NPC

EVIDENCE AND DATA COLLECTION FOR EDUCATION START-UPS

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THE YOUNG FOUNDATION

This guide is for people setting up new projects in the education sector. It offers step-by-step advice on what evidence and data to collect, and how to collect it. It is based on NPC's experience of supporting around 40 organisations through the Young Foundation's Young Academy education incubator programme.

The Young Foundation is a research and action based institute with a formidable track record of confronting inequalities. It works across the UK and internationally to create insight and innovations which put people at the heart of social change. The Young Foundation set up The Young Academy which supports early-stage ventures to develop innovations which improve the educational outcomes of disadvantaged young people.

New Philanthropy Capital (NPC) is a charity think tank and consultancy that works with charities, funders and social enterprises to help them achieve the greatest possible impact. As part of NPC's four year involvement with The Young Academy, it is working with ventures from London, Nottingham and the South East to help them develop their theory of change, capture relevant impact data and ultimately evaluate their impact.

Support for the Young Academy Incubator programme is provided by Bank of America Merrill Lynch through the Bank of America Charitable Foundation and Esmée Fairbairn Foundation, and funding for the Young Academy investment fund is provided by UBS. The programme is match funded by the UK Government's Social Incubator Fund.

THE IMPORTANCE OF EVIDENCE

You have an idea that you think will help reduce educational inequality. You are excited by the possibilities—and hopefully other people are excited too. But ultimately, success will depend on whether you can persuade customers and investors that your idea really will make a difference. What's more, if you don't know for certain that your idea works, how do you know your efforts would not be better spent doing something else? **You need to have evidence.**

KEY REASONS FOR COLLECTING EVIDENCE

IDEA IMPROVEMENT: Collecting evidence will help you understand which aspects of your idea 'work', for whom, and in what circumstances. Your idea will be better and more refined if you collect the right sort of evidence to test it.

SOCIAL INVESTMENT: Social investors will want to know that a programme can have an impact on beneficiaries—that it is a good use of their money. Unless you can make this case with real evidence it will be difficult to attract any kind of funding.

RAISING PROFILE AND COMMUNICATING TO STAKEHOLDERS: If you can say with confidence that evidence supports your idea, you will be better placed to attract attention (and revenue) from existing supporters and others interested in the sector.

CONTRIBUTING TO KNOWLEDGE: Reporting what your evidence tells you could help other organisations to improve, and ultimately help beneficiaries. Good evidence may even help the sector to influence government policy and increase levels of funding.

THE CHALLENGE OF EVIDENCE

So we think that collecting and analysing evidence is important. But it can take a lot of your energy and resources: there is a risk of focusing on the wrong things and of biting off more than you can chew.

It can also be hard to determine what kind of evidence stakeholders really want. Getting evidence of 'long-term' impact is particularly difficult.[1] The changes you want young people to achieve might be a long way off, and it will be hard to know the contribution of your idea alongside all the other things going on in their lives.

The process of collecting evidence can also affect your relationships with young people and teachers. If you ask too much, or ask the wrong questions, you can harm your chances of working with them again.

So above all else, with this guide we want to help you develop a sensible and proportionate plan for evidence collection, focusing on what you really need to do to test whether your idea can work and help it to grow.

1 By 'impact' we mean the sustained or lasting difference you make to peoples' lives. See the end of this document for a full definition of terms.

THE PROCESS: HOW TO DO IT

1

Stage 1: Develop a proof of concept or theory of change

This process can be difficult, but at the end of it you will have a good articulation of your idea and the right platform for effective data collection.

The good news is that stage 1 of the process does not involve any data collection at all. Rather it is about articulating your idea in detail: to be clear about it, to challenge your thinking and help you work out what evidence it will need to collect.

Most importantly, you should think seriously about three aspects of your idea:

- **Who exactly is your idea for—what is the target audience?**
- **What outcomes do you want to achieve for your target audience?**
- **How will your idea work to achieve those outcomes?**

The method we use to address these questions is called developing a 'theory of change'. It is often represented as a diagram, but it does not have to be. A key element of the approach is what we call 'backwards mapping', which means starting with the change you want to achieve and then thinking about how will you get there.[2]

You should develop a theory of change even if your service is already up and running. It can only ever help to be really clear about how your idea is meant to work.[3]

The following sections suggest a step-by-step approach to developing a theory of change.

