

**BIG
CHANGE.**

CHANGE IS HAPPENING

Our Impact and Learning



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CHANGE IS HAPPENING

I couldn't be more proud to welcome you to our impact and learning review, *Change is Happening*. In it you will find stories from our project partners changing the lives of young people and the adults who support them.

Impact now, impact later

Big Change takes a long term view when backing people and ideas - we know that true transformation takes time and there is still much work that needs to be done. In the meantime, it is exciting to be able to celebrate the impact that project partners are having right now. We are seeing real progress across our three important impact areas: Increasing Agency; Expanding Opportunity; and A Growing Ecosystem.

Individually, these impact areas have intrinsic and immediate value for the young people and adults taking part in projects now. Together and over time, they show that a new way is possible; reimagining education so that all young people can thrive in life, not just exams. We explore some of these ideas further in three short articles, designed to spark interest and debate.

Collective leadership

Key to the projects' success is of course brilliant leadership. Every day I am impressed by how our partners balance their bold ambition with their humility and a desire to learn; their determination with their generosity to support others; and their deep insight with their willingness to adapt.

Together, these pioneers, with their unique assets and strengths, are becoming the architects of a new education ecosystem. They are making connections and spreading ideas in different circuits and circles to change the conversation about the learning our young people need - and how to provide it. We share their reflections on how they make change happen; the barriers and enablers that they encounter and how they respond to these.

Learning forward

How fortunate it is for Big Change that we are able to share this journey with our partners; people who, instead of investing in a single solution, fall in love with the problems impacting young people's lives and set out to solve them, whatever it takes. We give partners the space and the backing to learn by doing, evolving their solutions as they go. When, inevitably, they encounter roadblocks and take wrong turns that require them to pivot, we stick with them.

It is an approach that pays dividends. As a result, we are seeing outcomes that are so much better than if partners had stuck to their original plans. And we continuously learn from the changes that partners make, refining our support in real time to reflect what they really need to succeed.

In *Change is Happening* we share some of the insights we have had the privilege to develop with our partners, in the hope and expectation that they might inspire and support you to make Big Change happen where you live and learn.

Change is Happening and we want you to be a part of it.

Essie North, CEO



INCREASING AGENCY

Young people are growing in confidence and self belief, determined and able to take control of their lives and shape their futures



EXPANDING OPPORTUNITY

Project partners are increasing the range and diversity of how, when and where young people develop valuable new knowledge and skills



A GROWING ECOSYSTEM

A broader range of inspiring and ambitious adults and organisations are working in new ways to improve young people's learning and wellbeing

BIG CHANGE IN NUMBERS

Individually, project partners have achieved impressive reach and scale. While we know that the difference made to the lives of young people can not be summed up by numbers alone, we can get a sense of the collective impact and potential of projects by looking at their increasing scale and engagement. Big Change projects are working at the grassroots in local communities and also influencing the national agenda and narratives around what young people need to thrive.



PROJECT PARTNERS AND IMPACT

Throughout *Change is Happening*, impact stories bring the three impact areas to life, illustrating and evidencing the ways in which project partners are changing young people's lives. In many cases, project partners are working across more than one impact area.

We are not able to cover every project in depth in this report but have shared a broad and balanced view on their collective activities. Individual project deep dives will be online at www.big-change.org

Impact areas:



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ACHIEVEMENT FOR ALL
Achievement for All ran a project equipping teachers to run action research projects to determine what would help them feel well in their schools.

CITY YEAR
City Year select a group of diverse young people and train them intensively to give one-to-one, tailored support to at-risk pupils in UK schools.

GENERATION CHANGE
Generation Change wants to make social action a part of everyday life for all. We supported them to develop their impact accelerator for social action organisations.

RECLAIM
Reclaim is a social action and youth leadership programme with a focus on working class young people being seen, being heard and leading change.

THE ORACY NETWORK
We supported The Oracy Network, consisting of Voice 21 and the English Speaking Union, to create the first ever All Party Parliamentary Group on oracy led by Emma Hardy MP.

AMBITION INSTITUTE (Institute for Teaching)
Ambition Institute helps educators improve their skills and support their pupils' ambitions. We helped them introduce wellbeing content into their curriculum.

EASY PEASY
Easy Peasy improves foundational skills in early years education by using tech to inspire parents and children to play together. We supported them to build an even stronger community of parent users.

THE CHALLENGE
The Challenge's HeadStart programme helps young people gain invaluable skills and mix with people from different backgrounds through local volunteering.

THE COMMUNICATION TRUST
The Communication Trust's Early Voices programme works with health visitors to bolster their confidence in speech, language and communications issues.

VOICE 21
Voice 21 supports schools and teachers across England to develop students speaking skills and improve the quality of talk in their classrooms.

BIG EDUCATION CONVERSATION
Big Education Conversation leverages untapped local potential around the country to answer the question: how do we better prepare young people for their futures?

FRANKLIN SCHOLARS
Peer to peer mentoring that helps young students from low socio-economic backgrounds meet their academic potential.

NCS
NCS developed an online hub to connect its graduates with volunteering and employment opportunities once the programme has finished.

THE DIFFERENCE
The Difference combats rising rates of school exclusion by training school leaders to deliver the best education to the most vulnerable children.

VOICE BRADFORD
Voice Bradford's 50 Things to do Before You're Five campaign gets parents and children talking and doing things together to improve communication skills.

BOUNCE FORWARD (How to Thrive)
Bounce Forward trains teachers to build emotional intelligence and resilience for themselves, so they can model and teach it to their students.

FRONTLINE
A great social worker can help a child living in disadvantage reach their full potential. Frontline recruits, trains and supports great social workers.

PLACE2BE
Place2Be provides therapeutic services in primary and secondary schools. We helped them launch their universal service, Place2Talk, in South London.

THE KEY
The Key support young people to build 12 key skills that help ignite their passions and develop their skills for real world success. We supported them to understand their impact.

WHOLE EDUCATION
Whole Education supports schools and leaders to offer a 'whole education'. We supported a pilot that aims to help schools ensure teachers' wellbeing by learning best practice in strategic human resources.

CHANGING LIVES

Big Change backs big ideas that address the challenges young people, especially those most disadvantaged, face at every stage of their learning journey. From laying strong foundations in the early years to building agency through social action and leadership, project partners are rethinking how we set young people up to thrive in life, not just in exams.



In the early years, project partners support very young children and their families as they lay the foundations for engaging with the world, communicating fluently and learning through play.



Starting school marks an important milestone and project partners make sure that children have the support they need to become happy, curious, successful learners.



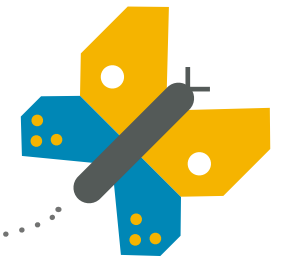
This is when young people begin working out who they are and what they care about. Project partners support them to be confident and ambitious as they envision and plan for their futures.



Adolescence is a time for adventure and experimentation, exploring new ideas and experiences. Project partners challenge young people to expand their horizons, learning the skills they need to thrive in life, not just in exams.



As young people move into adulthood, project partners challenge and support them to take their place in the world, growing their leadership capability to build a bright future for themselves and others.



PROJECTS:

- EASY PEASY
- VOICE BRADFORD
- THE COMMUNICATIONS TRUST

- PLACE2BE
- VOICE 21
- THE DIFFERENCE
- FRONTLINE

FRANKLIN SCHOLARS

BOUNCE FORWARD

THE KEY

RECLAIM

NCS

CITY YEAR

INCREASING AGENCY



Young people are growing in confidence and self belief, determined and able to take control of their lives and shape their futures

"An empowered young person feels in control of their life. They are confident in their ability to contribute to the world around them. They overcome challenges and realise their potential."

