OUTCOMES MAP: EDUCATION AND LEARNING

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MAPPING OUTCOMES FOR SOCIAL INVESTMENT

This is one of 13 outcomes maps produced by NPC in partnership with the SROI Network, Investing for Good and Big Society Capital. Each map examines a particular issue area or domain, and aims to document the relevant outcomes and indicators that are currently being measured by charities, government, academics and practitioners working in this field.

This map is not intended to be prescriptive about what you should measure; instead it aims to be a starting point for social investors, funders, charities and social enterprises thinking about measuring outcomes in this domain. Neither is it intended to be definitive or comprehensive: we plan to develop the maps further in future as we learn more about measurement practice in this area.

If you have any feedback or suggestions for how we could do this, please get in touch with Tris Lumley at NPC by emailing tris.lumley@thinkNPC.org.

Outcomes maps in this series

Housing and essential needs

Education and learning

Employment and training

Physical health

Substance use and addiction

Mental health

Personal and social well-being

Politics, influence and participation

Finance and legal matters

Arts and culture

Crime and public safety

Local area and getting around

Conservation of the natural environment and climate change

MEASUREMENT OVERVIEW: EDUCATION

Definition

Education is the acquisition of skills, knowledge and understanding to put individuals in a position to succeed in personal relationships and in society. For the purpose of this overview, we look at formal education – pre-school education, primary and secondary school, college or university and adult education, and related. Broadly, we categorise education and learning by age group to reflect the structure of the institutions operating in the area: (1) pre-school education, (2) school, (3) post-16 education, (4) adult education.

This overview does not include education opportunities outside the UK or informal independently learning.

Context

Education is a process of personal and social enrichment. Studies have linked formal education with future earnings, health and happiness, making it an important mean of personal fulfilment and socio-economic mobility.

Education in the UK is dominated by the activities of government, with schools, colleges and universities all funded by the tax payer. Expenditure by the Department for Education accounts for 5.8% of GDP, or £90bn. Education is seen by government as an investment, creating a skilled workforce that will yield returns in the future and which is an asset of increasing importance in a global economy. The education system is also at the heart of modern democracy. School is the most important shared experience of our lives and can be a source of common understanding between diverse groups. Notions of citizenship and community safety are important aspects and products of universal access to education.

Charities are involved in education in three main ways: (1) to provide services in addition or complementary to those offered by the state (eg, out of school hours clubs); (2) to help individuals access services offered by the state (eg, providing information to adults about learning opportunities); (3) to influence policy or change attitudes (eg, lobbying for improvements to pre-school education). Charities also run schools in the case of independent schools, schools for young people with special educational needs, and trust schools.

Vulnerable groups

Many of the problems in the education system are not new, and reflect long-standing concerns which tend to persist from pre-school to adulthood. Key areas issues include:

- **The relationship between poverty and educational opportunity:** Poverty is among the most important determinants of achievement. At GCSE level, just 34.6% of pupils who are eligible for free school meals achieve five or more grade A* to C including English and Maths, while 62.0% of their fellow pupils who are not eligible for free school meals achieve the same results.

- **The relationship between ethnicity and educational opportunity:** Performance at school is known to be correlated with ethnic background. Whilst pupils of Chinese origin are the most consistently high-performing ethnic group, the group of most concern are Black Caribbean boys. This gap in attainment is replicated in higher education, with a lower proportion of black young people in higher education.

- **Special educational needs (SEN):** The attainment gap between the proportion of pupils with and without any identified SEN achieving five or more A*-C grades at GCSE or equivalent including English and mathematics is 47.4 percentage points – 69.5% of pupils with no identified SEN achieved this compared with 22.1% of pupils with SEN. Pupils with SEN with statements are around nine times more likely to be permanently excluded.

- **Low performance of other vulnerable groups:** There are a number of other groups of young people that show consistent underachievement at school. For example, only 13.2% of looked after children in England achieve the benchmark five A* to C grades at GCSE. Refugees and asylum seekers, travellers and teenage mothers also fair badly.

- **Truancy and exclusion:** Every day, around 600,000 children in England are absent from school. In 2011 there were, 5,080 permanent exclusions and over 270,000 temporary exclusions in schools in England. The implications of permanent exclusion for an individual's life chances and job prospects can be profound.

- **Low participation in post-16 education and training:** One of the weaknesses of the UK education system is the relatively low proportion of participation in post-compulsory education and training, putting the UK behind all our major European competitors in international rankings. At the end of 2011, there were almost 155,000 or 8.1% of 16-18 year olds not in education, employment or training.

Key outcomes

- **Academic success:** achieving qualifications that demonstrate individual ability and are valuable for future education, employment or training.

- **Vocational preparation/employability:** preparing individuals for employment, developing skills that contribute to economic well-being.

- **Creating better citizens:** developing knowledge of each person's responsibility in society, understanding the principles of democratic freedoms and learning to value tolerance and diversity.