2 For a fuller explanation of NPC's thinking on theory of change, see Harries, E., Noble, J. and Hodgson, L. (2014) *Creating your theory of change: NPC's practical guide*. New Philanthropy Capital.
3 There are other ways to think about this process, and useful resources are available in Impetus-PEF's *Driving impact* report.

WHO IS YOUR IDEA FOR?

Define the problem

Put simply, what is the problem that you are trying to solve? For the Young Academy this involves explaining which aspect of educational inequality your idea addresses. Good problem definition involves:

- **Describing the scale and scope of the problem:** Who is affected, are some groups more affected than others, how big is the problem?
- **Identifying what drives the problem:** You might have more impact if you are tackling the causes, not symptoms of social problems.
- **Thinking about short-term and long-term consequences:** How will the problem affect individuals, communities and society as a whole?

To answer all these questions it will be helpful to draw on things like government reports, statistics and academic evidence (see stage 2 on page 8).

Define your target audience

Having defined the problem you want to tackle, you should now move on to thinking about who you want to work with to address the problem. You might choose to work directly with those people experiencing—or at risk of inequality, such as young people themselves. Or you might opt to change the context or conditions for young people by working through others, for example teachers and schools.[4]

When defining a target audience, the Young Academy urges innovators and activists to consider all of their options before working out where to focus their energies. For example, if disadvantaged students demonstrate low confidence in the classroom, and are reluctant to participate in discussions, do you work on raising their confidence, or encouraging teachers to employ different methods for widening participation? If patterns of school exclusion only become entrenched and grow from Year 7 onwards, do you increase flexible learning at home, or change the curriculum and relationships between educators and learners in schools?

Once you have decided on your target group, try to define them as clearly as you are can. For example, ‘Year 7 pupils from disadvantaged backgrounds at risk of a poor transition to secondary school’ or ‘primary school teachers lacking knowledge and confidence to teach science, technology, engineering and mathematics (STEM) subjects’.

You can have more than one target group, but make sure you spend the majority of your time thinking about the groups that are most important and who you want to work with directly.

Finally, spend some time thinking about the needs and characteristics of your target audience. Think about why they think and behave as they do and what you might seek to change.

4 Inequality, poverty and other social problems are often characterised as individual failings but while we often see the consequences through the lives of individuals, wider factors are usually significant.

WHAT OUTCOMES DO YOU WANT TO ACHIEVE FOR YOUR TARGET AUDIENCE?

By this stage you have defined the problem you want to address and who you intend to work with. Now it is time to state what you want to achieve. We suggest breaking this down into longer-term and shorter-term outcomes.

Identify your long-term outcomes[5]

By long-term outcomes we mean the sustained change for families and communities you aim to achieve—in say five years' time. This is also called 'impact'. For the Young Academy, this must relate to a decrease in educational inequality. For example, 'reduced exclusions amongst at risk pupils', 'improved attainment in national exams for disadvantaged pupils', 'girls likely to access technical careers', 'improved health and well-being for children with special education needs.'

You can have more than one long-term outcome, but we would discourage you from having too many.

Although you might be some way away from achieving these outcomes, and are unlikely to be able measure them, it is important that you are able to say what they are and the steps required to achieve them. Even if you are working indirectly (say, through teachers and schools) it is still important to articulate the long-term benefits for your ultimate beneficiaries (ie, young people).

Identify your short-term outcomes

Your short-term outcomes are the most important part of your theory of change. They are the more immediate benefits your target audience should gain from your work, and that will help to achieve the longer-term outcomes above. For example, what do want your target audience to learn? How do you change their attitudes? How do you change their behaviour?

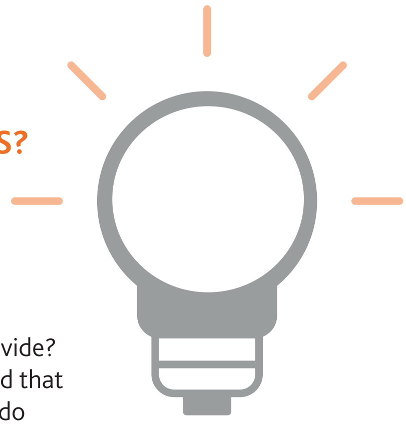
Sometimes you hear these outcomes described as 'soft' if they focus on personal or social skills and 'hard' when they relate to measurable outcomes like school attendance or qualifications. Soft and hard outcomes should be seen as equally important.