- YMCA, 2019

Young people demonstrating everyday brilliance

Every day project partners see young people overcoming challenges, speaking up with passion for what they believe and value and, with effort and determination, demonstrating talent and skills to achieve great things.

In **Reclaim's Fairer Futures Programme**, working class young people - largely unrepresented in the groups and decisions that most affect them - have learned together to develop and campaign for their own manifesto for change, commanding stages around the country and advocating behind the scenes too.

"Through Reclaim, the girls have been empowered to make their voices heard and highlight issues that are important to them. They have been given responsibility and shown trust, which has built confidence and self-belief. The girls have gained a greater understanding of their own personal strengths and how to put their skills into practice to work as an effective team."

- Teacher, All Hallows RC Business, Enterprise & Sports College

Service at the heart of leadership

Meanwhile, in the **Franklin Scholars** programme, year ten students have grown the skills and confidence to mentor vulnerable younger students as they make

the move to secondary school. Without inspiring support like this, transition from primary to secondary education can set learning for disadvantaged students back by months, meaning they often become disengaged from school altogether as a result.

Self efficacy is critical for young people...

Through these projects and others like them, supported by project partners and backed by Big Change, young people have grown in confidence, and have become more determined and more resilient. They have come to believe in their own ability to achieve and to exert influence over the events and decisions that affect their lives.

Young people are learning to speak up, to persuade others and to lead.

"In uncertain and complex times, increasing young people's agency is critical if they are to be the adaptive leaders of the future; shaping and influencing their world - and thriving in it."

- Essie North, 2019

...and for adults, too

Increasing agency is equally important where project partners change young people's lives by supporting the adults who live and work with them.

Bounce Forward improves young people's mental health and wellbeing in schools indirectly, by working with teachers to improve *their* core resilience and confidence to deal with negative emotions. The programme has grown teachers' understanding of what resilience is and can do for their students, and enables a more positive and thriving school environment both for the young people, and for the adults who support them.

84% OF YOUNG PEOPLE WANT TO HELP OTHERS BUT ONLY

52% BELIEVE THAT THEY CAN MAKE A POSITIVE DIFFERENCE IN THEIR COMMUNITIES.

- Teenagency, RSA 2018



AGENCY...

the ability to frame a guiding purpose and identify actions to achieve a goal. Agency is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

- OECD, 2018



The wasted talent and potential of young people from working class communities is an absolute scandal and one that I witnessed first-hand as a teacher in Manchester. Young people need the skills, knowledge, belief and, crucially, access to influential networks to enable them to achieve their ambitions."

- Ruth Ibegbuna-founder and CEO, Reclaim, 2017



36% of young people do not feel in control of their lives and **28%** do not believe in themselves. These figures were **28%** and **31%** in 2017.

- YouGov for the Princes Trust, 2019



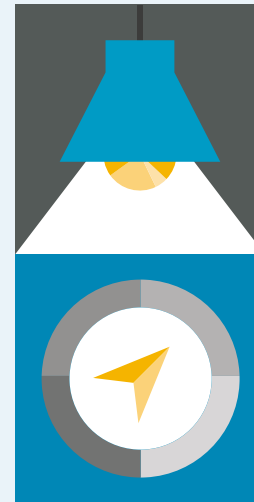
"In the modern, shifting world of technical, social and organisational change, young people will need to have a clear sense of purpose, to know the difference they want to make."

- Charles Leadbeater, the Problem Solvers, Pearson, 2016



SPOTLIGHT ON

INCREASING AGENCY



YOUNG PEOPLE INDEPENDENTLY ACCESSING SUPPORT FOR MENTAL HEALTH AND WELLBEING

PLACE2BE

Place2Be is an award-winning charity providing school-based mental health services in 370 primary schools in areas of high deprivation and disadvantage across the UK.

In 2012, backed by Big Change, Place2Be completed its South London launch of Place2Talk, a universal service that young people can access without referral by an adult. Place2Talk provides an easy entry point for young people who need help, for any reason.

"Place2Talk is where we can go to talk about our feelings. We can go on our own or take a friend or two or three. It helps us when we are feeling upset or angry and no-one wants to play with us. If we are feeling sad it helps us feel better".

- Young person, primary school

With its low barrier to entry and flexibility around how to engage, there is a real sense of ownership by young people themselves of Place2Talk, which has become central to the success of Place2Be's wider school-based services.

By creating a safe space to raise problems that are important to them, Place2Talk supports young people to resolve issues themselves. It also enables adults to move quickly on wider issues which might otherwise not come to light at all, by providing them with a window into issues affecting the young people in their school. For example, young people expressing concerns around bullying signpost the need for circle time or group work.

In 2018, 36% of young people in Place2Be primary schools used Place2Talk, and 68% of this group visited more than once.



PEER MENTORING FOR SKILLS AND CONFIDENCE

FRANKLIN SCHOLARS

Transition from primary to secondary school has been identified as a critical moment in young people's lives when engagement can slip and learning can suffer - 72% of children from low socio-economic backgrounds experience difficulties that lead to very damaging dips in confidence and academic progress during this period.

Franklin Scholars supports the UK's most vulnerable young people as they take this important step on their learning journey with their signature peer mentoring programme. Franklin Scholars pairs year 10 school-experienced mentors with year 7 mentees who are adjusting to social and academic life in secondary school, leveraging an untapped resource in setting young people up to thrive; other young people.

By providing training, practical tools and real hands-on experience for mentors, Franklin Scholars supports young people to grow the skills needed to help secure the brightest possible futures not just for the younger students they're mentoring, but also for themselves.

Since 2014, Franklin Scholars has scaled from working with 2 to 40 schools per year, supporting over 4,000 young people, who have improved their academic attainment (particularly literacy), resilience, communication skills, focus and confidence.

"I was a little nervous when the sessions started. I think that Jade helped me to read better. We read together a lot more than I usually do. We really enjoyed the book together. I felt more confident in English after Franklin Scholars. I was listening more. I was able to put my hand up more and answer questions because I was confident that I knew the answers."

- Amir, Year 7, Junior Scholar

94% of Franklin scholars reported that they are more likely to help others in the future as a result of taking part in the program.

In 2019 Franklin Scholars grew beyond secondary education to offer peer mentoring programmes in the world of work and to primary schools, where peer mentoring can be a useful tool throughout young people's lives.

YOUNG PEOPLE FINDING THEIR VOICES WITH IMPROVED ORACY SKILLS

VOICE21 AND VOICE BRADFORD

"I haven't just become more confident through learning oracy, I have also learned to understand more about what to say and how to contribute intelligently and thoughtfully in any situation."

- Young person, secondary school

Voice 21 supports schools and teachers across the UK to develop students' speaking skills and improve the quality of talk in their classrooms.

Since 2014, when Big Change became a founding partner, Voice 21 has directly supported 700 schools and 6,000 teachers across the UK. Independent evaluations by the Education Endowment Foundation and ARAD reported the positive impact of Voice 21's work with teachers, noting in particular the confidence that participants felt in leading oracy across their schools.

"Good speaking skills are so important to learn because, whilst we know we will have exams in Maths and English, the way we speak can affect every part of our lives and futures. It also affects the way you learn."

