

Paul Hamlyn Foundation

Yearbook 2008/09



phf

Cover:

A participant in Paul Hamlyn Foundation's 'Take Over day' in November 2008. PHF played host to a group of young refugees from Hillingdon, West London, who learned about grant-making

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Chair's statement

A commitment to empowerment

In November 2008 we hosted a group of young refugees and asylum seekers from Hillingdon, West London, at our offices. We had invited them to spend a day with us to learn about the grant-making process as part of our support for a small grants scheme, run by them for the benefit of young people in their area. During the day, these young people were inspired to hear of my father's experience of arriving in Britain as a refugee from Germany in the 1930s, and his achievements in the world of business and philanthropy. At the same time, all of us at the Foundation who spent time with them were inspired by their openness, energy and desire to make the most of their lives in this country.

At our recent trustees away day, we returned to the theme of how we can effectively make a difference, and how we need to find new ways to help people, such as this group, help themselves. We reflected on how we need to keep hold of our core values whilst we expand our grant-making activity and move into new areas of work. We reaffirmed the need to be courageous in supporting unpopular or disregarded causes or backing innovations that could at times fail. While we can offer potentially life-changing opportunities for individuals and groups, we must have the confidence to trust people with the funds we provide, empowering them to shape their projects and plans for themselves.

Our commitment to empowerment extends across much of our work. This year we celebrated the tenth anniversary of our Awards for Visual Artists, part of the Awards for Artists through which we support individual artists and composers. We have continued to develop our work in India, supporting social development to help vulnerable groups of people. We have also worked, through the development of Learning Futures, to improve motivation and the teacher-student partnership, encouraging students to be more involved in how they learn.

In the current economic climate it is important to say something about our spending. We are cautious of what may lie ahead for our investments but have taken a decision for the coming year to maintain our spending plans. This is an issue we will need to keep reviewing, but as an independent foundation we believe we have a duty to continue to support organisations whose activities we believe can deliver change, especially as many other sources of funding are declining.

This year we welcomed to the staff two new directors. Lucy Palfreyman, joining us from Church Urban Fund, is our new Finance and Resources Director, and Richard Robinson, joining us from Schroders plc, is Investment Director. We have also appointed a new trustee, Tom Wylie, a former chief executive of the National Youth Agency. Our education advisor, Tim Brighouse, was recognised with a Knighthood for achievements in education in the Queen's New Year honours.

Rushanara Ali is standing down as a trustee after more than five years. We are grateful for her years of service, during which she has brought her experience of social innovation to bear in helping us to develop our Social Justice programme. We wish her well in her future endeavours.

I am deeply grateful to all of our trustees, advisors and especially our Director and the staff for their dedication and commitment.

Jane Hamlyn
Chair

Paul Hamlyn Foundation

Paul Hamlyn was an entrepreneur, publisher and philanthropist, committed to providing new opportunities and experiences for people regardless of their background. From the outset, his overriding concern was to open up the arts and education to everyone, but particularly to young people. In 1987, he established the Paul Hamlyn Foundation for general charitable purposes.

Since then, we have continuously supported charitable activity in the areas of the arts, education and learning and social justice in the UK, enabling individuals, especially children and young people, to experience a better quality of life. We also support local charities in India that help the poorest communities in that country get access to basic services.

Paul Hamlyn died in August 2001, but the magnificent bequest of most of his estate to the Foundation enables us to build on our past approaches.

Mission

To maximise opportunities for individuals and communities to realise their potential and to experience and enjoy a better quality of life, now and in the future. In particular, we are concerned with children and young people and with disadvantaged people.

The objects of the Foundation are to further such charitable purposes and to benefit such charitable institutions as the trustees see fit.

Values

In line with our founder Paul Hamlyn's values, we believe in giving opportunities by realising people's potential and in fighting prejudice.

We are interested in finding better ways to do things and help organisations to sustain and develop their work. We pay particular attention to long-term issues. We are not afraid to address issues which others may find challenging or unpopular. Whilst being willing to work in partnership with government, we are also prepared to challenge its (and other people's) established thinking. We believe independent foundations have an important role to play in society.



Arts programme – page 6

Enabling people to experience and enjoy the arts

A year of developing and celebrating Special Initiatives, with the consolidation of the Breakthrough Fund and the marking of ten years of the Awards for Visual Arts.



Education and Learning programme – page 16

Developing people's education and learning

Alongside the launch of a new theme in the Open Grants scheme, the programme has embarked on the application stages of Special Initiatives focusing on residential education and pedagogical innovation.

Strategic aims

Our strategic aims for the six years 2006–2012 are:

1. Enabling people to experience and enjoy the arts.
2. Developing people's education and learning.
3. Integrating marginalised young people who are at times of transition.

In addition, we have three related aims:

4. Advancing through research the understanding of the relationships between the arts, education and learning and social change.
5. Developing the capacity of organisations and people who facilitate our strategic aims.
6. Developing the Foundation itself to be an exemplar foundation, existing in perpetuity.

Programmes

We seek to achieve our first five aims by establishing three partly overlapping programmes for our work in the UK: arts; education and learning; and social justice. Themes and priorities within each programme may change over time. Each of the three programmes has an Open Grants scheme and Special Initiatives, the latter targeted at issues we particularly want to address to achieve long term improvements in society. We have a separate programme for our work in India.

We expect the programmes and the work we support to have an impact at the levels of individuals, organisations, communities and policy.

Grant-making information

Full information on the objectives of each programme, their themes and priorities, eligibility and assessment criteria, application and grant-making processes is available on the Foundation's website. Eligible applicants are asked to send online an outline application to the Foundation. For further information, please see www.phf.org.uk



Social Justice programme – page 26

Integrating marginalised young people at times of transition

The newest of the three UK programmes has continued to develop with the launch of a major mental health Special Initiative.



India programme – page 36

Supporting NGOs in India, with a particular focus on women and children

2008/09 has witnessed the continuing expansion of the programme, with moves towards the establishment of an Indian office.

Director's report

Innovation in troubled times

As this yearbook will testify, our main strategic aims all emphasise innovation. During the year the Innovation Unit (our partner in the Learning Futures Special Initiative) published 'Honest Brokers: brokering innovation in public services'. The Foundation was named as one of a new type of intermediary organisation emerging within the world of public services, known as 'innovation brokers'. These organisations enable innovation by supporting and challenging practitioner innovators, and by managing the drivers and barriers to innovation at scale.¹

Such endorsements are heartening, but economic developments over the last year have caused us to reflect on aspects of our work. Investment decisions we took in early 2008 have fortunately insulated us from the need to implement quick changes to our plans. While it is too early to come to any certain conclusions, we have sought to assess the possible impact of the recession on the Foundation, on the outcomes we are seeking to achieve and on society more generally. For the year ahead at least we have decided that our aims and objectives remain as appropriate in a recession as before.

The Foundation's work continues to develop as a result of our strategic review in 2006 and the six-year plan we began to implement in that year. The delivery of our strategic aims and objectives remains on track. As planned, we intend to carry out a comprehensive mid-term review in early 2010. Given the economic outlook, however, we will continue to monitor the detailed aims of our grants programmes during the year ahead.

Special Initiatives

Our plan this year was to stimulate high-quality applications to be part of collaborative action-research initiatives in each of our programme areas. We did so for three Special Initiatives: Right Here (established jointly with the Mental Health Foundation), Learning Futures and Learning Away. We have also made good progress with the development of a new Arts Special Initiative, which is planned for 2009/10.

It is unusual for us to have an impact outside of the UK and India, but we were delighted when the NAMM Foundation, the US-based

international trade association for music products, awarded a major grant to the Australian Music Association to support the launch of Musical Futures in Australia's schools.

Also in an international context, our Learning Futures initiative has been launched at a time of intense interest around the world in more radical forms of innovation in pedagogy, beyond the existing models of school improvement. Leading these is the OECD's Innovative Learning Environments project, involving over 20 nations, which is supplementing the knowledge base about learning with inspiring examples of learning arrangements that more explicitly enable young people to acquire 21st century skills. Learning Futures aligns closely with the OECD framework, and its specific focus – engagement – is now a particularly important topic of international research and development interest in education.

