

Paul Hamlyn Foundation

Review of UK Grant-making
September 2019



Introduction

This is the third of our published reviews of UK grant-making. Produced initially in 2017 for Paul Hamlyn Foundation (PHF)'s board of trustees, advisors and staff, we are continuing to share it publicly as we recognise that others may be interested in what we are learning and how we are responding.

Overview

The review shares what we are learning about the challenges and opportunities emerging through our grant-making. It is one way in which the Foundation reflects on its effectiveness as a grant-maker.

Grants analysis

The review analyses themes and patterns in the grants made since the launch of our strategy in 2015, including:

Why is the organisation or individual doing this work?

What issues are they tackling? What outcomes do they want to achieve?

How are they doing it?

What approaches and methods are they using?

Who do we fund?

Types of organisations, where appropriate who they are working with or the setting.

Learning from PHF staff

It also summarises what we are hearing from the organisations we fund; our own reflections on the challenges posed to our grant-making approach and how we are responding; as well as the opportunities we see.

The insight comes from conversations with PHF staff, drawing on their knowledge of the organisations and sectors that PHF supports; conversations with grantees; and analysis of grantees' reports – together with findings from evaluations. This year, we have also included a final section that distils overarching reflections on the pressures facing the sectors that we support and how PHF has tried to respond (pages 24-25).

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Over the coming year, this work will continue to inform our thinking and planning about how to respond to changes in the fields in which we work.

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Next steps

Over the coming year, this work will continue to inform our thinking and planning about how to respond to changes in the fields in which we work; how best to support grantees and the fields in which they operate; and how to refine our approaches to grant-making.

Notes

A grant may appear in more than one category under the 'why', 'how' and 'who' sections.

The Foundation delivers on each strategic priority area in a range of ways. The Funds profiled on the following pages are therefore illustrations of that work but do not capture the full breadth of activity in each priority area.

Strategic priorities

PHF has six strategic priorities for its work in the UK:

You can find more detailed information about all grants in our [grants database](#) and via [360Giving](#).

1. Supporting imaginative people to nurture exciting ideas

We invest in the potential of people and organisations, valuing their capacity to see the world differently and make change happen.

We hope that the work within this theme reinforces the power of the individual to achieve social change.

This section shares highlights from our **[Ideas and Pioneers Fund](#)** (pages 5–7), which supports people with unusual or radical ideas in early stages of development. We do this because we know that a small investment early on can have a huge impact.

2. Widening access and participation in the arts

We believe in the enduring power of the arts as a force for change, enriching people's lives and communities.

Through our **[Access and Participation Fund](#)**, we support organisations that have ambitious plans to widen access to and deepen participation in the arts. It is not enough simply to increase numbers: our emphasis is on addressing inequalities of opportunity (pages 8–10).

3. Improving people's education and learning through the arts

We value the important role that the arts play in people's learning and educational experiences.

Our **[Arts-based Learning Fund](#)** supports arts organisations working with schools, colleges and other education environments to improve the evidence base for their work, so that they can do more to enhance the lives, development and achievements of children and young people.

Our **[Teacher Development Fund](#)** supports teachers and school leaders to develop the necessary skills, knowledge, confidence and experience to deliver effective arts-based teaching and learning (pages 11–13).



You can jump to relevant links by clicking on them or by using the navigation at the top of the page

Strategic priorities

PHF has six strategic priorities for its work in the UK:

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4. Showing that the arts make a difference to people's lives

We are committed to gathering evidence, learning from it and sharing our findings to further the understanding amongst others. We have a firm belief that the experiences the arts provide can be a force for change.

Through our [Arts Evidence Development Fund*](#) we are helping to build the evidence base so that others can understand the difference the arts make to people's lives and communities (pages 14–17).

**Application is by invitation only*

5. Supporting the development and growth of organisations investing in young people to achieve positive change

We support organisations at different stages of development to improve, consolidate and spread those good practices that endeavour to make young lives better.

Our [Youth Fund](#) helps organisations become better prepared by providing core funding support, while our [Growth Fund*](#) provides longer-term funding to support organisations to identify and implement practical steps to growth (pages 18–20).

**Application to the Growth Fund is by invitation only*

6. Supporting young people who migrate and strengthening integration so that communities can live well together

We celebrate the opportunities for social, economic and cultural enrichment generated through migration. Our [Shared Ground Fund](#) supports organisations to explore opportunities and address challenges in the area of migration and integration (pages 21–23).



You can jump to relevant links by clicking on them or by using the navigation at the top of the page

Ideas and pioneers fund

Priority 1: Supporting imaginative
people to nurture exciting ideas



WHY? Longer-term outcomes funded projects are focused on*

26

Confidence, skills and personal development

Empowering people through the development of confidence and skills, including leadership, creative, entrepreneurial and/or interpersonal skills. Often involves work with children and young people and/or relating to health or disability.

24

Health and wellbeing

Improving the health and/or wellbeing of the target group, often relating to inclusion, community engagement and being supported by peers or mentors.

