IntoUniversity

Social Return on Investment

December 2010

This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles.

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Executive Summary

IntoUniversity (IU) is a charity that inspires and coaches young people from underprivileged backgrounds to improve their academic performance and to consider university as a plausible educational pathway. It offers participating students a multi-year combination of structured educational and university outreach, academic support and one-to-one mentoring, from as early as Year 3 through to sixth form, through a network of study and activity centres established throughout the greater London area.

IU conducted a forecast SROI estimate for a recently inaugurated centre in Haringey to increase its understanding of its own impact on all stakeholders, and to demonstrate its expected effectiveness to internal and external audiences. The report has been authored by Lynn Strang of the SROI Network, in collaboration with Meredith Niles from the Impetus Trust, Hugh Rayment-Pickard and Rachel Carr from **Into**University, and Clare Richards of The ClementJames Centre.

The analysis suggests that **Into**University's social return on its investment at the Haringey centre will be around 4.2, meaning that for every £1 of funding or effort invested, around £4.20 of impact will be generated for its key stakeholders.

Stakeholders described a number of valuable outcomes resulting from their engagement with **Into**University at all stages, including improved academic performance, more confidence and self-esteem, and better relationships at home and at school. However, as most of these end up being subsumed into the chain of causality that leads to the attainment of a place at university and then the achievement of a university qualification, the majority of the social return in this SROI calculation – over two thirds - comes down to the value of having a university degree.

Recommendations for **Into**University going forward include continuing to find ways of measuring the organization's SROI more effectively. For example, **Into**University has already begun to capture quantitative data as well as qualitative data in relation to specific outcomes; going forward it might look for objective indicators of the more important outcomes as well as subjective ones. The establishment of an alumni programme was also suggested, in order to maintain contact with participants who have 'graduated' and gone on to university or work; this would reinforce one of the articulated outcomes, which was the sense of belonging or having a 'home away from home' at the IU centre; it would also improve **Into**University's ability to track outcomes and gather valuable feedback on how its activities generate real and lasting impact.

1. Scope and Stakeholders

IntoUniversity

IntoUniversity exists because young people from poor backgrounds face a significant educational disadvantage. This disadvantage begins to be apparent very early in a child's life: the achievement gap opens up from age 2.[1] By age 5, children from disadvantaged backgrounds are three times less likely to achieve than children from well off homes. The gap gets steadily wider and more entrenched. By age 18, deprived young people are six times less likely to be at university.

Typically, middle-class parents give their children a range of educational advantages. This will include:

- Specialist tuition, particularly to help with secondary transfer and exam preparation
- Holidays, hobbies, trips, cultural outings and other 'enrichment' activities
- Home environments rich in educational materials such as books
- Parental and other family experience of Higher Education.

Parental expectations of children are significantly lower in poorer homes. Only 4% of middle class parents expect their child to 'peak' at GCSE compared with 25% of poorer parents. Only 14% of poorer parents expect their children to go into Higher Education.[2]

US economist and Nobel laureate James Heckman argues that 'schools work with what parents give them'. The 1966 Coleman Report on inequality in school achievement clearly documented that the major factor explaining the variation in the academic performance of children across U.S. schools is the variation in parental environments—*not* the variation in per pupil expenditure across schools or pupil-teacher ratios. Successful schools build on the efforts of successful families. Failed schools deal in large part with children from dysfunctional families that do not provide the enriched home environments enjoyed by middle class and upper middle class children.'[3] UK research paints a similar picture. A study by academics at University College London and King's College London (2006) revealed that a child's social background is the crucial factor in academic performance, and that a school's success is based overwhelmingly on the class background of its pupils.[4]

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[1] Feinstein**,** Leon, 'Inequality in the Early Cognitive Development of British Children in the 1970 Cohort'. *Economica*, Vol. 70, pp. 73-97, 2003.

[2] 'Creating a high aspiration culture for young people in the UK', Ipsos MORI research for The Sutton Trust. 2006.

[3] James J. Heckman and Dimitriy V. Masterov 'The Productivity Argument for Investing in Young Children' National Bureau for Economic Research, Working Paper No. 13016, (2007). Heckman makes the point powerfully, but the link between underachievement and home circumstances has been the subject of academic research for the past 50 years. E. Fraser (1959) and J.W.B Douglas (*The Home and the School*, 1964) and the Plowden Report (CACE 1967) found a strong correlation between attainment and parental interest in education. Plowden concluded that parental attitudes were the most significant factor in achievement.

[4] R Webber and T Butler, 'Classifying pupils by where they live: how well does this predict variations in their GCSE results?' *CASA Working Paper Number 99*; University College London (2006).

Heckman argues further that it makes economic sense to improve educational outcomes in order to save on the costs of unemployment, anti-social behaviour and crime in later life. Heckman puts the cost of crime in the US in 2004 at $1.3 trillion and argues that investment in education can bring these costs down. He reports on research that shows that a 1% increase in the high school graduation rate would yield $1.8 billion dollars in social benefits. The management consultancy McKinsey has also attempted to quantify the cost of educational underachievement to the US economy. Their report[5] says that if the gap between low-income students and the rest had been closed, the GDP of the USA in 2008 would have been $400 billion to $670 billion higher, or 3 to 5 percent of GDP.

UK-based research suggests that social exclusion is a similarly costly problem in this country. According to a study by the London School of Economics and The Prince's Trust, 'unemployment costs the economy upwards of £90 million per week and youth crime represents a staggering £1 billion bill for the taxpayer each year. Depression caused by underachievement at school could cost the NHS between £11 and £28 million a year.'[6]

Although it is difficult to quantify the benefits of investing in education in terms of the savings from reduced crime and improved employment, it is believed that the economic costs of educational failure are of background relevance to the social return analysis of **Into**University.

IntoUniversity (IU) inspires and engages young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration. IU aims to address underachievement and social exclusion among young people by offering an integrated programme of out-of-school study, mentoring, aspirational coaching, personal support and, in partnership with universities, specially-devised FOCUS workshops, days, weeks and weekends. The IU programme began in 2002 as a programme within the St Clement and St James Community Project and was launched as an independent charity in 2007. It now reaches in excess of 3400 children and young people per year, on site and through school-based work; as IU opens new centres this number will increase.

IntoUniversity is an on-going and long-term service: at the heart of the programme is the belief that underachievement is best addressed in the context of a long-term pastoral engagement with young people where they can build their esteem and have their learning supported in order that they can reach their potential. IU builds relationships with young people at Year 3 (age 7) and continues to support them up to university access and beyond.

IntoUniversity is a centre-based service offered free of charge at specialist learning centres located in the communities where the client groups live. IU currently operate**s** four of these centres, in the London boroughs of Bow, Kensington and Chelsea, Lambeth and Brent. Two additional centres opened in 2009 in Haringey and Hackney.

[5] McKinsey & Company Social Sector Office, 'The Economic Impact of the Achievement Gap in America's Schools', April 2009
[6] The Prince's Trust with the Centre for Economic Performance, London School of Economics, 'The Cost of Exclusion: Counting the cost of youth disadvantage in the UK', 2007.

There are three main strands to the IU programme: FOCUS, Academic Support and Mentoring. Through FOCUS, students are offered highly original and engaging learning experiences and information and guidance sessions, both during and out of school term dates. These include sessions for building awareness and understanding of university education and a sense of what it takes to follow such a path, often including visits to universities and involving university student volunteers in the delivery. The primary FOCUS programme introduces year 5 and 6 pupils to the concept of university and provides them with in-depth experiential learning in relation to a specific subject. The secondary FOCUS programme include Careers-in FOCUS, Business-in FOCUS and workshops on UCAS forms, university finance and other practical aspects of achieving a university education.

Academic Support is a structured after-school or evening study programme for primary and secondary students, involving everything from a quiet working environment to available computing equipment to one-on-one assistance, where required. Mentoring is a programme through which IU arranges one-on-one mentoring relationships between IU participants and university student volunteers with a target of 12 meetings per year during term time plus additional plenary events and off-line communications.

Other elements of the IU programme include Extending Horizons weekends, with visits to university campuses or work places; school liaison work; school scholarships; the Corporate Mentoring scheme, pairing up year 13 students with volunteers from business partners; and a Buddy Scheme, through which students spend two to three days exploring a particular university programme or career and interacting with a current student and/or graduate in very small groups.

Some students who progress into higher education continue to use the centres, and particularly the personal relationships they have established with staff, volunteers and other students, as part of their ongoing support network. **Into**University provides various types of assistance to these students such as personal mentoring or counselling or suggestions and introductions to help them find work placements.

SROI analysis

IntoUniversity has undertaken to calculate its Social Return on Investment (SROI), a measure designed to account for a much broader concept of value than traditional financial measures. The SROI analysis will increase the charity's understanding of its own impact and help it to demonstrate its effectiveness to internal and external audiences.

IntoUniversity will use the results of this analysis to help communicate its purpose, activities and impact to funders as well as the wider community of stakeholders. The analysis will also help ensure IU is investing its limited resources in activities with the highest return. IU has been supported in the process by the Impetus Trust, which is using the SROI methodology across a number of its portfolio organisations to understand better its own impact and social return. An 'assured' SROI analysis will provide an external

validation of the charity's impact and support the charity's ambition to seize a leadership position among third sector organisations in its field.

This analysis is a forecast for the new centre in Haringey, which opened in the autumn of 2009. The year under consideration is 2012, by which time it is expected to have participating students from Year 3 all the way through to Year 13 involved in the programmes. IU will also be running a new programme in that centre, Years 7-10 Secondary FOCUS, and will use the SROI analysis to help assess what the impact of this new mix of activities will be.

How IntoUniversity works

IntoUniversity tries to give poorer children some of the advantages that are enjoyed by children in many more affluent families, helping them to hold their own in an increasingly competitive educational world. Competition for university places is intense, despite the expansion in the sector.