When defining your own short-term outcomes try to describe them in specific ways using 'words of change'. For example; to 'increase skills', 'improve confidence', 'raise aspirations', 'reduce anti-social behaviour'.

Short-term outcomes are crucial because through these you are stating what you want your service to be accountable for. Although your ultimate aim is to reduce inequality, you cannot easily measure your success against this (as it is long-term and subject to other factors). Rather, your success will be measured against whether you achieve the short-term outcomes that you think will contribute to decreasing inequality.

The Key Performance Indicators for your service should ideally be drawn from the short-term outcomes defined in your theory of change. And to support your revenue generation it is important that both the short- and long-term outcomes you choose are ones that your target customers use or are interested in. This is not to say that you cannot challenge the outcomes that are valued, or have other potential impacts you aim to create. But including the outcomes your customers want is a way to start this conversation.

5 Sometimes referred to as 'intermediate outcomes'



HOW WILL YOUR IDEA WORK TO ACHIEVE YOUR OUTCOMES?

Describe your activities

Having stated the problems and the outcomes you want, the final piece of the jigsaw is establishing your activities: what you will do and how it will bring about change.

The first part of defining activities is quite simple. What is your idea? What will you provide? How much will you provide? Who will do the work? and so on. However, you might find that there is a difference between what you would like to provide and what you are able to do given your stage of development. In these circumstances it can help to think about two theories of change; one for your ideal model and the one that you are delivering right now.

The second part of defining activities is more subtle, and ventures often struggle with this. It means thinking about the 'mechanisms' of change: how and why you think your idea will work. To illustrate, in the following paragraph mechanisms are highlighted in bold.

> If you are delivering careers advice, you will need to **reach pupils who need it, provide information that they feel is relevant and trusted**, and which **encourages and helps them to think about their future**. If you are linking pupils and employers the mechanism is the **quality of that interaction** and a desire from both groups to **keep talking**. Alternatively, if your idea is information for teachers, then the mechanism might be **new ideas** that they **apply successfully in the classroom**.

Mechanisms are sometimes hard to define because they are assumed or tacit, but there is a real benefit to articulating them clearly. Often, mechanisms are about positive engagement—your target audience listens, learns, comes back, enjoys themselves. It can help to consider 'what good looks like' or how you know it is going well on the day. It can also help to think about what is distinctive, special or unique about your idea.

THEORY OF CHANGE: SOME ADVICE

If you go through the steps above you will have a theory of change (you can see how the end result may look on page 14 with the illustrative theory of change). The process can be difficult, but at the end of it you will have a good articulation of your idea and the right platform for effective data collection. It can also help to strengthen your idea by identifying things that you haven't thought of, or weaknesses in your initial thinking.[6]

You can also now think about how you want to represent your theory of change. Many ventures aim to produce a summary chart that they can use to engage stakeholders. And the process of getting your key ideas onto a single slide can be valuable. But watch out for over-complexity: you don't have to put everything on the chart. Try to capture the essence of your idea.

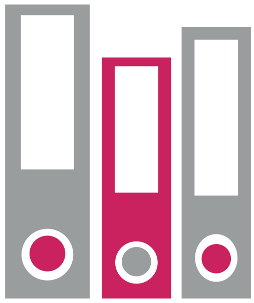
A final important point is that the language and categories are only there to *help us* think through the components of a project. For example, do not get too caught about what is a 'short-term' or 'long-term' outcome, or the difference between a 'mechanism' and an 'outcome'. The main thing is to ensure your thinking is clear.

Another option, which is particularly useful when you are working with people over a period of time, is to think about the chain of events that leads from your immediate activities to your longer-term outcomes. Try to describe a 'user journey': where will your users start, where do they progress next, where will they end up, and what will have changed for them?