**Given the broad range of intended outcomes, only the most common are reported above.*

23

Integration, understanding and connectedness

Breaking down social barriers and supporting people (e.g. people who have migrated or people who are disabled) to exercise their voice and connect with others.

20

Employability

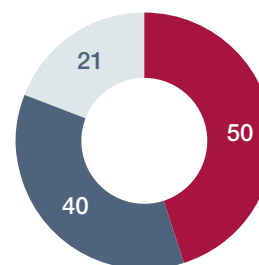
Developing skills and employment opportunities to promote more active participation in the workforce (includes support for people with experience of the criminal justice system).

20

Social and Economic Justice

Tackling inequality. Largely targeted at alleviating the symptoms of poverty and/or increasing inclusion and access to key services.

Who are we funding?



- Organisations
- Individuals
- Partnerships/small teams

HOW? Approaches and methods

35

Developing a programme or service

Designing, piloting or delivering a new or adapted service or programme.

34

Scoping and exploratory work

Researching the issue or models of provision, understanding user needs and market research.

28

Prototyping a product or platform

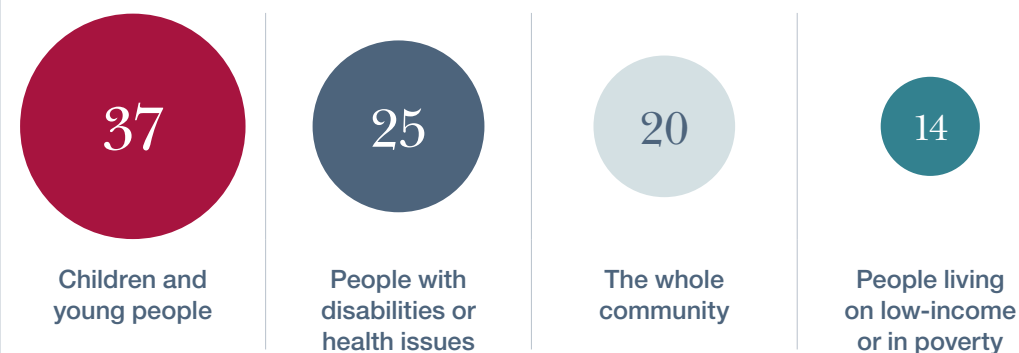
Developing a prototype of a new product or digital platform.

3

Translating or moving to a new context

Building on existing evidence or experience to develop the idea further in a different context.

Number of projects aiming to benefit different groups (longer-term)*



**Given the broad range of beneficiaries, only the most common are reported above.*

Ideas and pioneers fund

Our learning

Highlights

Continuing feedback that the power of early-stage funding lies, in part, in the confidence boost and endorsement it provides.

Additional support delivered by the School for Social Entrepreneurs (SSE), includes access to a range of courses for all Ideas and Pioneers grantees. At the time of writing, 57 places have been taken up.

Structuring and implementing follow-on support, including use of SSE's diagnostic tools to understand better where projects have got to and what could happen next.

Delivering first alumni event, with keynotes from established social entrepreneurs.

Residential convening days continue to work well, with positive feedback from participants. We are now in a steady rhythm of two per year.

Challenges for sector

Despite availability of social change funding, there is **still very little for early-stage idea development**.

Early-stage idea development often requires **intensive tailored support**.

The assessment of need for and the potential impact of follow-on funding can be challenging for PHF, for SSE and for the organisations/individuals we fund.

Challenges for our grant-making approach

This fund requires engagement with a wide range of topics outside our main strategic priorities, where we have less in-house knowledge and/or experience.

Although we have increased and continue to adapt our non-financial support, it can be **difficult to meet the diverse needs of such a wide pool of grantees/applicants** (reflected in independent research commissioned about grantee experiences of our funding. For further information see **Grantee and Applicant Perception Report**).

Applicant/grantee diversity – especially in terms of age – is not where we want it to be, though our continued efforts have started to shift patterns.

Limited engagement with online forum for peer networking. Presents opportunity to adapt this approach in future.

How PHF has responded

Increasing – and making more bespoke – the non-financial support provided including experts delivering structured support and additional budget for accessing relevant SSE courses.

Continuing to review: online application process accessibility; as well as the communication of purpose, objectives and target audience of the Fund. This includes exploring potential for using digital tools to deliver pre-application support.

Developing and implementing diagnostic assessments for follow-on support for up to 25 grantees per year, leading to up to 15 packages of follow-on support (financial and non-monetary) per year – underpinned by a rigorous rationale and selection process by SSE.

Our due diligence processes have improved over time as we receive more applications than ever from non-charities.

Ideas and pioneers fund

Our learning

Opportunities

A recently commissioned evaluation will inform future programme design, increasing our understanding of the impact of these grants and grantees' development trajectories. Early findings beginning of 2020.