Because the achievement gap opens up at such a young age, **Into**University starts working with children as young as 7. It is increasingly recognised by widening participation (WP) providers that WP programmes are most effective when they begin in the primary years and continue to provide sustained support through the transitions from the primary years through to sixth form and university entrance.

Research also shows that educational support initiatives are especially effective when they form part of an ongoing and coherent package of support. The **Into**University scheme works by offering students different types of support: special learning programmes, academic support and mentoring.

The **Into**University FOCUS Programme works by providing students with information and experiences about university life and learning. In the course of the programme, young people will visit a university and work in teams on a university-style learning project on a focussed topic. The FOCUS programme enables young people to see their present learning in the context of a progression to higher education, and provides a framework for future aspirations.

Academic Support (also called 'study support') has been shown to have an impact on pupil achievement, attitudes, self-esteem and independent study skills.[7] Study support works by developing young people's autonomy and confidence as learners, supporting students in achieving agreed targets. The **Into**University Academic Support programme provides a safe, welcoming, supportive and motivational space in which young people can become 'self-regulated', i.e. metacognitively, motivationally and behaviourally

[7] MacBeath, J., Kirwan, T., Myers, K., McCall, J., Smith, I., McKay, E. with Sharp, C., Bhabra, S., Weindling, D. and Pocklington, K. (2001a). *The Impact of Study Support: a Report of a Longitudinal Study into the Impact of Participation in Out-of-school Learning on the Academic Attainment, Attitudes and School Attendance of Secondary School Students* (DfES Research Report 273). Sharp, C., Osgood, J. and Flanagan, N. (1999). *The Benefits of Study Support: a Review of Opinion and Research* (DfES Research Report 110). London: DfES.

active participants in their own learning. Self-regulation is considered to be a key process by which learners are able to achieve academic success.[8]

Mentoring increases motivation by providing students with positive role-models who encourage and support young people in their aspirations. Mentoring increases confidence and 'soft skills' such as self-esteem and the ability to communicate effectively with adults.[9] The IU Buddy Scheme provides a one-off mentoring encounter between a class of students and a team of university undergraduates. The Buddy Scheme provides information about university as well as a motivating engagement with students currently at university.

Stakeholders

IntoUniversity works with a number of distinct stakeholder groups. The primary stakeholders are the *students* for whom the organisation is set up. They generally come from a relatively disadvantaged socio-economic group, often living in social housing and attending schools with a high proportion of students on the free school meals programme. Most of them come from a non-British ethnic background, and English may not be the language spoken at home. In most cases neither of their parents has attended university, at least not in the UK. As the students progress into secondary school, many of them have domestic responsibilities such as taking care of younger siblings, and a handful might work outside the home in lieu of an allowance or to supplement the family income. **Into**University anticipates the Haringey centre will work with around 850 students a year, just under half in primary school (years 5 and 6) and the remainder in secondary school.

The *parents and families* of the students who participate in **Into**University programmes are another important group of stakeholders. It is important that parents and families understand the benefits of education and how they can help their children improve their opportunities. **Into**University works formally and informally with parents and families, encouraging them to learn more about what the programme can offer them and how they can support their children.

Another group of stakeholders are the *individual volunteers* who support the day-to-day activities of the centres, for example by providing after-school academic support; by developing and delivering learning modules as part of the FOCUS programmes; by engaging in one-to-one mentoring relationships with individual students; or by welcoming students on to campus for a university familiarization visit. The centre at Haringey is expected to work with around 10 local volunteers, contributing anywhere from a few hours a year of their time to over 100 hours a year, as well as up to 80 university volunteers contributing an average of 36 hours a year. Each centre also

[8] Zimmerman, B.J. (1994). 'Dimensions of academic self-regulation: a conceptual framework for education.' In: Schunk, D.H. and Zimmerman, B.J. (Eds) *Self-Regulation of Learning and Performance: Issues and Educational Applications*. Hillsdale, NJ: Lawrence Earlbaum.
[9] Pawson, R. (2004). *Mentoring Relationships: an Explanatory Review* (ESRC UK Centre for Evidence Based Policy and Practice: Working Paper 21). London: ESRC UK Centre for Evidence Based Policy and Practice.

employs up to two unpaid *interns* each year, each of them working 24 hours a week for 16 weeks (or equivalent). *Appendix 1* details the estimated number of volunteers and hours contributed for each type of volunteer work.

The *local schools* attended by the **Into**University students are another important group of stakeholders. They invest time and resources in the programme by freeing school time and teaching assistants for the Primary FOCUS programme, and by hosting the Secondary FOCUS programmes. Some schools also provide financial resources for the programme, for example the cost of transport to a university. Additionally, some schools provide staff after school to physically bring children and young people to the centres to attend after-school activities. Schools are also affected by the programme, to the extent that the increased aspiration, improved attitudes toward school and enhanced study skills of the students involved in **Into**University influence overall classroom culture and educational performance. The Haringey centre will work with roughly 6 primary schools and 4 secondary schools.

The *universities* themselves are an important group of stakeholders, specifically the university admissions officers, the volunteer centres and the Widening Participation officers. First and foremost, they want to increase the quality and diversity of their student populations by attracting the best and brightest students regardless of background. In addition they need to meet government-driven targets for including students from underprivileged backgrounds, set within the context of the Widening Participation programme.

Funders are critical to **Into**University's activities. *Institutional funders* include The Sutton Trust, which has funded the programme since 2002 and The Impetus Trust. In addition, a number of *individual donors* support the programme, often combining financial support with volunteer time as trustees or centre volunteers. Finally, a number of *corporate supporters* donate employee time, in-kind space or professional support to further the cause, either on a sustained basis or as more of a 'one-off' or annual event. It is estimated that IU will work with up to 20 corporate volunteers at Haringey per year, contributing an average of 22 hours each per year; the supporting detail is also in *Appendix 1*.

A number of *statutory authorities* are interested in similar outcomes for the students involved in **Into**University. These include Local Authorities, Aimhigher programme sponsors and managers, Extended Services and Connexions.

Cultural institutions and other voluntary partners also participate in the delivery of the FOCUS programmes, for example by hosting group tours and information sessions for the students at their sites. This helps them to meet their own objectives for reaching out into disadvantaged communities to widen their user base.

The *local community* is affected to the degree that students who participate in **Into**University and pursue positive, self-affirming life paths as a result are less likely to end up engaging in persistent socially disruptive behaviour or in the NEET category ("not

in employment, education or training"). Impact of a more immediate nature can be felt by the *local residents* of properties very close to the centers where afternoon and evening academic support is provided.

Finally, it can be argued that *other charitable organisations* who may or may not aim to achieve the same objectives, but certainly compete for funding from the same institutions and donors, are stakeholders in the broader sense of the word.

Illustrative case studies

(All names of young people have been changed)

Zara is now at Middlesex University reading Business Studies. She came to this country as a teenager, speaking no English. Her father is missing, presumed dead, in Somalia. Zara and her siblings have refugee status. Zara attended very regularly for help with her academic studies, to meet her mentor and to attend FOCUS events. In order to give Zara time to develop her English, **Into**University supported her on a foundation course before helping her apply for a degree. Although she is now at university, Zara still frequents the **Into**University centre for academic support.

Ibrahim is 16 years old and is a year 11 student at Cardinal Hinsley Mathematics and Computing College. He came to the UK two years ago from Iraq and is currently studying for his GCSEs. He hopes to be able to study medicine at university one day. He attends Academic Support and is going to be paired up with a university mentor very soon and is most excited about learning "how to be successful" and develop his "revision and exam techniques". Ibrahim's favourite thing about IU is that the tutors "give lots of encouragement" and they are very kind and helpful.

Isabella attended the IU programme from its inception in 2002. Her parents speak poor English. Isabella lacked confidence and had low self-esteem. She did not see herself progressing in the education system. Through taking part in creative activities with us she realised that her talents lay in the design field. She was given specific projects to complete for us which enabled her to develop these talents and boost her self-esteem. She also attended a FOCUS Week, came regularly to Academic Support, received advice about course options and spent her summer holidays at an IU centre. She also had a mentor.

Isabella's increase in confidence the more she attended the centre over five years was apparent. Staff gave her intensive positive encouragement and convinced her that she should think about her future education. **Into**University helped Isabella learn that she is bright and capable, and gave her tools to think about their goals. With help from the centre, she then gained a place at a sixth form college and was there for three years completing a foundation course. During those three years she continued to have regular help from us. She is now a fashion design graduate. Isabella is an example of someone with low self-esteem for whom long-term help enabled her to raise her aspirations and realise her potential.

Kanisha attended **Into**University since its inception, attending regularly 2-3 times a week. She received sustained support with her GCSEs, came on FOCUS Weekends and had a university and a corporate mentor. Her long-term ambition since she was a teenager was to become a lawyer. Kanisha received one-to-one tuition and pastoral support throughout her sixth form, attending the centre every week day. Despite her clear academic abilities, she suffers from low self-esteem and confidence. She is now in her third year of a four year degree at Warwick University and attends the centre regularly for support during the holidays. She has also been provided with several work placement opportunities through the charity including a placement a Farrer and Co. She is expected to graduate in 2011 with a 2.1 and IU will be supporting her move into the legal profession.

Setor was one of the first cohort of mentors to be trained when IU launched the mentoring programme. He was then an undergraduate studying at Imperial College. He was paired with a student who had been attending IU since primary school and they met for three years. Setor provided help with study and social skills. Setor was also involved in tutoring some students and he is now a trustee of the North Kensington centre. Now a graduate, Setor works for KPMG.

