with a magnifying glass. Saniye seemed to benefit from the individual attention and time. Her listening skills were always good, but her speaking skills have improved, she says she feels more confident and ready to ask questions at the GP and her children's schools / teachers. We were also able to flag to the school her disability needs and now her child receives free school meals as a result.

Fatu is a single parent and has 4 children of different ages as a result it's difficult for her to attend 'traditional English classes'. We met her at the year 7 parents evening in March 2023 and she has had weekly zoom classes every since. She is a fast learner and having our workbook helps her to stay focused in the class. Her English has improved.

Edy is a year 8 student from a large family. He struggles with English reading and writing and is often easily distracted. In our weekly classes he was able to be part of a 2-1 group working systematically through a programme to improve his English skills. He went from an estimated reading age of 5.3 years to 6.1 years. He enjoyed reading 'Dog Man' a comic book novel that seemed to engage is interest more and he was able to take home a copy of this when the programme finished to continue reading.





Appendices

ABOUT SOCIAL LEARNING THEORY

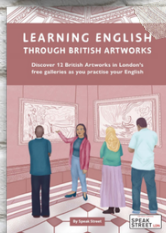
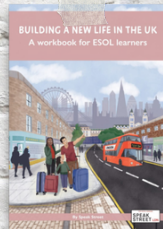
Our non-formal teaching sessions use a Social Learning Theory approach. This has two main principles:

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 break down barriers (such as low confidence) to make these seem more accessible.
2. Interactive activities (and asking learners to start exploring) help learners to see things like visiting an art gallery 'normal' and something that they can do.

APPENDIX 1

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

APPENDIX 2



We asked our partners to describe how they used our materials

Speak Street partners use our materials in two ways – in teaching groups, and 1-1, with a volunteer. Some organisations adopt the 1-1 model because a learner has a need for additional support or because the learner finds it easier (or more constructive) to engage in more conversation-based learning. Many learners feel they are not around other speakers of English, and for them, the group format works.

This is especially the case for more isolated learners who benefit well from the combination of social and learning opportunities classes bring.

We're always collecting feedback from our partners that shows how learners benefited from the high level of teacher/volunteer support to help them practice their developing language skills. In one case a learner quickly progressed to a more advanced Speak Street workbook (Learning ESOL through Londoners) and the higher level of language associated with it. This didn't just teach English, but provided an opportunity to learn about London and its history through its people many of whom just like her were immigrants making London their home.



Introducing the English Language Learning Network

The ELRN is a growing network of organisations delivering services directly to refugees, and newly arrived people seeking asylum. Together network members reach over 500 potential English learners at any one time.

Network members deliver Speak Street learning resources in a variety of settings, from community centres, bridging hotels, and online. Through the ELRN Speak Street supports grass roots organisations working on the front line to help immigrants from across the world to start their asylum journey in a supportive learning environment.

Members tell us how are learning resources '*help beneficiaries to engage with other serviced*' and '*helps beneficiaries build knowledge and confidence in their new lives in the UK*'. The chance for refugees to learn English for practical situations and understand more about life in the UK is therefore an essential element in the process of developing the relationships and friendships that make communities the places they are.



What people said about our workbooks

“(They) make teaching a lot easier and empower the learners to engage in self study”

Karuna SWVG refugees

“Speak Street Learning Resources is lifelong which will bring the power of Education and support to many of those who looking for a new challenge and yet struggled to maintain it .” Armin Syrian Council

About the Authors

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