We know anecdotally that many of our grantees are going on to have significant impact. Through the evaluation, we hope to understand more about scale of impact over time and the role of small, early-stage support in enabling this.

Making the application process more accessible, streamlining applicants' experiences and improving diversity of the organisations and individuals we support through this Fund. This presents both an opportunity and a potential challenge if successful, as we will have to ensure we are equipped to respond and support a wider range of applicants' needs.

Our highest priorities going forward will be applying the evaluation learning to develop the funding programme and increase our understanding of the wider context in which grantees are operating. We are also focusing particular attention on shifting the dial to increase diversity, particularly reducing the average age of grant recipients.

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Arts access and participation fund

Priority 2: Widening access and participation in the arts



WHY? Outcomes organisations are focused on*

100

Creative skills

Developing participants' creative skills, knowledge and understanding to improve access and participation in the arts and increase cultural capital.

77

Improved community connectedness and wellbeing

Recognising that a focus on widening arts access and especially participation in the arts can have a marked impact on connecting people and improving wellbeing, and, in doing so, can bring new audiences to the arts too.

73

Attitude, practice or policy change

Stimulating dialogue about societal issues and inequalities of opportunity, whilst challenging policy and accepted practice.

68

Removal of practical barriers

Removing the physical, financial or social barriers that prevent cultural inclusion in order to widen access to the arts.

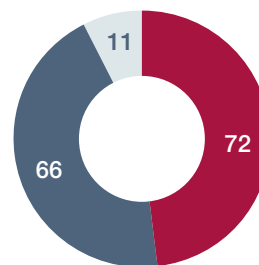
35

Removal of health or disability related barriers

Increasing both access and participation for people who are excluded from arts and culture activities due to health or disability.

*Given the broad range of outcomes, only the most commonly occurring are reported above.

Who are we funding?



- Arts organisations where participation is core to mission
- Other arts organisations
- Non-arts organisations

HOW? Approaches and methods*

99

Cross-sector partnerships

Working with organisations outside the traditional arts and culture sector.

76

Co-created methods

The art or cultural endeavour is produced with participants taking an active role in shaping the way it is created, planned and delivered.

56

Organisational development

A process of organisational change or development to deliver the work more effectively. Often involves embedding participant-led practice across the organisation.

48

Participant learning

Develops skills of participants, including through mentoring, peer-to-peer learning, workshops or tailored training.

37

Practitioner learning

Learning and skill development of creative professionals, practitioners and artists, including in a participatory setting.

*Given the broad range of approaches, only the most common are reported above.

Arts access and participation fund

Our learning

Highlights

Increased sector appetite to come together around issues and challenges. Examples include: What Next?, Battersea Art Centre's Co-Creating Change Network and the National Criminal Justice Arts Alliance.

Exploration and support for more geographically focused approaches.

This has included PHF support for London's Boroughs of Culture and specific grants that support localised partnerships and capacity building.

The increasing sector confidence in the **voice of young people** in co-production, design and leadership of arts programmes.

Challenges for sector

The growing focus on diversity, inclusion and relevance suggests the arts sector needs to change and embrace new models. Organisations increasingly need the skills, leadership and capacity to respond.

Local and national government policies and budget reductions continue to affect the organisations we fund, particularly smaller ones.

The ability, skills and resource to embrace the potential of digital change and take advantage of new digital opportunities to increase arts access and widen participation.

Challenges for our grant-making approach

The ability, skills and resource of the organisations we fund to evaluate their work and engage with evidence in a meaningful and reflective way continues to be a challenge for many.

Balancing long-term funding commitments whilst ensuring we also support organisations new to PHF is difficult when the demand for our funding is so high.

Ensuring that we continue to create the time to draw upon our experience and learning (and that of others) **to understand better our role in the funding landscape**, for example around key topics like arts and health, diversity, community agency and voice.

How PHF has responded

Actively responding to government policy and wider evidence gathering whilst continuing to support organisations, consortiums and networks that seek to change policy and practice – for example Attitude is Everything and What's Next?

Establishing internal protocols to **better understand the nature of cross-sector partnerships** and the ways in which the Fund connects with PHF's other strategic priorities.

Adapting our processes to provide **more effective pre-application support**, including attending funding events to meet organisations new to us.

Ensuring our **staff continue to understand national context** whilst supporting and learning from individual grants.

Arts access and participation fund

Our learning

Opportunities

A number of arts funders across the UK are undertaking strategic reviews, creating an opportunity for more effective sector-wide support.

The **increased focus on diversity and inclusion** reflects PHF's wider emphasis on addressing inequalities of opportunity and creates space for a wider range of organisations to respond to this growing agenda.

Emerging clusters of grants within the portfolio – for example around disability and access; arts and health; co-creating; and cross-sector partnerships – are helping to develop collective learning and evidence.

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Arts-based learning (ABL) and teacher development funds (TDF)

109 grants analysed

Priority 3: Improving people's education and learning through the arts

WHY? Outcomes organisations are focused on

81

Achievement in the arts

Offering young people opportunities to develop their experience in the arts and progress their skills in one or more artforms.