David is the managing director of Change First, a prestigious consultancy firm working with major corporate clients. He grew up local to the first IU centre and attended a partner secondary school. He contacted us after he saw some publicity in the press about IU – and offered us pro bono consultancy work. Through Change First IU has received training for its centre leaders, undertaken a piece of work on the values and ethos of the organisation and improved significantly its recruitment process. David is on the charity's Advisory Panel and provides ongoing advice as needed in between panel meetings.

Stakeholder engagement

As part of the investigation of IU's SROI, representatives from a number of stakeholder groups were consulted via email-based questionnaires and/or structured interviews. A total of 49 questionnaires have been tabulated at Appendix 3 and comprise the following responses:

Table 1

Stakeholders consulted for SROI

Stakeholder	Responses
Students	20
Families/ Parents	5
Schools	3
Universities	2
Donors	2
Volunteer Interns	4
Volunteer mentors/tutors	13

In addition to the stakeholder engagement, a number of other sources of information and insight have contributed to IU's understanding of the changes experienced by its stakeholders:

- The formal feedback forms stakeholders are regularly asked to complete
- Extensive external evaluation work, including an NFER study conducted in 2007 (annexed as Appendix 2) as well as reviews by funders and in-kind corporate donors
- IU's own personal experience of working with, and talking to, students and stakeholders over the years

A smaller number of stakeholders were consulted at the end of IU's SROI process to ascertain whether the conclusions of the first consultation resonated with their experience. Reactions are noted in the outcomes section (below).

2. Outcomes and evidence

Activities, inputs and outputs

The Haringey centre will run the three main IU programmes in a very similar way to how they are run at the existing IU centres; details (including any planned modifications going forward) are described below.

- **FOCUS programmes:** FOCUS Weeks, Days, Weekends and Workshops consist of subject-based, hands-on, challenging and stimulating educational activities that re-engage children and young people with learning and promote a love of experiential studying. All students prepare and deliver presentations to the rest of the group as part of the programme.

  The FOCUS programme also introduces children and young people to the vocabulary connected to higher education; it takes them on university visits and brings them into direct contact with current university students, who are involved in both programme delivery and campus hosting.

  FOCUS programmes are currently offered in Years 5 and 6 at primary level, and in years 11-13 at secondary level with some delivery in years 8 and 9; they will be extended to all secondary school years going forward. Schools provided with the FOCUS programme are required to take part in the full programme. Examples of this might be a full week plus one day and two workshops for primary school students, and a series of 12 workshops for secondary school students.

- **Academic support:** This consists of regular after-school or early evening study activities at the centre, staffed by a mixture of centre staff and volunteers. The nature of the support can range from the provision of a quiet study environment, to occasional coaching or assistance with homework, to dedicated tutoring for

particularly challenging subjects. While in the past Academic Support has been run on a relatively open or "drop-in" basis, going forward IU will require a minimum commitment of time from participating students.

- **Buddy scheme and Mentoring:** The assignment of a buddy or mentor to a number of students in the programme will provide the personalised support and pastoral care that is necessary to complement the more formal elements of the overall programme. The Buddy scheme involves 24 year 8 students coming to a centre for a half a day to work with staff and university student volunteers on a topic related to a specific degree course, e.g. law. This is followed by a 1-day visit to a university where they are matched in groups of three with a buddy university student studying in that field. Each centre holds several Buddy sessions each year.

  For the Mentoring programme, mentors are recruited from the University of London and from corporate partners and receive full training before being paired with a mentee; mentees (who are also trained) are selected based on commitment to the IU programme, i.e. regular attendance at Academic Support and demonstrated effort and good motivation. As there is generally a shortage of qualified mentors, allocation is based on reward / recognition for effort and commitment. IU has set itself the target of providing 40 students in Academic Support with mentors.

Table 2 below describes how the 850 students who are expected to participate in the Haringey centre's activities break down by programme.

Table 2

Students participating in IntoUniversity (Haringey centre) in a particular year

Programme	Number of participants
Primary FOCUS (PF) (year 5)	200
PF (year 6)	200
Primary Academic Support (PAS)	30 from years 2-4
Secondary FOCUS (SF)	400
Secondary Academic Support (SAS)	20 from years 7-13, not already included in SF
Overall Academic Support	(100 – fewer, more regular than today)
Holiday FOCUS / Careers-in-FOCUS	(60 – but all duplicated within SF or SAS)
Mentoring	(40 – but all duplicated within SF or SAS)
Buddy	(75 – but all duplicated within SF or SAS)

This involves running:

- 6 FOCUS weeks, 6 days and 12 workshops for year 5 and 6 primary students
- 3 holiday FOCUS Weeks and 2 careers-in FOCUS programmes
- A minimum of 12 secondary FOCUS workshops
- 4 afternoon/evening study sessions each week during term time
- 3 Buddy schemes

- 40 pairs of mentors meeting one-to-one 12 times (term times only) and attending 2 plenary events

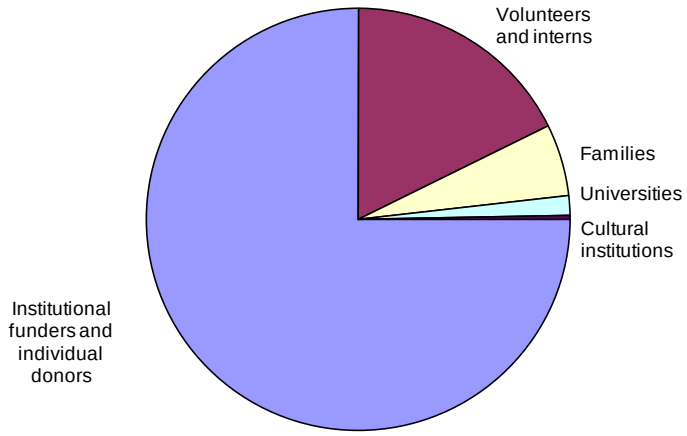
A wide range of resources and effort will go in to delivering these programmes to this many students. These include:

- Centre operational funding of £150,000/year to cover 4 full-time staff, learning resources, rent and rates, and a £20k allocation of **Into**University overhead
- Over 4400 hours of volunteer time (details on breakdown in Appendix 1)
- Partnership with cultural institutions and universities

The time commitment of volunteers varies according to their roles. Volunteer tutors at Academic Support typically assist at 1 or two sessions each week during term time over a period of one or more years. Mentors typically meet with their mentees every two weeks over one or more years. Interns offer 3 or more days a week for a period of 4-6 months. We also considered as an input the foregone income that a family might decide to give up if a son or daughter spends time on academic support rather than working in a part-time job. Although none of IU's stakeholders described this as a trade-off, a conservative assumption was made that up to 10 students in their sixth form might give up an incremental 5 hours a week of work at minimum wage in order to participate in the programme.

The relative value of these inputs by stakeholder group is summarized in Figure 1 below:

Figure 1
IntoUniversity: Inputs by stakeholder group



Outcomes

Students

Described in the Stakeholder Engagement
Students IU interviewed as part of the SROI process described **feeling better about school**. One student claimed improved ability to do homework, adding 'I now try to do my homework'. Others said 'school is easier', 'I work harder in school', and 'it's become easier to learn and understand as I am able to get things done faster.'

Several students also commented on the **improvement in their coursework and examination grades** based on their involvement with **Into**University; one student described going from getting D grades to A grades in Maths and Science, and being in the Top Set for all subjects but one. Schools reinforced these claims, describing both a 'more focused' attitude to study and enhanced academic performance among **Into**University participants.

Students with EAL attributed **better English language skills** to their involvement with **Into**University: 'Before I didn't speak English but now I am more confident and I am encouraged and listened to, so I have become much more focussed in my studies – my grades have improved as I now get distinctions.'

Increased confidence was indeed a widely reported change. A regular attendee of Academic Support said, 'I am much more confident doing my homework as an independent learner,' and 'I am more confident talking to people of all ages and those people I have never met before.' Another said that **Into**University had 'made me feel more proud of myself.'

With **Into**University students develop a broader perspective on life and future career options, based at least in part on **becoming more familiar with the idea of university** and on **exploring more specific subject areas of interest.** One reported that travelling abroad with **Into**University had influenced him to take A-level history; another commented on her decision to move away from nursing as a career choice and focus on medicine instead.

Students described to us the **increased aspiration** that has resulted from this increased familiarity with university as well as with specific subject areas of particular interest. They perceived themselves to be 'more focused' on their studies, and reported now 'looking forward to', 'hoping for' and 'feeling capable of' going to university. One summed it up as follows: 'I think I am capable of achieving much more and I'm considering far more options for my career than I would have done before.'

Parents also reported that their children were now aspiring to go to university and that **Into**University had helped them **overcome social barriers** to higher education. One parent said: 'X is aiming to go to university and understands university isn't just for the rich – life is open to her. Meeting undergraduates she realises that education doesn't stop at school.' Another parent's comments included: 'I hope X will go on to university. X

thought people at university were 'posh and middle class'. His mentor has been a role model for him; he looks up to his mentor.'

Students spoke about the **feeling of belonging** they have with **Into**University. They described the centre as 'welcoming', providing 'a quiet focused place', with the benefit of 'being able to use computers that aren't available at home'. In addition to the physical resources, students described the supportive social environment. Students said they felt 'listened to' and that adults would 'talk issues through with me'. One student remarked: 'The staff are easily accessible so it makes it possible for students to contact them and get help when needed.' Another student said the staff had 'made me feel more proud of myself'. Yet another said 'I feel like I can integrate really well with people from different cultures and backgrounds.' One said that without **Into**University, 'I wouldn't be friends with the people I'm friends with now.' This was echoed by volunteers and mentors: 'The centre is welcoming for both students and volunteers.' 'The enthusiasm, caring, and positive attitude of the staff were particularly motivating.' '…the welcoming and enthusiastic nature of the staff.' A primary school representative noted that IU provides 'enriched home learning to support in-school learning.' An **Into**University student now at University summed it up: 'There was always someone to talk to when I was stressed out.'