Our aim over the course of our strategic planning period is to commit over half our resources through Special Initiatives. We are not yet achieving this aim, but are on track to spend more on Special Initiatives in 2009/10 than on Open Grants.

Open Grants

We nonetheless believe in the importance of maintaining Open Grants schemes, both as a scanning mechanism for identifying possible future activity, and because of the limited alternative sources of funding for untested approaches. The systems we put in place in November 2006 to improve our understanding of what is being achieved under our Open Grants schemes are helping us to develop a better understanding of what works, as illustrated throughout this yearbook. This knowledge informs decision-making and the development of our work.²

We have expanded our operations in India in line with our plans. Our consultant Ajit Chaudhuri is now able to devote the whole of his time to advising us. We also set up a programme committee modelled on those which we developed in the UK. We are delighted that Sushma Iyengar, Dr Donald Peck and Shankar Venkateswaran have joined us as advisory

1 Innovation

Our initiative Musical Futures is an example of how we have managed to scale up innovation. The Musical Futures ideas and tools were being used in about 30 schools in January 2007, at the time when we published our initial findings. They are now being used in about 1,000 schools. (See Education and Learning Special Initiatives, pp. 20–21)

2 Learning points

We have sought to show how we are learning from the activities we fund, and such conclusions are highlighted throughout this yearbook

members of the India Committee. Our objective to set up an office in India remains unmet while we await the necessary consent from the Reserve Bank of India.

Across all our grant-making activity, we continue to pursue a 'grants plus' approach, by using our ideas and contacts to develop and share knowledge. This can range from a major piece of work to more modest interventions, such as bringing organisations together which we can see are working on similar issues in complimentary ways.³

Other strategic developments

This year we reviewed the impact of the changes made in 2006 to our governance. We concluded that our two main aims had been met. First, by establishing programme committees with external advisory members, we had improved decision-making about the development of each grant programme and on applications. Second, we had freed up more time at full board meetings to review activity and progress towards objectives. The review also highlighted that we needed to involve the full Board of Trustees at an earlier stage in the scoping and shaping of new Special Initiatives; we have since done so.

During 2008/09 we planned to develop and implement a formal research strategy and to audit our funding for capacity building. We were not able to complete these pieces of work in the year, and they remain objectives for the current year.

Our appointment of Lucy Palfreyman as Finance and Resources Director and Richard Robinson as Investment Director represents an unusual move for a UK foundation. While it is quite normal in the US for the finance and investment functions to be distinct, our decision to separate the functions is less typical here. It is intended as part of wider capacity-building measures for the Foundation. We have also increased our communications capacity with the appointment of a Communications Manager, Dan Watson. This has increased the amount and timeliness of the information we provide. A quarterly newsletter is now available, and we will be developing new online systems to deliver a higher

quality of service to applicants, grant-holders and other organisations.

We also welcomed to the staff Ushi Bagga, Gillian Goode and Vicki Selby. We said goodbye to Gerry Creedon, our Accountant who had worked for the Foundation since 1990, and to our first Grants Officer, Ruby Ireland. We wish them both well in their future careers.

About this yearbook

This year we are explicitly required to report on how our work is of benefit to the public, following changes introduced under the Charities Act 2006. All our grant-making activities are directly linked to our mission, which is stated in full on pages 2–3. This yearbook focuses on the qualitative nature of our work and how we have impact at the level of the individual, organisation and sector. We seek to do this in a number of ways, particularly by encouraging innovation, empowerment and participation. We believe these demonstrate the public benefit of our work.

Following this qualitative approach, we have chosen to publish only summary accounts here; full accounts are available on request from the Foundation or online at www.phf.org.uk. To ensure full external standards of accountability, the text of this yearbook (when read with the full accounts) meets the required Statement of Recommended Practice for charity reporting and accounts.

Finally, we welcome feedback from readers and are always interested in the opinions of the people and organisations we work with. Please take the time to share with us your thoughts on this publication or any aspect of our work, using the form provided with this yearbook.

Robert Dufton
Director

3 Sectoral impact

One significant piece of 'grants plus' work this year was our participation in the public consultation by the Culture and Learning Consortium, which led to the publication of 'Get It: The Power of Cultural Learning' (see Arts report, p. 8)

John Cockerill and Amit Sharma in 'The Cat Who Ran', an adaptation from a Japanese book by Naoko Kudo, performed by Unicorn Theatre and directed by the company's Artistic Director, Tony Graham. The Arts programme funded Unicorn's first ensemble of actors, which also included Samantha Adams, Julie Hewlett, David Smith and Géhane Strehler.

Arts programme





Arts programme Report

This programme is primarily aimed at increasing people's experience, enjoyment and involvement in the arts, with a particular focus on young people.

We support organisations and groups through our Open Grants scheme, concentrating on work that is transformational at three levels: for the participants, for the funded organisations themselves and, more generally, for the sector in which they operate. We also give grants to talented individuals through our Special Initiatives: the Awards for Artists, JADE Fellowships and Breakthrough Fund.

This year has enabled the Arts programme to consolidate both the Breakthrough Fund and the extension of our Awards for Artists to composers. We also strengthened the analysis of our Open Grants in terms of public outcomes and impact, while continuing to research new possible Special Initiatives.

Grantee relationships

The biggest area of change in 2008/09 has been the type of relationship that we are developing, with the help of consultant Kate Tyndall, through the Breakthrough Fund. We are much closer to the cultural entrepreneurs at the heart of our first five grants than we would normally be through the Arts Open Grants scheme, often helping them develop their plans through advice or by acting as a sounding board. We have also changed the nature of the risk that we take by committing to these exciting ideas before the details of the projects – such as fully developed plans, timelines or budgets – have been worked out.¹

As a result of the external evaluation we have carried out since the inception of the Breakthrough Fund and the work that we are doing with grantees, we have placed more emphasis during the second round of applications on assessing whether applicants have the capacity to realise their artistic visions. We very much look forward to developing similar relationships with the 2009 grantees.

In the Open Grants scheme, we introduced outcome targets as part of our formal agreements about 18 months ago and are now able to begin to measure the impact of this process. With two thirds of grantees exceeding or meeting all of their outcome targets, more work is needed to understand why one third did not, and how we can increase the rate of organisations meeting their targets.

Another noticeable shift is that we have funded more work including adults this year than in 2007/08 – often alongside young people. This reflected our objective of encouraging inter-generational initiatives. However, we still do not receive many multi-age applications for adults and older people and we therefore look forward to supporting more of this type of work in the future.

Over the last two years, our aim for the Open Grants schemes across the Foundation's three programmes has been to encourage proposals from outside London and the South East. We were pleased to see that this is beginning to bear fruit, with a better balance between grants to organisations working in London/the South East and elsewhere in the UK. We remain committed to this objective and will continue to monitor this carefully.

We are delighted to be part of the Culture and Learning Consortium that has published 'Get it: The Power of Cultural Learning', a report based on the findings of an extensive public consultation with practitioners working across the cultural and education sectors initiated over a year ago. This report advocates for improvements in the way cultural organisations, schools, colleges and other learning settings work together. We hope that this agenda for advocacy and action will have a significant and durable impact over time.

1 Positive risk-taking:

The Breakthrough Fund sees the Foundation adopting a new type of risk. Rather than requiring detailed plans at the application stage, we ask for a broad description of aims, and then allow activities and outcomes to be shaped by the processes of understanding, defining and planning work

We started last year, in collaboration with the Association of British Orchestras, a sector-wide discussion to see how classical music organisations, and particularly orchestras, might work more collaboratively as a sector with audiences and communities. While this attempt to generate debate and change seems to have had little impact yet, we hope that a research project aimed at spreading models of good practice to measure the impact of education and community work will help to generate more follow-up activity – if only because this work was commissioned through the ABO by a group of education managers in orchestras.