79

Teachers' skills

Improving teacher knowledge, confidence and skills to deliver arts-based learning activities.

74

Personal and social development

Building skills – such as communication, team-working, confidence, self-esteem and resilience – and improving young people's wellbeing. These areas underpin engagement in learning, attainment and longer-term outcomes for progression and employment, particularly amongst pupils experiencing disadvantage.

72

Academic achievement

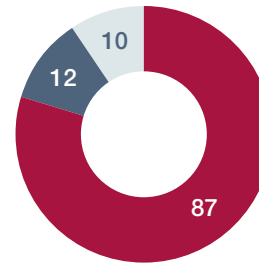
Identifying the impact of arts-based approaches on pupils' progress in learning, particularly for young people experiencing disadvantage.

22

Whole school impact

Building schools' capacity to deliver arts-based learning and embed arts within the curriculum. Some grantees are exploring how arts-based approaches can develop school culture, for example fostering integration and cohesion in the wider school community.

Who are we funding?



- Arts and culture organisations
- Strategic organisations
- Schools, Multi-Academy Trusts, other school networks

WHERE? Settings and context

88

Primary (5-11 years)

26

Secondary (11-18 years)

20

Non-mainstream settings e.g. pupils with special needs

11

Early Years Foundation Stage

HOW? Approaches and methods

80

Teacher development

Building the skills, knowledge, confidence and interconnectedness of teachers to maximise the impact of arts for young people and to develop and spread good practice in teaching and learning in and through the arts.

55

Focused partnership

Arts/cultural organisations working in close partnership with schools to identify together how arts-based approaches can address school development priorities and co-construct programmes to maximise effectiveness, mutual learning and sustainability.

33

Networked approach

Working within school networks – such as Multi-Academy Trusts, Teaching School Alliances or through other bodies concerned with school improvement – to increase reach and impact.

27

Targeted intervention

Using arts-based approaches to support pupils who are already experiencing acute barriers to learning or who are identified as being at risk, for example children deemed not school-ready, or pupils at risk of exclusion.

23

Digital learning

Employing digital media, either alone or in combination with traditional classroom methods, to deliver arts-based learning. Digital approaches often support access for groups currently under-served, for example those that are in rural isolation or being educated in non-mainstream settings.

Arts-based learning (ABL) and teacher development funds (TDF)

Our learning

Highlights

Completion of the TDF pilot and publication of four case studies

provided evidence of programme effectiveness as well as impact on teacher learning and development and, anecdotally, of pupil impact.

Refinement and roll out of the TDF.

Improved guidance notes resulted in more applications aligned with the Fund's objectives, including demonstration of co-construction approach between arts organisations and schools.

Increasing number of applications exploring arts-based approaches for Early Years pupils, echoing growing concerns about disadvantage and school readiness.

PHF has increased its understanding of the challenges and needs of rurally isolated schools, having funded more work in rural settings this year.

Challenges for sector

Education policy landscape continues to be unfavourable for the arts.

Reduced funding and the focus on core subject accountability makes it challenging for schools to prioritise the arts.

High staff turnover and lack of resources in schools and arts organisations mean that there are few opportunities to develop long-term relationships, making it **challenging to embed and sustain new practice.**

The lack of shared language between arts organisations and schools continues to create challenges, often inhibiting development of co-constructed approaches.

Challenges for our grant-making approach

We want to support work in all four nations of the UK, but have not yet achieved a balanced spread of funded projects. This also means increasing our understanding of how our priorities speak to the different policy and curriculum landscapes and investing time in nurturing relationships across all parts of the UK.

Supporting sector awareness and use of evidence. This continues to be a challenge for both arts organisations and schools and an area in which PHF seeks to provide extra support and guidance for the organisations we fund.

Becoming more precise in discussions about arts-based learning and disadvantage including encouraging a high quality discourse around arts-based learning and disadvantage, with a particular focus on developing arts organisations' articulation of related issues.

How PHF has responded

The PHF **submission to Ofsted's consultation on the draft inspection framework** allowed us to share learning and research arising from the TDF and communicate the strength of this model for curriculum design and delivery.

Through financial support for collaboration and by sharing the insights and tools we are developing, **our two Funds are creating an environment for high quality partnership.**

Refining how we understand and articulate concepts relating to educational disadvantage has allowed us to prioritise applications that share our objectives. We are also considering how this TDF focused learning can be applied to our ABL funding.

Embedding convening as a core element of our funding approach and a channel for gathering and sharing developments in programme learning.

Arts-based learning (ABL) and teacher development funds (TDF)

Our learning

Opportunities

Though the educational policy environment continues to be difficult, **Ofsted has clearly underlined the importance of the arts** in a broad and balanced curriculum. They are **sparking a new conversation** around what a good curriculum looks like; how it is developed at a school level and what the ingredients and building blocks for success are which speaks to what we are learning through the TDF.