FOCUS participants also reported **improved relationships with peers and adults**. This change was heavily reinforced by the parents of FOCUS participants, who commented on more positive attitudes and behavior and improved relationships, and by schools, who reported **improved behaviour** among **Into**University participants (including those who were not necessarily committed to seeking a place at university). Students who have been on IU programmes were also cited as 'really good roles models' within the school.

Interns (who have experience of delivering the FOCUS programme as well as Academic Support) reported that 'some of young people appear to be more confident when meeting new people and speaking to them' and that 'The **Into**University ethos … promotes a positive attitude.'

Some students who participate in **Into**University's programmes choose not to progress into higher education, but still complete their secondary school education. As part of the FOCUS programme they also acquire basic employment skills like CV preparation and interview techniques and practice.

A number of students who participate in one or more of the **Into**University activities go on to **pursue a university education** after finishing their secondary school. Students now at University spoke of **Into**University's sustained support which has continued to help them achieve higher than expected grades. One student said that without IU she 'would probably have failed her exams.' Another commented that she 'would probably have done the wrong course and ended up dropping out of university.'

In the second round of consultation, stakeholders supported these observations. The outcomes which received particular mention or emphasis were: **increased aspiration,**

overcoming social barriers, increased confidence, and improved coursework and grades.

Further evidence

A 2009 survey of student evaluations of the three strands of the **Into**University programme conducted at IU's North Kensington Centre showed strong user satisfaction with the charity's services. 87% of students attending Academic Support would recommend the service to a friend (based on random sample of 86 students) and 90% said that they had achieved their learning targets. 90% of Primary FOCUS attendees rated FOCUS excellent or very good. 80% of students on the Mentoring and Buddy schemes would recommend the Scheme to a friend (based on random sample of students)

The 2007 NFER evaluation of **Into**University was based on eight case studies, direct observation of five elements of the programme, and an analysis of 278 of the written feedback forms collected by **Into**University on a regular basis. The evaluators noted through case studies and direct observation the following changes resulting from the **Into**University programme:

- Increased motivation, self-esteem and confidence
- Improved learning; independent or self-regulated learning
- Enhanced social skills resulting from interaction with people of different ages, backgrounds and ethnicities (including current university students)
- Early familiarity with the idea of university via both explicit and implicit means
- Increased aspiration for progression to university (or another chosen educational ambition)
- Acquisition of the academic, social and practical skills and knowledge necessary to make university a realistic goal

Changes noted by the NFER team that were directly reported in evaluation material by students, parents and teachers included:

- An extremely positive attitude among participating young people toward all three strands of the programme
- Appreciation of the opportunity to have new and enriching learning experiences and trips as part of the FOCUS weeks
- Renewed enthusiasm for learning, inspired by the FOCUS weeks (reported by parents and teachers)
- Increased understanding of university and a positive attitude toward university, based on having enjoyed the visits to campuses

The NFER concluded from case studies and observations of **Into**University that 'the Academic Support Scheme [is] an excellent resource for children and young people to complete their homework in a supportive environment.' From the analysis of evaluation forms, the NFER concluded that 'the young people valued the opportunity to study alongside friends in the Academic Support Scheme' and that 'this motivates them and makes learning more enjoyable.' From its analysis of the research literature on after-school study support, the NFER also concluded that 'many of the good practice features of the **Into**University programme were consistent with the aspects highlighted in the research literature on study support and mentoring. For example: The Academic Support Scheme provided academic *and* pastoral support to young people, both of which are important, especially for young people with limited family experience of academic success. The Academic Support Scheme made use of clear target setting as recommended in the literature. **Into**University promoted skills for independent and self regulated learning as recommended in the literature.'

Further supporting research

These findings are congruent with those in the research literature. A 2001 longitudinal study ('The Impact of Study Support', DFES) into the effects of participation in out-of-school-hours learning on academic attainment, attitudes and attendance of secondary school students found firm evidence that 'pupils who participate in study support do better than would have been predicted from baseline measures, in academic attainment, attitudes to school and attendance at school than students who did not participate. The effects are large, an average of three and a half grades or one more A-C pass at GCSE.'[10]

Volunteers and interns

Most of the volunteers and interns who dedicate their time to **Into**University hope to **strengthen their employability** by developing their skills and gaining practical experience in working with children and young people. Their CVs are strengthened in a number of ways:

- *Dedicated training*, covering one or more of working with young people; coaching and tutoring; and providing advice and guidance. Interns in particular receive a period of intensive induction training over several weeks, as well as close supervision.
- *First-hand knowledge* about the charity and education sectors, as well as the barriers to higher education experienced by some children/young people.
- *Improved social skills and confidence* from taking responsibility for tutoring and/or mentoring young people who themselves may have poor social skills and low self-esteem.

[10] John MacBeath, et al 'The Impact of Study Support: A study into the effects of participation in out-of-school-hours learning on the academic attainment, attitudes and attendance of secondary school students' DFES (2001)

On this last point, several volunteers described to us the **increased confidence** they gained, particularly **in working with young people**. An intern reported: 'I have been able to become more confident about making decisions about my own future. The **Into**University ethos which promotes a positive attitude has had an influence on the way that I feel about my own future and I can be more confident in making decisions.'

Volunteers described how working with **Into**University gives them an increased sense of social responsibility and of having made a **personal contribution**. They claimed their work as 'rewarding' and reported 'feeling connected to a community'. One said, 'I get a great sense of joy/contentment that I am making a difference to these students.'

Many reported that their volunteering experience had **helped them think through or clarify their future career decisions**. In the words of one volunteer, 'I am now more seriously considering what I want to do professionally in the longer term. I have enjoyed working with young people so much & will really miss it.' Another is considering further work in the charity sector.

Stakeholders consulted as part of the final step endorsed these conclusions more emphatically than those in the initial consultation. One intern either 'definitely agreed' or 'definitely agreed strongly' that the individual outcomes were reflected in her own experience.

Families

Parents reported very positive change as a result of **Into**University, saying that the more purposeful attitude in the students makes for a **happier home life**. One parent reported: 'Home life is much better because X has more positive outlook and gets on better with her siblings. She has been able to work on her anger management. She has learned to negotiate which has made my life much easier.' Another parent reported: 'As a single parent homework was stressful. We can now enjoy our evenings without the pressure.'

Although it was not a feature of this particular round of stakeholder engagement, less positive outcomes for families have been heard of. There have been isolated cases where a student's improved academic performance and increased aspiration have contributed to a sense of alienation from siblings and parents, who feel somehow 'left behind' or undervalued in comparison. In other cases, there has been emotional fallout for a student who has set high goals for himself or herself, but then has failed to achieve them. This study has not tried to estimate a quantity or identify a proxy for these negative outcomes, partly because it is believed there are usually many more factors at work in these cases (i.e., attribution to IU would be low), and partly because such cases are very rare.

The final set of stakeholder conversations further validated these outcomes. One parent reported that his children's attendance at the programme had made 'a big difference' to his home life as the children were happy, it had helped them to make friends which made him and his wife happy, and it had improved their academic performance.

Universities and cultural institutions

Many of the universities and cultural institutions involved in delivering **Into**University's programmes have specific targets for widening participation (i.e. increasing the socioeconomic diversity of the community they reach or their student population); some may even have some of their statutory funding tied to their achievement of these targets. However there is no specific feedback or evidence of this outcome, and therefore it is not included it in this SROI calculation.

Unexpected results

The **Into**University management team has years of experience in working with stakeholders and hearing them describe the impact of their involvement with the organization and the program; therefore most of the outcomes described above were not entirely surprising. However there were some interesting and unexpected results. IU had not realised the extent to which some students with English as an Additional Language credit IU with having an impact upon improvements in their English. IU was also pleased to hear schools report that IU students were good role models to other non-IU students, that their improved attitude to study has resulted in better relationships with their school teachers, and that this in turn has assisted their learning. It had been suspected that IU might have a positive impact on the home environment, but it was pleasing to hear parents describe much better behavior at home and improved relationships within the family. It was also interesting to read that students and their families had a strong perception that higher education was only for 'posh people.'

It was also pleasing to see that **Into**University's partnership with higher education institutions is having an unexpected impact on the institutions themselves. Imperial College said 'our partnership with IU is crucial to us as it links with the college's wider strategic objectives.' IU enables its university partners to fulfill their Widening Participation brief as well as providing volunteering opportunities. Imperial College said that IU had played a significant role in securing funding for the volunteer bureau.

3. Impact

Matching inputs and outputs

To simplify the calculation of the social return on investment in **Into**University's activities, it was decided to concentrate on a single year's costs as well as a single year's benefits. How to do this was not immediately obvious, as the engagement between IU and individual participants is designed to extend over a long period of time (up to 12 years).

One possible approach would be to follow a cohort of individuals, from their 'entry' into the IU programme through to 'exit', e.g. when they leave school and (for some) obtain placement within a university and settle in to their programme. However many young people engage with IU at later stages in their schooling, and would not be captured by

such an approach; equally, some enjoy the benefit of a certain length of time engaging with IU, but for various reasons do not continue through to the end of their secondary education.

It was therefore decided to evaluate the impact of one year of activities on all cohorts in one centre, which allows for the matching of investment to return more clearly and cleanly. It also means are the value of impact 12 or 13 years into the future are not discounted back to present values, in the sense of the time value of money.