New avenues

This year, we worked with Maddy Morton and Jill Armstrong, from market research company Lucid, to carry out a series of one-to-one and round-table discussions across the country to investigate how we might support the museum and gallery sector, particularly around the notion of engagement and participation. This process has enabled us to start a useful debate with both museum directors and project participants, and to start talking to all the principal agencies working in the field. We are now gathering material on case studies and will continue to scope how we might become involved over the course of next year.

We also started researching last year how we might support artists who work as workshop leaders or animateurs in a variety of settings, from schools to prisons or community groups. Consultant Susanne Burns managed a series of 14 individual interviews and six regional focus groups (facilitated by Deb Barnard) involving 58 people.

Using the findings that emerged from this consultation process, we are testing the feasibility of an intervention in this field at two levels: at training stage, when artists study in colleges or universities, and when artists are already working participatively, through continuous professional development opportunities. We look forward to shaping this new possible Special Initiative in the months to come.²

Outcomes for arts organisations

The world's economic disarray and its effects in the UK have obviously begun to have an impact on the arts organisations we are in contact with. At best, it appears that there has been a change in booking patterns (fewer season bookings, tickets purchased later than usual and fewer door sales seem to be the dominant trends). At worst, there are warning signs that fundraising income from private sources – whether from businesses, individuals or charitable organisations like PHF – is dropping.

While some organisations have already altered their programming strategies accordingly, it is likely that many more changes are still to come. After a number of years when the arts benefitted from healthy settlements from government and increasing levels of private support, it is difficult to see how expectations on these fronts can be high in the years to come.

Having ourselves changed the way we agree outcomes with the organisations we fund, we very much hope that the new outcome-focused funding agreements being introduced by Arts Council England to all their regularly funded organisations will provide helpful ammunition to art forms and sectors making cases for excellence, innovation and risk-taking. In this tough climate, this process can hopefully only add to the existing hard evidence of what the arts can achieve.



Oily Cart – ‘Pool Piece’, at Amwell View School

Part of a three-year programme of participatory theatre residencies in special schools we support for young people with learning disabilities and their siblings, families and carers

2 Sectoral and individual

impact: A lot of the work we support through the Arts Open Grants scheme uses artists as deliverers and catalysts: by supporting artists in participatory settings, we hope to be able to have impact on the arts sector as a whole. See the JADE Fellowship summary in the Arts Special Initiatives (pp. 10–11)

Arts programme

Special Initiatives

Awards for Artists

Support for individual artists

£424,410 in 2008/09

The Awards for Artists scheme exists to support individual artists to develop their creative ideas and continue to practice regardless of financial or other outside pressures. Eight Awards of £45,000 are given on an annual basis, five for visual artists and three for composers. They are made on the basis of talent, promise, achievements and need.

2008 marked the tenth anniversary of the Awards for Visual Arts. Over the course of the year, we gathered powerful stories showing what the scheme means for past recipients and helping us to build up an overview of its impact:

“The award became both a catalyst and an underpinning of my experimental practice. It invested freedom and belief into areas that do not expect reward, applause or market approval ... A unique and intensely valuable gift, whose benefit will echo to the end of my days.”

Brian Catling, 2001 recipient, on the occasion of the tenth anniversary of the Awards for Visual Arts

To mark the occasion, we also re-launched the Awards' presence on the Foundation's website to show some of the recipients' work through images, audio and video, as well as background information.

The 2008 Award recipients were announced at a reception at the Royal Institute of British Architects in November. Richard Wentworth, the renowned British sculptor, was keynote speaker and made the announcements. The 2008 Awards for Visual Arts recipients were Duncan Campbell, Marcus Coates, Simon Martin, Terry Smith and Alison Wilding, and the Composers were Emily Howard, Evan Parker and Janek Schaefer.

“I am absolutely delighted to receive a Paul Hamlyn Foundation Award for Composers. To be given a grant with no hidden agenda equates to artistic freedom and for a composer there is no greater privilege. It is a life-changing event.”

Emily Howard, 2008 recipient

Jane Attenborough Dance in Education (JADE) Fellowship

Career development for dancers

£61,958 in 2008/09

Set up in 2005 for five years, the JADE Fellowship is awarded to a professional dancer coming to the end of his/her career and wishing to transfer their skills to dance education and community work. The Fellowships commemorate PHF's former arts manager, Jane Attenborough, who died in the 2004 Asian tsunami. The scheme is based on the belief that professional dancers have valuable qualities and skills to bring to dance in education.

In May 2008, Siobhan Davies Dance was awarded the fourth JADE Fellowship for dancer Tammy Arjona. The Fellowship is designed to give Tammy experience of delivering education and community dance work across a broad range of ages, groups and contexts – as well as developing her project management skills.

During 2008/09, we were delighted that the first JADE Fellow, Simon Cooper, started a new full-time post as Rehearsal Director for Verve at the Northern School of Contemporary Dance in Leeds. The second Fellowship, to Northern Ballet for Andy Barker, came to an end and Andy is currently developing his skills further through courses in a range of movement-based practices, with a view to teaching. The third Fellow, René Pieters, has continued to broaden his skills working at Tees Valley Dance and Northumbria University and embarked on this last year of his Fellowship.

Over the course of the year, consultant Susanne Burns undertook an independent evaluation of the Fellowships and her findings and recommendations informed the selection process that resulted in Tammy Arjona joining the scheme. We have committed to continue ongoing evaluation of the programme until at least the end of the fifth Fellowship in 2011. We will develop plans to share our learning over the course of 2009 so that the dance sector as a whole can benefit from the information we are gathering.



Tammy Arjona – 2008 JADE Fellow

Tammy Arjona leads movement exploration with pupils from the Charlotte Sharman School for Siobhan Davies Dance's Primary Bank choreographic after-school ensemble (a programme also supported by the Foundation)

“The single biggest thing the Breakthrough Fund gives us is the time to make it happen – to take the festival seriously as an occupation, not an elaborate side project. We can stop for a second, think, process, and put in place those things – structures, methods, dreams – that are needed in the long term. We can think not only about survival, but also about how to develop artistic ambitions that are challenging and progressive.”

2009 Breakthrough Fund recipients Tom Chivers, Sam Hawkins and Marie McPartlin of London Word Festival

Breakthrough Fund

Support for cultural entrepreneurs in the arts

£1,197,635 in 2008/09

A successful arts economy requires not only great artists, but also talented and visionary people who can enable these artists to make great things happen. Paul Hamlyn Foundation launched the Breakthrough Fund, now in its second year, to support exceptional cultural entrepreneurs with a pressing and persuasive vision, drive, and a strong track record of making things happen.

Funders are rarely willing to commit at the stage where a vision exists but is not yet clear in terms of deliverable activities, resourcing and risk. Through the Breakthrough Fund, PHF commits funding earlier in the cycle, trusting that grantees, as they progress, will identify and realise their plans and the outcomes of the Fund's support.

Since making our first five grants last year, we have been asked by recipients to give advice, to act as mentors or as external consultants, and to be a sounding board – at times remaining in close contact and having monthly updates and de-briefs.

As the Breakthrough Fund works through nominations only, respected individuals across art forms, practices and regions help us to spot cultural entrepreneurs at critical points in their career, for whom a grant would make a difference. In 2008/09, 14 nominators (all different from last year's) led to PHF receiving 37 proposals, from which the following grants were made:

- Natalie Abrahami and Carrie Cracknell/The Gate Theatre – £254,000
- Tony Butler/Museum of East Anglian Life – £150,000
- Tom Chivers, Sam Hawkins and Marie McPartlin/London Word Festival – £141,000
- Helen Cole/Inbetween Time Productions – £278,000
- Claire Doherty/Situations – £300,000

The ten grants that we have made so far over the two years of the Fund have covered elements of core costs and some artistic expenditure. Though centred on individuals, these grants were made to the organisations with which they work.

In the course of the year ahead, we will set up an evaluation framework to measure the impact of the Breakthrough Fund, which we aim to track over a timeframe that extends beyond the grants themselves. We will also embark on a third round of nominations and applications in the course of 2009.