Related outcomes

- Employment and success in the labour market

- Mental health and well-being

Examples of typical interventions

Pre-school: parenting programmes; information, advice and guidance; play-based education

School: after school hours activities; school-home mediation services; counselling and therapy; extra tuition; alternative education; outdoor activities; mentoring

Post-16: information, advice and guidance; mentoring; work experience placements; volunteering programmes; skills-based courses; counselling and therapy

Adult education: basic skills classes; IT courses; counselling and therapy; mentoring

Current approaches to measurement

Data collection within the education system is an established and accepted practice. Data is most commonly collected on attainment and attendance, particularly grades in GCSEs, NVQs, A Levels and other qualifications, rates of attendance and truancy and exclusion. Schools and colleges all have strategies focused around d these metrics and are accountable for performance to inspectors from Ofsted (England and Wales) and HM Inspectors (Scotland). Another common measure is post-16 destinations, or what a young person chooses to do when they leave the compulsory schooling. Government routinely reports on these statistics and commissions reports to assess the effectiveness of policies.

There are also a wide range of measures of 'soft outcomes', such as self-esteem and emotional health used through school, post-16 and adult education. These are usually survey-based and based on the perspectives of individuals. A range of psychological scales can capture subjective feelings and opinions including aspirations, resilience and determination, and well-being. These are effective for measuring the impacts of interventions that have non-academic benefits. Student (and parent) satisfaction is also commonly measured across education institutions. Often this is conducted through commissioning surveys from third party organisations.

There are a number of institutions that specialise in the evaluation of education and learning programmes. These include: The National Foundation for Education Research, the Institute of Education and the Centre for Evaluating and Monitoring at Durham University.

Key sources

- The Department for Education website: www.education.gov.uk
  – GCSE and Equivalent Attainment by Pupil Characteristics in England 2010/11: http://www.education.gov.uk/rsgateway/DB/SFR/s001057/sfr03-2012.pdf
  – Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2011 http://www.education.gov.uk/rsgateway/DB/SFR/s001046/sfr30-2011v3.pdf

- Department for Work and Pensions payment by results Innovation Fund guidance: http://www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/innovation-fund

- The Young Foundation Framework of Outcomes for Young People: http://www.youngfoundation.org/our-work/youth-leadership/framework-outcomes-young-peoples-services

- New Philanthropy Capital report: On your marks: Young people in education. A guide for donors and funders

- UK Commission for Employment and Skills: www.ukces.org.uk

- The Centre for Evaluation and Monitoring at Durham University: www.cemcentre.org

- Various psychological scales, including:

  – Duckworth et al (2007) Grit scale: http://www.sas.upenn.edu/~duckwort/gritscale.htm

  – Calfornia Healthy Kids Survey: http://chks.wested.org/

  – NPC's Well-being Measure: www.well-beingmeasure.com

  – Wagnild and Young's Resilience scale: www.resiliencescale.com

  – Longitudinal Study of Young People in England: http://www.esds.ac.uk/longitudinal/access/lsype/L5545.asp

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
Improved academic success	Increased in levels of attainment at school	Number GCSEs and Scottish Standards achieved.	Passes and grades of exams determined by exams boards.	Measures published by the Department for Education in England and by schools and colleges	Individuals Children and families Schools	At 16, achieving 5+ A*-C grades including English and Maths is an important threshold. Widely used to measure individual and institutional performance. Achieving grades is often used as an entry requirement to further or higher education opportunities.
		Number points scored in GCSE and Scottish standards				
		Number of A levels, International Baccalaureate, and Scottish Highers				
		Number of points scored in exams for A levels, International Baccalaureate, and Scottish Highers				
		Level achieved on P scale	The P scale measures attainment for children with special educational needs (SEN) who do not reach the lowest level of attainment on the National Curriculum.	All schools have been required to submit data on P scales for children with SEN since 1997.	Children and families Children with special educational needs	For young people with special educational needs 'P scales' may be used to assess performance.
	Improved attendance at school and educational programmes	Number of half-days absent	Data collected through registers	Collected and used by schools and colleges. Measures published by the Department for Education in England and by schools	Individuals Children and families Schools	Widely used to measure individual and school performance. There is an established link between attendance at school and attainment. Measures used to define 'persistent absence'

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
	Improved behaviour at school and educational programmes	Number of fixed term exclusions	Data collected on pupil records	Exclusions data is routinely collected by schools. Aggregate measures are published by the Department for Education in England. Reports published by Ofsted and HMI inspectors.	Individuals Children and families	Also assessed via classroom reports by inspectors Exclusions are not a good measure of 'low level' bad behaviour, or individuals that 'opt out' of school.
		Number of permanent exclusions				
		Score on Goodmans Strengths and Difficulties Questionaire (SDQ)	Goodman's Strengths and Difficulties questionnaire measures 'at-risk' behaviours of young people using threshold scores			
	Improved levels of literacy	Score on literacy tests	Suffolk Reading Scale (SRS) for primary school pupils	Suffolk Reading Test developed by GL Assessment and used in primary schools. ALAN developed by Edexcel for adults.	Children and families Individuals	There are numerous measures of reading, writing and comprehension, appropriate for different levels.
			Edexcel's Adult Literacy and Numeracy (ALAN)			
		Grade/score achieved in English language assessments	Passes and grades of exams determined by exams boards.	Measures published by the Department for Education in England and by schools and colleges	Children and families Individuals	

