New Philanthropy Capital

Measuring together

Impact measurement in the NEETs sector

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Executive summary

Entering employment plays a significant part in the transition to adulthood. Young men who are not in education, employment or training (NEET) between the ages 16 and 18 are four times more likely to be unemployed later in life and five times more likely to have a criminal record.

Charities play a vital role in encouraging and inspiring young people—particularly the most vulnerable—helping them to develop and supporting them to enter employment. But measuring the difference that this work makes is difficult. The improvements that they see (such as building self-confidence and motivation) are often intangible, and it is difficult to track whether a young person goes on to find and keep a job once they leave the charity.

What is more, the youth sector is receiving larger cuts than any other area of services, with the Education Select Committee directly linking cuts to a lack of evidence and the *'extraordinary failure'* of the sector to explain what difference it makes.

To address these challenges, NPC worked with six charities that support young people who are NEET or at risk of becoming NEET: The Boxing Academy, Catch22, The Prince's Trust, SkillForce, Street League and Tomorrow's People. Together, we explored the potential for developing a common approach to measurement across the sector.

What are the challenges?

Charities face two types of challenges when measuring their impact:

- **Practical challenges** cluster around four main topics: gathering baseline data when young people join a programme, measuring improvements in soft outcomes ('distance travelled'), following up with young people after they leave a programme, and developing a culture of measurement among staff within an organisation.
- **Systemic challenges** stem from the fact that charities and funders generally work in isolation when they think about measurement. Charities express frustration at the lack of clarity and consistency around what commissioners and funders want to see in terms of measurement, and how divergent approaches create substantial reporting burdens.

Improving measurement

Despite the challenges that charities face, there are many **examples of good practice** from which other organisations can learn. Some charities build monitoring into their everyday practice using incentives or using validated tools to measure outcomes. For example, The Prince's Trust has a computerised messaging service that automatically sends a text message to young people with key follow-up questions after three months. We encourage other charities to draw on these examples in their measurement.

Our research also found that there is potential for greater collaboration among charities and funders around impact measurement. Working together with the six charities, we started to develop a **shared outcomes framework**, which we present in this report. There is a promising level of consensus around the key outcomes to measure. However, before any such framework can be piloted, funders' willingness to adopt it needs to be tested.

Next steps

There is growing interest from government, funders and charities in developing shared approaches to measurement. Building on this research, and as part of the new Inspiring Impact programme, NPC is coordinating efforts to encourage collaboration around measurement. We invite you to get involved and give us your feedback. For more information, please contact David Pritchard: dpritchard@philanthropycapital.org.

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Introduction

Youth unemployment is one of the biggest challenges in the UK today, with around 1m young people not in work, education or training. Charities have a vital role to play in tackling the problem, but they are facing higher demand for their services at a time when their income is most under pressure. A more competitive funding environment and an emphasis on 'payment by results' mean that charities need to be better at measuring and demonstrating what they achieve. This is not simple, and many are struggling.

Without better evidence, the youth sector as a whole, and ultimately young people, will lose out. The youth sector is receiving larger cuts than any other area of services, with the Education Select Committee directly linking cuts to a lack of evidence and the *'extraordinary failure'* of the sector to explain what difference it makes.[1] NPC believes that some of these challenges can be met if charities work together on measurement.

Measuring together

Almost all the charities NPC speaks to are trying to measure their impact in isolation. They rarely talk to peers about the challenges they face, and they rarely share their approaches or expertise. Yet measurement is one area where charities really can collaborate successfully. Charities working in similar fields often have similar approaches and are trying to achieve the same aims, which means that the processes and tools they need for measurement will be similar.

About this report

This report helps charities working with young people who are not in education, employment or training (NEET) to measure and communicate their impact. It is based on research bringing a group of charities together and is part of NPC's *Measuring together* series of reports, which look at collaborative approaches to impact measurement. We have previously published reports on *Improving prisoners' family ties* and *Impact measurement in the youth justice sector*.

Whilst the primary audience for this report is charities, it is also intended for funders that invest in services for young people. It aims to raise their awareness of the challenges charities face and encourage them to support good measurement practice among charities: to share lessons about measurement among their grantees, and work together with other funders to build the evidence for charities in this sector. Ultimately, this should provide them with better evidence on which to make funding decisions, and improve outcomes for young people more widely.

The structure of this report

This report is divided into two sections:

1. **Improving measurement:** Section 1 deals with four practical aspects of measurement that organisations face. These four areas were identified as key issues by the charities in the working group. In each case, we explain why the issue is important, the challenges charities are facing in relation to it, and ways in which they can be overcome, with recommendations for both charities and funders.
2. **Shared measurement:** Section 2 looks at a much broader challenge facing the sector as a whole: how charities and funders can develop consensus around the outcomes that they are trying to achieve. Here we assess the benefits and costs of moving towards a common approach, present a potential shared framework for the sector, and ask what appetite there is for moving towards such a framework for measurement.

[1] House of Commons, Education Select Committee (9 February 2011)

Research process

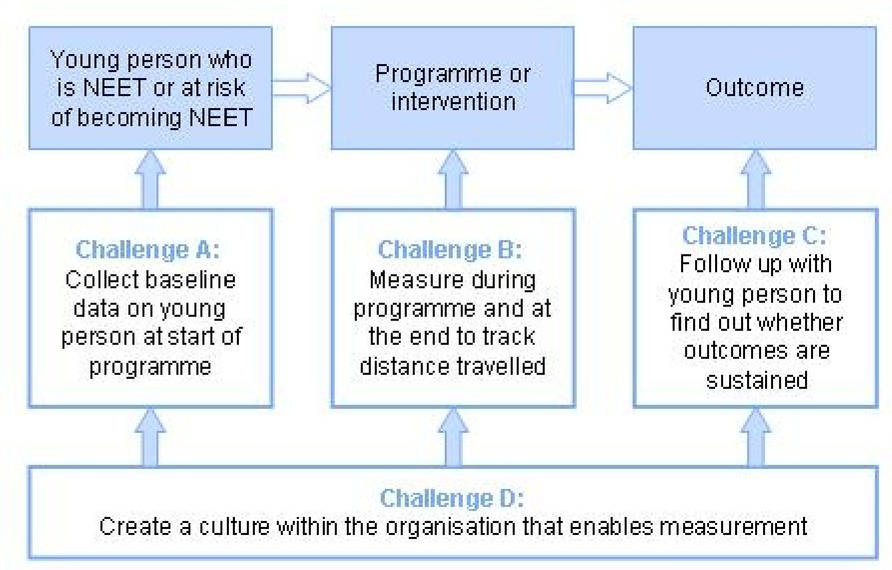
New Philanthropy Capital (NPC) conducted research for this report between June and December 2011. We formed a working group of six charities that support young people who NEET or at risk of becoming NEET. The six charities were: The Boxing Academy, Catch22, The Prince's Trust, SkillForce, Street League and Tomorrow's People.

We interviewed each charity and worked together to identify challenges and good practice in measuring outcomes, and to develop a common framework for understanding how different activities contribute to improving outcomes for young people. We also conducted desk research and interviewed a wider group of funders and charities. Full references are provided in the appendices.

1. Challenges and solutions

Charities face a number of challenges when they try to measure their impact. They struggle to capture accurate baseline data when young people join their programmes, and to track the progress that young people make during their programmes. Even if they are able to measure this change, it is very difficult to track what happens to young people after they leave a programme, so charities struggle to demonstrate that their impact is lasting. Underpinning these efforts are cultural barriers within organisations, such as staff being reluctant to collect data. These challenges are illustrated in Figure 1.

Figure 1: Measurement challenges faced by charities



This section explores these four challenges that charities face, and provides examples of good practice for charities and recommendations for funders in trying to overcome them.