6 It is good practice to critically examine your theory of change and look for areas where it seems weak. This process is sometimes referred to as identifying 'assumptions'.

2

Stage 2: Look at the existing evidence



For your idea to succeed, you will need a significant leap of faith from others. Using the existing evidence is key to winning people's support.

Throughout the theory of change process you should think about what the existing evidence and research tells you. This will help you to develop your theory of change and make it much stronger and more credible. Remember that for your idea to succeed, you will need a significant leap of faith and investment from others. Using existing evidence to explain why your approach can be effective will be key to winning peoples' support.

At the beginning, when defining your problem, you should be looking at published statistics, government publications and media. This will give you information about the scale of the problem you are trying to tackle, its causes and consequences. Don't forget to combine local and national insight. National statistics are great for showing there is widespread recognition of a problem, but to win work and persuade financial backers, you will need to understand the nature of the problem in the areas you want to work in, what other local initiatives are doing and how you could create additional value. To do this, you may need to roll up your sleeves and create informal evidence from your own enquiries—surveys about local needs, conversations, collaborative design workshops, opinion former interviews and so on.

Secondly, the existing evidence can be a tremendous resource when thinking about outcomes. A lot is already known about what helps young people to overcome barriers and succeed in school. The Young Foundation and NPC have produced two of the most widely used frameworks of the attributes young people need to succeed, so these might be useful starting points.[7]

Thirdly, when thinking about your activities try to look at what others have tried. What has worked before? How big a difference has it made? For example, there may be academic studies that show how arts-based services are effective at engaging young people, and it will help a lot to cite this evidence in support of your theory of change. Will you aim to do something similar or try to improve on these outcomes?[8] What doesn't appear to work? One of the best resources for quickly getting up to speed on good practice is the Education Endowment Foundation's *Teaching and learning toolkit* [9] (although if your project is not schools-based, you may need to look beyond this).

If you're not steeped in evidence or find it difficult to access it, you could try to approach experts in your field of interest—many will admire your efforts and be willing to discuss and point you in the right direction. Their endorsement could also help your case, and you could even consider including them within your governance arrangements to help your venture learn and adapt.

7 The Young Foundation (2012) *A framework of outcomes for young people*; and Copps, J., Harries, E., Ni Ogain, E., Kail, A., Plimmer, D (2014) *The Journey to EmploymenT (JET) framework*. New Philanthropy Capital.

8 At this early stage, you should try to be really relaxed about your idea, and ready to change it significantly if you discover far better ways to go about addressing an inequality. Some of the Young Academy's biggest successes (and other impressive social innovations) have done exactly that, and they inspire confidence in customers, funders and investors because they show rigour and that the team can adapt and improve.

9 Education Endowment Foundations website: https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit

3

Stage 3: Test your theory of change

As well as being able to persuade others that your idea is working, you can use evidence to test, learn about and improve your approach.

With a good theory of change, supported by evidence, you will have established your ‘proof of concept’. The final stage is to test this out in the world, which is about collecting actual evidence from service users.

A challenge for education start-ups, particularly at the early stage, is that opportunities to collect data can be very limited. Therefore your first priority will be to focus on what relevant, high-quality information you can gather quickly and easily. This is likely to focus on immediate feedback and some short-term outcomes (you might have to put long-term impact aside for now). However, as your venture matures, customers, funders and investors will expect to see more robust evidence. For example the Young Academy Fund requires quarterly reporting and management of social performance just as it does financial performance, and other funders will be similar. As your team grows, you will of course be able to delegate evidence gathering and initial analysis, but the chief executive and board should continue to put social performance at the centre of planning and reporting.

We think the immediate priorities for education start-ups are:

WHICH USERS ARE YOU REACHING?

The first question to consider is: what do you need to know about service users when they start working with you?

Crucially, you will need to know whether your service users have the characteristics defined in your theory of change. This is important because if you cannot say you have reached the right people you will never be able to claim that the idea has worked. There is a particular risk of relying on ‘willing’ service users—people who engaged with you but never really needed what you offered. Although working with willing people might offer a superficial indication of success, it will not persuade anyone who looks at the data seriously.