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
	Improved levels of numeracy	Score in numeracy test	Centre for Evaluation and Monitoring (CEM) basic numeracy test	The CEM at Durham University's resources are used widely in schools in the UK.	Children and families Individuals	There are numerous measures of numeracy, appropriate for different levels.
			Edexcel's Adult Literacy and Numeracy (ALAN)	ALAN developed by Edexcel for adult learners.		
		Grade/score achieved in maths assessments	Passes and grades of exams determined by exams boards.	Measures published by the Department for Education in England and by schools and colleges		
	More young people are in education or training after leaving school at age 16	Number of young people recorded to be going on to: • School sixth form • Employment with training • University	Data collected by schools reported by the Department for Education	Standard classification used categories including:, college, employment (with or without training), NEET, and university	Children and families Individuals	Tracking destinations, particularly over a number of years, is challenging. It is usually based on self-reporting and institutions often lose touch with individuals.
Improved vocational preparation	More people achieve relevant vocational qualifications	Number of vocational qualifications achieved	Vocational qualifications include NVQs, GNVQs, BTEC. Scores and grades determined by exam	Widely used. Measures published by the Department for Education in England and by	Children and families Individuals	
		Score achieved on vocational				

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
		qualifications	boards	schools/colleges		
	Improved IT skills	Number of IT qualifications achieved	Eg, such as the CLAiT certificate, developed by the OCR exam board. Various other simple online tests exist to measure IT skills.	CLAiT is widely used	Children and families Individuals	IT skills are a particular issue for adults seeking to re-enter the job market. Young people tend to be More IT competent due to exposure at schools.
		Number of people able to use common IT software packages and the Internet.		Commonly used by employers to assess candidates.		
	Improved aspirations for the future	Scores in scale measuring goals, aspirations and desire to participate in higher or further education	Three item Goals and Aspirations scale used in California Healthy Kids Survey (CHKS)	California Healthy Kids Survey (CHKS) is validated for 10-17 year olds.	Children and families 10-17 year olds	Aspirations differ as we age. At primary school having aspirations (whatever they are) may be considered a good thing. As we get older, the relationship between aspirations and expectations (what we think will happen) becomes more important.
			Three-item scale used in in *Longitudinal study of young people in England* study.		Children and families	
			Questions in Department for Education's *National Survey of Parents and Children*: *Family life, aspirations and engagement with learning*		Children and families	

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
			Tellus 4 survey asks questions about participation in further and higher education, and employment.	Used widely in schools. Department for Education has published results from survey.	Children and families	
	Improved attitude and motivation to work	Score in CHKS scale on meaningful participation in school	California Healthy Kids Survey (CHKS) includes 6-item meaningful participation in school scale.	California Healthy Kids Survey (CHKS) is validated for 10-17 year olds.	Children and families	The DWP Innovation Fund requires contractors to produce reported evidence of change on headed paper from schools.
		Score on Attitudes Towards Working Scale	Attitudes Towards Working Scale (Alfano 1973).		Individuals Adults	Various other scales exist developed by HR consultancies
Improved citizens	Improved view of the community and local area	Score on psychological scales measuring community perception and feelings towards local area	National Citizen Service (NCS) 5-item scale for perception of local community and questions on enjoyment and feeling part of local area.	Being used as part of the nationwide evaluation of NSC	Individuals Children and young people	
			Huebner's Multidimensional Life Satisfaction scales includes 9-item satisfaction with living environment scale (5-item)	Robust psychological scale		
	Improved attitude towards others from different backgrounds	Score on psychological scales.	Helms & Parham 50-item Racial Identity Attitudes Scale	Robust psychological scale	Individuals Young people	Many scales exist to measure this outcome

Key outcomes	Specific outcomes	Indicators	Existing measures	Source and use	Stakeholders (tagging)	Notes
	Improved willingness to be involved in community activities	Number of people who given any unpaid help or worked as a volunteer for any type of local, national or international organisation or charity	Questions in Understanding Society survey (wave 2)	Annual nationwide survey looking at about the lives, experiences, behaviours and beliefs of people in the UK run by the Institute for Social and Economic Research (ISER).	Individuals Families and children 16-17 year olds	
		Number of hours in the previous four weeks spent doing unpaid or voluntary work for any organisation	Questions in Understanding Society survey (wave 2)			
		Score on NCS scale measuring participation and helping other	NSC 13-item scale	Being used as part of the nationwide evaluation of NSC		

TRANSFORMING THE CHARITY SECTOR

NPC 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: 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: Our mission is also to bring the two sides of the funding equation together, improving understanding and enhancing their combined impact