A. Establishing a baseline

It is vital to understand young people's situations, needs and skills when they first join a programme. In impact measurement, this is often referred to as a 'baseline measure'—the point of reference from which measures of change are taken.

Why is it important?

It is important to get a baseline measure from the start so that charities can see how young people change as a result of the programme. A baseline also provides important information about how to tailor an approach to needs, and sets appropriate expectations for young people and staff.

Baseline data is important in demonstrating value to funders. Without understanding and capturing baseline data about young people's needs, it is difficult for charities to demonstrate that they are working with those who are particularly vulnerable.

What do charities find challenging?

Many organisations collect baseline data by carrying out a needs assessment, collecting referral forms, and holding planning sessions with young people when they join a programme. They collect basic personal information (such as date of birth, contact details and ethnicity), information on needs (such as offending history and special educational needs), circumstances (for example, living in care), and skills and aspirations (including qualifications and ambitions). Sometimes this information is supplied by a referring organisation, and sometimes by the young person directly.

There are a number of challenges when it comes to collecting robust and useful baseline data:

- **Charities are trying to gain young people's trust.** When young people first join a programme, they do not want to fill in forms and talk about their needs.[1] This is particularly problematic with very vulnerable or distressed young people, or those with poor literacy, who may struggle with completing forms.
- **It can be difficult to obtain information from referring organisations.** Often a needs assessment has been done already by a different agency or charity, but is not shared. So young people can end up telling their life story to numerous different professionals, which they can find distressing and frustrating.
- **Self-reported baseline data has limitations.** Charities report that surveying young people at the start of programmes about their needs and well-being often provides inaccurate data, because young people overstate their well-being and present a positive image when they first meet new staff.
- **There is no common language for assessing need.** Most charities working with young people say that they work with the 'hard to reach'. However, there are no common criteria or standards for understanding what this really means. This makes it difficult to reward charities for genuinely working with the most vulnerable.
- **Young people should not just be defined in terms of their needs.** Young people do not want to be defined solely in terms of the problems that they have, and youth workers do not want to engage with them in this way. Defining measurement and outcomes in terms of needs can undermine a supportive relationship, and focus only on reducing negative behaviours, rather than building on the positive aspects of a young person's life.

What can charities do?

There is a balance to strike between collecting enough useful information as early as possible in a programme, and not over-burdening young people and staff with endless forms to fill in. Charities can find it helpful to use the following principles:

- **Decide what is important and keep it simple.** Staff and young people want to build a relationship and get on with the programme, so it is important to keep initial monitoring to a minimum. This means focusing on a few key outcomes and collecting data that will help to measure progress against these outcomes. Having a clear 'theory of change' can help organisations to focus on the outcomes that are important.[2]
- **Gather multiple perspectives.** Gathering information about a young person's needs from a range of sources helps to form a complete picture and does not over-burden a young person with having to answer lots of questions. For example, **Street League** collects information from young people, from football coaches, and from external agencies (such as youth offending teams or job centres). This also helps to overcome the challenge that self-reported baseline data can be misleading.

[1] One evaluation highlights that *'the use of formal basic skills assessments may negatively impact on young people's perception and experience'*. Tank Consulting (2010) *Tomorrow's People: Evaluation of the Working it out programme*.

[2] A theory of change takes a charity's desired final outcome and works backwards to understand all the steps involved in achieving that outcome, showing how all the organisation's activities come together to help it achieve its mission. Theory of change is often the first step in planning a new programme or thinking about evaluation.

- **Focus on strengths as well as needs.** Whilst it is important to understand and respond to a young person's needs, some charities, such as the **Foyer Federation**, find that a 'strengths' or 'asset-based' approach is more effective in helping young people to thrive. This means recognising the positive aspects in their lives and their aspirations, and tracking progress in these areas, rather than seeking primarily to reduce problems.[1]

- **Collect data linked to the outcomes you hope to achieve.** For example, one of **SkillForce**'s intended outcomes is to prevent young people being excluded from school. So when young people are referred to its programme, it asks the referring headteachers to predict whether a young person is likely to be excluded or not. This provides a baseline (24% of young people are at serious risk of exclusion, as predicted by headteachers) against which the final outcome (4% are actually excluded) can be compared at the end of the programme.

- **Analyse the data that you collect.** Good analysis can help to inform service design and set expectations. It can also make a case to funders. **Fairbridge**'s analysis of needs is a good example of collecting baseline data and understanding what it can tell you.[2] It shows that young people fall into four levels of need, and cluster around six sets of issues, such as low skills or a care history. The value of this approach is that it enables Fairbridge to see whether some types of young people are more likely than others to respond to its approach.

- **Communicate baseline data to funders.** There is a big difference between supporting young people who are transiently NEET, and supporting those who are long-term NEET (for example, for 18 months or more), and this should be reflected in the level of support that funders are prepared to provide. Collecting baseline data can help charities to make this case to funders. In some cases, for example, **Street League** collects information on how long its young people have been out of work. This can help to identify who the project is working with and what their differing needs are likely to be, and demonstrate to funders the level of support required.

What can funders do?

- **Tailor support to the beneficiaries' needs.** Funders should provide longer-term support for organisations working with higher levels of need, such as young people who have been unemployed for a long time. In order for this to happen, charities need to capture and communicate accurate baseline information about who they are working with, and funders need to ask for, recognise and respond to this information. This is vital to avoid 'cherry picking' the easier young people to support.

- **Agree common criteria about need.** Funders could work together to develop a common language for assessing needs, so that they have a shared understanding of the problem they are collectively trying to address and can communicate this to charities.

- **Ask for information that relates to key outcomes.** At present, charities have to provide lots of information to funders (especially statutory funders) on the young people they are working with. However, this information often does not relate to outcomes.

[1] Transformational Asset Framework, Foyer Federation website: http://www.foyer.net/level2.asp?level2id=8
[2] *Back from the brink* (2010) Fairbridge

B. Tracking distance travelled

It is possible to check young people's progress against a baseline measure to understand how they have developed at different stages of their journey and work out how far they have come ('distance travelled').

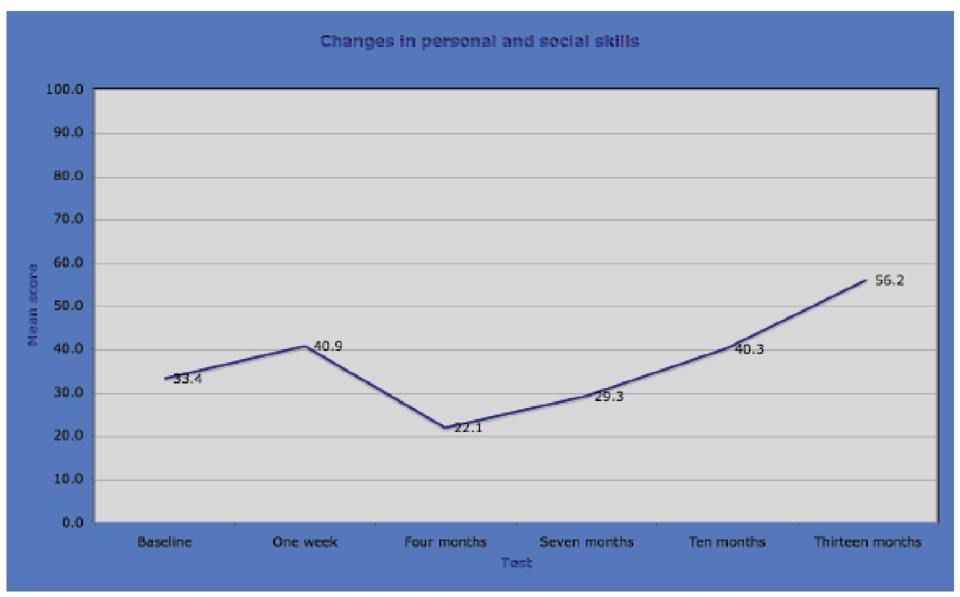
Why is it important?