Extending convening beyond TDF organisations, to underpin our support for ABL grantees.

Durham Commission report due in September. Though its focus on creativity is distinct from our work on arts-based learning, it may offer insights that will help us refine our language and understanding of the wider evidence base.

Building on emerging **early years and STEM/digital focus** in the portfolio.

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We are refining our understanding of arts-based learning and disadvantage.
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Arts evidence

Priority 4: Understanding how the arts make a difference to people's lives

The experiences the arts provide can be a force for change in individuals, encouraging creativity, reducing exclusion and assisting social and personal development. We want to help to strengthen the evidence base so that others, including government, can understand the difference the arts make to people's lives and communities.

Our work under this strategic priority includes: supporting grantees to capture and use better evidence; filling evidence gaps and collating existing evidence in areas where we think we can most add value; and disseminating evidence that helps people to understand the value of the arts.

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We aim to support all PHF grantees to use evaluation to explore the questions of most importance to them and share their knowledge with others.
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This particular focus on arts evidence is set within the Foundation's overall approach to evidence and learning; we aim to support all PHF grantees to use evaluation to explore the questions of most importance to them and share their knowledge with others.

We take an evidence-informed approach to our own work, by, for example, changing our practice in response to what we learn about grantees' and applicants' needs and the changing context in which they work.

Grants made under current strategy

Improving evaluation practice

Tate Exchange: a programme of activities to develop practice in research and evaluation of participatory arts, focusing on Tate's organisational learning and on testing methods to capture effects of interactions – even brief – on members of the public.

Creative writing organisations: to pursue a shared approach to evaluation, including collaborating to share practice, develop evaluation tools and communicate evidence of impact.

Encounters Arts: testing an evaluation approach based on participants' use of language in the context of participatory arts practice and climate change.

Filling evidence gaps

Sistema Scotland: Gathering long-term evidence of the impact of their music programme on children, young people and families.

Royal Society for the Arts/ Education Endowment Foundation: Measuring impact of cultural learning on young people's academic and non-cognitive development and creativity. This includes five randomised control trials of cultural learning approaches, to understand how and why outcomes differ between contexts. Partnership funding with the Department for Digital, Culture, Media and Sport (DCMS) and others.

Cambridgeshire Culture Foundation: A feasibility study of a scheme to encourage young people to take up arts and cultural opportunities in Cambridge. The scheme aims to enable providers to make better use of participation data. Analysis of statutory data will examine links between participation and other outcomes for young people. Partnership funding with Arts Council England and local authorities.

Arts evidence

Priority 4: Understanding how the arts make a difference to people's lives

Enabling access to evidence

All Party Parliamentary Group (APPG) on Arts, Health and Wellbeing: to gather evidence of the relationship between arts and health/wellbeing. Their report '**Creative Health**' was published in 2017. PHF has since supported their work to influence practice and policy in health services and to take forward other recommendations in the report. Partnership funding with the Wellcome Trust.

Following the Arts and Humanities Research Council's (AHRC) Cultural Value Report, King's College London led a consultation on how to connect researchers, practitioners and policy makers in understanding cultural value. The resulting scoping study led to agreement between AHRC, Arts Council England and PHF to support a new centre with an investment of £2 million over five years.

The new centre, the Centre for Cultural Value, based at the University of Leeds, will help to widen understanding about how arts and culture make a difference to people's lives. It will foster networks, communities of interest and greater mutual understanding between people working in different sectors, artforms and academic disciplines, so that evidence about the arts is more accessible and more widely used by those working in the cultural and other sectors.

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Arts evidence

Our learning

Highlights

Much of the work we fund has responded to the potential for the value of the arts to be understood more deeply when it brings the shared skills, insight and experience of researchers, practitioners and policy makers together.

The establishment of the funder partnership for the Centre for Cultural Value – and the process of developing a consortium to establish the Centre – are examples of sectors coming together, illustrating why this work is both important and challenging.

Challenges for sector

The commissioning and funding context for arts organisations continues to be difficult, squeezing time for reflection, learning and testing new ideas, while making these activities all the more necessary.

Financial pressures also make partnership working more pressured and limit the time and motivation for sharing knowledge and learning.

Existing research and evidence is not all easily accessible and/or presented in ways that are useful to practitioner or policy audiences.

There is a need for greater mutual understanding between people working in different sectors, artforms and academic disciplines, so that evidence is more easily shared and used.

Challenges for our grant-making approach (further detail on our main arts related funds is at pages 8–13)

Many arts organisations see the purpose of evaluation as primarily accountability to funders and/or fundraising/advocacy, rather than as opportunity to explore, learn and improve.

Many applicants to PHF under-budget for evaluation costs and for time to reflect on evidence and implement change and/or have unrealistic evaluation objectives.

How PHF has responded

Investing in the Centre for Cultural Value, as a partnership approach to tackling shared challenges through dialogue, networking, skills development and evidence sharing.