The changes that a student undergoes along several years of engagement with **Into**University include increased aspiration, enhanced study skills and school performance, increased confidence, successful completion of secondary studies and (in some cases) progression into further or higher education. These are part of a dependent chain of outcomes rather than a discrete set of independent outcomes, such that the value of the earlier outcomes along this chain is included in the value of the subsequent outcomes. Consider as an example a student who develops increased confidence and aspiration at a young age by participating in a Primary FOCUS programme; she enhances her study skills and school performance through Academic Support; and then she finishes her secondary education and progresses on to university. The value of her progression into university includes the value of the increased confidence and aspiration, and the value of the enhanced study skills; if IU added the value of all three of these outcomes separately, it would be at risk of double-counting the impact of its investment in that individual.

We propose that the value of the impact generated for any one individual by his involvement with **Into**University would best be represented by the changes experienced only at the last stage of his engagement, i.e. measured at the point where he leaves **Into**University. This could be as early as after Primary FOCUS, at some point during their secondary school, or at the end of Year 13. Moreover, by estimating only the value of the changes experienced by the 'leavers' in any given year (and not the whole population of participants), the social return in one year can be matched to the investment made in that year. The value of any future outcomes are not being counted for those who are not leaving the programme, but nor is there any count of the investment required in those future years.

Estimated leavers and outcomes

Based on direct experience and previous evaluation work (formal feedback forms and ad hoc discussions), it was estimated how many of the 850 participants in a given year of activities at the new Haringey centre might leave **Into**University at the end of that year. It was also estimated how many of those might be positively changed by the **Into**Unversity experience as described earlier, as opposed to those who would remain unaffected:

Of 150 PF Year 6 leavers:	145 experience positive changes
	5 experience no changes

Of 20 SF leavers after years 7-11:	15 experience positive changes 5 experience no changes
Of 20 SF leavers after Year 12:	17 experience positive changes 3 experience no changes
Of 50 SF leavers after Year 13:	47 progress into university 2 go to FE (e.g. to improve results) 1 goes into employment
Of 5 SAS (non-participants in SF) leavers:	1 progresses into university 2 experience other positive changes 2 experience no changes

More specifically, for each of these groups it was considered whether or not each of the outcomes described earlier could reasonably be thought to apply to them, and to what degree. On this latter question the general assumption was made that the longer a student participates in **Into**University, the greater the impact along any given dimension. To reflect this in the calculation, it was assumed that each of the Year 6 leavers experiences 50% of the 'value' of the outcomes that apply to that group; that Years 7-11 leavers experience the relevant outcomes to a degree of 80%; and that Years 12 and 13 leavers, and the SAS leavers, experience 100% of the outcomes that apply to them. In other words, the impact of 'increased confidence' for a Year 6 leaver would be half that of a Year 12 leaver. The table summarising these assumptions is included as Appendix 4 to this paper.

For leavers who progress into university, the estimate of their degree completion rate based on the national average drop-out rate of 7.4%. By the end of a standard 3-year programme, the cumulative effect of the annual drop-out rate would be 38 completers out of the 48 participants who start a university programme.

Similarly, Appendix 5 shows which of the volunteer outcomes are linked to which groups of volunteers. It is assumed that the amount of time volunteers spent with **Into**University would be positively correlated with the value associated with their outcomes. It is thought that above a certain threshold time commitment (say, 40 hours), an individual could be assumed to enjoy 100% of the benefit of the outcome, but that below that threshold the value of the outcome would scale down proportionately. This logic has been applied in the calculation of the quantities for each of the volunteer outcomes in the Impact Map.

Proxies, Duration and Drop-off

Proxies were identified for most of the outcomes described in the previous section and have been listed below. Some of these have ultimately been left out of the SROI

calculation due to considerations of the 'chain of causality', a discussion of which follows after the description of the proxies.

Outcomes for Students:

Feeling better about school. A proxy for this outcome might be the cost of a PGL science curriculum week (£250 per person), which aims to create the same sense of excitement and wonder about a particular subject area. The duration for this feeling was assumed to span the remaining years in primary and secondary education, an average of 5 years. While an experience-based attitude like this one is unlikely to disappear completely, the likelihood of fade, particularly if there are few reinforcing experiences, suggests a relatively high drop-off of perhaps 70%.

Improved school performance. As a proxy for this outcome, the cost of private tutoring support was estimated at £10/week for the 36 weeks of term time (£360 per person). The duration of improved academic performance was assumed to be 2 years and the drop-off, 50% per year; this reflects the fact that school performance requires solid effort on an ongoing basis, and in many cases, continued support.

Better English language skills. A proxy for this outcome could be the cost of private English classes, which can range in value from just under £96 per term at a private language college in west London (5 hours / week for 8 weeks) to over £1000 a term for dedicated EAL support at a private college in Brighton. IU has conservatively gone with the lower estimate (£288 per person for 3 terms). The duration for such a foundation of language skills, on which further vocabulary, grammatical knowledge and fluency would be continuously built, would be at least 5 years. The drop-off assumption of 30% reflects the growing relative importance of the more advanced language skills that would be acquired in subsequent years.

Increased confidence. A number of potential proxies were identified for this outcome, including a week-long Outward Bound outdoor adventure experience (£399), a term of Stagecoach private stage performance or theatre lessons (£305), and 6 weeks of karate lessons (£225). The rough midpoint of £300 per person was taken as the estimate. The duration for increased confidence would be relatively short, perhaps 2 years, given the fragile nature of confidence, particularly among adolescents, and the need for regular reinforcing experiences; for similar reasons a drop-off of 50% per year has been used.

Familiarity with university. One proxy for familiarity with the concept of university might be the Taster Day run by Aimhigher[11], which costs £53 per person. Another might be a family visit to the alma mater of a parent's campus, perhaps for a class reunion or family event, with the value represented by travel and accommodation expenses. In the interests of conservatism, the Taster Day value was chosen. The duration of this familiarity was assumed to be around 5 years; assuming that other experiences and influences over those 5 years would take precedence over this one, a drop-off of around 30% has been assumed.

[11] Aimhigher is a state-funded programme designed to increase the percentage of students from disadvantaged backgrounds attending higher education in the UK. More information on the Aim Higher is available in Appendix 6.

Familiarity with specific subject area. For the deeper knowledge of a specific subject area, the proxy of an Aimhigher master class was used, which costs £193 per person. The duration of this outcome would be similar to that of familiarity with university, around 5 years. We have assumed a more aggressive drop-off rate of 50%, to account for the likelihood that a student's familiarity with a subject of interest is regularly renewed by other sources.

Increased aspiration. The proxy taken for increased aspiration is the Aimhigher Mentoring programme, which costs £243 per person. The duration of increased aspiration might be similar to that of feeling better about school, i.e. 5 years, as aspiration sets an individual on a trajectory that lasts for many years to come; however the need for additional reinforcement to sustain that aspiration suggests a drop-off of around 50%, similar to that of increased confidence.

Overcoming social barriers. No reasonable proxy could be found for overcoming social barriers. It could be argued that any experience that puts people from all classes and backgrounds together, and then levels the playing field in one way or another – sporting activities or military service, for example – could achieve the same outcome. However, the range of outcomes that could occur from such experiences, the relative weakness of the analogy, and the range in potential proxy values all made us more comfortable leaving this one blank.

'**Home away from home**' / **sense of belonging**. A proxy for having a 'home away from home' with attractive facilities that gives someone a sense of belonging might be membership at a private club, but it was not felt to be quite close enough a comparison to use in this SROI calculation. For a sense of belonging it was thought that membership in the Girl Guides or the Scouting Association might be appropriate, estimated at £18 annually. Although annual fees do not cover the full cost of participating in these organizations' activities – many one-off events are paid for separately – the latter was not included, as their impact could be considered analogous to other outcomes. We thought the duration of such a change might be around 3 years, i.e. the length of time during which a student might continue to consider that sense of belonging as part of his or her individual identity; however we assumed a drop-off rate of 60% to reflect the fade over time of this impact.

Improved relationships with peers and adults. Improved behaviour and improved relationships with peers and adults might equally come about as the result of personal or family counseling, which is the proxy selected for this outcome. For example, a standard course of marriage counseling would run for 3 months with at least 1 session per week, at an average cost of £100 per session. The estimated value of this proxy is taken to be £1200. The value of improved relationships, especially if based on improved self-awareness and communication skills, could arguably last many years – an assumption of 5 years has been made here – but equally a drop-off of 40% has been made to reflect the dynamic and changeable nature of such close and defining relationships.

Secondary school completion / employment skills. The proxy selected for basic employability was the services provided by Oxford Education Consultants in CV preparation (£260 for a consultation) and interview coaching (£265 for a consultation). The duration of these skills would be around 5 years, after which point career experience would weigh much more heavily; the drop-off for CV preparation and interview coaching has been assumed at 30% for similar reasons.

Achieving a competitive university placement. The proxy identified for getting into a competitive university programme was a combination of an in-depth UCAS drafting session (£100) and several hours of consultation with a provider like Gabbitas Education Consultancy on careers and university applications (£210 per hour). The duration of the outcome of having attended a competitive programme would be perhaps 5 years, to include around 2 years of post-graduate employment career opportunities and advancement; the drop-off would be negligible, perhaps 10%, as the value of having been in a competitive programme would be greatest after completion, when a graduate is establishing himself or herself in the job market.