Tracking distance travelled is valuable because it shows how much progress has been made against a baseline, rather than just focusing on a final outcome (such as getting a job). Building the confidence and skills of a vulnerable young person, and taking him or her 90% of the way towards being 'job-ready', may be more of an achievement than getting a more able young person into a job. But without understanding baseline needs and tracking distance travelled, it is difficult to make this case.

Tracking young people's progress is important in tailoring an intervention to changing circumstances and needs, and providing regular feedback to young people can help them to reflect on their own progress. It can also provide valuable information about a young person's journey through a programme (see Box 1).

Box 1: The value of tracking progress

In 2010, the charity Fairbridge discovered something troubling. It found that the good results from its early engagement with young people did not last. Its results showed a gain in personal and social skills after one week, but a dip after four months to a score lower than when they had started (see diagram).* However, scores gradually picked up again so that after ten months, they exceed the score at baseline and continued to rise. Remarkably, this finding was consistent across hundreds of young people all over the country.



What does this tell us? Young people do not develop in a simple, linear trajectory. They experience ups and downs; they make progress and suffer setbacks. There is a good deal of evidence to suggest that there is a critical point in development in which disruption, and hence discomfort, is a necessary feature of progress. Tracking distance travelled can help to show this development, potential points where additional support may be necessary, and the value of long-term support.

* Fairbridge (2010) *Back from the brink*.

What do charities find challenging?

- **Finding the right measurement tool or system.** There are many measurement tools that can be used to track young people's progress. However, most charities are uncertain whether it is best to use or adapt an existing tool (and if so, which one), or to develop a bespoke system of their own. There is a lack of consensus about which tools are most reliable, practical to use, and accepted by funders and commissioners.

- **Tracking soft outcomes.** Services for young people tend to highlight the personal and social development of young people as their central aim.[1] However, because it can be difficult to measure 'soft' outcomes, such as self-esteem and resilience, these aspects of progress are often not measured, despite their importance both to services and the young people themselves.

- **Linking improvements in soft outcomes to hard outcomes.** Related to the difficulty of measuring soft outcomes is the challenge of demonstrating that progress in personal and social development leads to longer-term 'hard' outcomes, such as employment. It is more widely established and accepted that interim outcomes, such as improved literacy, lead to employment, than do soft skills such as confidence.

- **Gathering information in a way that is practical for staff and not intrusive for young people.** As with collecting baseline data at the start of an intervention, frontline staff do not always want to administer lots of surveys to young people during the course of working with them. Workers and young people can both find them an interruption to their relationship.

- **Understanding the data.** Many tools for measuring soft skills or emotions are technically complex, which means that even if it is possible to collect information from young people during the course of a programme, staff do not always know how to interpret and use the results.

What can charities do?

- **Use validated tools.** There are many tools available for tracking outcomes for young people. It makes sense to use one of these, rather than developing a bespoke system from scratch, which can be very time-consuming and expensive. Tools can also be adapted, but it is important to note that this may affect their validity.[2]

- **Use the same measures for tracking progress as for measuring the baseline.** It is important that the same factors are measured in the same ways at different times. This may seem obvious, but some charities collect information about one set of needs at the beginning of a programme, a second set of information during the programme and something different when a young person leaves.

- **Build monitoring into programme delivery.** Some charities, such as **The Boxing Academy** and **Tomorrow's People**, use financial incentives linked to young people's behaviour and progress to encourage improvement. As well as a proven motivational tool (particularly for increasing attendance),[3] this can help to reduce the intrusive nature of measurement because young people understand and engage with it, rather than seeing it as something abstract that is done to them. **Street League** uses fitness tests (such as the Bleep Test) as part of its football programme, which seem like a natural part of the training, but also provide evidence of improved health among beneficiaries and a starting point for engaging with young people about other issues, including smoking, drinking and drug use.

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[1] The Young Foundation (2011) *A framework of outcomes for young people.*
[2] If a tool is 'validated', this means that it is based on a body of academic research and testing. It is therefore reliable at measuring what it is intended to measure.
[3] Slavin, E. R. (2009) *Can financial incentives enhance educational outcomes?* University of York.

- **Use research literature to make links between soft and hard outcomes.** Demonstrating these links can give charities and funders confidence in focusing on personal and social development outcomes. The Young Foundation's reports *Grit* and *A Framework of outcomes for young people* are valuable sources of relevant literature on this. Developing links to academic institutions, through interns or PhD students, is another way to provide this type of evidence at low cost. London-based youth projects can access such support by registering with Project Oracle.[1]

- **Use online tools to make measurement easier for staff and young people.** Administering surveys online is easier than using paper and saves time. For example, NPC's Well-being Measure measures improvements in young people aged 11–16 across eight aspects of their lives (see Box 2).[2] The age range means that this tool is suitable for charities working towards preventing young people becoming NEET, rather than those who are currently NEET.

Box 2: NPC's Well-Being Measure

'Well-being' is a broad term that describes the quality of our lives, including what we think and feel about ourselves and the world around us. NPC's Well-being Measure is an easy-to-use online tool that can be used by charities to measure changes in these 'soft outcomes' for groups of young people aged 11–16. It tracks improvements in eight areas of well-being, including self-esteem, resilience and relationships. The Well-being Measure has been validated through more than three years of research and testing.

Using the Well-being Measure, organisations can create, administer and manage their own surveys. Young people are surveyed at two points, usually at the start and end of a project or intervention. The scores are compared to show the change in their well-being.

The results can be downloaded in an easy-to-read report. All the analysis is done automatically and presented within the context of a UK baseline, allowing organisations to see how their young people compare to other young people in the UK.

For more information, see www.well-beingmeasure.com.

What can funders do?

- **Reward distance travelled, not just final outcomes.** Although responding to final outcomes is important, many charities support young people on a journey towards education, employment or training without necessarily achieving the final outcome whilst the young person is with them.

- **Highlight effective measurement tools to grantees.** Funders are often well-placed to assess measurement tools, because they have a good overview of a sector. They can help grantees to share lessons about which tools are practical to use. They can also include funding in their grants to help charities adopt and embed these tools in their everyday practice.

C. Following up

Arguably, the most important measure of a programme's impact is what happens to young people after they leave a service: do they maintain their progress, go to college, find a job, or

[1] http://www.london.gov.uk/priorities/crime-community-safety/time-action/project-oracle
[2] http://www.well-beingmeasure.com/.

do they fall back to where they were before they received support? To find out, it is necessary to follow up with young people after they have left the service.

Why is it important?

It is one thing to help a young person into a job at the end of a programme, but it is another to ensure that they are still there a year later—that is, to see if the outcome has been sustained. Proving the long-term impact of programmes with young people is vital in demonstrating that services really do make a difference, and in making a case to funders that this type of support should be funded. Increasingly, payment by results contracts will require evidence of long-term outcomes on education, employment and training.[1]

What do charities find challenging?

Sustainability of outcomes is difficult to measure. Once a young person leaves, it is very difficult to stay in contact and to collect reliable data on long-term outcomes. Charities identify a number of key challenges:

- **Keeping up-to-date contact information.** Young people often change mobile numbers or email addresses, and do not respond to letters that are sent out. No charity that NPC spoke to was able to say what proportion of young people it could maintain contact with a year after finishing a programme. But most also acknowledge that more could be done to routinely collect email addresses as part of programme registration.
- **Encouraging young people to stay engaged.** Even if charities can get in touch, young people may not want to be contacted by a charity—they do not necessarily want to be reminded of a difficult time in their lives, or they may not want an employer to know that they have had problems in their past.
- **Collecting a representative sample.** The young people who maintain contact with a project are also likely to be those that have had a more positive experience and achieved better outcomes. This can result in a biased sample that over-estimates the impact of an intervention.
- **Dedicating staff time to young people who have left.** Charities usually only receive funding up until the time when young people finish a programme. It is therefore very difficult to put resources into following up with young people.
- **Accessing data from statutory sources.** Rather than collecting their own primary data, which can be costly and time-consuming, it would be much more efficient if charities could access data on outcomes (such as employment or offending status) held by statutory agencies. Unfortunately, there are numerous barriers to accessing this information, and few charities are able to do so.