If you are working with young people themselves it might mean recording Pupil Premium entitlement, age group, ethnicity and the key attitudinal characteristics you want to address. But it can also mean recording which schools you work in, which employers you are able to engage, which staff members you can engage—basically, whoever is in your target group.

You might be able to get this kind of data from the organisation that is referring people to you (eg, the school), but you might also need to collect some of it yourself. This would mean designing a questionnaire or application form that you use towards the beginning of the delivery process.

USING SCHOOLS' DATA TO UNDERSTAND YOUR IMPACT

If you work in schools then the best data you can get will come from the schools themselves. Schools have a statutory obligation to record various aspects of their pupils' backgrounds as well as attendance and performance in national examinations. Most schools also collect lots of information about behaviour and academic progress. If you can get access to this data then it may be able to answer a lot of your questions about the impact of your project: we have used it to look at whether a sports project had any obvious effect on behaviour during the term in which it was delivered. School data can even be used to build informal control groups—for example if you are only able to deliver your project with one class, can you compare progress for these pupils against others in the school?

It is often a challenge to access this data. Some schools are quite protective about it (rightly so, it is confidential information), but there ought to be a way to use it without compromising pupils' privacy. We usually find that schools can be persuaded to give controlled access to data if it is discussed upfront as part of the agreement to work in the school. Some schools are even very enthusiastic about this kind of analysis—it looks good to Ofsted if they can show they are serious about using data to test ideas in the school. But collecting data from schools takes time and requires good relationships. Any initiative working in a school should be careful not to jeopardise its relationships with teachers by asking for too much or requesting it be provided too quickly.

ARE YOUR USERS ENGAGED?

The second question is to focus on engagement. In other words, try to find out whether your users like your idea, participate fully and whether they are getting the immediate benefits you think they should. As a start-up organisation, this information is vital for two key reasons:

- **To persuade others that your idea is working.** As stated above, your Key Performance Indicators are likely to be around levels of engagement and short-term outcomes.
- **To help you test, learn and improve.** You should study evidence about engagement and feedback in detail to understand what is going well, who benefited, who didn't, what needs to be better next time and so on.

At a basic level, it will be vital to record uptake, attendance and engagement amongst all your service users. But try to go beyond just noting whether they showed up and record how much they engaged and whether they engaged in the way you wanted. For this you can use your own judgement (record levels of engagement on a simple scale), or better still ask for small amounts of feedback from service users themselves.

Try to be creative when asking for feedback. Questionnaires are the default option, but often don't work with young people (they tend only to be willing to answer 3–4 questions) and teachers (who are fed up of filling in forms). Alternatives including handing out tokens that users can assign to different levels of satisfaction, taking groups aside for quick feedback sessions, or asking for feedback through social media.

You should try to get feedback that is both quantitative (numbers) and qualitative (words). A good rule of thumb is ***'a little bit of data from a lot, and a lot of data from a few'***: In other words, determine the small amount of data you need across the board, to measure the scale of success, and explore things in more detail with smaller samples of service users.[10]

You don't only have to rely on feedback from service users. The views of teachers, families and delivery partners can also be really helpful.

Finally, try not to fall into the trap of only talking to your successes—those people who seemed to really benefit from your idea. You will actually learn more about how to improve if you seek out those that seemed less engaged or stopped coming. These results might challenge your thinking, but ultimately potential funders should be impressed by ventures that are willing to face up to potential problems.

10 For more information about using qualitative and quantitative data, we have a useful guide: Noble, J., Thorne, M., (2016) *Stories and numbers: Collecting the right impact data*. New Philanthropy Capital.

WHAT IS YOUR PLAN FOR IMPACT MEASUREMENT?

The longer-term aim for all education start-ups is to have robust impact data that persuades people that your theory of change really is supported by research.

In practice, this means collecting good quality data from a large enough sample of service users to show some effect on outcomes. You may hear people talk about 'trials' and 'control groups', which broadly find a way to compare people who have received your idea to a group that have not—so that you can be more confident about the difference you have made. These kind of research methods are regarded as the 'gold standard'. You will probably be some way off doing them, but it helps to think about what you might need in the future.