Introducing an evaluation support scheme that offers those with ‘Explore and Test’ grants help from an independent evaluator, paid for by PHF, to design and plan their approach to evaluation and learning.

Organising or hosting events that enable arts organisations and partners to come together to share their approaches and learning.

Arts evidence

Our learning

Opportunities

The development of evaluation methods and techniques that feel more appropriate to arts organisations and their publics and yield usable data.

Much of the work funded by PHF under this priority is coming to conclusion, bringing the opportunity to share findings and realise benefits more widely.

More opportunities for cross-programme funding at PHF, to support significant research and evaluation as part of project work by arts organisations. Forthcoming work includes:

- a partnership between the National Alliance of the Arts in Criminal Justice and Cambridge University's Institute of Criminology to evaluate the impact of arts activity in prisons;
- contribution to With One Voice's work advocating for the role of the arts in homelessness strategies.

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We see opportunities to develop evaluation methods and techniques that feel more appropriate to arts organisations and their publics and yield usable data.

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Youth and growth funds

Priority 5: Supporting the development and growth of organisations investing in young people to achieve positive change



WHY? Outcomes for young people and the sector

86

Learning and development

Developing strengths and capabilities. Informal and structured learning opportunities to manage personal circumstances and increase skills and resources.

35

Engagement

Encouraging young people to take part. Safe space, fun activities and informal learning, connecting to and creating a positive peer group and building relationships with the community.

33

Leadership

Identifying potential and harnessing talents and abilities. Investing in strengths and capabilities, taking and gaining responsibility and motivating others as an empowered member of society.

28

Taking action

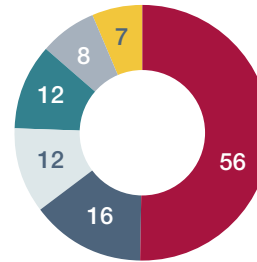
Practical experience in the community. Taking action in the community and society, increasing youth voice and influence, engagement in democracy and activism.

16

A stronger sector

Strengthening sector infrastructure. Improving quality of practice and use of evidence, enabling strategic coalitions, supporting leadership and good governance.

WHO? Focus/specialisms of organisations we support*



- Non-specialist, providing support for a broad range of issues
- Exclusion from/access to education, training and employment opportunities
- Mental health and wellbeing
- Experience of criminal justice system
- Living in care, kinship care or care leaving
- Gender identity, gender expression, LGBT+ and discrimination

**Due to the range of specialisms only the most common are reported here.*

HOW? Routes to growing impact

46

Programme expansion

Includes expanding existing programmes, or delivering new ones. Reaching more/ different young people. Usually achieved by funding a development or delivery manager.

34

Organisational development

Includes work on strategy, staff/volunteer development, new ideas, new relationships, improved processes, planning, etc. Usually achieved by funding CEO or senior manager salary.

26

Influencing, advocacy, campaigning

Variety of approaches to shape the external context in which young people live. Funding may be for CEO or dedicated role.

22

Youth participation, asset-based working, quality

Variety of approaches include facilitating greater youth involvement, improving quality of programmes, developing quality frameworks, etc.

22

Income generation

Some organisations focus on fundraising via established routes, others on developing new or diverse approaches or sources. Usually achieved by funding CEO or senior manager salary, or a dedicated fundraising post.

Youth and growth funds

Our learning

Highlights

Applying knowledge from commissioned evaluation to develop further our funding approach.

Evaluators' outputs are supporting decision-making and how we assess grant effectiveness, adding to our understanding of asset-based working and routes to growing impact.

Continued confirmation of the value of core funding that aligns with organisations' overall ambitions.

Growth Fund continued to demonstrate the **value of targeted organisational development support** to complement core funding offer.

Delivering research **about the state of learning and impact practice** in the youth sector.

Building the field through investment of additional discretionary funding with an aim of strengthening the sector as a whole.

Increased appetite to collaborate and present a unified voice across the youth sector.

Developing Youth Fund **follow-on funding**, acknowledging the need for longer-term support in achieving plans to grow impact.

Formalising young people's voices in our decision-making, including appointment of young people as PHF Grants Panel advisors.

Launching the Act for Change Fund to support youth social action, significantly increasing our resource for funding work focused on young people. This is delivered in partnership with Esmée Fairbairn Foundation and National Lottery Community Fund.

Challenges for sector

Continued pressure on provision for young people. More acute need is being seen and the **consequences of sustained under-investment in universal and targeted youth services** are becoming clear.

Whilst, in previous years, we had highlighted a lack of government focus on youth policy, there were promising signs of change in the past 12 months.

A number of key mergers/closures has altered the sector landscape, with many organisations continuing to feel financial pressure.

Challenges for our grant-making approach

Declining number of Youth Fund applications over a sustained period, which may be a signal of **pressure to focus on direct delivery/programme funding, rather than investing in growth**.

Organisations' appetite to access additional capacity building support and for **increased interaction with PHF through convening is welcome** but has staffing and resource implications.