- Young person, secondary school

Teachers taking part in Voice 21's programmes benefited too, through career development; a number of newly promoted teachers attribute their success to having participated in Voice 21's Programmes, and a Voice 21 alumnus was recently appointed to headship. One oracy leader won a national award from the Royal Society of Chemistry for her research project on oracy and chemistry. The demand for specialist knowledge in the teaching of oracy is clear; the number of applications to the flagship National Oracy Leaders Programme doubled after the first year of the programme.

Around the country there are communities, known as oracy areas, where Voice 21 is taking a place-based approach to improving verbal communication skills. Once such community, Voice Bradford, focuses on supporting parents to improve the early language development of young children in the home learning environment.

In 2017, Voice Bradford launched 50 Things To Do Before You're Five, a campaign to develop the speech, language and communication skills of Bradford's children by helping parents discover easy activities to do as a family. 50 Things has evolved into a mobile app, full of activities that children and parents can do together to improve communication, cognition, health and other developmental functions that set a child up to thrive in life.

50 Things has connected with 12,000 families in Bradford - representing over a quarter of all under fives in the area - within its first year. In 2019 Voice Bradford received a £1 million grant from the Department for Education to work with 75 schools and are now scaling 50 Things into at least seven additional Local Authorities across England.



LEADING BY EXAMPLE TO BUILD RESILIENCE TO LIFE'S CHALLENGES

BOUNCE FORWARD

Too often young people's mental health is presented as a problem to fix. 2019 has seen another rise in news stories reporting worrying statistics and heartbreaking cases of young people struggling with their mental health and wellbeing.

Bounce Forward train adults to help young people to realise the importance of negative emotions and the benefits of failing as part of personal development.

Launched in 2009, Bounce Forward helps young people, and the adults who support them, to develop resilience in order to thrive in life. The programme uses a set of tools to underpin the way adults and young people approach opportunities and challenges in and out of school. Programmes range from teaching concepts and skills, to delivering curricula, lesson materials and specialised courses.

In 2018 Big Change backed Bounce Forward to expand their reach and pioneering research. 10,000 teachers from 1,600 schools have participated in the Healthy Minds programme, reaching in excess of 500,000 young people. Teachers are positive about the impact that

resilience training has for them and for their students; 94% of participating teachers agreed or strongly agreed that Bounce Forward's approach will help them improve wellbeing in their school settings. Senior leaders refer to them as the 'gold standard'.

"Teachers described the Healthy Minds training as delivering high quality personal and professional development for staff, resulting in improved skills and confidence in providing pastoral support. Teachers viewed the programme as providing a real opportunity to anticipate and pre-empt some of the issues and challenges young people face in the transition to adulthood."

- Bounce Forward Impact Report, 2019

Young people have also highlighted the importance of resilience, and what the training has meant for them:

"Healthy Minds teaches you the skills that you don't get taught at school, so it teaches you for later on in life rather than English, Science, Maths. It's more about how to be a person rather than be academic."

- Young person, secondary school

EXPANDING OPPORTUNITY



Project partners are increasing the range and diversity of how, when and where young people develop valuable new knowledge and skills

Revisiting the purpose of education

In an increasingly uncertain, complex and volatile world, Big Change and our project partners recognise that while there are many opportunities for formal and informal learning that might inspire young people, these are unevenly distributed.

Broadening our view of what young people need to set them up to thrive in life, not just exams has implications for what, where and how young people learn - and the roles we each play.

Learning for wellbeing

The OECD defines the purpose of education as young people fulfilling their personal potential and contributing to the wellbeing of their communities and the planet.

A robust and compelling framework - the 2030 Learning Compass - describes the broader range of knowledge and skills that young people will need to achieve this bold ambition, for instance creating value, reconciling tensions and dilemmas and taking responsibility.

Project partners, backed by Big Change, have been expanding the opportunities available to young people to include diverse and exciting learning environments and experiences, which anticipate much of what's included in this powerful vision for education.

Voice 21, Voice Bradford and the Oracy Network have been working in different ways to radically improve the quality of oracy teaching in schools and to support young people to find their voices. Hundreds of teachers responsible for learning for thousands of young people have taken part in oracy programmes where they develop powerful teaching and learning

techniques that they apply in their classrooms. Raising standards of spoken literacy has demonstrated positive benefits for students' critical thinking and reasoning, wellbeing, confidence and self-esteem.

Expanding learning beyond school

City Year, who have been providing young people with the opportunity to give a year of voluntary service in schools since 2010, advocate for the creation of a 'fifth status' (alongside full time employment, studying, unemployed or job-seeking) in the UK for volunteers.

The value of volunteering for young people has been clearly demonstrated by **The Challenge**. Their HeadStart programme has been inspiring a new generation of volunteers in six colleges across London and has connected young people to local volunteering opportunities and guaranteed a job interview to those who give up 16+ hours of their time. Young people told us that HeadStart helped them to...

- Prepare for the world of work (91%)
- Prepare for future interviews (89%)
- Strengthen their CV (91%)

The **National Citizen Service (NCS)** has provided opportunities to learn through adventure, discovery and social action for half a million young people aged 15-17.

The Opportunity Hub, launched by NCS with support from Big Change, has enabled young people to continue social action and personal development after they graduate NCS. The Opportunity Hub has made over 70,000 social action and personal development opportunities available, and reached over 4,000 NCS alumni.

88% OF EMPLOYERS BELIEVE SCHOOL LEAVERS ARE NOT PREPARED FOR THE WORKFORCE.

- British Chamber of Commerce Workforce Survey, 2018

87% OF TEACHERS wish that school prepared children to make a positive difference to society,

BUT ONLY 36% think this is the case.

66% OF PARENTS FEAR THEIR CHILDREN WILL NOT FIND A JOB.

- Baker Dearing Trust, 2016



By the time they leave secondary school, disadvantaged pupils are now over

18 MONTHS BEHIND

non-disadvantaged pupils. This gap has increased slightly from last year, by 0.2 months.

- Education in England, Annual Report 2019

764,000 young people are not in education, employment or training (NEET)

- Office of National Statistics 2019



We know that eventually robots will be able to build bridges and diagnose diseases. But humans will retain the unique ability to engineer a bridge and care for a sick child. How we balance those skills with technology productivity will chart the course of our workforce.

- Nesta 2017



SPOTLIGHT ON

EXPANDING OPPORTUNITY

FOSTERING COLLABORATION & ENTREPRENEURIAL SPIRIT OUTSIDE OF THE CLASSROOM

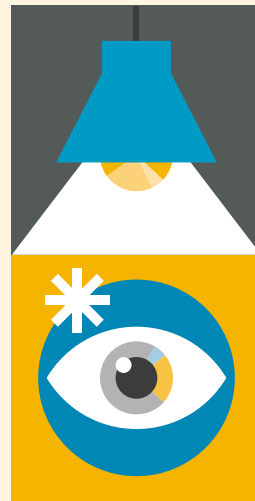
THE KEY

For the past 27 years, The Key has been inspiring and supporting young people facing challenging circumstances to develop a growth mindset and to change the way they envision their future.

Working with 11-25 year olds in the North East of England, The Key facilitates groups of friends and classmates to design and deliver engaging and meaningful real-world projects.

Projects like Zumba4All, led by three young men who organised free exercise classes for their friends who, like them, have learning difficulties. And Project M, five enterprising young women who designed an award-winning scheme to tackle period poverty.

Since 2014, The Key has supported over 13,000 young people to complete nearly 3000 projects, growing their knowledge and skills for learning and for life - and helping them to believe in themselves and realise their potential.