Obtaining a university degree. There have been several estimates of the return on obtaining a university qualification in terms of the differential in employment earnings that graduates make relative to non-graduates. A recent study by Ian Walker of Lancaster University and Yu Zhu of Kent University estimated the differential in lifetime income for employed people with a university degree relative to people with secondary school completion only (all other things being equal) to be £160,000 for women and £195,000 for men.[12]

A number of assumptions were made to discount this differential, which would be spread over an entire post-university working life, to a present value. The first was that a rounded average of £175,000 could be taken between women and men (skewed slightly toward the differential for women, to reflect the higher number of women going to university). The working life was assumed to last 35 years. Earnings foregone during the years spent studying for a degree are assumed to already be reflected in the Kent study's calculation of 'lifetime earnings'. It was also assumed that the earnings differential would be lower in the early years, and then steadily increase over time through to the final years, as follows:

Years 1-5	£2000 per year	(total 10,000)
Years 6-10	£3000 per year	(total 15,000)
Years 11-15	£4000 per year	(total 20,000)
Years 16-25	£5000 per year	(total 50,000)
Years 26-30	£6000 per year	(total 30,000)
Years 31-35	£10,000 per year	(total 50,000)
		(total 175,000)

The outcome has therefore been assumed to last for 35 years. The spreadsheet used for this analysis had been constructed to show only 5 years into future, and given the

[12] Referenced in *The Independent on Sunday*, "Why a degree is still worth the loan", Richard Garner, 1 June 2009.

increasing value over time, rather than reworking the spreadsheet a decision was taken to bring the total value back to its present value and enter it into the spreadsheet as if it all occurs in year one. This has been done for ease of modeling only and does not affect the overall value claimed. Discounting these future earnings differentials to the present at a rate of 3.5% yielded a present value of just over £85,000.

Of course, not everyone who obtains a degree goes on to work through to retirement, but both the employment rate and the workforce participation rate are higher for graduates than for non-graduates. According to the Labour Force Survey Supplementary Table 2 based on Q4 2008 data, the UK unemployment rate for degree-holders was 2.9% and the inactive rate was 11%.[13] We have therefore assumed that 86% of the 38 **Into**University participants completing their degree programmes will benefit from the increase in employment earnings.

Outcomes for Volunteers and Interns:

Enhanced CV / practical experience. The proxy selected for gaining practical experience was the cost of an Aimhigher work-based learning placement (£952); this value was similar to that of a US-based agency that also finds work placements for college graduates, and considerably less than other services identified (University of Dreams, Global Experiences) which combine internships with accommodation and other services for fees of between £5000 and £8000. The duration of this boost to a person's CV could last as long as 5 years, but the drop-off would be around 50%, to reflect the fact that more recent experience is considered more relevant and valuable than 4- or 5-year old experience.

Increased confidence in working with young people. A proxy for the increased confidence in working with young people might be a training programme aimed at the same skill. A range of 1 or 2-day programmes was found from providers like QualityTraining UK or University of the First Age that ranged from around £100 per day to over £350; a mid-range value of £200 per person was chosen. The duration of this additional skill set and confidence might be as long as 5 years, but with a drop-off of at least 50%, to reflect the fact that it would quickly go stale without regular application or practise.

Personal satisfaction from making a contribution. It was felt that the best proxy for the sense of having made a significant contribution to a worthy cause or having 'given something back' would be the value of charitable donations that people make. Many people talk about time and money as interchangeable, for example saying they give one because they can't afford to give the other. The Helping Out national survey on giving and volunteering found that people who contributed to charity had contributed an average of £31 over the previous 4 weeks. It was felt there was a risk that this value might overstate the average monthly contribution people would make on a sustained basis, as

[13] LFS Supplementary Table 2: Level Of Highest Qualification Held By People Aged 19-59/64 In England (Quarter 4 2008) - Volumes, Percentages; downloaded Nov 2010 from http://data.gov.uk/dataset/employment_rates_of_working_age_by_qualification_level

some of the fieldwork for the study was completed over the Christmas holiday period when people might feel more charitable than usual; this value was therefore multiplied by 6 instead of 12 to reach a total estimate for annual giving of £186. The duration of this outcome was limited to only 2 years, as people might take pride in something they did relatively recently, but not something done several years prior. Drop-off was assumed to be 50%.

Clearer perspective on future career decisions. A proxy for a clearer view on career options and preferences might be a session in personal career coaching, which was estimated at £95. We thought the duration for career clarity would be at least 5 years, but with some drop-off - around 30% - to reflect the fact that directions and aspirations could change significantly over time.

Outcomes for families:
Better home life. It was felt this outcome was already covered by the 'improved relationships' outcome for students, and therefore did not specify a proxy for it.

Audit trail – proxies that were considered but have not been used

With the exception of the increased earnings associated with having a university qualification, all of the outcomes identified for the **Into**University calculation fall into the 'hard to value' category. A revealed preference method was employed to assign values to these outcomes, as this was felt to be a sufficiently objective and relatively easy to evidence approach. However it does not reflect the perspective of the stakeholders as well as contingent valuation or stated preference could, and therefore one of our recommendations is for **Into**University to involve stakeholders more directly in understanding the value to them of the different outcomes their participation in **Into**University generates.

There were a number of proxies that figured in the deliberations, but were ultimately discarded from the calculations. Aimhigher Transition Support, for example, offers intensive one-on-one coaching sessions to help students in their transition from one educational level to another, e.g. from primary to secondary school. It was initially thought this might serve as a proxy for feeling better about school more generally, but then argued that the outcome for the student might be quite significantly shaped by the nature of the proxy in terms of the level of focus and individual attention they would have received.

Indeed a number of Aimhigher proxies were considered, and some but not all were chosen for use some in the final estimates. Aimhigher's Specialist Enrichment programme (16 hours of Key Stage 4 tutorials) could have been used as a proxy for improved school performance, but it was passed over in favour of the cost of private tutoring instead; it was felt the latter would be adaptable to a student's particular needs, while the KS4 sessions would, by definition, be aimed at specific learning outcomes. It was also decided not to use the Aimhigher Residential programmes for acquainting

young people with university life as a proxy for familiarity with a university and first-hand experience of visiting a campus. It was felt that the residential component of that proxy could lead to additional outcomes beyond the exposure and knowledge that would result from a day visit, and that these would render the proxy less comparable. Finally, the Aimhigher After School Clubs were considered (but were discarded) as a proxy for a feeling of belonging or a 'home away from home', as it was not felt that a four-day experience would have as significant an impact on a young person's sense of identity or community as was wanted for the proxy.

When it came to finding proxies for improved English language skills, a broad range of programmes were found at every imaginable price point. The more affordable of the ones cited were chosen, for conservative reasons and to strip out any 'luxury value' or 'prestige premium' coming from some of the more expensive institutions

A number of proxies for the attainment of a university degree were considered, including those related to both economic and social returns to the degree holder. For the economic returns to the degree holder this study uses the figure from Walker and Zhu, but an alternative proxy for the value of a university degree was an OECD study from 2009 which estimated it at $85,000. IU elected to go with Walker and Zhu's higher estimate, even though conservatism might have suggested otherwise, because it was specific to the UK and IU believed it was therefore more relevant to its stakeholders. Walker and Zhu's calculations have also been supported by a recent report by PriceWaterhouseCoopers for Universities UK.[14]

The personal social benefits of having a degree are both intuitively clear and widely acknowledged, although difficult to quantify. A US study suggests a list of five primary social benefits.[15] These are listed below, along with the financial proxies that were identified for each.

1) Improved health and life expectancy. Some of the principal health benefits of education are the reduced incidence of depression and other mental illness. This outcome might be compared to the value of 1 year of personal counseling, which would have a life-long impact on a person's mental health. This was costed at £3250.
2) Better quality of life for offspring. Young people with graduate parents are not only more likely to enter higher education themselves, but enjoy an enhanced lifestyle, not only from increased family income but also an enriched home life. A proxy for this might be the presence of a library of 100 books in the home, assumed to be worth around £1000.
3) Better consumer decision making. One proxy that might yield a comparable outcome is a personal finance course. The Open University offers such a course, 'You and your money', at a cost of £370.

[14] *The Economic Benefits of a Degree*, Research Report, Universities UK/PriceWaterHouseCoopers, 2007.
[15] *Reaping the Benefits: Defining the Public and Private Value of Going to College*. Institute for Higher Education Policy Washington, DC (1998)

4) Raised personal status. The enhanced social status associated with attainment of a university qualification might be similar to that associated with lifetime membership of a prestigious professional society such as the Royal Society of Arts. Lifetime membership of the RSA is £3000.

5) More hobbies and leisure activities. A proxy for this extended range of potential interests might be lifetime access to a national museum. Lifetime membership of the National Trust is £1190.

These proxies, and indeed these outcomes, were not included in the final SROI calculation for two reasons. First, there is less evidence linking these outcomes to UK degree holders, unlike the Walker and Zhu study on differential earnings. Second, the proxy values for the outcomes are not as directly comparable as with some of the other, shorter-term outcomes described in this paper.

In addition to the economic and social returns to the degree holder, numerous studies (including the previously-cited *Reaping the Benefits*) identify value associated with the obtainment of a degree, or with having a better educated population, in terms of economic and social returns to the public.[16] The PriceWaterhouseCoopers study, for example, offers the following:

> There are clear benefits associated with an increasingly educated population in the form of improved health, reduced incidence of depression and obesity, mental health, reduced crime rates, social cohesion, civic society and the intergenerational transmission of skills between parents and children.