Arts programme

Open Grants scheme



The Making – Theatre of Making in Gosport

Our support to pilot the integration of a school and community programme with three high-profile crafts public events ended in 2008



Sistema Scotland – Take a Musician Home for Tea concert series

One of the 'Big Noise Raploch' initiatives that involve young members of the orchestra with their families, carers and communities



Sing London – Sing Middlesbrough

Our grant is underpinning the development and roll-out of the Sing London festival into a national programme

Grants Awarded in 2008/09

Sistema Scotland

Core support to grow children's orchestras in Raploch, on the outskirts of Stirling

£234,000 over two years

Big Noise Raploch aims to transform lives and empower a community through music, creating new life opportunities for children and their families in a deprived area of Scotland.

Sistema Scotland has started breaking down the cycle of social deprivation which puts children at risk of becoming involved in crime, drug abuse and anti-social behaviour by developing children's social skills, confidence, aspiration and drive; supporting them across all areas of development; and recognising individual achievements. Although only launched in the summer of 2008, Big Noise Raploch is the culmination of years of work to adapt the Venezuelan model developed so successfully over 30 years by Maestro José Antonio Abreu and exemplified by the internationally recognised Simon Bolivar Youth Orchestra.

Our grant represents about 80 per cent of core costs for the period spanning the 2009/10 and 2010/11 academic years. It will enable Sistema Scotland to start its second year of activity on a more secure financial footing so that it can continue to grow its already considerable achievements.

Different approach: Big Noise Raploch is tipping western music education on its head in the way it approaches how children learn to play their instruments, introducing a completely new value system. Rather than individual teaching, practice and ambition, everything is communal. Children begin as part of an orchestra, with shared lessons and practice; the culture is of mutual support, with the aim to be the best one can be, rather than the best. The goal is not about music, but discipline, respect, achievement through work and teamwork, and always striving for excellence.

Sing London

Organisational development

£74,183 over three years

Working in partnership with a wide variety of arts and community organisations, the Sing London festival aims to provide new opportunities for collective singing, both professional and amateur. Those new to singing are particularly encouraged to take part.

Our grant, made in the summer of 2008, is underpinning the roll-out of the festival into a UK-wide programme of collective singing events called Sing the Nation. We are supporting Sing London's core activity and enabling the development of

new strands of work. Many elements of the programme are linked to the themes of the 2012 Cultural Olympiad. Sing London has developed strong relationships with key partners and started to develop a national presence.

Core support: We have a track record of core support grants that back an organisation's vision and mission. In an increasingly adverse economic climate, we believe it is vital for us to continue to provide this type of funding.

Ongoing Grants

People United

Core support to underpin the salary of the founder and director

£30,000 over 18 months

People United uses the arts, sport and creative ideas to foster, celebrate and research kindness in all its forms. Our financial support, soon after the organisation was created, underpinned the development of a three-year strategy, the setting up of the business on a solid footing, and the creation of a website.

This was followed by a series of trial projects in schools in Kent and West Yorkshire, supported by, amongst others Arts Council England. The work undertaken in the pilot schools focused on stories celebrating good deeds and actions. Assessment by the University of Kent and Canterbury Christchurch University found that it demonstrated significant and consistent changes in pupils' attitudes and how they relate to the wider community.

Strong methodology: People United acts as a practical laboratory to test and evaluate social programmes that are catalysts for kindness, using arts and creativity as a tool. The company is developing pragmatic and measurable approaches to realising an ideal.

Unicorn Theatre

Underpinning the creation of an ensemble of actors for young audiences

£295,000 over three years

Unicorn, based in a new building in Southwark, is one of the UK's flagship theatres for children.

Through our grant, Unicorn has become one of the few theatres in the country – and the only children's theatre – to have its own in-house ensemble. The six full-time actors have taken part in all the Unicorn productions and played a pivotal role in education and community work. It is through this participatory programme that the benefits of the ensemble have been felt most immediately, creating more direct links between the main stages and education work.

Having the same group of actors in the building over a longer period of time has also challenged the boundaries between management and creative teams.

Changing culture: Unicorn Theatre is developing a new operating model, partly to maximise the opportunities offered by a new building and partly in response to external and financial pressures. The ensemble is one of the main tools used in the organisational development process it has undertaken.

Completed Grant

North Down's Borough Council

Piloting outreach work in local estates and extending partnerships with local schools as part of the Aspects Irish Literature Festival

£13,000 over four months

North Down's Borough Council runs the Aspects Irish Literature Festival every September to celebrate Irish writing through the presentation of emerging and established writers.

Our grant was used to develop an education programme, Young Aspects, through the expansion of outreach work in schools and the launch of a pilot study with communities from two local estates. The Writers in Estates programme faced some difficulties because of low levels of participation from local residents. It was therefore agreed that our grant would be redeployed to focus solely on the development of partnerships in schools and new work with further education institutions.

This strand of work proved successful, exceeding its targets in terms of impact on participants. Because most of the children living on the targeted estates are going to the schools involved in Young Aspects, the Council still aims to reach families and friends in due time through these young participants.

Flexibility: As a responsive funder, we welcome dialogue with grantees who may need to change their plans to reflect what they have learnt from work having taken place, while remaining true to their original aims and objectives for the grant.

Arts programme

Grants awarded in 2008/09

Special Initiatives

Breakthrough Fund

Natalie Abrahami & Carrie Cracknell/The Gate Theatre To enable the recruitment of an associate producer and assistant producer to develop stronger relationships with co-producers and to increase the Gate's reach through touring, revivals, co-productions and productions beyond the boundaries of the existing theatre space.	£254,000
Tony Butler/Museum of East Anglian Life To develop HaHA (Happiness in Heritage and Arts) to help put the achievement of happiness at the core of the value systems and programming of a network of cultural organisations. This work will result in a participative programme, research, advocacy, consultancy and a network of like-minded partners.	£150,000
Tom Chivers, Sam Hawkins & Marie McPartlin/London Word Festival To give the Festival a more solid and sustainable footing on which to develop creative cross-genre programming and engage with new audiences. Our support will also give the three founders and co-directors a guaranteed income over three years.	£141,000
Helen Cole/Inbetween Time Productions To enable Helen Cole to set up an independent organisation that will produce the Inbetween Time Festivals, as well as a series of other projects throughout the year. The grant will give her the means to recruit a small team, initiate projects and have personal financial stability.	£278,000
Claire Doherty/Situations This grant will enable Claire Doherty to recruit a part-time project manager and to initiate and develop a series of commissions around the theme of 'interruption'.	£300,000
Stuart Baillie/Oh Yeah Music Centre A grant, in addition to the £192,000 awarded through the Breakthrough Fund in 2007/08, to help grow the Oh Yeah team.	£44,450
Support Costs	£30,185
Breakthrough Fund total	£1,197,635

Awards for Artists

2008 Awards for Artists Eight awards to individual artists of £45,000 payable over three years.	
Visual Arts: Duncan Campbell, Marcus Coates, Simon Martin, Terry Smith, Alison Wilding	£225,000
Composers: Emily Howard, Evan Parker, Janek Schaefer	£135,000
Support Costs	£64,410
Awards for Artists total	£424,410

Jane Attenborough Dance in Education (JADE) Fellowship

Siobhan Davies Dance Company To enable Siobhan Davies Dance Company to put in place two years of support, training and mentoring in dance education for dancer Tammy Arjona.	£50,000
Support Costs	£11,958
JADE Fellowship total	£61,958