LEADERSHIP LEARNING THAT BREAKS THROUGH THE CLASS CEILING

RECLAIM

Reclaim knows that being born working class in itself doesn't limit aspirations. Aspirations are high among young people from all social groups. However, what can vary depending on background, is the strength of belief that ambitions are achievable, especially when in the absence of relatable role models.

Reclaim identifies young leaders from working class backgrounds to develop their skills and potential and to support them as they build their own pathway towards achieving their goals and making the world a better place.

Backed by Big Change, Reclaim's Fairer Futures Campaign addressed leadership inequality by bridging the gap between young high-potential leaders from working class backgrounds and business, media, politics and education.

Reclaim has ambitious goals for leadership equality over the next ten years, including: a record number

of accents being heard in senior management; seeing the first working class Prime Minister of the 21st century elected; and seeing youth leadership and tackling class barriers being added to school curriculum.

100% of young people working with Reclaim are from working class backgrounds

"[My daughter has] become more aware of the wider world - equality, inequality and the issues people face - men, women, poverty, power. It's a great all-round education. But, more importantly, it gives our children the tools to make change and be aware of what they can achieve!"

- Parent of Reclaim participant, Moss Side Girls

REDESIGNING LEARNING FOR YOUNG PEOPLE AT RISK OF EXCLUSION

THE DIFFERENCE

41 students every day are permanently excluded from school; a 40% increase in the last three years. This is in addition to the many young people being educated outside of mainstream settings e.g. in alternative provision or at home. Permanent exclusion from school can significantly affect young people's opportunities to thrive.

Exclusion disproportionately affects disadvantaged students. Young people excluded from school are:

- 4 times more likely to have been born in poverty
- 10 times more likely to experience mental health challenges
- twice as likely to be in care
- 7 times more likely to have special educational needs or disabilities

The Difference has been reducing the risk of exclusion for disadvantaged young people by skilling up their teachers to provide a wider range of learning experiences that meet their diverse needs.

2019, backed by Big Change, saw the launch of The Difference's Leaders Programme, which recruits great teachers to senior leadership vacancies in schools for excluded pupils.

Teachers are supported in a two-year placement with wrap-around training and support to learn best inclusion practice from alternative provision. After two years, participants return to leadership roles in mainstream schools, with a deep understanding of the reasons why some young people find school so hard and new expertise in strategies and tools for reducing exclusions and keeping more young people in school and learning.

This specialist training is in high demand. In the first year The Difference received 200 expressions of interest for six places on the programme. Two thirds of applicants had degrees from Russell Group universities. 40% of the applications came from black and minority ethnic teachers. Next year the Leaders Programme is set to expand into the North West of England to meet high demand in the region.



SUPPORTING LEARNING
OPPORTUNITIES IN THE HOME

THE COMMUNICATION TRUST

Our ability to communicate affects us in every aspect of our lives. In the UK, over 1 million children and young people - that's 2 to 3 in every UK classroom - have some form of long-term and persistent speech, language and communication difficulty. This can affect them early, severely and for life. All children need support from the adults around them to learn to talk, and some need really focused support to reach their full potential. No young person should be denied that opportunity.

In 2017 Big Change backed The Communication Trust to launch a specialist speech, language and communication needs (SLCN) training programme for health visitors. Health visitors have more contact with families of small children than many other practitioners but SLCN isn't part of their remit. Equipping health visitors with specialist expertise makes it possible for them to identify and start addressing SLCN early in a child's life, preventing developmental speech,

language and communication gaps from forming. It also allows health visitors to support families in understanding their crucial role in helping their children develop well.

The Communication Trust trained 60 health visitors to provide expert advice and guidance to the families they visited and to share their knowledge with other practitioners who work with under fives, including social workers and youth workers.

These health visitors are already changing lives. One reports visiting a family whose young child was displaying delays in speech, language and communication development where, after only a short time working with the family, the child showed significant improvement in crucial speech, language and communication milestones. Further investigation revealed that the mother had not only taken on board the health visitor's advice herself, she had recruited and trained her whole family using the tools and resources signposted by the health visitor. Together, the family helped the child catch up to where they should be with understanding and talking, preventing an opportunity gap from opening up.

CREATING OPPORTUNITY
THROUGH QUALITY DELIVERY

GENERATION CHANGE

Generation Change was created out of recognition that, when delivered well, youth social action can transform the lives of those who take part. In 2016, backed by Big Change, they began the benchmarking and evaluation research needed to inform the development of their impact accelerator. The Accelerator, now a rigorous impact framework, supports social action organisations to become learning organisations, gathering and using data and insights that help them deliver evidence driven impact for young people.

Using the results of the impact accelerator as a guide, Generation Change's expert research associates help organisations to implement changes to programme design and delivery, empowering them to deliver the best possible social action opportunities for young people. The accelerator received excellent feedback from users - 86% of people who took part in the pilot thought that the framework advanced their understanding of impact, and 83% would recommend the programme to others.

In 2019 Generation Change handed over the impact accelerator to The Centre for Youth Impact, who reach an even wider audience and who, through the framework, will support more organisations to provide the best possible opportunities for the young people they serve. Through the Centre, organisations across the youth sector, whether they are working in social action or not, will use the robust benchmarks and framework set up by Generation Change to become even more impact-focused.

"The Impact Accelerator is a powerful opportunity for youth organisations to focus on and strengthen the quality and impact of their work. It represents a really valuable addition to the Centre's practice development offer, and we are excited by the opportunity to build on the work of Generation Change, and take the programme onwards into its next phase of life"

- Bethia McNeil, Chief Executive of the Centre for Youth Impact



A GROWING ECOSYSTEM



A broader range of inspiring and ambitious adults and organisations are working in new ways to improve young people's learning and wellbeing

"Young people need to be part of a learning ecosystem that places them and their needs at the centre. Schools and teachers play a central role, but learning must expand beyond the education system."

- Essie North, CEO Big Change

It takes a village to raise a child

The origins of **It takes a village** are unclear but its widespread use gives an indication of how much it makes sense to us; how deeply and intuitively it connects with what we know our young people need to thrive in life, not just exams. Of course young people should learn from the widest possible range of adults who believe in them, care about their futures and have something useful and exciting to teach them.

It takes a village is a great example of how common sense can be transformative, helping us change the conversation about education.

Dynamic learning ecosystems

We don't have to rely on common sense, however. The idea of an ecological and ecosystemic approach to nurturing young people has a long and august academic tradition.

Urie Bronfenbrenner's influential Ecological Systems Theory for instance describes central roles in young people's learning and development for friends, families and communities alongside schools.

Charles Leadbeater in his Education Innovation Ecosystem points to a critical role for informal learning, supplementing school-based education on the one hand and utterly transforming it on the other by modelling new learning environments and experiences with the potential to disrupt the status quo.

Families and health and social care professionals supporting learning

Project partners have been growing the range of people and organisations involved in learning, organised around young people and their wellbeing.

- **Easy Peasy** has put games and activities directly in parents' hands via smartphone, so families can do a brilliant job of supporting their child's early learning and development at home through play.
- **The Communication Trust** has trained sixty health visitors to spot and address early speech, language and communication needs, long before a child starts school.
- **Frontline** has trained hundreds of passionate and skilled social workers, supporting families to stay safe and thriving together at home.

Big Change has consistently backed pioneers with unique insight into the reasons that some young people find learning hard, many of which have nothing at all to do with school, and everything to do with the complicated home lives they lead.



Learning ecosystems comprise diverse combinations of providers - schools, businesses, community organisations government agencies - creating new learning opportunities and pathways to success.

- Local Learning Ecosystems: Emerging Models, WISE, 2019



Extracurricular activities (sport, performing arts, social action) boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.