IU also considered the powerful but intangible public benefits of greater equality in terms of society's collective 'improvement'. There is general agreement that more equal and socially mobile societies are 'better' in a moral sense, but Richard Wilkinson and Kate Pickett have argued that citizens of more equal societies enjoy statistically better outcomes across a wide-ranging set of indicators (mental health, obesity, crime, teenage pregnancy, substance misuse, community life and social relations etc.) than do unequal societies. [17]

In assessing these undeniable, but complex public impacts, IU took the view that it was necessary to consider society as a whole as a stakeholder, with its own set of inputs and

[16] Sabates, R. and Feinstein L., (2004), *Education, Training and the Take-up of Preventative Health Care,* The Centre for Research on the Wider Benefits of Learning Discussion paper 12. Feinstein, L., (2002a) *Quantitative Estimates of the Social Benefits of Learning, 2: Health (Depression and Obesity),* The Centre for Research on the Wider Benefits of Learning Discussion paper 6. Chevalier, A. and Feinstein, L (2006) *Sheepskin or Prozac: The causal effect of education on mental health,* Centre for the Economics of Education Discussion Paper 71. Feinstein, L., (2002b) *Quantitative Estimates of the Social Benefits of Learning, 1: Crime* The Centre for Research on the Wider Benefits of Learning Discussion paper 5. Green, A., J. Preston and R. Sabates, (2003) *Education, equity and social cohesion: a distributional model,* The Centre for Research on the Wider benefits of Learning Research Report 7. Arai, K. (1995) *The economics of education: An analysis of college going behaviour,* Springer. Blanden, J., Goodman, A., Gregg, P., Machin, S. (2002) *Changes in Intergenerational Mobility in Britain,* Centre for Economic Performance Discussion paper 517, London School of Economics.

[17] Richard Wilkinson and Kate Pickett, *The Spirit Level: Why equality is better for everyone,* Penguin, 2009.

outcomes of relevance. These would not only include the public economic and social benefits (outputs), but would include the costs (inputs) of running a state education system.

It was decided not to include the public economic and social benefits in our actual calculation because:

1) Finding solid proxies would be very difficult to do with any level of confidence. While it may reasonably be presumed that those who have been through IU's programme will be less reliant on public welfare, it is impossible to monetise these benefits.

2) Any saving to the public purse, or 'avoided costs', as a result of IU's work would be purely theoretical because Government will not be reducing its spending as a consequence of **Into**University's operation.

3) The attribution to IU of, say reduced national criminal justice costs, would be impossible to calculate.

Similarly, the avoided negative costs to society of educational underachievement, referenced in the introductory paragraphs, were not included in the social return calculation. IU did not feel comfortable making the assumption that without **Into**University, the students who engage with the programme would end up as long-term unemployed or engaging in criminal activities. There would be a risk of ignoring a potential self-selection bias, by which the naturally more ambitious students in a given school community would opt to participate in IU's programme while the least well-adjusted or socially engaged would choose to stay away.

Considerations regarding the Chain of Causality

As discussed earlier, IU sought to avoid 'double counting' benefits along a chain of causality by looking at everything that has changed for its stakeholders at the point when their involvement with **Into**University ends. Each of the outcomes described above was looked at carefully to explore whether any of them are so interdependent as to represent the same outcome.

The first one that stood out was 'better English language skills', as it would almost certainly be a direct contributor to 'better academic performance' as well as 'increased confidence'. The quantity for improved English skills was therefore assumed to be zero. Another outcome that appeared to be part of a chain was 'familiarity with the concept of university', which is a necessary step along the way to 'increased aspiration'; the quantity of the former was therefore set to zero as well. 'Overcoming social barriers' was also seen as part of the chain of causality for both "increased aspiration" and 'increased confidence', so the quantity for this was set to zero as well.[18]

[18] As it happens it had been a struggle to identify a reasonable proxy for 'overcoming social barriers', so setting the quantity to zero did not make a difference to the SROI calculation anyway.

The ‘attainment of a competitive university position’ was also considered to be part of the chain of causality for obtaining a university qualification and its quantity has been set to zero. The attainment of a place at a better-than-expected university does offer additional value, and well-off parents certainly invest considerable resources in helping their offspring to access the most prestigious institutions. However, the proxy figure being used for the personal economic value of a degree is based on an average for all degree courses and institutions across the UK, and IU has no reason to believe that its students outperform the national average.

Attribution

It is known from a variety of studies that the home environment plays a crucial part in a young person’s formation and future success. As **Into**University is designed to provide the kind of support that more advantaged students tend get at home, it should reasonably be able to claim significant attribution, on the grounds that it substitutes for the all-important home context. Indeed, several of the stakeholders consulted attributed 100% of the positive changes they described to **Into**University.

However, others noted that family, teachers and friends have also played a significant role in bringing about change. Some students reported that **Into**University had enabled them to improve their relationships with teachers at school, effectively turning them into allies and supporters in their efforts to improve their academic performance and broaden their range of options. One student commented: ‘They have made me feel more proud of myself. My teachers have also seen potential and are pushing me further.’

Attribution is a complex question and difficult to measure; moreover, individual cases will vary considerably. Some very generic assumptions had to be made about attribution, in order to progress this SROI calculation.

For the improved English language skills, familiarity with university as a concept, deeper familiarity with subjects of specific interest and having a ‘home away from home’ to study effectively, only 10% attribution to others was assumed. This is based on the very close and immediate link between the outcomes and the specific **Into**University activities that drive them.

For improved attitudes about school, improved confidence, better academic performance, higher aspiration, secondary school completion and attainment of a competitive university placement, it was conservatively assumed that teachers could be attributed with up to 20% of the impact, and families with another 10%. For improved family relationships it was felt that up to 20% could be attributed to other family members, which again was felt to be a conservative estimate.

Finally, for completion of a university degree it was felt that an attribution of around 25% could be claimed for **Into**University, recognizing the balance between the critical role IU plays in the lead up to university entry with the many additional influences that begin to

bear upon a student once he or she enters university life (other students, professors, employers, colleagues, etc.).

In the case of the outcomes for volunteers and interns, it was felt that much less could be attributed to other factors, given the absolutely direct relationship between the outcomes and the volunteers' experiences with **Into**University. Specifically it was felt that up to 10% of the outcome of a clearer perspective on career direction might well come from other people or institutions outside IU.

Deadweight

There are a number of active programmes designed to build confidence, interpersonal skills and a sense of community among disadvantaged young people, for example through sport, culture, religion or community service; therefore a deadweight assumption of 30% has been made for those outcomes.

One could assume that only a subset of these programes are aimed at academic achievement and educational aspiration in particular, so for the outcomes related to school attitudes and performance as well as familiary with a subject of particular interest, a deadweight assumption of 20% has been made.

High academic achievement and progression into university is still relatively rare among the least advantaged sectors of UK society. Of the nearly 30,000 students in the UK who got three As at A-level in 2007, only 176 – just over ½ of 1% – were eligible for free meals.[19] Of the 40% most disadvantaged young people in the country, only 1 in 25 enter one of the country's 30 most academically selective large universities; for the most disadvantaged 20% of young people, this falls to 1 in 40. This compares to nearly 1 in 4 of the most advantaged 20% of young people. [20]

Students and other stakeholders regularly say that without IU's involvement, they would not have achieved anywhere near the same degree of academic success and all the other related outcomes as described earlier. While a recently published study by the Higher Education Funding Council for England found that teenagers from the poorest homes in England are 50% more likely to go to university than they were 15 years ago, it is still fewer than 1 in 5.[21] Data from the Higher Education Funding Council's POLAR (Participation of Local Areas) survey shows that HE participation rates are typically less than 16% in areas where IU works. The IU Haringey Centre (the subject of this report) is based in the White Hart Lane Ward which has participation rate of <16%. A conservative assumption for deadweight of 16% has therefore been made for the outcomes of secondary school completion, competitive university placement attainment and university degree qualification.

[19] *Guardian*, "Free school meal pupils lose out in race for top A-levels", 23 February 2008.
[20] The Sutton Trust, *Innovative University Admissions Worldwide: A Percent Scheme for the UK?*, July 2009, p 6.
[21] HEFCE, "Trends in young participation in higher education: core results for England", reported in http://www.guardian.co.uk/education/2010/jan/28/study-poorest-teenagers-university

For volunteers and interns, it was assumed that the outcome of satisfaction for having 'given something back' could be achieved in any one of a number of ways or arenas, so the deadweight assumption for that was set at 40%. However, the opportunities for working so closely and regularly with young people, and for such a sustained period of time, are likely to be fewer in number; the deadweight for the outcomes related to the specific experience of working with **Into**University was therefore assumed to be 20%. For having a clearer sense of career direction, the assumption fell somewhere in the middle of these two, at 30%.

Displacement

No displacement has been assumed for the outcomes described in this paper. On a theoretical level it is true that there are only a fixed number of university places available in the UK, and that the attainment of a competitive university position by an **Into**University student means someone else does not obtain it. However the number of students assisted by **Into**University is so small relative to the number of university places available that it could easily be considered a rounding error. Moreover, the number of university places in the UK is steadily increasing; in 2008, the number of fulltime students accepted on to courses rose by 10.4% to a total of over 450,000.[22] In short, as a result of **Into**University a minutely smaller share of the increase in university placements is going to those populations who have traditionally enjoyed much better access to higher education.