Open Grants

Aldeburgh Music To support Faster than Sound, a programme of work dedicated to encouraging collaborations between classical and electronic musicians and composers.	£240,000
Anjali Dance Company To underpin significant organisational change in the provision of education and outreach activities for people with learning disabilities. The grant supports a new post, associate director of education, who himself grew through the company as a learning disabled dance artist.	£36,200
Antrim Borough Council Through a multi-disciplinary arts project, Origins, our grant will enable Antrim Borough to work with rurally isolated or house-bound participants through an original partnership with the mobile library service.	£27,100
Artichoke Trust A contribution to the core costs of mounting L'araignée by La Machine, the flagship public free event for Liverpool Capital of Culture that took place over three days in September 2008 against the landmarks of the city.	£50,000
The Arvon Foundation To support a three-year partnership programme with football clubs, called Write 4 Life: Writing the Game, from the pitch to the page, to enable young people to attend residential courses in Arvon writing centres.	£71,615
Association of British Orchestras To appoint an evaluation consultant to collate best practice examples in terms of measuring the impact of work on participants and communities; and to develop a guidance note and model for orchestras.	£8,000
B Arts Our grant will support a three-year programme of training for individuals within culturally isolated communities in North Staffordshire, empowering these 'Barefoot Doctors' to deliver arts projects in their local communities.	£160,000
Berkshire Youth Dance Company To develop the company's youth-led structure, artistically and administratively.	£7,072
Cheek by Jowl Theatre Company To fund a theatre archive pilot, using a 1995 production of As You Like It as an example, so that the company can explore ways in which it might make its archive accessible.	£7,000
Deveron Arts A three-year artist residency and commissioning programme that will result in issue-based socially engaged contemporary arts projects in the rural community of Huntly, in Aberdeenshire.	£34,200
Drake Music Project To enable the creation of an Artistic Director post to drive forward strategic objectives; to show that disabled musicians can attain musical excellence; and promote disabled artists' work to a national audience.	£30,000
Fevered Sleep A three-month participation and research project, bringing together artists, children under 14, people over 70 and gerontologists, exploring the theme of ageing.	£7,000
Firefly Arts To expand the delivery of Firefly's youth theatre process within informal settings to new areas in Scotland and to apply these processes to informal education settings to support the Scottish Curriculum for Excellence.	£76,000
Foundation for Community Dance Establishing the National College for Community Dance to create a framework for accredited training and continued professional development for the benefit of practitioners, employers and participants.	£74,555

FutureEverything Our grant will offer core support over three years to FutureEverything's flagship event, the annual Futuresonic Festival of Art, Music and Ideas in Manchester.	£60,000	Protein Dance To support Dear Body, a production which casts amateur dancers alongside professionals, challenging the traditional notion of professional dance performance and increasing access to contemporary dance.	£70,000
Glyndebourne Productions Seed funding towards the development of Glyndebourne's Creative and Media Diploma pilot.	£20,000	RiO (Cultivate) The Young Promoters Scheme will establish a network of young promoters across Cornwall in partnership with local arts organisations to increase attendance from young people.	£56,624
Half Moon Young People's Theatre To fund Exchange for Change, a three-year programme of research and development opportunities for artists and companies to enable them to extend their current practice to making diverse theatre for young people.	£98,549	Room 13/Hareclive Primary School To build the capacity of this working artist's studio based in a primary school in Bristol to cater for a wider range of age groups; act as a resource for the local community; and provide an exemplar model of youth-led artistic and educational practice.	£37,560
Heart n Soul Building on a pilot project, our support will enable the recruitment and training of a media team, establishing it as a key part of Heart n Soul's creative development programme for young people with learning difficulties.	£46,000	Royal Shakespeare Company To support a national accredited pilot training scheme through the RSC's Learning & Performance Network to change the way teachers and artists teach Shakespeare in school.	£180,000
IC:Innovative Craft/Dovecot Studios To underpin Maker/Curator, a series of two maker-led exhibitions and events, encouraging makers to develop innovative and effective ways of communicating their practice more directly to audiences.	£50,000	Sing London To underpin the development and roll-out of the Sing London festival into a national programme of collective singing events throughout London and England, called Sing the Nation.	£74,183
The London Centre for International Storytelling/ The Crick Crack Club A two-year programme of storytelling performances by established and emerging artists in the studio at Soho Theatre.	£39,760	Siobhan Davies Dance Artist Bank is an artist-focused model of innovative dance delivery in primary schools, inspired by Siobhan Davies' choreographic methodology and commitment to artistic collaboration.	£42,472
The Making Skills in the Making – a three-year programme of professional development opportunities in contemporary craft, developed with Oxford Brookes University for trainee and established art and design teachers.	£79,000	Sistema Scotland To provide core support over two years to Big Noise Raploch to grow a children's orchestra in a deprived area near Stirling, benefitting children, adults, families and the wider Raploch community.	£234,000
Modern Art Oxford To support the further development of Art in Rose Hill, a collaborative community-based programme of events and artist commissions which take place on the Rose Hill housing estate in Oxford and at Modern Art Oxford.	£150,000	Sound Sense A core grant to enable Sound Sense to test a new sustainable operating model as a professional association and development agency for community music and musicians.	£39,000
More Music in Morecambe Core support to underpin the strategic development of the organisation through three distinct, though interlinked, elements: community participation; education and creative productions.	£75,000	Synergy Theatre Funding towards Synergy's new writing programme developing prisoners' and ex-offenders' playwriting skills to raise awareness about issues surrounding criminal justice.	£130,000
Music 55-7 Wall2Wall Music is a new programme of music participation initiatives for young people in Derry, adapting Musical Futures principles to local needs and fitting within an existing programme of events.	£53,542	Take Art Little Big Bang will build the infrastructure of early years arts practice in Somerset by establishing creative arts practitioners within children's centre teams, who will also work with county arts organisations.	£60,000
Newham Sixth Form College (NewVic) To support the development of The Saturday Club in East London, a high-quality, mixed art-form, artistic programme which develops and presents emerging and established artists.	£43,000	Tête à Tête A series of initiatives to support the artists taking part in the 2008 Tête à Tête summer festival at Riverside Studios, enabling them to share feedback and attend each other's performances and events.	£5,000
Norfolk Music Works Crossing the Line, a community music project in and around Dereham, linking sports and the arts and culminating in a final performance in a swimming pool at the local leisure centre.	£9,000	Topolski Memoir To support an education and outreach programme in the run-up to the opening of the newly restored Topolski Memoir of the Century Centre on London's Southbank.	£25,000
The Poetry Archive A feasibility study to look into making the Poetry Archive's recordings of poets' reading their work available.	£10,000	Various Voices Core support for a four-day international singing festival of lesbian, gay, bisexual and transgender people in association with the Southbank Centre, to provide a template for how voluntary arts organisations can work with major arts venues to deliver high-quality events and workshops for diversified audiences and participants.	£32,500
The Poetry Society To support the extension of The Poetry Society's school membership scheme and to develop partnerships with two universities to increase the inclusion of poetry in Initial Teacher Education training.	£162,000	Open Grants total	£2,730,932
Polka Children's Theatre A pilot project with deaf children around a production of To Catch A Star to help transform the way Polka puts children at the heart of its creative processes.	£20,000	Arts programme total	£4,414,935

Students at the Newham Somali Homework Club, East London. The Education and Learning programme supports supplementary education programmes such as this to help build confidence and improve young people's educational achievement and life chances. The Positively Motivated Project sees young Somali people conducting interviews in the local community to produce quarterly newsletters on a diverse range of issues.

Education and Learning programme





Education and Learning programme

Report

This programme has a strong focus on supporting innovation and aims to achieve significant impact, ideally at a national level, across a range of education themes. Our work fosters the development and sharing of new practice, experiences and learning between and within schools, local authorities and voluntary organisations.

This year has seen significant developments across the Education and Learning programme as a number of new ideas for Special Initiatives have crystallised and moved from research and scoping work into implementation phases.

The development of Special Initiatives in this programme has been inspired by the success of Musical Futures, which we set up to encourage new ways of thinking about music making in schools. Over 1,000 UK secondary schools are now using the Musical Futures approach to build upon young people's existing passion for music and engage them with active music-making in the classroom. An Institute of Education survey of these schools highlighted, among other successes, a 40 per cent increase in the numbers of students electing to continue with their music-making at GCSE level. Teachers reported consistently on the positive and lasting changes to their approach to teaching and learning in the classroom.¹

Building on this, we have developed, in partnership with other key agencies, a new programme to improve young people's experience of music learning as they progress through to secondary school. Transforming Transition will represent a new approach for the Foundation, with an emphasis on garnering active support and contributions from schools, music services, informal learning and voluntary sector organisations across the country, identifying the best of existing practice and creating the tools and resources to enable others to replicate these. We were pleased to have our leadership of this programme endorsed by our partners, who noted our "charm, tact and steel teeth!"