Our advice for educational start-ups is to:

- Identify any existing robust research that supports your case (see stage 2).
- Start to think about how you might collect data once you are operating on a large enough scale.
- Identify any opportunities for small-scale trials or tests of your method (see section on school data).
- Have a plan for collecting impact data that you can share with potential funders, which includes being clear about what data that you want from them if they commission you.

It might also help to identify which, if any, standard tools or approaches you could use. For example, there are a number of established approaches to measuring confidence and well-being that might be relevant to your theory of change. The Inspiring Impact Impact Hub[11] is a one-stop shop for impact resources and tools and the Journey to EmploymenT (JET) framework[12] provides a number of useful standard tools related to education and employment.

THE SOCIAL INVESTOR'S VIEW

Part of developing an education start-up is developing a pitch that you can deliver to potential investors and funders. When thinking about how you are going to 'sell' your idea, one of the social investors involved with the Young Academy offers the following advice:

- **Be clear on who your cohort is**. Don't take for granted that this is obvious. For example, when you say 'disadvantaged pupil', how do you define that? Is this a pupil eligible for free school meals or a looked-after child, or are you targeting all pupils in a specific school?
- **Be prepared to explain how you will target the most disadvantaged**. The question is almost always asked, and funders want to see that you reach those most in need of support.
- **Frame the problem**. Make sure that when you explain the problem it is specific to the issues that your particular target cohort face. Otherwise there is a risk it is too broad and abstract.
- **Be specific about outcomes**. Don't just say what you will improve, but how you will measure it. For example, if you are aiming to improve school attainment, you can measure this as the proportion of students achieving 5 A*–C grades at GCSE. Link your impact data to the same indicators where possible.
- **Be aware of the policy context**. It's always impressive when organisations show a broader awareness—for example, what outcomes have political buy-in or government targets, and can you align with this?
- **Develop client or user journeys**. What does the idea look like from the user's perspective—what is the impact of each stage of the idea and how does it help them achieve a positive outcome?

11 Inspiring Impact website: http://inspiringimpact.org/listings/
12 Copps, J., Harries, E., Ni Ogain, E., Kail, A., Plimmer, D (2014) http://www.thinknpc.org/publications/the-journey-to-employment/ *The Journey to EmploymenT (JET) framework*. New Philanthropy Capital.

CONCLUSION

NPC and the Young Foundation share a commitment to tackling educational inequality, and it has been our privilege to work, through the Young Academy Incubator programme, with dynamic and passionate entrepreneurs.

All of the entrepreneurs on the programme are trying to find new solutions to a range of education problems. We believe that this entrepreneurial energy can be aided by a thoughtful approach to impact measurement that, crucially, remains proportionate to the level of resources an organisation can dedicate to it. After all, putting beneficiaries—students, teachers, their families and their communities—at the heart of any project means making a real effort to see whether that project is working. Hopefully this guide has provided the tools needed to support this effort.

This guide is intended as a first step in collecting data and evidence. For a fuller explanation of NPC's thinking on theory of change and impact measurement, including our methodology found in *Building your measurement framework: NPC's four pillars approach*. For further support or to provide feedback on this publication, please contact info@thinkNPC.org or visit our website www.thinkNPC.org.

For further information on the Young Academy, please visit www.theyoungacademy.org.

GLOSSARY

Activities: What you deliver and the resources you need.

Change mechanism: A description of how your activities might lead to the short-term outcomes you want.

Context: The issue you are trying to address (sometimes referred to as the 'problem statement'). It includes the needs and characteristics of service users and the key external factors that affect them (positively or negatively).

Customers/target audience/users: Those people to whom you will deliver your idea.

Data collection: The techniques used to gather information about an idea. The main techniques used in evaluation are surveys, case studies, natural observations, expert opinion, reviews of programme documents and literature reviews.

Impact/long-term outcomes: The difference the idea has made to the participants' lives, taking into account what would have happened anyway, the contribution of others, and the length of time the outcomes last.

Impact measurement: The process of trying to find out whether an organisation is doing something that provides a real benefit to other people or the environment. This process includes everything from gathering data to analysing data to demonstrating findings.

Indicator: A characteristic or attribute that can be measured to assess an idea in terms of its outputs or impacts. Output indicators are normally straightforward. Impact indicators may be more difficult to derive, and it is often appropriate to rely on indirect indicators as proxies. Indicators can be either quantitative or qualitative.