Youth and growth funds

Our learning

How PHF has responded

Continuing to improve and adapt our approach by applying key learning.

We have developed key criteria to help us understand the depth of an organisation's asset-based approach and how it links to their organisational development and growth.

We continue to **aspire to be a flexible and responsive funder**, receiving regular requests to change the 'use' of a grant and feedback that this is valuable.

We continue to create **opportunities for organisations we fund to connect with one another**.

Working to develop a **clearer structure for our non-financial support** for organisational capacity building.

More and more we are **collaborating with other funders**, with Act for Change Fund the clearest expression of this.

Opportunities

Promising signs of increased engagement with youth policy

in government, including with recommendations of the APPG Inquiry into Youth Work.

Applying learning from research and evaluation and sharing it externally

(including: evidence of the effectiveness of core support; understanding of asset-based working and organisational development in practice; and the value of organisational development and the value of supporting young people to lead change).

Focusing more attention on developing our broader approach to building sector infrastructure

, including learning and impact practice. We are recognised as a funder who helps organisations to understand the difference they're making; how this manifests; and how they can focus on quality, learning and continuous improvement (rather than 'proving' impact).

Looking for opportunities to **develop Act for Change Fund** in future to build more support for young people leading social change.

Continue to collaborate with other funders to influence policy and practice and fund more effectively across the sector.

“

We are recognised as a funder who helps organisations to understand the difference they're making; how this manifests; and how they can focus on quality, learning and continuous improvement (rather than 'proving' impact).

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Shared ground fund

Priority 6: Supporting young people who migrate and strengthening integration so that communities can live well together



WHY? Outcomes organisations are focused on*

40

Civic participation

Local and city infrastructure – including organisations and institutions that enable integration – are better able to manage changing demographics. Communities and young people who have migrated can confidently participate in public life.

31

Access to quality support services

Improve the quality, capacity and access to support services that: a) help people who have migrated overcome barriers to integration; and b) prevent harm and risks associated with insecure immigration status.

25

Inform public narrative and perceptions of migration

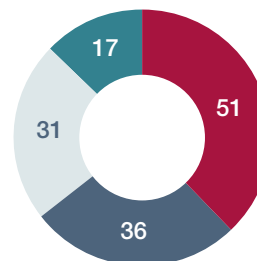
The public debate becomes better informed and less polarised about migration involving a more diverse range of voices to contribute to more welcoming environment for people who migrate to the UK.

20

Migration system reform

Influencing policy makers to achieve a more humane policy and legal framework, and working to create safe routes for people into the UK. Centred on principles of fairness, accessibility, due process, efficiency, equality and respect for human rights.

Who are we funding?



- Service providers and legal services
- Campaigning and advocacy
- Research institutes and think tanks
- Infrastructure organisations

HOW? Approaches and methods

51

Movement building

Cross-sector collaborations to effect change at local and national level. Includes building strategic alliances to help people take action on issues of mutual concern; supporting communities to challenge power and achieve change; and training and leadership development to encourage people with lived experience to lead social change.

40

Policy, research, strategic communications

Includes research, policy analysis and briefings to influence policy or legislation change; support for the framing of key messages; and building communications capacity in the migration sector. Arts is also used as a vehicle for communicating and reaching new audiences.

33

Service innovation and delivery

Services to support people facing barriers or risk associated with insecure immigration status; and testing or developing new models of delivery to increase quality, capacity and accessibility of services.

14

Legal work and strategic litigation

Support for work that primarily uses the law to achieve change through legal casework, test cases or judicial reform.

*Due to range of outcomes, only the most common are reported above.

Shared ground fund

Our learning

Highlights

Renewed sector energy and capacity to undertake **campaigning and influence** decision-makers in more strategic ways.

Supporting Migration Exchange network of funders to create a tailored support package aimed at building sector **leadership by people with lived experience of migration**.

Reinstatement of legal aid for separated children as result of sustained work by The Children's Society and Islington Law Centre. PHF funding supported two pieces of research that were used as key pieces of evidence in the case.

Challenges for sector

Many familiar challenges persist, including:

The **'hostile environment'** for migration and integration that is felt by many of the organisations we support.

The **uncertainty of the political environment**, coupled with the intensive focus on Brexit, makes long-term planning and policy influence a challenge for the sector.

The Integration Green Paper and subsequent action plan showed a promising shift towards a whole community approach; however, in practice **focus remains on migrant integration** and the government's attention continues to be focused on Brexit.

Access to immigration legal advice continues to be very limited due to insufficient funding.

Local Authority cuts mean many services continue to be under-resourced.

Although some progress has been made, **implementation of the EU Settlement Scheme has been problematic**. The use of semi-automated decision-making poses new challenges for those concerned with decision-making practices.

The **Immigration White Paper** has not fully addressed many of the issues core to the needs of the people that the sector supports.

Challenges for our grant-making approach

Renewals/follow-on funding for grants coming to an end and **how best to support next steps**.