4. Social return calculation

SROI calculation

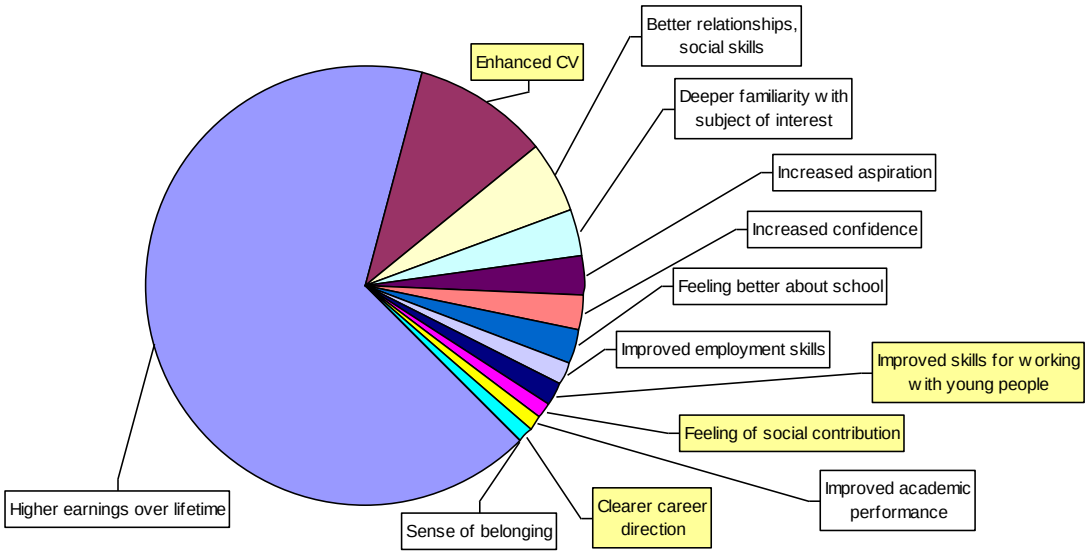
When all the assumptions described in the preceding pages are put together, a calculation for the Social Return on Investment is reached for **Into**University's Haringey centre of around 4.2 (see Appendix 7 for spreadsheet); in other words, for a relatively modest annual investment of just under £200,000 including volunteer time, nearly £850,000 in present value of outcomes is generated. This is based entirely on the positive outcomes experienced by participants and volunteers, and does not include any calculation for the broader social benefit of closing the aspiration and attainment gap between the more privileged and the less privileged groups within UK society. It also excludes any assumptions about negative outcomes that may have been prevented by helping individual students establish and maintain a positive life trajectory through their vulnerable teenage years. As such, it is felt that this it is a reasonable, and even conservative, estimate of the true value of the **Into**University programme.

[22] *Guardian*, "Universities accept record numbers of students", 15 January 2009.

Sensitivity analysis

Figure 2 below shows the split of the total present value for the SROI by outcome. The labels for outcomes associated with volunteers and interns are shaded in yellow; the rest of the outcomes are associated with the students themselves.

Figure 2
IntoUniversity: Present value by outcome



Over two-thirds of the total present value of the outcomes described and valued in this SROI calculation consists of the higher earnings associated with having a university qualification; another 10% relates to the enhanced employment prospects of the volunteers and interns that comes from the experience they gain through working with **Into**University. Any change to the estimates or assumptions associated with these outcomes will affect the SROI accordingly. For example, reducing the value of a university degree by 50% (or similarly, cutting the estimate of the number of students who attain it by 50%) brings the SROI down to 2.8; increasing the attribution to **Into**University for the outcome from 25% to 33% raises it to 5.2.

On the input side, the biggest contributing factor is the budget of the Haringey centre. If it swings out by 15%, the SROI calculation drops from around 4.2 to 3.8. Another assumption involved the level of student or family income assumed to be foregone when a student decides to focus more heavily on homework, school and educational achievement, and commits to spending the time in Academic Support. It was assumed that with 100 students in Academic Support, only about 10 of them might forego up to 5 hours a week of income at minimum wage. If that assumption is brought up to 50 students, the SROI drops to around 3.5; if it is reduced it to 0, the SROI goes up to 4.5.

5. Recommendations

Even though this was a forecast rather than an evaluative SROI effort, **Into**University's management team had years of experience on which to base its estimates for the quantities of participants in the programme for whom the outcomes described are likely to be realized. If IU wishes to continue using SROI as a management and communications tool going forward, it will have to find ways of gathering more robust evidence of outcomes and quantities, and of increading the direct stakeholder involvement in the collection of this evidence. (Some of this work has begun since the SROI process started.) Ideally this evidence should be a mixture of quantitative and qualitative data, and should combine self-reporting with objective measures. Some examples of possible additional indicators have been included in the Impact Map in italicised font.

It would also be helpful to find ways to improve the chances of capturing any negative or unintended consequences, for example by committing a selection of participants at the beginning (perhaps all) to a follow-up questionnaire or interview, to take place a fixed period of time after they have become involved with **Into**University.

Most of the outcomes have been valued using a revealed preference method, but **Into**University should also introduce contingent valuation techniques to its ongoing dialogue with stakeholders.

Given the high proportion of SROI value that derives from the attainment of a university degree, IU should keep closer track of how many participants entering university actually complete their programmes, and what changes for them as a result of completion. One way to do this might be to establish some kind of alumni relations programme, by which participants who have 'graduated' from **Into**University are invited back for regular events and consulted on programme evaluation and development. Formalizing such a programme and building the expectations for it among participants from the beginning would reinforce the sense of community or belonging outcome described earlier; it would also prepare them for ongoing stakeholder engagement beyond their secondary education and perhaps even create a sense of obligation to maintain contact details updated and / or to 'check in' from time to time. Plans are already underway to develop this as a scheme.

A number of other important outcomes are perhaps not as heavily weighted in terms of their numerical contribution to SROI because they are caught in the chain of causality, but they are of such critical importance that they should be just as carefully tracked and evidenced. One is the improvement of academic performance, which then contributes to increased self-esteem and aspiration.

An ongoing source of frustration for third sector educational organizations is the fact that they do not have access to the considerable wealth of student data which is available in national Government databases. A further recommendation, therefore, is that **Into**University should lobby government (perhaps in concert with other charities) for access to pupil tracking data. Meanwhile, **Into**University has already discussed with

participating schools the question of access to students' report cards, to be able to track participant performance objectively and quantitatively, and to make better estimates for deadweight by looking at non-participant performance. One way to address at least part of this requirement might be to request authorization from would-be participants in Academic Support for their schools to share their progress with IU centre staff as a condition of access to the programme.

This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report.

6. Appendices

Appendix 1. Volunteer numbers

VOLUNTEER	NUMBER	BREAKDOWN		HOURS		
GROUP		type	No	per person	group	Total
Non University Local Volunteers	10	Trustees	1	100	100	
		FOCUS helpers	5	4	20	
		AS volunteers	2	110	220	
		Careers in FOCUS	2	10	20	360
University Mentors	40	NA	40	50	2000	2000
University AS Volunteers	5	NA	5	110	550	550
Buddy/FOCUS Volunteers	33	Buddy Day	24	10.5	252	
		Campus (FOCUS)	9	4	36	288
Interns	2	NA	2	384	768	768
Coroprate Volunteers	20	Premises	8	7	56	
		Careers in FOCUS	4	10	40	
		AS Volunteers	2	110	220	
		Mentors	5	25	125	
		Staff trainers	1	7	7	448
TOTALS	110		110			4414

Appendix 2. NFER report (att. separately)

Appendix 3. Results of stakeholder engagement (att. separately)

Appendix 4. Participant leavers and applicable outcomes

Who experiences change and to what degree OUTCOMES

Student Groups	Student numbers leaving IU / year	Number experiencing changes described	percentage of outcome credited to this group	Feeling better about school	Improved Academic performance	Improved Enlish (for EAL students)	Increased confidence	Familiarity with University	Familiarity with subject area	Increased aspiration	Overcoming social Barriers	Sense of belonging	Better relationships and social skills	Improved employment skills	Obtaining a university place
Year 6	150	145	50%	⊙			⊙	⊙	⊙	⊙			⊙		
Year 7-11	20	15	80%	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙		
Year 12	20	20	100%	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	
Year 13	50	48	100%												⊙
Academic support only Years 7-13	5	2	30%	⊙	⊙	⊙	⊙			⊙		⊙	⊙		

Notes the 20 from Year 12 experiencing changes described consist of 17 from Year 12 + the 3 from Year 13 that do not progress to University
the 48 from Year 13 experiencing changes described consist of 47 from Year 13 + 1 from AS only that progresses to University

Appendix 5. Volunteer numbers and outcomes

Volunteer outcome analysis							OUTCOMES			
VOLUNTEER GROUP	NUMBER	BREAKDOWN type	No	HOURS per person	group	Total	CV Enhanced	Improved communication and confidence with young people	Social Contribution	Clearer Career Direction
Non University Local Volunteers	10	Trustees	1	100	100		⊙		⊙	
		FOCUS helpers	5	4	20				⊙	
		AS volunteers	2	110	220				⊙	
		Careers in FOCUS	2	10	20	360			⊙	
University Mentors	40	NA	40	50	2000	2000	⊙	⊙	⊙	⊙
University AS Volunteers	5	NA	5	110	550	550	⊙	⊙	⊙	⊙
Buddy/FOCUS Volunteers	33	Buddy Day	24	10.5	252		⊙		⊙	⊙
		Campus (FOCUS)	9	4	36	288	⊙		⊙	⊙
Interns	2	NA	2	384	768	768	⊙	⊙	⊙	⊙
Coroprate Volunteers	20	Premises	8	7	56				⊙	
		Careers in FOCUS	4	10	40		⊙		⊙	
		AS Volunteers	2	110	220		⊙		⊙	
		Mentors	5	25	125		⊙		⊙	
		Staff trainers	1	7	7	448	⊙			
TOTALS	110		110			4414				

Appendix 6. Detail on Aimhigher

Aimhigher is a national programme which aims to widen participation in higher education (HE) by raising the aspirations and developing the abilities of young people from under-represented communities. Overwhelmingly these are people from lower socio-economic groups and disadvantaged backgrounds. Aimhigher partnerships build cross-sector relationships which break down the barriers which institutions and systems can unwittingly create for learners.

Aimhigher activities take place across 44 local areas in England. Activities supported by the programme include: visits to university campuses; residential summer schools; master-classes and open days; mentoring schemes

The Aimhigher Associates Scheme aims to promote the progression of learners from state schools to the full range of HE provision on offer. The scheme has been developed through 18 pathfinder projects spanning 21 Aimhigher partnerships in 2008-09, prior to a national roll-out from 2009-10. Under the scheme, undergraduates from a state school background provide support and encouragement to learners as they encounter the various transition milestones between year 9 and year 13 and they receive training to help them in this role.

Appendix 7. SROI spreadsheet for IntoUniversity (att. separately)