What can charities do?

- **Use social media to keep in touch with young people.** Charities are increasingly exploring social media and mobile technologies to track young people after they leave programmes. For example, **The Prince's Trust** has a computerised messaging service that automatically sends a text message to young people with key follow-up questions after three months. A cheaper alternative is to set up Facebook groups for cohorts of young people to help track their progress after they leave. Charities that have done this report that these groups are much more effective when young people are involved in setting them up themselves, rather than being told to join by programme staff.

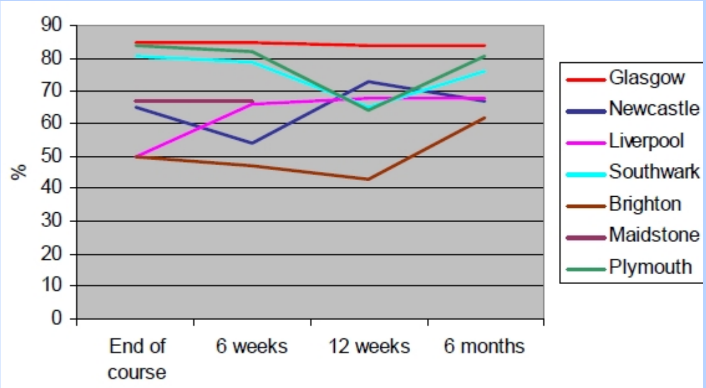
[1] http://www.bbc.co.uk/news/education-17104998

- **Use alumni events to maintain contact.** Some charities use alumni events to re-engage young people who have left their programmes. For example, **Street League** runs 'graduate leagues' for the young people who have previously been through its programmes, so that leavers stay in touch and can come back to play football.
- **Focus on only a few key outcomes.** It is very difficult to get young people to respond at all once they have left a programme and they do not have a worker to oversee them completing a questionnaire. It is therefore essential to keep monitoring questions to an absolute minimum in follow-up surveys.
- **Track a sample.** It is time-consuming to maintain contact with young people, so rather than trying to maintain contact with an entire cohort, charities can select a representative sample and channel efforts into following up with that group.
- **Use statutory partners or systems to access outcomes data.** Some charities obtain outcomes data by developing relationships with local statutory partners. **The Boxing Academy**'s relationship with the local police means that it knows when an ex-pupil has re-offended. There are also systems, such as Research Data Centres, that enable researchers to access sensitive statutory data. NPC is currently researching the processes by which charities can obtain such data, and looking at what can be done to improve access to data on re-offending more widely.
- **Give a staff member responsibility for following up.** Giving one member of staff responsibility for tracking young people after they leave a programme can help to ensure that data is collected at regular intervals (see Box 3).

Box 3: Tracking outcomes after a programme

Tomorrow's People runs a programme called 'Working it out', which supports young people aged 16–24 who are NEET to gain skills and find work. It is particularly strong at monitoring outcomes for young people who complete the programme and tracking them after they leave the programme.

The programme finds that 80% of participants complete the programme, and 79% of completers progress to employment (34%), further education (17%) or training (28%). Tomorrow's People collects data from 95% of completers six months after the complete the programme. Where data is available, 77% of completers were in employment, further education or training six months after finishing the programme.



Tomorrow's People is able to track the sustainability of its outcomes because processes exist to ensure that data is captured at the right times: there is a Management Information and Reporting Officer who maintains progression, retention and tracking data. An internal auditor visits each project site every six months to audit paperwork and assess collection of retention and progression data. Data is captured centrally in spreadsheets, and every effort is made by project staff to fill gaps in tracking data.

What can funders do?

- **Provide funding for tracking sustained outcomes.** Funders need to recognise the level of support needed to track young people over time, and attach funding to sustained outcomes. An intervention does not finish at the end of a four-month programme. Charities usually offer young people considerable follow-up support, and a lot of work is involved in chasing young people to check their progress.
- **Enable access to statutory data.** It is essential that government funders and agencies enable charities to access anonymised data on the young people that they work with. Only by doing this will charities be able to demonstrate their impact and commissioners have the information they need to commission effectively. Funders with good links to local authorities or agencies can facilitate this, although improving access to data is ultimately within the gift of central government.

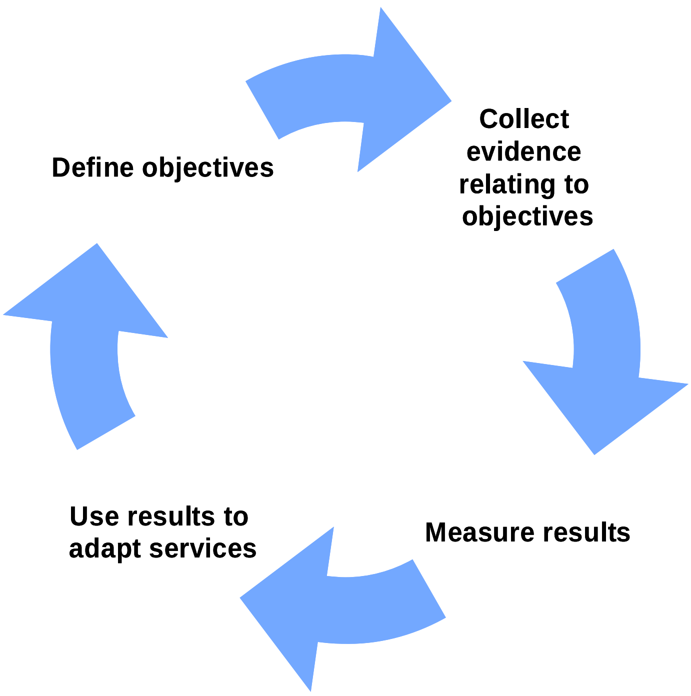
D. Building a culture of measurement

So far, most of the challenges we have discussed have been in relation to technical or practical aspects of measuring work with young people. However, underpinning a charity's ability to measure is the culture within an organisation—the importance staff place on understanding and capturing impact, and the role this plays in day-to-day activities.

Why is it important?

The best charities are driven by what they achieve for the people they work with. They show a good understanding of their outcomes and a willingness to learn from the information they collect, be it good or bad. Although convincing evidence is often difficult to collect, a commitment to measuring and using results data is a good starting point.[1] Figure 1 shows how collecting evidence can be part of a continuous cycle of improvement.

Figure 1: How a culture of measurement improves results for young people[2]



[1] Copps, J. and Vernon, B. (2010) *The little blue book*. New Philanthropy Capital.
[2] *Ibid.*

What do charities find challenging?

At the moment, monitoring and evaluation are sometimes seen as a 'necessary evil' by charities, rather than an integral way of developing and improving services. When funding is stretched, it is hard for charities to prioritise or dedicate resources to collecting and analysing data. The main challenges charities identify in this area include:

- **Frontline staff need convincing of the importance of monitoring and evaluation.** Youth workers see the impact of their work in their day-to-day interactions with young people, so they do not always see the need for formal monitoring processes.
- **Tensions between head office and local projects need to be managed.** In larger charities, the head office does not always have a close relationship with project staff in local areas or with partner organisations (such as schools), so they are not well placed to get the information that they need.
- **There are not enough financial incentives to understand and share what does and does not work.** Ultimately, the virtuous cycle of measurement and improvement depends on an organisation's willingness to learn from mistakes and adapt its approach. At present, the nature of funding rarely encourages such openness.

What can charities do?