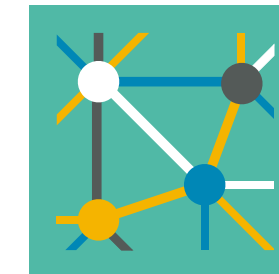
Young people from well-off families are 3 times more likely to take part in extracurricular activities than their disadvantaged peers.

- Social Mobility Commission, July 2019



AT LEAST 60% OF YOUNG PEOPLE IN CUSTODY HAVE SPEECH, LANGUAGE AND COMMUNICATIONS NEEDS.

- The Communications Trust, 2016



Teachers are often burnt out and may have little time to attend to their own well-being. Teachers who report high levels of stress and lack basic resources have students who are more likely to report mental health problems and engage in impulsive behaviour.

- Brookings Institution, 2017



Young people with experience of social care are four times more likely to be excluded, permanently or for a fixed term, from school. The impact of exclusion for these young people (according to one adoptive parent) is "enormous. It is another rejection ... you were rejected by your birth family and now the school."

- Timpson Review of School Exclusion, 2019



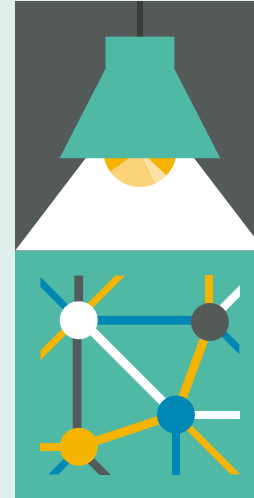
Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.

- Education Endowment Foundation



SPOTLIGHT ON

A GROWING ECOSYSTEM



PARENTS AND PRACTITIONERS AS SYSTEM INFLUENCERS

EASY PEASY

By age five, two-fifths of children in England lack the foundational skills they need to fully engage in learning and to thrive in life. Parenting style is the most significant factor influencing children's development in the early years and play is one of the most important ways that young children learn.

Evidence shows there are effective and playful ways of supporting parents as their child's first teachers. EasyPeasy reaches out to parents with simple content accessed via smartphone, inspiring parents with ideas for games and activities that turn everyday moments into opportunities to learn through play.

"EasyPeasy really increased the school readiness of these children - helping them to be active learners who seek new skills, ideas, relationships and peers, and who have the confidence to tackle challenges, and move on in development".

- Kathy Sylva, Professor of Educational Psychology, University of Oxford

Key to Easy Peasy's success has been ongoing engagement with its parent and practitioner user groups. In 2018, backed by Big Change, Easy Peasy began to convene and facilitate a community of parents and practitioners who use Easy Peasy's app. This powerful user group, along with rigorous evidence of positive impact on children's cognitive

and social and emotional development, boosted Easy Peasy's influence and provided a platform for their system-savvy CEO Jen Lexmond to raise awareness of the importance of the home learning environment as part of a viable solution to tackling developmental inequality.

Easy Peasy recently consulted on the Department for Education's Home Learning Campaign, featured in BBC Learning's Early Years Campaign, and engaged LEGO as a strategic partner.

"We are delighted to have entered into a partnership with EasyPeasy, who share our long-standing commitment to help children learn and develop skills through play including critical thinking, creativity, confidence and communication skills. Play has a magic quality of creating meaningful moments between caregiver and child. With early results showing that games and expert voice videos shared via the partnership are boosting caregiver's confidence in playing with their young children we are excited to bring this experience to more families and explore how to create further social impact together."

- Global Head of Social Impact at the LEGO Group, Olivia Lankester

IN 2018 EASY PEASY SECURED GOVERNMENT CONTRACTS TO WORK WITH AN ADDITIONAL 15,000 FAMILIES.

COMMUNITIES COMING TOGETHER TO DRIVE CHANGE

BIG EDUCATION CONVERSATION

While everyone has a stake in education, not everyone with something to contribute can make their voice heard. Big Education Conversation unites and supports local people; employers and parents who are influencers and changemakers to come together to identify and lead changes important for the young people in their community. Together, connected and amplified, these local conversations and local change efforts add up to Big Change in the wider education and learning system.

Around the world, locally led, diverse groups have been taking part in grassroots conversations, which unlock the untapped potential in communities to tackle the education and learning challenges that their young people face. The inspiration for Big

Education Conversation came from New Zealand, where local learning conversations informed a new national education strategy.

Big Education Conversation believe it is high time for communities here to have the same opportunity, the same impact. So Big Education Conversation, backed by Big Change, has mobilised conversations in 18 different locations across England, supporting and amplifying the collective action that these conversations inspire.

Recently, in Cambridge, community members discussed how to ensure their education system is equitable and accessible for everyone. The organisers believe that only then will they realise education and learning's potential to catalyse personal and career development for all their young people.

GROWING A BRILLIANT WORKFORCE TO SUPPORT DISADVANTAGED YOUNG PEOPLE

AMBITION INSTITUTE

High quality teaching is key to setting young people up to thrive in life. Evidence consistently shows that improving the quality of teaching has the greatest impact on raising educational attainment, employability and aspirations for disadvantaged young people.

Ambition Institute trains and develops teachers and school leaders who work with disadvantaged students. Teaching can be as hard and stressful as it is rewarding and each year talented teachers burn out and leave the profession before they have fully developed into the expert educators disadvantaged students need to help them thrive. Latest figures show that around a third of teachers leave the profession within five years of qualifying.

In 2017, we supported Institute for Teaching (which became part of Ambition Institute in 2018) to launch their teacher wellbeing programme, which builds best evidence from research and practice

about what promotes wellbeing and combats stress into all levels of their teacher and leader training. Teachers value the focus on their wellbeing and leaders are learning how to create the conditions in school that help teachers to stay well and to thrive. Teachers who are well are more likely to stay and continue to grow their skills and passion for working with disadvantaged young people.

Ambition Institute has already supported over 14,000 educators across 2,800 schools and trusts, impacting on the lives of 1.5 million children. Over the next five years Ambition Institute will support 15,000 educators across 7,800 schools and trusts, helping them to give more children the best education and ensure their own wellbeing.

"One of the most important things that I learned was that I needed to introduce recovery time into my life and since I have given myself permission to rest and relax my life has dramatically changed for the better. I reclaimed my evenings because I know I need to be taking care of myself and I've found that my working hours at school are more productive because of this."

- Teacher

**SUPPORTING SOCIAL WORKERS
TO TRANSFORM SOCIAL CARE**

FRONTLINE

"Whether influencing a mum to try to manage without drugs, understanding what is keeping a teenage boy from achieving at school or supporting teams to make difficult decisions, leadership in social work is vital."

- Frontline, 2018

Frontline transforms the lives of vulnerable children by recruiting and training outstanding individuals to be leaders in social work and broader society. Since 2014, over 1,000 graduates and career changers have joined the Frontline programme to become social workers. Participants have a 95% approval rating from their placements in local authorities, where together they have worked with over 20,000 families. 86% of Frontline graduates have stayed in social work for at least 6 months after completing the programme.

Frontline has raised the status of social work amongst graduates: 13% of all new entrants to the profession say they became social workers because of the way Frontline promotes social work and there are 10 applications for every one place on the programme.

Frontline's model for recruiting and training social workers was adapted from the hugely successful Teach First and has since inspired other organisations to recruit the best possible graduates into different services - prisons (Unlocked) and mental health (ThinkAhead).

By attracting the best candidates into social work, Frontline is able to nurture the kind of leadership that is crucial for effective social work.