Mechanism: How your idea really works to produce the outcomes you want.

Outputs: The amount and quality of activities you deliver.

Short-term/intermediate outcomes: The changes resulting from an activity. Changes can be intended, unintended, positive or negative.

Target audience: Who you will work with to achieve your short-term goals. They may or may not be the same as your ultimate beneficiaries.

Theory of change: A method of showing an organisation's path from needs to outputs to outcomes to impact. It describes what a social enterprise/organisation wants to achieve and how it plans to get there.

Ultimate beneficiaries: Those who will benefit from your idea in the long run.

APPENDIX: AN ILLUSTRATIVE THEORY OF CHANGE

The table below illustrates a simple theory of change. It includes two examples because a theory of change will be different if you are not working with young people directly—for example if your project focuses on families, teachers or school-wide practices. In this case we recommend that you still describe the long-term benefits you want to see for the young people, but treat teachers or others as your main beneficiaries and focus on them in developing your theory of change. This is illustrated in the table below:

	Key questions	Example: A youth work project	Example: An idea that works with teachers
Context	• What aspect of educational inequality are you addressing? • Who are you targeting? What are their needs?	• *We work with young people at risk of becoming NEET (not in education, employment or training), mainly from disadvantaged backgrounds. Our target group is those young people with low aspirations, low confidence and poor performance in school. We work in the context of a lack of local authority youth services: an estimated £387m has been cut from youth service budgets since 2010.*[13]	• *We work with primary school teachers in low-performing schools to improve their STEM knowledge and confidence. A key contextual fact for us is that only 3% of primary school teachers are science specialists and only 2% are maths specialists.*[14]
Activity and mechanism	• How does your idea work? • Why will your users engage with it?	• *We deliver after-school classes in music and theatre, with on-site life-coaching and careers planning.* • *We think young people engage with it because of the safe, open space we provide, and the personal qualities of our staff (who we train).* • *It works by exposing young people to new experiences, creating a positive social environment and establishing trusting relationships in which young people will be willing to openly discuss their futures.*	• *We provide training courses and high-quality STEM teaching materials for teachers.* • *We co-developed the materials with non-specialists to make sure teachers engage with the materials and training.*
Outcomes	• What are your short-term outcomes? • What are your longer-term outcomes? • Are these outcomes soft outcomes (personal traits such as confidence or self-esteem) or hard outcomes (like attainment or attendance)?	• *In the **short term**, young people report higher confidence, increased aspirations and self-esteem (soft outcomes) and increase their attendance in school (hard outcome).* • *In the **longer-term**, this will contribute to an increased likelihood that these young people will stay in school and progress to sixth-form (which is a hard outcome).*	• *Our key **short term** outcomes are increased teacher confidence (a soft outcome) and knowledge leading to better lessons.* • *In the **longer-term** this contributes to better results for students at low-performing schools. If this happens, we will decrease the attainment gap in STEM between the most and least advantaged in society.*

13 Unison (2016), *A future at risk: Cuts in youth services*, p. 4.
14 Royal Society (2010), *Primary science and mathematics education: Getting the basics right*, p. 3.

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TRANSFORMING THE CHARITY SECTOR

NPC is a charity think tank and consultancy which occupies a unique position at the nexus between charities and funders, helping them achieve the greatest impact. We are driven by the values and mission of the charity sector, to which we bring the rigour, clarity and analysis needed to better achieve the outcomes we all seek. We also share the motivations and passion of funders, to which we bring our expertise, experience and track record of success.

Increasing the impact of charities: NPC exists to make charities and social enterprises more successful in achieving their missions. Through rigorous analysis, practical advice and innovative thinking, we make charities' money and energy go further, and help them to achieve the greatest impact.

Increasing the impact of funders: NPC's role is to make funders more successful too. We share the passion funders have for helping charities and changing people's lives. We understand their motivations and their objectives, and we know that giving is more rewarding if it achieves the greatest impact it can.

Strengthening the partnership between charities and funders: NPC's mission is also to bring the two sides of the funding equation together, improving understanding and enhancing their combined impact. We can help funders and those they fund to connect and transform the way they work together to achieve their vision.

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