- **Devolve responsibility to frontline staff.** Involving frontline staff in reporting processes can not only help with their professional development, but also help to demonstrate why data collection is important. For example, **The Boxing Academy** has found that involving frontline staff in preparing and writing reports for social services helps them to understand the importance of collecting monitoring information. These reports need to be very detailed and thorough, so it helps them to realise that if they do not accurately gather information on young people's progress, they will not be able to complete them effectively. Similarly, **Catch22** found that involving project staff in writing bids to funders helped them to appreciate the level of information required and the importance of being able to provide evidence of results.
- **Establish a culture of measurement early in the life of a project or team.** Projects that NPC spoke to generally divided between those that had established monitoring procedures early and those that tried to implement them later. The former found that staff accepted the procedures, whilst the latter encountered resistance. Expectations can be set by including guidance on monitoring in job descriptions and inductions for new staff.
- **Make sure language focuses on outcomes.** Charities report that talking about 'impact' and 'outcomes' for young people is received much better by staff than talking about 'performance'. Monitoring and evaluation can be interpreted by staff as over-bearing supervision or a way of micro-managing their individual performance.

What can funders do?

- **Encourage charities to share challenges and failures as well as successes.** Funders could provide support based on charities' willingness to measure their impact and learn from their data. For example, they could support organisations that can demonstrate that they have adapted a service in response to something that they have learnt from monitoring and evaluation.
- **Ask charities how they use the data that they collect.** Funders that engage with charities about the impact data that they gather are more likely to encourage charities that monitoring and evaluation are worthwhile. Where funders request monitoring data, providing feedback to charities and explaining how they use the information would also help charities to see the purpose of collecting data and make the case to their staff.

2. Developing a common outcomes framework

Individual organisations face challenges when working with young people who are not in education, employment or training. But there is also a broader challenge facing the sector as a whole.

At present, different funders ask for different information on impact, and charities generally work in isolation when they develop approaches to measuring impact. There is little agreement around what outcomes services are aiming for, what measurement tools are available, and how effective these are. Nor is there a shared understanding of what commissioners and funders want to see in terms of measurement. Charities express frustration at the lack of clarity and consistency around measurement expectations, and how many and varied approaches created substantial reporting burdens for them.

In this section, we explore the potential benefits and challenges of moving towards a shared outcomes framework for the sector. By 'shared measurement', we mean that charities working towards similar outcomes measure the same things in the same ways, and that in any given field there is a common understanding of what to measure and an agreed way of measuring it.

The benefits and costs of a shared approach

The coordination of measurement across a field or around specific interventions potentially offers great benefits. Some of these benefits accrue to charities, and some to funders.

Benefits to charities

- **Costs are reduced.** Shared tools reduce the cost of each organisation developing its own approach and the need to bring in specialist skills.
- **The reporting burden is reduced.** A common set of outcomes reduces the time and costs of producing multiple reports and different information for different funders.
- **Collaboration is encouraged.** Establishing a common framework, rather than looking at activities in isolation, can show how charities relate to one another and contribute to shared goals.
- **Evidence is built for the sector as a whole.** With the loss of ring-fenced funding, charities are no longer competing just against their peers delivering similar services—they also need to make the case for their sector against others. Aggregating shared data can help to spell out the scale of a problem and charities' impact.

Benefits to funders

- **There is a new ability to compare approaches.** Capturing the same information about impact from different organisations helps to compare approaches and identify what really works. This can help funders to make better decisions and support those that are most effective.
- **Costs are reduced.** Better, more standardised information on outcomes can streamline funders' decision-making processes. It also saves costs by reducing the need for bespoke or one-off evaluations of charities, freeing up money for services.
- **Collaboration is encouraged.** A common framework should help funders to identify how funding consortia contribute to shared goals. It should also encourage funders to work more closely together and share information about what works.

The challenges and costs

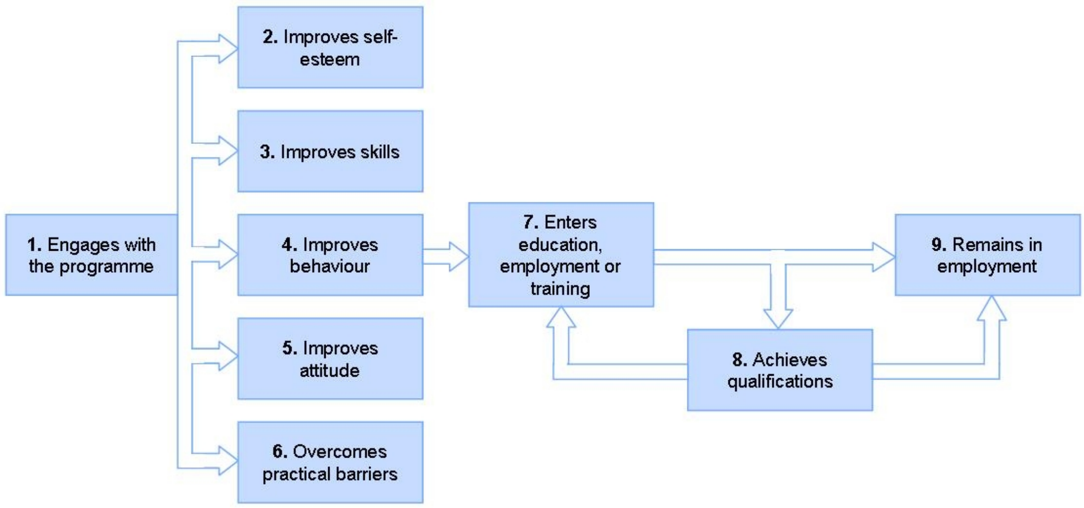
Although shared measurement has many potential benefits, it is important to ask why it is not happening already—what the barriers are, and what costs would be involved in making it happen. It may be that the risks and costs involved in moving towards a common outcomes framework outweigh the benefits. These challenges include:

- **Agreeing which outcomes to measure and how to measure them.** Charities may want to tailor their measurement to their own programmes. There could be disagreement on issues such as the extent to which soft and hard outcome measures are used, whether outcomes are defined in terms of 'meeting needs' or 'building strengths', and which tools are used for measuring.
- **Standardising outcomes for needs-led or youth-led organisations.** Many charities working with young people provide bespoke support depending on what each young person needs. They also believe that young people themselves should be involved in setting goals. These approaches may make it more difficult to develop a standard set of indicators.
- **Ensuring that comparisons are appropriate.** There is a danger that a common outcomes framework would not compare like with like. For example, even though two organisations may capture the same final outcome in the same way (for example, entry to employment), they may be working with two groups of young people who have different needs.
- **Ensuring that a shared approach is flexible enough for diverse providers.** Any shared measurement approach needs to be flexible and simple enough to suit the needs and capabilities of diverse organisations, from the very small to the very large.
- **Achieving buy-in from funders.** Any shared outcomes framework needs active endorsement and adoption by multiple funders, otherwise there will be little incentive for charities to adopt it. Funders have different programmes and agendas, and are protective of their independence, so it may be difficult to reach consensus.
- **Meeting the costs of implementation.** There are costs involved in developing a common outcomes framework, disseminating it to charities and funders, and providing the tools and training to implement it. This may be especially off-putting for charities that have already invested in developing bespoke measurement systems that work for them. It may also be off-putting to funders that have to carry some of the costs of changing their own monitoring systems, and those of their grantees.

A possible shared framework

Working with the six charities, we mapped out what a shared outcome framework could look like for charities aiming to help young people into education, employment and training. This framework (see Figure 2) is based on the charities' views of which outcomes are important to them, and the causal links between outcomes. It is intentionally generic so that it could potentially be used by different charities working towards the common outcome of helping young people into education, employment or training, leading to sustainable employment in adulthood.

Figure 2: Possible shared measurement framework



Further detail about what these broad categories might include is given in Appendix 3. At the more detailed levels, not all outcomes apply to all charities or all young people; charities would select the outcomes that are relevant to them and their young people.