"Having Frontline social workers has enriched our service delivery for so many children and young people in County Durham. They have brought new ideas, enthusiasm, passion and an appetite to promote positive outcomes for children and young people. I have been so impressed by their abilities so early in their social work career and have a great deal of confidence that they will continue to succeed in this profession which supports, protects and brightens the lives of so many."

- Stuart Williams, Senior Manager,
Durham Children's Services



**SHARING LEARNING TO
IMPROVE PRACTICE**

WHOLE EDUCATION HR IN MATS

The UK is in the midst of a teacher recruitment and retention crisis - 40% of teachers leave within the first five years. Whole Education, which exists to ensure all children have a rounded education to thrive in learning and life, believes that this problem can be solved through leveraging the untapped human resource capability that exists within most Multi Academy Trusts (MATs).

Big Change funded a program to bring MAT Senior Leaders and Human Resource professionals together to learn from business HR experts how they can create environments in which their teachers can thrive through best practice in human resources. The pilot has since developed into a completely sustainable, whole-MAT program that is recommended by 100% of its participants. An HR professional who completed the pilot program had the following to say:

"It has become increasingly difficult to recruit and retain teachers in our area. We knew that the time was right to develop a new, comprehensive HR strategy for our Trust. This programme has been a real catalyst for change! From the very first session we were confronted with ideas we just hadn't given much thought to. It has been really effective professional development for the people on the programme - we have gained so much!"

- Trust Director, 11 school Trust

**ENGAGING POLITICIANS
TO MAKE CHANGE HAPPEN**

THE ORACY NETWORK

"Spoken communication is as vital in the corridors and classrooms of our schools as it is in the committee rooms and chambers of Westminster. But it is currently overlooked and undervalued in our education system."

- Emma Hardy, MP

In 2016 the English Speaking Union and Voice 21 launched The Oracy Network. Setting out on a mission to raise the profile of oracy education in schools, just two years later, The Oracy Network successfully convened an All Party Parliamentary Group chaired by Emma Hardy MP and backed by Big Change. The Network had brilliantly positioned oracy as an issue of such importance, with such a broad impact, that MPs from across the political spectrum were willing to engage with it.

Campaigning on its own, however skilled, would never have been enough. The speed with which oracy rose up the agenda was thanks in no small part to the success of Voice 21, an education charity that since 2014 has worked to raise the status of oracy education through training teachers, providing high quality resources to schools and

making case for the need for a good quality oracy education for all students. The Oracy Network were able to capitalise on the buzz surrounding Voice 21 and oracy as an issue, pointing to an increase in teachers seeking professional development in oracy, the number of organisations identifying as providers of oracy training and in job adverts asking for skills in teaching oracy, as evidence of rapidly rising demand.

The All Party Parliamentary Group on oracy successfully united organisations working to raise the status of oracy education in different capacities to present a clear and coherent evidence-based case to government, with the goal of ensuring that a high quality oracy education features in future policy making and curriculum development. A call for evidence to education, business, youth work and the wider third sector has resulted in over 100 submissions and counting, which set out the importance of spoken communication for employability, social mobility and equality, mental health and more.

"Oracy is one area where we have not done enough to ensure that everyone of every age can speak well and express themselves clearly. It's so important in life"

- Kelvin Hopkins MP



**ALL-PARTY
PARLIAMENTARY
GROUPS (APPGS)**

are informal, cross-party groups formed by MPs and Members of the House of Lords who share a common interest in a particular policy area, region or country. While they are not official parliamentary committees these groups can be influential because of their non-partisan approach to an issue.

<https://www.parliament.uk/site-information/glossary/all-party-groups/>



INSIGHTS FROM BIG CHANGE

Just one opportunity that comes with working so closely alongside project partners is the chance for Big Change to notice the effects of our support for projects - both when its working brilliantly and when it could be better.

As we have reviewed with partners the steps they have taken to make sure they really are changing lives, we have also considered what the in-flight adjustments they have made mean for how we need to adapt our support.

There's almost certainly more for us to learn and do, but here are some of our learnings from supporting these pioneers to date...



Support what's needed (not what's easy to support)

Big Change has always set out to provide flexible support that can adapt to meet the changing needs of projects as they unfold in the real world. In practice, and in the past, we have supported our pioneering project partners in ways that allow them the time and space to do what they know needs to be done to bring about the change they wish to see, while still building in the accountability needed to make sure Big Change funds are being used to maximise impact for young people.

Through our own work supporting pioneers and through our Reimagining Education Together research, we have found that doing what is needed is not necessarily what is easy to fund. Important activities such as building networks or coalitions to advocate for change, empowering core team members to lead, building the strongest possible case for change, experimenting with new

approaches and setting up an organisation to thrive, not just survive. Activities like these do not have the same clear structure (a beginning, a middle, and an end) that traditional programmes have - the kind of structure that makes funders feel confident that their funds will yield tangible, predictable outputs.

Supporting pioneers to do what is needed requires funders to fully trust in the vision and capabilities of those they fund, and have the courage to be agile and to adapt alongside them as needed. We look forward to working with project partners, and with others in the sector, to continue to challenge our own assumptions and provide the best possible support to those who are working to bring about lasting positive change.

Plan early for success and succession

One of the exciting things about backing ideas early is that we get to work with brilliant pioneers whose unique insight changes the way a problem is understood and opens up a whole new range of possible responses. We fall in love with problems, not with solutions and work alongside project partners as they go to extraordinary lengths to figure out what might work.

Over time and because we stick with ideas and people, we are learning what happens when projects mature. As organisations move into later stages of growth and development, increasingly formal arrangements start to emerge, for example to support the hiring and professional development of teams with different kinds of roles, or developing governance and accountability arrangements that meet funders' due diligence criteria.

As we reflect on support for these maturing projects, we think we can learn a lot from others about how to prevent what's known as 'founder syndrome' - and how to manage this transition effectively by empowering the team and building collective leadership.

Leading an organisation isn't at all the same as blazing a trail and pioneers recognise this, expanding their leadership team to include people with the expertise to lead the next phase of the work and the next chapter in their project story. Sometimes pioneers even step aside and move onto another project - growing their impact even more in the process.




Develop fresh approaches to systemic change

In these politically turbulent and unpredictable times, classic approaches to bringing about change at a system level are having to adapt to meet new challenges. Traditional routes like advocacy and campaigning require investment in relationships and building pathways, which can be swept away as ministers move departments or leave Government, or the political agenda changes and the spotlight swings away.

Project partners are having some success with an 'open tent' approach, embracing a wide range of partners, aligned individuals and organisations, and fellow travellers with an accommodating narrative that connects with a 'golden thread' sometimes quite diverging approaches, emphasising common ground and shines a light on the shared outcomes everyone is working towards.

Convening a range of views and approaches like this requires servant leadership and a readiness to compromise to find opportunities for shared benefit, which holds the collective together. It also requires patience, which can be frustrating when a problem is urgent and requires inclusive representation, which needs empathy and skill.

While advocacy remains a real need, the old templates no longer work. We are thinking about ways in which we can create the space and time for project partners to update their approach, recognising that for some this might fundamentally challenge their model. Alongside a fast moving political landscape, the enduring effects of austerity and new opportunities and challenges that come with social media seem to be critical factors too.



INSIGHTS FROM PROJECT PARTNERS

One of the best bits of compiling *Change is Happening* was hearing from project partners past and present what they have been learning as they do this important work. We asked them: "What have you learned that others might be interested to hear about?"

Here's what they told us...