Musical Futures was also the starting point for Learning Futures, a Special Initiative that aims to increase young people's engagement with their learning through school, and to retain their commitment to learning beyond their school years. During the year, we also issued a call for proposals for Learning Away, a Special Initiative that promotes the value of residential learning experiences for schools.

In the higher education sector, we announced in July 2008 seven lead higher education institutes that will be working with PHF and the Higher Education Funding Council for England over the next three years. Our aim will be to understand better the factors, practices and broader strategies that contribute to greater student success and higher retention rates within higher education.

Our five Special Initiatives all share a broad methodology, key elements of which are becoming common to the development and delivery of many of the Foundation's Special Initiatives. These include careful horizon scanning and scoping; an action-oriented, problem-solving and often emergent approach to testing out new ideas, in close partnership with practitioners on the ground; and the building of a wider community of interested parties who may in time adopt our innovative practices themselves. Many of our current initiatives have ambitious objectives and ultimately seek to influence policy and practice in a nationally significant way. However, we are clear that not all future developments need be on this scale.

Open Grants review

During 2008/09 we awarded 35 grants under our Open Grants scheme and have been pleased to see that the geographical spread of applications from across the UK is gradually improving. With our Arts and Social Justice counterparts, we launched revised guidelines with overarching criteria focusing on innovation (finding better ways of doing things, with an emphasis on radical, new and potentially high-impact strategies), change (at individual participant, organisational and sector levels) and user participation.

¹ Empowerment:

One of the strengths of Musical Futures is how it has enabled teachers to develop the approach in their own way. Teachers' innovations are shared via the Musical Futures website and are gathered together in a new teacher resource pack (see p. 21)

At the same time, within the Education and Learning programme, we launched a new theme, alongside our long-standing ‘Tackling School Exclusion and Truancy’ and ‘Supplementary Education’ themes. The new theme focuses on the development of young people’s speaking and listening skills between the ages of 11 and 19 and places particular emphasis on supporting activities that develop these skills in realistic and ideally real-world contexts, so that young people are better equipped to communicate effectively in the world outside of and beyond school.

Many of the grants that we have made under the Open Grants scheme resonate closely with the approaches to teaching and learning that we advocate through our Special Initiatives, particularly Learning Futures, Musical Futures and Learning Away. Inevitably, the success of programmes designed to tackle school exclusion and truancy usually hinge on the ability of the learning experiences offered to excite and motivate young people, rather than relying on automatic compliance with a set of instructions or allocated tasks, or conventional transmissive styles of learning from teacher to pupil.²

The Protégé project, developed by Central Saint Martins at University of the Arts London, is a great example of using self-directed learning to identify and demonstrate the maverick talents that many excluded young people have, to raise their aspirations towards further education or enterprise and also to challenge the perceptions that educators, policy makers and the wider public often hold about these young people and their abilities.

The Teens and Toddlers programme, run by Children: Our Ultimate Investment and supported through a new grant this year, which gives students hands-on experience of looking after toddlers in early years settings, has already proved an effective model for re-engaging disaffected learners, despite its primary focus on preventing teenage pregnancy. Several of the new supplementary school grants awarded this year, including those to Esforal and Al-Haqq, as well as grants under the Tackling School Exclusion and Truancy theme, such as those

to Bath Festivals and Kensington and Chelsea College, illustrate the very positive impact that new types of learning relationships can achieve, with peers, family and community members other than teachers sharing responsibility for supporting young people’s learning.

We have commissioned a review of the impact and future potential of our Open Grants theme to tackle school exclusion and truancy and are hopeful that the results of this will further develop our understanding about the approaches and strategies that can most effectively engage learners and best equip them for the future. The findings of this review, together with examination of the impact of our Supplementary Education grants and the ongoing evaluation and research associated with our Special Initiatives will influence the future development of our work as we aim to use our resources to best effect in the fields of education and learning.³

Growth factors

The developments in the programme this year have brought with them the growth of the Education and Learning team, particularly through the appointment of new external associates who are leading or supporting the work of our Special Initiatives. It has also brought a wider awareness, particularly among schools, of the role we aim to play in fostering innovative practice to improve outcomes for learners across the education system.



Cramlington Academy – a Learning Futures site
Cramlington is one of 15 sites involved in the Learning Futures Special Initiative, which seeks to replicate the pedagogical developments achieved by Musical Futures in the wider educational context

2 Empowerment:

This approach to youth participation, to make young people active participants rather than passive recipients in activities, is a theme that runs through other work. See in particular the Social Justice section (pp. 26–35)

3 Learning and

evaluation: Similar reviews are taking place in the Arts and Social Justice programmes (see pp. 8–9 and 28–29)

Education and Learning programme

Special Initiatives

Learning Away

Achieving more through school residentials
£33,793 in 2008/09

Learning Away is a new Special Initiative that aims to support schools in significantly enhancing young people's learning, achievement and well-being by using innovative residential experiences as an integral part of the curriculum. The initiative will run for six years, during which we will work closely with a selected group of schools across the UK to pilot innovative models and learn from exemplary practice in this area, in order to achieve significant shifts in schools' commitment to high-quality residential learning experiences.

The initiative was launched at the national Learning Outside the Classroom conference in October 2008. We received 71 initial submissions and have invited fuller proposals from 25 partnerships of schools, with a view to selecting, in summer 2009, around a third of these as our action-research partners for the initiative.

“For some children a week’s residential is worth more than a term of school. We know we want it for our own children – we need to make sure other people’s children experience it too.”

Tim Brighouse, former London Schools Commissioner and PHF Programme Advisor

Across the shortlisted proposals, we have seen some creative ideas that challenge common perceptions about the learning outcomes, types of activities and locations of residentials. These include a strong emphasis on the co-design and delivery, with students, of learning experiences; a number of cross-phase proposals with secondary school pupils mentoring primary children; and some creative ways of overcoming the structural, organisational or funding issues that commonly prevent schools from undertaking residentials. Many applicants are committed to providing a progression of high-quality residentials for all students throughout their school lives.

A vast range of learning experiences are proposed – ranging from environmental to vocational, adventurous to spiritual, subject immersion to family learning, and community-building to student leadership – across a variety of locations. With the enthusiasm shown so far, we are confident that our Learning Away partners will prove to be effective advocates and exemplars to challenge and support others to learn from and build on their experiences over the next few years.

Learning Futures

Developing new teaching and learning practices in schools
£127,677 in 2008/09

Learning Futures aims to encourage innovation in teaching and learning practice in secondary schools to meet better the needs and aspirations of young people and teachers in the 21st century. The models developed under the initiative should ensure that more young people engage actively and positively with their learning, both through their school years and beyond.

For an initiative that is yet to move into its implementation phase (from September 2009), Learning Futures has attracted an impressive response. Together with our partner, the Innovation Unit, we set out our thinking about the key characteristics that we believe ought to underpin 21st century teaching and learning practices. We have built a community of over 300 schools wishing to explore these further. From these, 54 submissions were received from schools wishing to partner with us and form a core group of Learning Futures schools to pilot innovative pedagogical practices. Fifteen schools were shortlisted who show a high level of change readiness, presented realistic yet radical proposals and are willing to work collaboratively to create the tools and resources that will enable schools elsewhere to replicate their successful practices.

Just a few of the exciting ideas to be tested over the coming year include:

- school students, home-educated students and adult learners working together to design and pursue their own peer-assessed learning experiences
- training parents to extend the range of leaders supporting learning in school
- piloting language learning where students each select their own language to study, supported by a teacher who becomes a facilitator of self-directed learning
- drop-in, independent learning centres on the school site staffed by sixth form students with subject expertise
- a range of community-based, enterprise and problem-based learning projects taking place in real-world contexts

In all cases, our partner schools are seeking to balance more traditional teaching and learning approaches with methods that ensure students can see for themselves the relevance of learning. New activities are constructed with the active involvement of young people themselves. Learning experiences and processes take place both in and out of school contexts, and vary the learner/teacher mix, recognising the value of a much wider range of roles than those inherent in the traditional teacher-pupil relationship.