In Appendix 4, there is information about how these outcomes could be measured. Against each outcome we have given a possible indicator. Some are established scales (for example, the Marsh's self-description questionnaire used to measure self-esteem), some are single questions, and others are tools (such as the Teen star), which are used for casework tools as well as evaluation. These are not recommendations, but examples of existing tools.

Appetite for a shared framework

Given that there are some clear benefits to a common outcomes framework, and that—at a high level at least—it seems possible to develop such a framework, it is important to find out the demand from charities and funders for adopting such a framework. Our research is based on a small sample of charities and funders, but provides an initial indication of demand. Further research will be needed to assess their willingness and ability to adopt a common approach.

Demand from investors, commissioners and funders

Some investors are interested in a shared measurement framework for the NEETs sector, though this depends a little on the type of investor that they are. Investors looking to develop social investment models want to see shared outcomes frameworks so that they can make direct comparisons between potential providers, and have a clear framework for measuring returns. However, venture philanthropists and those supporting start-ups are less likely to select an investee on the basis of comparable results, as they are more likely to look for an impressive CEO and model.

There is some interest from independent funders in moving towards shared outcome measures for young people. Their reasons vary. Some are concerned that reporting requirements are burdensome and inefficient. Others want common measures so that they can aggregate their impact across a portfolio of grants.

Local authorities seem to be less enthusiastic than other funders about shared impact measurement, although the reasons for this are not very clear. Several local authorities have a particular focus when commissioning youth services (for example, resilience and emotional well-being), and may be unwilling to redesign this to take account of alternative metrics. Given that funding for NEETs has now been subsumed within the Early Intervention Grant, they may wish to commission to a broader set of outcomes, rather than to those defined by a subsector such as NEETs.

Appetite for collaboration from charities

The overall level of appetite from the charities we spoke to was positive. These charities thought that it would be easier to follow an agreed impact measurement framework and programme than to struggle to develop their own. They also thought that it could help to share the costs of developing measurement frameworks and tools. Some believed that they would benefit from benchmarking across the sector.

Charities also highlighted some disadvantages of moving to a shared measurement approach. Some felt that standard outcomes would not capture the value of what they provide, or that common outcome measures might impose a ‘one size fits all’ principle on diverse approaches. However, charities thought they could overcome this by having some unique outcomes to add to a general framework.

Identifying common outcomes

The charities agreed that the key outcomes they would like to measure are:

- improved self-esteem and confidence;
- reduction in exclusions and truancy;
- changed attitudes;
- move into education, employment or training;
- increased educational attainment or qualifications;
- improved self awareness;
- increased motivation; and
- improved communication and social skills.

During a workshop with six charities, NPC presented 27 possible outcomes for discussion. The charities were asked to vote on which outcomes they would be happy to measure. On average, the charities agreed on 90% of the outcomes we presented. The main reason for not wanting to measure some of the outcomes was because a charity did not feel that it was within its control.

Next steps

Among the charities and funders that we spoke to, there was enthusiasm for the principle of moving towards a common set of outcome measures. There was also a reasonable level of agreement as to what the main outcomes to measure should be. This suggests that there is some readiness for moving towards a common measurement framework.

However, further engagement is likely to depend on the detail and practicalities of implementing an outcomes framework (and on who pays for it). This particularly needs to be tested from a local authority perspective. Also, it is difficult to determine how representative the organisations that we spoke to were of the sector as a whole. Some organisations have already spent a lot on developing bespoke measurement systems and would be reluctant to start again, especially if they had to fund the changes.

On balance, there seems to be a small core of engaged organisations that are enthusiastic about adopting a common framework. However, we suspect that they may be unrepresentative of the sector as a whole, and that local authority commissioners in particular may face practical challenges to adopting a framework solely focused on NEETs, and on the outcomes that we have identified.

What is needed to take this idea forwards?

There are a number of initiatives to develop common outcome frameworks in the children and young people sector. There are also a number of common tools in the sector (such as the Outcomes Star, NPC's Well-being Measure, and Substance Views), although none of these is dominant in the sector.

To better understand the readiness of the NEETs sector for shared measurement, more research is needed in the following areas:

- Work with others involved in developing common outcome frameworks in this area (particularly the Young Foundation, the National Council for Voluntary Youth Services and the New Economics Foundation), and explore the level of overlap with the outcomes and potential for combining initiatives.
- Interview local authority commissioners to understand how they commission services aimed at NEETs, and their views on the benefits and challenges of developing a common outcomes framework for the sector.
- Consult with a wider group of charities to gather their feedback on outcomes, and on their views around the benefits and challenges of shared measurement.

Conclusion

Charities working with young people who are NEET face a number of challenges when measuring their impact. Many of these challenges are technical or cultural issues within individual organisations—they are not easy to overcome, but with the right attention, they lie within the control of the charity. In this report, we have provided examples of good practice and recommendations to help charities address these challenges. We hope that with greater awareness of these issues, funders will seek to support charities in their efforts to improve impact measurement.

We have also identified broader challenges that face the sector as a whole and lie beyond the control of individual charities. In particular, charities remain frustrated by the lack of clarity and consistency around what commissioners and funders want to see in terms of measurement, and the reporting burdens that funder requirements create. NPC believes that these stem from the fact that charities and funders generally work in isolation when they think about measurement. Developing consensus around what should be measured and how could create significant benefits for the sector as a whole.

Inspiring Impact

There is growing interest from central government, independent funders and a core group of charities in developing shared approaches to measurement. There are also a number of research organisations exploring what such shared approaches could look like. However, willingness to take efforts forward is likely to depend on the practicalities of implementation (for example, the cost and expertise required), and on local authorities' appetite to adopt such frameworks.

'Inspiring Impact' is a programme of collective leadership to encourage a shift in the UK social sector towards a focus on impact. It aims to embed a cycle of impact planning, management, measurement and review in the routine operations of charities, social enterprises, foundations, commissioners, investors and government. One strand of this work is to develop and test shared measurement approaches.

Building on the research undertaken for this report, NPC is coordinating efforts to encourage collaboration around measurement as part of the Inspiring Impact programme. We would like to invite charities, funders and other interested parties to get involved. For more information, please contact David Pritchard: dpritchard@philanthropycapital.org.

Appendix 1: Acknowledgements

We are very grateful to the following individuals and organisations for their contributions to this research.

Anna Cain	The Boxing Academy
Karen Stuart	Brathay
Elaine Floodgate, Lucy Gorham	Catch22
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Susanne Rauprich	National Council for Voluntary Youth Services
Shema Begum	Newham Council
Charlotte Fielder, Jillian Marsden	The Prince’s Trust
Carol Jackson, Alison Vaughan	Private Equity Foundation
Tessa Durham, Claire Streets	SkillForce
Charlie Gamble	Street League
Abi Levitt, Brian Gibson	Tomorrow’s People
Julia Rich	Young Foundation

Appendix 2: Participating charities

The Boxing Academy

The Boxing Academy uses sport to engage hard-to-reach 13–16 year olds, providing education for those who have been excluded from school, or are at the point of exclusion. The Academy supports young people at centres in Tottenham and Hackney, working intensively with them during school hours over two years. Boxing training is combined with other sports to develop discipline, a positive attitude and self-esteem, and to build constructive relationships with the adult coaches and other students. Alongside sport, there are classes in literacy, maths and other subjects.

Catch22

Catch22 supports young people with a range of problems, helping them to get back into school or training, stay out of trouble, find a safe place to live, or live independently after leaving care or custody. It has over 150 projects around the country that are tailored to local needs, and it supports around 30,000 young people a year.

The Prince's Trust

The Prince's Trust helps 14 to 25 year olds who are NEET or at risk of becoming NEET to make the step to further education, employment or training. It runs several programmes, including XL, a two-year course run in schools combining team-building exercises and enterprise; Get Into, a six-week vocational course that develops skills and experience for use within the catering, hospitality or retail industry; and Team, a 12-week personal development course.