"Demonstrating impact is high on our agenda, but it's hard to prove when the difference you're looking for is more than just passing exams. How do you measure whether a young person is having a happy life? The measures that have been used in the past are flawed, but the system is starting to realise this. We are moving into an exciting period where lots of people are trying to find a better way to talk about impact and we aim to be part of that."

Jacynth Bennett, Ambition Institute



"There are loads of passionate people who want to change education for the better - we simply couldn't make people want to do this work. Everyone has a stake in this; everyone has been through education, and they have people they love who are in it now. It's a huge enabler. People just need the space and the support to get involved."

Charlotte Lewis, Whole Education



"Working with parents on how to raise resilient children is an obvious no-brainer - parents can make a real difference. But this shouldn't be a conversation that's limited to building resilience in the context of mental ill health. Parents should engage with schools on the personal development of their children, as a positive teaching and learning experience, that enables young people to thrive."

Lucy Bailey, Bounce Forward



"The publicity that comes with awards and prizes can be helpful up to a point. In particular they can provide useful cover while you gathering evidence of impact to show that your idea works, which takes time. In the end though, the kind of hero leadership that awards imply isn't really what you need. Lone ranger leaders fall a bit short in my view. Instead you need a brilliant team who can lead the organisation together. That's what counts."

Kevin Munday, City Year



"The number of young people that we can't accommodate is growing every year. Young people are struggling with self esteem and loneliness and social media is a real challenge. Schools used to want to tackle social and emotional learning as a route to improving attainment. Now they want to promote wellbeing for its own sake; improving wellbeing is evolving alongside attainment as an important role for schools."

Kim Reuter, Franklin Scholars



"You need to think about the power of collective action. Despite competing agendas, could we still achieve more together than we could alone. By doing so we became a stronger voice able to advocate successfully for an issue that had been largely overlooked in education."

Beccy Earnshaw, The Oracy Network



"If the system were static, advocacy and policy influencing would be easy. But policies and policy makers change and the ways in which policies affect young people's lives change with them. You need to be able to anticipate as much as possible and adapt your approach to respond to changing agendas and priorities."

Kiran Gill, The Difference



"Austerity had a huge impact on early intervention and prevention as Local Authorities retreated to prioritise and protect statutory services. Youth services were hit particularly hard. Our response has been to diversify the groups we're working with. Traditional youth and community organisations are still at the heart of what we do, but now 60% of the new groups we work with come from outside the youthwork sector: for example scouts, sports clubs and organisations that support young offenders."

Austin McNamara, The Key



"When you're working with mental health - with adults and with young people - progress isn't linear. Things can get worse before they get better. This is complex work and you need to understand a lot from young people's perspectives. Our mental health champions are good at realising where they are not the only ones working in a space or with a young person, and collaborating with others to provide the right support."

Colin McLennan, Place2Be



"Compared with 10 to 15 years ago, to get cut through on issues you need to be a lot more provocative. There are so many platforms to reach people, you need to be more engaging to get people's attention but you also need to balance that with not stoking division. It feels like we live in a period where people have fewer cross cutting identities which creates the conditions for people to intentionally, and sometimes accidentally, sow division. It creates a much more complex environment for advocacy and fundraising."

Roger Harding, RECLAIM



"Young people are optimistic and altruistic and we offer them a way to make real connections with real people and make a real difference. Very few young people want to look at spreadsheets all day after they graduate. We tell them that public service will never make you rich but you can do alright and, if you want to make a difference, public service is a way to do that at a whole community level."

Mark Potter, Frontline



"Sometimes you don't have all the answers. Great leadership does not always come from the top. Servant leadership is a really helpful concept. You need leaders with a sense of humility; leaders who are open to leadership coming from a wide range of people and places."

Carol Payne, The Communication Trust



"Networks are critical for mutual support, and we're learning a lot about how to lead one. Like all the best ideas it comes down to simple things really like treating people as you want to be treated and working for the common good. One of the biggest things we're learning is not to be a solution provider but a solution enabler."

Christian Bunting, Voice Bradford

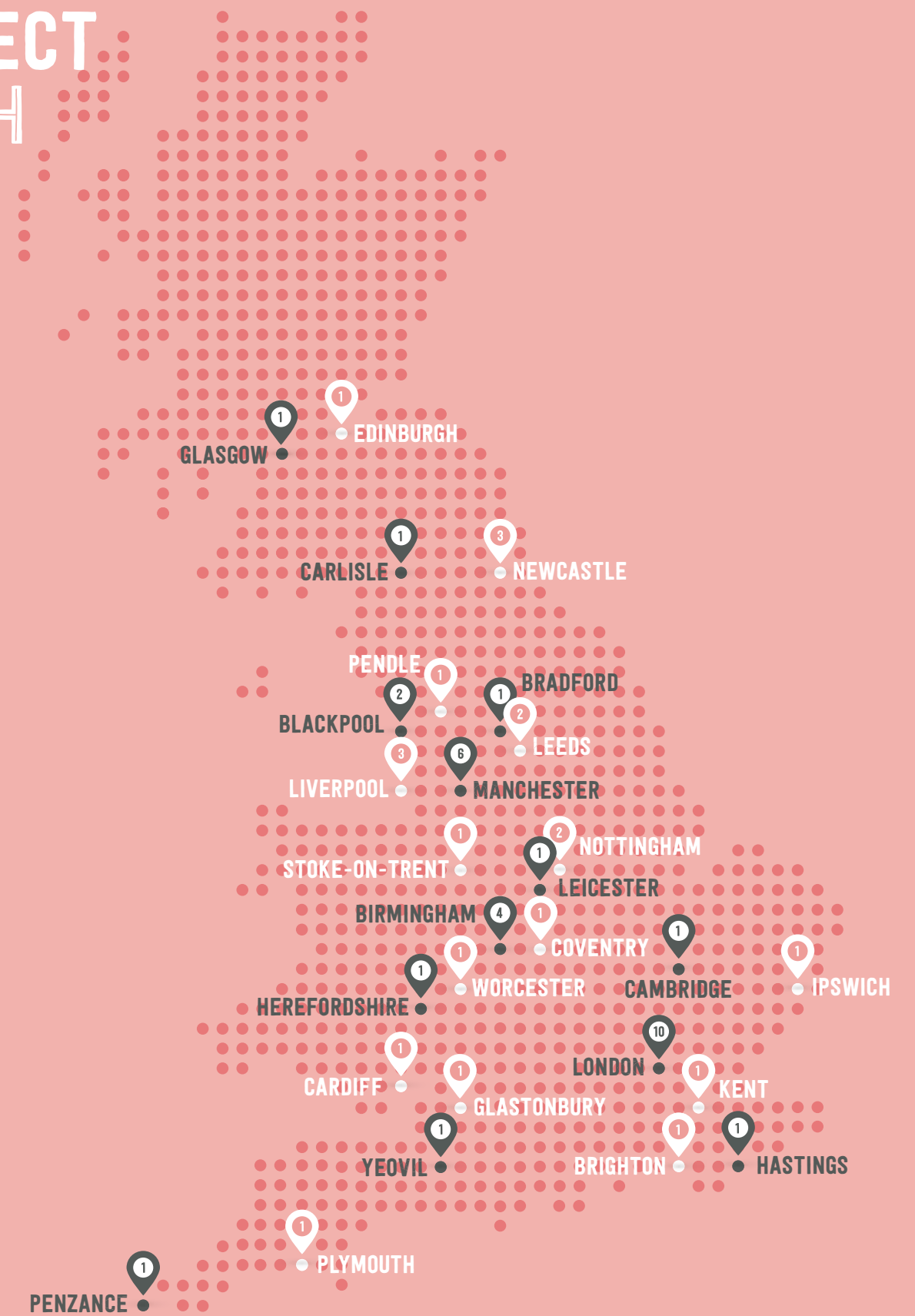


"Too many people who are trying to make a difference don't really understand the people they are trying to help or how long it takes to actually achieve anything of worth. Clarity of vision is really important for achieving impact."