The sector needs support in developing its **skills and capacity for understanding impact**, and has the appetite for doing this well.

Making clear the rationale underpinning our grant-making approach in this area and communicating this externally.

Shared ground fund

Our learning

How PHF has responded

Continuing to resource **campaigning, advocacy and coordination work** across the sector.

Continuing to facilitate **access to justice through core grants**, supporting organisations to think about overall advice infrastructure in their region, and encouraging partnerships between local authorities and advice organisations.

Working alongside partner foundations to have a **more strategic funding response to immigration advice**.

Exploring where **grants made over a longer period of time** would be helpful.

Providing additional budget and application advice to **support organisations' evaluation and impact measurement**.

We have developed a **theory of change** which has supported clearer communication and informed decision-making, allowing us to cluster grants together and position them in their wider context where their work is complementary.

Opportunities

Data shows a **softening of attitudes towards immigration** while there is a growing awareness of the challenges posed by far-right populism.

The change of Prime Minister might allow a departure from the hostile environment in pursuit of **alternative ways forward**, though will likely focus on loosening economic migration.

Parts of the sector are calling for devolution of immigration policy, removing the Home Office monopoly on decision-making in favour of relevant departments/devolved governments. There is also greater recognition and **consideration of the intersection of race and migration**, highlighted by the Windrush scandal.

Our annual residential continues to be very important for **enabling the organisations we support to connect** and we are seeing increased appetite for collaboration and sector-led joint working.

Some of the organisations that we support are indicating that they would want PHF to be more proactive in supporting them to **work towards shared outcomes**.

Build on the findings of two **research projects into provision of immigration advice and support for care leavers** who have migrated.

“
Our annual residential continues to be very important for enabling the organisations we support to connect and we are seeing increased appetite for collaboration and sector-led joint working.

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Playing our part

Responding to changing needs

Here we summarise our overarching reflections on the changing environment in which we and those we support are working, ways in which our grant-making approach is evolving and the opportunities we see in the future.

Highlights

Involving a **wider range of voices in our decision-making structures** through our grants panel advisors, including the four young people we recruited.

Using all of our resources to deliver to our mission. This has included becoming clearer about the interplay between the themes we fund and the approaches, tools and resources at our disposal – for example, integrating voice, evaluation, research and tailored support as part of a holistic grant-making package where this is particularly needed.

Continually improving how we support organisations to **share their knowledge, insights and learning.**

Working in **close partnership with other funders** in a range of ways.

Supporting **new digital approaches** and a national digital skills development programme, in partnership with a range of other funders.

Trustees' decision to expand our grant-making approaches and their approval to increase budgets.

Challenges for sector

The needs of organisations continue to intensify as resources are increasingly stretched; the financial climate is tight and the environment for voice, influencing and advocacy work is constrained.

These challenges are taking place against a backdrop of **an increasingly polarised society.**

Declining trust in charities is placing additional pressures on the organisations we fund.

Challenges for our grant-making approach

In line with the experience of organisations we support, **funders too are facing growing public scrutiny**, which requires us to expand our due diligence approaches and can mean we ask more of our grantees.

Flexible, responsive grant-making, a focus on relational grant-making, and our intentional support for a variety of approaches is labour intensive and has resource implications, at a time when **we aspire to keep administration costs proportionate.**

Adequately resourcing partnership work, acknowledging the time and effort required to be a responsive and thoughtful partner.

Playing our part

Responding to changing needs

How PHF has responded

We have made a number of changes in response to what we are hearing from those we support, including:

A shift towards more core funding, which reflects our ambition to be a flexible grant-maker who is responsive to the needs of organisations.

Recognising the importance of stability by making **longer-term funding commitments** of up to 10 years.

Maintaining and extending our interest in **long-term systems change**; growing the field, as well as organisations and individuals, to address root causes. This has included support for the sector infrastructure through the **Backbone Fund**. It has also included a collaboration with five other funders (Esmée Fairbairn Foundation, Lankelly Chase, Tudor Trust, Lloyds Bank Foundation for England and Wales and City Bridge Trust) through the Local Motion initiative to explore the role of coordinated place-based funding.

Piloting **Our Neighbourhood Fund** that supports organisations in close proximity to PHF's offices **and responds to local needs** in that area.

An increase in our overall grant-making expenditure (46% in 2018/19 following a 21% increase in 2017/18) in response to the pressures on those we support.

Opportunities

The increasing scrutiny on charities and funders alike presents an opportunity to **reflect on how we consider ESG (environmental, social and governance) factors** across all operations.

Increasingly we are seeing **an appetite for funders to work together to address some of society's seemingly intractable issues**. We expect to pool and/or align funds more, and to increase both formal and informal partnerships.

Our larger grants can shine a light on and **celebrate excellent practice and leadership** in fields which are important to us achieving our mission.

“
Increasingly we are seeing an appetite for funders to work together to address some of society's seemingly intractable issues.

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Paul Hamlyn Foundation

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