SkillForce

SkillForce works with disadvantaged young people who are unlikely to achieve in mainstream education, predominantly working with 13-19 year olds. SkillForce works in partnership with schools delivering a three part curriculum based on 'community, character and contribution'. The programme consists of activities designed to engage young people and provide them with knowledge, skills, experience, long term personal support and the self belief to aspire and achieve. SkillForce's model depends on its specialist instructors, who are mainly ex-Service personnel.

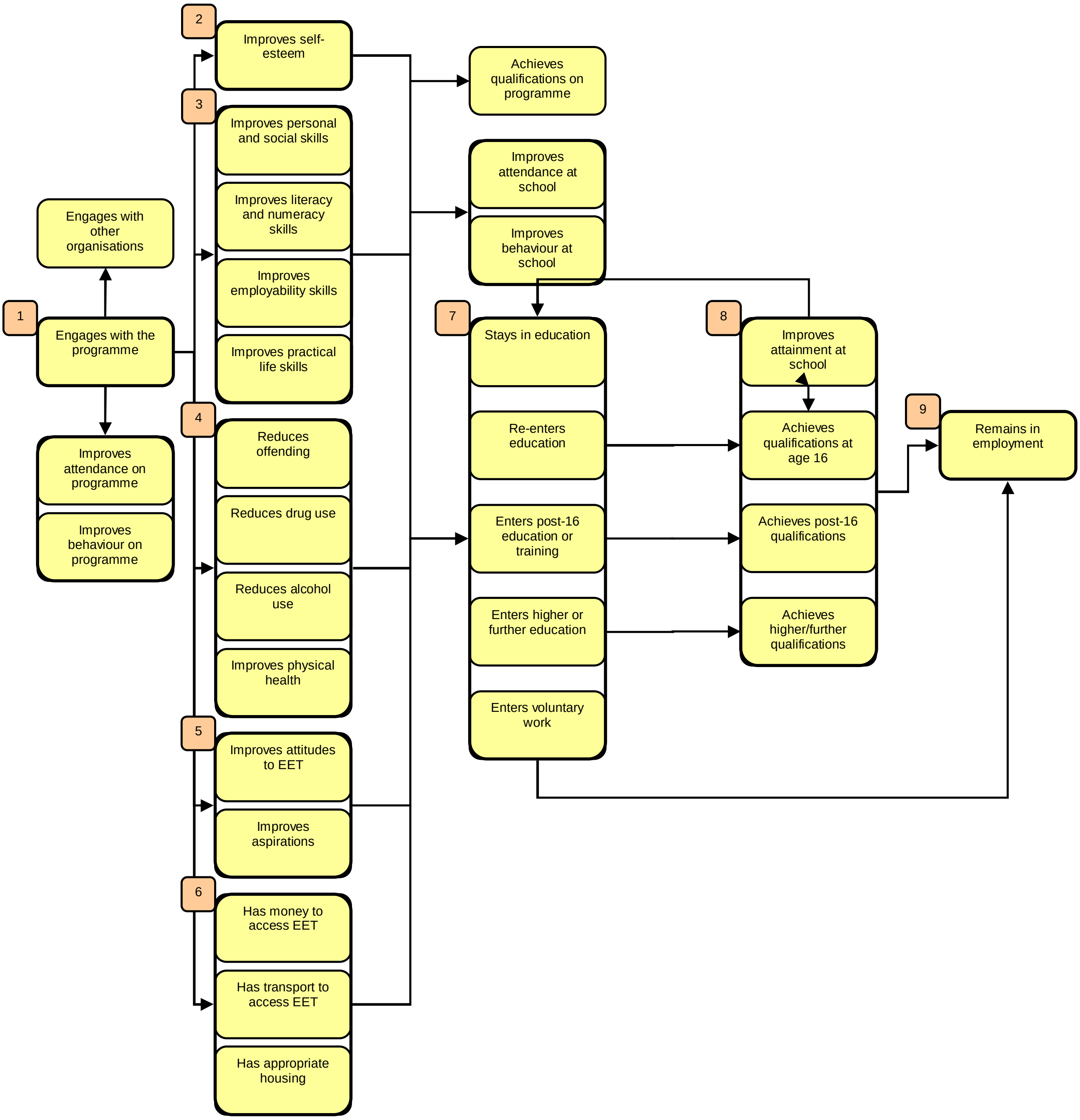
Street League

Street League uses sport to improve the lives of young people who are NEET. It runs weekly football sessions at sites across London, Glasgow and the North East to engage socially excluded young people. It uses sport as a 'hook' to provide regular, structured activity that builds young people's confidence, improves their health, and extends their social networks. As young people become more engaged and regularly attend the football sessions, they progress into job training programmes at a Street League Academy.

Tomorrow's People

Tomorrow's People is a national employment charity, working in deprived communities around the UK. Tomorrow's People has a special focus on disadvantaged young people aged 16–24 and delivers a range of programmes aimed at supporting those who are NEET into jobs, apprenticeships and further education. Its 'Working it Out' programme is an employment support programme that focuses on the needs of marginalised young people. As well as developing key employability skills and learning to work as a team, participants are encouraged to engage with their local community and build a sense of pride in improving a public space.

Appendix 3: Possible outcomes framework



Appendix 4: Potential scales for measuring outcomes

Note that the indicators and scales suggested in the following table are not recommendations of how outcomes should be measured, but examples of tools that could be used.

	Level 1	Level 2	Indicators or scales	Notes on use	Source
1	Engages with programme	Engages with programme	Attendance and/or behaviour on programme could be used as indicators of engagement.		
2	Improves self-esteem	Improves self-esteem	Marsh's self-description questionnaire: (1) A lot of things about me are good (2) I can't do anything right (3) In general I like being the way I am (4) I do a lot of important things (5) Overall I have a lot to be proud of (6) I can do things as well as most other people (7) Overall I am no good (8) Other people think I am good person (9) I am as good as most other people (10) When I do something I do something well.	Scale used in NPC's Well-being Measure to measure self-esteem.	Marsh, H.W. (1990) *A Multidimensional, Hierarchical Model of Self-Concept: Theoretical and Empirical Justification.* Educational Psychology Review, 2(2): p.77-171.
3	Improves skills	Improves personal and social skills (eg, resilience)	Wagnild and Young's resilience scale: (1) I usually manage one way or another (2) I keep interested in things (3) I feel my life has a sense of purpose (4) I find life really worth living (5) My life has meaning.		Wagnild, G.M. and Young, H.M. (1993) *Development and psychometric evaluation of the Resilience Scale*. Journal of Nursing Measurement, 1(2): p.165-178.
		Improves literacy and numeracy	Basic Skills Initial Assessment.	Developed by the Basic Skills Agency to align with the National Standards for Adult Literacy and Numeracy from Entry 1 to Level 1 and it not suitable for assessing learners at pre-entry levels or at Level 2.	Basic Skills Agency (2002) *Initial Assessment: An assessment test for literacy and numeracy.*