Beccy Earnshaw, Voice 21



PROJECT REACH



NOTES

Increasing agency

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Our project partners

Without our pioneering project partners, we would not have any stories of big change and big insight in education and learning to share with the world. We want to thank them not only for helping us compile these learnings, impact stories and insights, but for their ambition, passion, and ongoing commitment to making sure all young people are set up to thrive in life, not just exams. We are proud to call them members of the Big Change family and support them in bringing their visions for young people to life.

Our community

Our community has helped us raise over £5 million in support for our project partners by taking part in STRIVE and through their generous donations. We are incredibly lucky to be supported by such an extraordinary group of values-aligned individuals and organisations, all of whom are united by the desire to use their resources to set the next generation up to thrive through Big Change. Virgin Management Limited, Virgin Unite and Joann McPike have been with us since the beginning, and without their continued support this report would have been a lot shorter. Many more deserve special mention and recognition for their extraordinary commitment to Big Change than we are able to include here - we want to extend a huge thank you to everyone, no matter how big or small your contribution, but in particular:

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The Branson Family

Sara Blakely

Morten Albaek

James Benamor

Mike Krupka

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Susie Ma

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James Burton and

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Circle:

Matt Isaacs

Andy Bonsall

Alastair Crawford

Susie Ma

Matt Welsh

Luke Hepworth

Paul Williams

Gareth Chambers

Tony De Fougères

Our Advisory Group:

Jonathan Bullock

Sally Davey

Holly Branson

Joann McPike

Matt Isaacs

Lord Rumi Verjee

Richard Macklin

Chris Persson

Tim Davey

Our Trustee Board:

Phil Nevin (Chair)

Alistair McGregor

David Scott

Holly Branson

HRH Princess Beatrice

Sam Richardson

Benjamin Hay

Derek Gannon

Rich Perry

Our team

Lastly, we want to thank the members of the Big Change team - they work tirelessly behind the scenes to make sure the project partners and community members are supported to be the kind of changemakers our education and learning system needs. None of our work - let alone this report - would be possible without:

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Matt Collis, Director of Partnerships

Noah Devereux, Director of Community

Caireen Goddard, Director of Networks and System Change

Sarina Hancock, Team Coordinator

Eloise Haylor, Activation Manager

Freddie Morton-Hooper, Community Manager

Essie North, CEO

Caitlin Ross, Impact Manager

And to our partners who helped us bring this report to life, Julie Temperley and Eliz Underhill



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BIG CHANGE.



THE BIG CHANGE STORY SO FAR...



2010

SOWING THE SEED FOR BIG CHANGE

When 32 friends came together to take on running the London Marathon to raise money for charity, they raised £250,000 for 12 good causes and recognised the power of doing it together.

2012

STARTING WITH A QUESTION

Recognising the scale and complexity of the challenges on our own doorstep Big Change was started with a question 'how can we rethink charity and be a catalyst for positive change for all young people?'

BACKING PREVENTATIVE WORK

Working together we raised funds to support projects working in prevention rather than cure. Empowering young people with the skills and experiences to create positive change in their lives.

2013

IDENTIFYING OUR NICHE

We came to understand that there was little funding for early stage projects working on long term system change. Being willing to back big ideas before they are proven felt natural to us so we adopted a form of this 'venture philanthropy' as our focus.

FIRST BIG CHANGE BIG BET

Our first big bet with this new focus was to become a founding partner in Frontline, supporting them in their 3 year pilot, *Rethinking Social Work*. We decided to go bigger and deeper in our partnership and the grant was over 10x that of any previous grant.

2014

BECOMING A COMMUNITY

We grew our community of supporters through our inaugural STRIVE event - bringing together 250 changemakers to venture from London to the top of the Matterhorn under human power, raising £750,000.

SUPPORTING OUR FIRST COHORT

Building on our experience with Frontline and the funds raised by STRIVE we were able to back 4 more system change projects - all building critical life skills for young people.

2015

FINDING OUR PURPOSE

Backing projects with a growth mindset - We partnered on some research with think tank Demos and further recognised the power of Growth Mindset. We backed 3 new projects with growth mindset at their core.

SUPPORTING OUR SECOND COHORT

We backed organisations that were thinking differently about how to best help young people, and the adults who support them, thrive in life.

2016

GROWING OUR COLLECTIVE

2016 saw our STRIVE community grow to 280, who journeyed from the Matterhorn to Mount Etna to raise £1.5 million for Big Change.

REDEFINING SUCCESS

Building on our purpose around young people thriving in life we conducted some research into *Redefining Success* working with young people, experts, families and youth workers to look at what thriving in life meant to them.

LEARNING FROM DIVERSE VOICES

We launched our first advisory boards that brought together a diverse range of expertise and experience, including our first Youth Advisory Board.

2017

FOCUSING ON THE LONG TERM

We decided to focus on a wider goal as opposed to a specific method of support - an education and learning system that sets all young people up to thrive in life.

LEARNING FROM CROSS SECTOR LEADERS

2017 saw us thinking about how best to convene those working together towards this bigger goal. We hosted our first ever *Reimagining Education* gathering of cross-sector leaders and influencers to shape a vision for supporting the next generation.

SUPPORTING OUTCOME AREAS

We backed our largest cohort to date with a £1m investment - nine projects working across three key outcome areas - Oracy, Teacher Wellbeing, and Broadening Horizons.

2018

LEARNING FROM GLOBAL PIONEERS

As part of the *Reimagining Education* work we identified 20 global pioneers and learnt lessons from 'how' they were supporting change. Building key partnerships with other sector organisations who share our mission.

BACKING LEADERS

We recognised the power of a different kind of leadership required to drive big change in complex systems - servant leadership, collaboration, flexible governance and uniting agendas as key traits.

INCREASING OUR FLEXIBILITY

We started being more proactive, more adaptable in our funding, and launched our first "Fast Track" funding round, supporting 4 project partners with smaller but more agile grants.

2019

REIMAGINING EDUCATION TOGETHER

We published our report showcasing the change that is needed and lessons from those leading the way globally.

JOINING FORCES FOR CHANGE

Building partnerships across the sector and with other sectors to work together for big change.

TARGETING HIGH LEVERAGE AREAS

We backed our newest cohort of 7 pioneers working across Inclusion, Teacher and Leader Agency, and Early Development.

PROJECTS BACKED:
PLACE2BE
CABNAB
ONLYCONNECT

FRONTLINE
THE KEY

FRANKLIN SCHOLARS
NCS
VOICE 21
THE KEY

CITY YEAR
RECLAIM
GENERATION CHANGE

VOICE 21
CITY YEAR
BOUNCE FORWARD

VOICE 21 | VOICE BRADFORD
THE COMMUNICATIONS TRUST
INSTITUTE FOR TEACHING (NOW AMBITION INSTITUTE)
BOUNCE FORWARD
THE CHALLENGE
WHOLE EDUCATION
ACHIEVEMENT FOR ALL
THE DIFFERENCE

EASYPEASY
THE DIFFERENCE
BIG EDUCATION CONVERSATION
THE ORACY NETWORK

LIGHTHOUSE
REKINDLE
THE DIFFERENCE
EASYPEASY
BIG EDUCATION CONVERSATION
BIG LEADERSHIP ADVENTURE