Musical Futures

Supporting innovation in school music education
£203,474 in 2008/09

This year, Musical Futures has been marked by a growing sense of shared ownership of the initiative by schools and teachers.

In less than three years, the number of schools across the country implementing the approach has grown from around 30 in the pilot phase to more than 1,000 – a third of all the secondary schools in the country. Although we have supported this by providing resources, training and networking opportunities, the scale of the take-up has primarily been because teachers and practitioners have come to Musical Futures themselves, have explored its ideas and resources, and have found innovative and unique ways of integrating it into their own music departments. It is radical enough for them to feel they are making a significant change to their practice (and usually seeing major improvements), yet it is accessible enough not to feel threatening, or that they must implement it in one particular way.

“Musical Futures is regarded as one of the major advances in music-teaching pedagogy in this country since the turn of the century.”

Peter Stedman, Classroom Music magazine

Since our celebratory ‘In Your Hands’ event, held at the Southbank Centre in June 2008, our new network of 27 Champion Schools has begun to realise our vision of a sustainable initiative that is owned and reinvigorated by those that use the Musical Futures approach on a day-to-day basis. Evaluation of the free training courses that have been provided by our Champion Schools throughout the year has shown that, so far, 87 per cent of delegates are now considering implementing Musical Futures in their schools. The recent launch of a second edition of the Musical Futures teachers’ resource pack and an updated website, populated in large part by new resources developed by teachers, will help to extend the programme’s reach even further over the coming year.

We are continuing to work with the Institute for Education as it conducts independent evaluation of the programme and gathers further evidence of the impact that Musical Futures is having across the education sector, within schools and for the individual teachers and young people that participate.

Student retention grants programme

Learning what works best to support and retain students in higher education

£482,723 in 2008/09

The focus of this initiative is on learning about the most effective strategies that universities can employ to ensure high continuation and completion rates within higher education, particularly for students from more disadvantaged backgrounds and from families or communities that do not have a tradition of higher education.

The primary purpose of our support is to generate robust, evidence-based analysis and evaluation, and to ensure effective sector-wide dissemination to contribute to the development of good practice. Through engaging and supporting universities in better understanding their practice around retention, and the interventions and approaches that are most successful in ensuring high retention and completion rates, this initiative will ultimately improve the quality of retention work in higher education institutions (HEIs), ensure more effective use of resources to support student retention and help to further raise retention and completion rates.

Together with our partner, the Higher Education Funding Council for England, we particularly sought collaborative proposals that enabled comparative studies between institutions and a shared approach to evaluation and dissemination. From 63 initial applications, seven universities were selected to work with us, with an overall group of 19 HEIs participating as partners. The seven successful lead applicants are:

- University of Leicester
- Anglia Ruskin University
- University of Sunderland
- University of Reading
- Aston University
- Northumbria University
- Nottingham Trent University

Each of these has begun an in-depth, three-year evaluation of their own retention practices and a number have already presented their work at national conferences and seminars.

The work will be greatly strengthened by the overarching coordination and support role which a partnership between the Higher Education Academy and Action on Access is fulfilling on our behalf. A number of mechanisms for sharing learning, both between ourselves and our seven partners, and with the wider sector have been established, and the support team will also play a key role in helping to synthesise the key learning from the initiative and to identify and articulate insights of relevance to other institutions.

Education and Learning programme

Open Grants scheme



University of the First Age – Young People's Learning Clubs
Participants in the University of the First Age, Northern Ireland, which involves young people at risk of exclusion in delivering activity clubs for younger students with poor attendance and behavioural issues



Central Saint Martins, University of the Arts London – The Protégé project
Protégé uses self-directed learning techniques to identify and nurture the talents of excluded young people in London and Southampton



Somali Homework Club, Newham – The Positively Motivated Project
Through interviews with people in the local community this supplementary school project develops pupils' speaking and listening skills in real-world contexts, thus meeting the aims of two of our grant themes

Grants awarded 2008/09

Amana – Improving educational support for BME young people in Bristol
Supplementary Education theme
£141,178 over three years

Amana was awarded a grant for an innovative and strategic programme that aims to improve the quality of educational support and provision for black and minority ethnic (BME) young people, particularly those from the Somali community. This will be achieved through increasing the number of trained educational practitioners from the BME and Somali communities able to work in local schools.

Over a three-year period Amana will train 36 members of the community to become qualified teaching assistants and 90 people in childcare. Amana believes that the project will be replicable and has scope to be scaled up further. Ultimately, this project could reduce the need for supplementary schools to deliver primary educational support in the core subjects of maths, science and English, through providing more BME educational practitioners in the mainstream classroom who are, for example, able to support students with English as an additional language.

Opportunity: This grant has the potential to release supplementary schools from the delivery of core subjects and allow them to develop more culturally enriching curricula and/or to provide additional learning opportunities and qualifications to students that mainstream schools do not offer.

I CAN – Secondary Talk
Speaking and Listening theme
£300,000 over 15 months

Our first grant under the new Speaking and Listening theme was awarded to I CAN to support the development phase of an ambitious national initiative. Secondary Talk aims to transform secondary schools into places where the speech, language and communication skills of all young people are actively supported by staff with the knowledge, skills and confidence to do so effectively.

Secondary Talk aims to create systemic change through supporting schools in the development of evidence-based practice, necessary staff skills, quality assurance and curriculum so that a whole-school approach to communication skills development for all students is achieved. The initiative is intended to directly tackle the significant numbers of young people that, even at secondary school, have limited communication skills.

New theme: Limited communication skills hamper relationships, behaviour and learning, limiting potential within the world of work. Our new grant theme aims to facilitate a sector-wide transformation in addressing these problems.

**People and Work Unit – Glyncoch Community Bridges
Truancy and Exclusion theme**

£92,263 over five years

The People and Work Unit has developed an innovative community programme to improve school attendance and reduce exclusions and behaviour problems among children from Wales's poorest communities. The project will test and disseminate a community response to chronic problems of poor attendance and behaviour among its young people, tackling the cultural attitudes that impact on schooling, helping pupils build their capacity to thrive in learning, and building their families' capacity to support them.

Over a five-year period, the Unit will work with a cohort of 60 young people from Glyncoch, an impoverished ex-mining community, following them from primary school through to age 16 and piloting a comprehensive model of community-led support and activities, working closely with a wide range of local services and agencies.

Innovative approach: The Unit's hypothesis for this work is that although there is much that schools could do to improve young people's experience of education, there are also cultural issues that only the community can address.

Ongoing grants

**Restorative Solutions – Restorative Approaches
in Schools (RAiS)**

Truancy and Exclusion theme

£147,750 over three years

Since April 2007, Restorative Solutions has been developing and implementing its Restorative Approaches programme in a number of Bristol schools. The approach is founded on principles of restorative justice and processes that bring together those responsible for conflict situations with those harmed by the conflicts to establish what happened, hold young people to account for their behaviour and reach agreement about what can be done to make things better.

Restorative Approaches was established as a demonstration project to understand the best ways of implementing the approach in schools, to develop replicable models that could be scaled up nationally and to incorporate independent evaluation. Eight Bristol secondary schools are currently participating in the project, with others in the city soon to introduce the approach.

Independent evaluation has highlighted the positive impact the project has had on the climate for learning in schools and on attendance rates and fixed-term exclusions. Over the course of this grant, significant progress has been made nationally as well, with several local authorities adopting restorative approaches as part of their schools' behaviour policies and the DCSF now promoting the approach.

Sectoral impact: The potential for scaling up this work has been realised through its adoption by other schools and DCSF's support.

“Our core values of trust and respect are fully reflected within the methodology and practice associated with Restorative Approaches. The impact on student behaviour and their well-being has been dramatic. Introducing RAiS has supported our efforts in improving attendance and reducing fixed-term exclusions.”