		Improves employability skills (eg, CV writing), defined by UK Commission (2009) as *'the skills almost everyone needs to do almost any job'*	Work Star: outcome areas (1) Challenges (2) Job-specific skills (3) Stability (4) Job-search skills (5) Basic skills (6) Aspiration and motivation (7) Social skills for work.	A case worker tool. A 1–10 scale to help the participant to identify where he/she is on journey to work.	Burns, S. and MacKeith, J. (2010) *Work Star: The Outcomes Star for work and learning.* Triangle Consulting.
		Improves practical life skills (eg, money management)	The Soul Record has questions on practical skills: (1) I am aware of health and safety issues (2) I am able to find/share information (3) I carry out any tasks that I am set or set myself (4) I am well organised (5) I am aware of my rights and responsibilities (6) I am able to manage my money well (7) I can fill out forms properly.	A tool developed to demonstrate distance travelled.	The SOUL Record (2006) *Have you got SOUL?* City College Norwich.
4	Improves behaviour	Reduces offending	Data from Youth Offending Teams.	If appropriate.	
			CRIME PICS II: five attitude scales: (1) general attitude (2) anticipation of future offending (3) victim empathy (4) evaluation of a crime as a worthwhile activity (5) problem inventory scale.	If appropriate. A 35-item questionnaire designed to measure an individual's attitude to offending on a number of distinct scales. It has been employed extensively throughout (NOMS) as an impact measurement tool.	CRIME PICS II.
		Reduces drug use	LSYPE questions: The next few questions are about drugs, not including cigarettes and alcohol. (1) First of all, have any of your close friends ever taken any of the following? (2) And have you ever taken any of the following? (3) In the last 4 weeks, how often have you taken…?	If appropriate. Asked through self-completion, not face-to-face.	Longitudinal Study of Young People in England, 2009.
			Teen Star: outcome areas (1) Drugs and alcohol (2) Well-being (3) Safety and security (4) Structure and education (5) Behaviour and citizenship (6) Family and other key adults.	A caseworker tool. Not just about drug use.	Teen Star.

		Reduces alcohol use	LSYPE questions: The next questions are about alcohol and drinking. (1) Have you ever had a proper alcoholic drink? (2) Thinking about the last 12 months, about how often did you usually have an alcoholic drink? Was it... (3) On those days when you did have an alcoholic drink, how often would you say you got drunk? Would you say it was…	If appropriate. Asked through self-completion, not face-to-face.	Longitudinal Study of Young People in England, 2009.
			Teen Star: outcome areas (1) Drugs and alcohol (2) Well-being (3) Safety and security (4) Structure and education (5) Behaviour and citizenship (6) Family and other key adults.	A caseworker tool. Not just about alcohol use.	Teen Star.
		Improves physical health	How often do you do any kind of physical exercise? This could include things like cycling, going to the gym, going for long walks, dance classes, playing football or any other kind of sports. (1) Most days (2) More than once a week (3) Once a week (4) Less than once a week (5) Hardly ever (6) Never (7) Don't know.		Longitudinal Study of Young People in England, 2009.
			KIDSCREEN physical well-being questions: (1) In general, how would you say your health is? (2) Have you felt fit and well? (3) Have you been physically active (eg, running, climbing, biking) (4) Have you been able to run well? (5) Have you felt full of energy?		The KIDSCREEN Group Europe (2006) *The KIDSCREEN Questionnaires: Quality of life questionnaires for children and adolescents.*
			Actual fitness test—beep test, etc.		

5	Improves attitudes	Improves attitudes to EET	LSYPE school attitude scale, based on responses to 12 questions assigned scores ranging from zero to four. A non-committal response was scored two, so a total score of 24 represents a neutral attitude to school: (1) I am happy when I am school, (2) School is a waste of time for me, (3) School work is worth doing, (4) Most of the time I don't want to go to school, (5) People think my school is a good school, (6) On the whole I like being at school, (7) I work as hard as I can in school, (8) In a lesson, I often count the minutes till it ends, (9) I am bored in lessons, (10)The work I do in lessons is a waste of time, (11) The work I do in lessons is interesting to me, (12) I get good marks for my work.	Appropriate for young people at school.	Longitudinal Study of Young People in England, 2009.
			Nine factors: (1) Feelings about school (2) Perceived learning capability (3) Self regard (4) Preparedness for learning (5) Attitudes to teachers (6) General work ethic (7) Confidence in learning (8) Attitude to attendance (9) Response to curriculum demands.	Appropriate for young people at school.	Pupil Attitude to Self and School (PASS).
			NPC's Well-being Measure questions: The next sentences are about you and your school. Please say how much you agree or disagree with each sentence. (1) I like being in school (2) I wish I didn't have to go to school (3) I feel safe at school (4) I enjoy school activities (5) School is interesting.	Appropriate for young people at school.	NPC's Well-being Measure.
		Improves aspirations	LSYPE question: When you're 16 and have finished Year 11 at school what do you want to do next ... stay on in full time education, either at the school you are at now or somewhere else, or leave full time education?	Department for Education usually defines 'aspirations' as expectations about EET.	Longitudinal Study of Young People in England, 2009.

6	Overcomes practical barriers	Has money to access EET	LSYPE question: Some young people find it difficult for one reason or another to [be in EET]. Is there anything that you think makes it difficult for you to find a place in [EET]?	Would ask this at baseline and then follow-up to check whether still an issue.	Longitudinal Study of Young People in England, 2009.
		Has transport to access EET			
		Has appropriate housing	Eg, Fairbridge accommodation status: (1) children's home* (2) street homeless* (3) sleeping on friend/s' sofa* (4) social housing (5) drug rehab hostel* (6) alcohol rehab hostel* (7) homeless hostel* (8) NFA / night shelter* (9) other adult hostel* (10) other local authority (11) other temporary (12) prison / YOI* (13) probation hostel* (14) with foster parents* (15) with parents (16) with other relatives (17) other.	Those with a * next to them are classed a presenting need. Would record this at baseline and then follow-up to check whether still and issue.	Fairbridge Training *Evaluating Work with Young People: The Toolkit.*
7	Is in education, employment or training	In education	What is your main activity at the moment: (1) doing a course at a university (2) in education (3) in paid work (4) on a Training course/scheme (5) doing an apprenticeship (6) waiting for a course or job to start (7) looking after the family and home (8) unemployed and looking for work (9) waiting for exam results (10) waiting for the result of a job application (11) spending part of the week with an employer and part of the week at college (12) doing voluntary work.	Would ask this at baseline and then follow-up.	Longitudinal Study of Young People in England, 2009.
		In training			
		In voluntary work			
8	Achieves qualifications	Qualifications at 16	Key Stage 4 attainment. Categories used statistical first release: (1) 8+ A*-C GCSEs (2) 5-7 A*-C GCSEs (3) 1-4 A*-C (4) 5+ D-G (5) None (including equivalents).	Would ask this at follow-up.	National Qualifications Framework.
		Post-16 qualifications	Level 3 qualifications.	Would ask this at follow-up.	National Qualifications Framework.
		Higher/further qualifications	Level 4 and above qualifications.	Would ask this at follow-up.	National Qualifications Framework.

9	Sustainable employment	Defined by NAO (2009): In the simplest sense, having sustainable employment means that an individual remains in work, either in one job or by moving to other jobs; but sustainable employment also means work that provides opportunities to advance and earn more.	Last week, were you: (1) working as an employee (2) on a government sponsored training scheme (3) self-employed or freelance (4) working paid or unpaid for your own or your family's business (5) away from work ill, on maternity leave, on holiday or temporarily laid off (6) doing any other kind of paid work (7) none of the above.	Would ask this at long-term follow-up?	Census 2011.
			Jobcentre Plus advisers record a job 'outcome' if a person starts a job expected to last for at least 13 weeks within six weeks of finishing a programme. For Employment Zones, if a participant stays in work for 13 weeks, this is recorded as a 'sustained' job.	These measures do not take into account what happens to a person over a longer period, and do not consider aggregate periods in employment, where a person moves from the first job into other work.	National Audit Office (2009) *Sustainable employment: supporting people to stay in work and advance.*

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We provide independent research, tools and advice for funders and charities, and shape the debate about what makes charities effective.

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For **charities**, this means focusing on activities that achieve a real difference, using evidence of results to improve performance, making good use of resources, and being ambitious to solve problems. This requires high-quality leadership and staff, and good financial management.

For **funders**, this means understanding what makes charities effective and supporting their endeavours to become effective. It includes using evidence of charities' results to make funding decisions and to measure their own impact.

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