Headteacher and Deputy Head at Brislington
Enterprise College

**Newham Somali Homework Club – the Positively
Motivated Project**

Supplementary Education theme

£30,677 over two years

This small supplementary school in East London has developed the Positively Motivated Project to meet the needs of older students who felt that the existing homework club, which focused on maths, English, Arabic and Somali, did not meet their changing needs, particularly in relation to post-16 choices and understanding the world of work and further education.

Secondary aged students from the Somali community select and research topics, conduct interviews and write, edit and design a quarterly newsletter which is printed and distributed within the local community. Through this process, students have been learning about different careers, and local issues such as bullying, youth participation and the potential impact of the 2012 Olympic Games.

Although this grant was awarded under our Supplementary Education theme, there is a close fit to our Speaking and Listening theme, which emphasises the value of developing skills through learning in real-world contexts.

Youth empowerment: This grant meets a specific need identified by some of the young people participating.

Education and Learning programme

Grants awarded in 2008/09

Special Initiatives

Higher Education Student Retention Grants Programme

Higher Education Funding Council for England

Lead institutions and partners:

Anglia Ruskin University

- College of West Anglia
- Peterborough Regional College
- University of the West of England

Aston University

- Liverpool Hope University
- London Metropolitan University
- Oxford Brookes University
- Sheffield University
- University of Bedfordshire
- University of Manchester
- University of Wales, Bangor
- York University (Toronto, Canada)

Northumbria University

- University of Bedfordshire
- University of Manchester

Nottingham Trent University

- Bournemouth University
- University of Bradford

University of Leicester

University of Reading

- Oxford Brookes University

University of Sunderland

- University of Hull
- University of Newcastle

£480,000

Support Costs

£2,723

Higher Education Student Retention Grants Programme total

£482,723

Musical Futures

Management fees, development and publication of teaching resources, development of website, research and evaluation, payments to Champion Schools network.

£203,473

Learning Futures

Consultancy fees, seminar and event costs and site visits.

£127,677

Learning Away

Consultancy fees and publicity.

£33,793

Open Grants

Advocacy in Somerset

Maze will pioneer a new casework advocacy service for young people in secondary schools at risk of truancy or exclusion to help them get their lives back on track.

£149,883

African Future Development

Funding of a youth development/education officer to improve links with mainstream schools and develop learning initiatives to provide a more effective service to disadvantaged African children and young people.

£34,337

Al-Haqq Supplementary School

To raise the educational aspirations and achievements of local children aged 5–18 from all ethnic backgrounds through supplementary education.

£32,874

Amana Education Trust

The overall aim of the proposed work is to improve the quality of educational support and provision for black and minority ethnic (BME) young people, particularly those from the Somali community. The project will run over three years from October 2008.

£141,178

Aqpon Community & Education Services

Funding for a year-long project to provide personalised learning and academic support outside school hours for targeted underachieving Somali pupils in Key Stages 3 and 4.

£45,000

Bath Festivals

The Write Team model of year-long creative writing workshops will be further developed to embed, across several schools, pedagogical approaches that can succeed in re-engaging pupils.

£149,744

Bilingual Learning and Teaching Association

Supplementary Saturday classes and parents' workshops to support the learning potential of ethnic minority primary-aged children in Bradford.

£22,630

Black Country Holistic Approach

A multimedia arts alternative education facility for disaffected young people at risk of school exclusion.

£48,975

Brook Street Childcare

Funding for a teacher and an assistant to scale up a successful pilot of a Nurture Group at Brook Street Primary School.

£80,000

Catch Up

Funding of a pilot to work in partnership with Lancashire Traveller Education Services to train staff and volunteers to deliver Catch Up Literacy and Numeracy (evidence-based interventions used successfully with struggling learners), to Traveller children and young people.

£26,400

Centre for Economic Performance, London School of Economics

A 15-month project to research and put together coherent menus of well-evaluated programmes that can be used by secondary schools to improve delivery of the recommended programme of study for 'personal well-being'.

£75,000

Children: Our Ultimate Investment (UK)

Strategic development work to support the national expansion of Teens and Toddlers, a teenage pregnancy prevention programme that is also very successful in re-engaging young people with learning.

£102,250

Community Service Volunteers A plan to tackle truancy and school exclusion by boosting young people's confidence, self-awareness and sense of responsibility through a programme of leadership training.	£33,350	Relate South Devon Family counselling in schools in order to help both school and family get the child back on track to enable the child to continue their education.	£18,000
CPR Success Zone An initiative to develop good practice and reduce fixed-term exclusions in a cluster of six primary schools by employing additional behaviour support staff who will work with vulnerable pupils.	£99,914	Romsey Mill Trust Romsey Mill will extend its innovative Transitions Programme within Cambridgeshire to improve attendance in secondary schools and share practice with schools countywide.	£82,809
Esforal Esforal will develop and run a three-year project of intergenerational learning which will address underachievement by children in the Latin American community in London, through developing parental/carer/grandparental awareness of how to support children's learning.	£14,440	Shpresa Programme Shpresa will extend its Albanian supplementary school, develop training programmes for mainstream teachers and parents and share exemplary practice with others, including the Somali community.	£100,934
Fostering Network Funding for an education development worker to work with foster carers, schools and children in addressing the causes of educational underachievement, absenteeism and exclusion.	£45,000	South Warwickshire Carers Support Service Funding an educational support project to work with young carers whose caring responsibilities at home lead to educational underachievement, truancy and exclusion.	£39,000
Help Somalia Foundation To provide supplementary schools to raise the educational attainment of members of the Somali community living in the London Borough of Brent.	£44,347	Talk Together London Capacity building work for this Turkish supplementary school, including the development of a business plan and a fundraising strategy and working towards quality standards, to enable the realisation of Talk Together London's ambitious expansion plans.	£10,000
Hornafrik Integration Projects Employment of a schools liaison project coordinator to open the channels of communication between Somali refugee families and 30 local schools in the London Borough of Southwark.	£45,100	The Baytree Centre The PEACH Project is to help school-aged girls through working closely with both the girls and their parents in order to help the young people to improve their academic attainment and raise their aspirations.	£89,838
I CAN Secondary Talk: an ambitious programme which aims to transform secondary schools into places where the speech, language and communication skills of all young people are actively supported by staff with the knowledge, skills and confidence to do so effectively.	£300,000	The Learning Trust SEW (Supplementary Education Works): a programme that aims to build and support the delivery of a new cultural curriculum across Key Stages 1–4 for three minority ethnic groups – African, African Caribbean and Turkish/Kurdish.	£103,276
Kensington & Chelsea College A programme of peer mentoring at Kensington and Chelsea College to improve the achievement and retention rates of young people aged 16–25, who are offenders, at risk of offending, disadvantaged, disaffected or not in employment, education or training.	£66,762	True Heart Theatre True Heart Theatre will deliver a Theatre in Education project in English and Cantonese to students, teachers and parents at 16 Chinese supplementary schools in London and the surrounding area.	£6,260
Kidscape Campaign For Children's Safety To run a year-long project teaching assertiveness to children who are truanting because of bullying at school in areas of the UK where bullying is currently rife, according to Kidscape data.	£40,000	University of the First Age A leadership development programme for young people aged 14–19, at risk of exclusion, that will involve these young leaders in setting up and delivering activity clubs for younger pupils with poor attendance and behavioural issues.	£130,639
Mobex Network A year-long alternative education programme delivered in four UK locations in close partnership with schools, that aims to turn 'cycles of failure into cycles of success'.	£164,700	Youth Sports Trust Funding of learning, sport and physical activity opportunities for young people attending supplementary schools in Leicester.	£5,000
On Track Projects A project to cater for young people and families with the aim of increasing school attendance and improving family relationships throughout Rhondda Cynon Taf.	£66,200	YWCA England & Wales An accredited informal education programme for girls aged 6–16 in St Helens to help prevent school exclusion and disengagement with education.	£55,157
People and Work Unit Development of a comprehensive model of community-led support, tackling cultural attitudes that impact on schooling to help pupils in one of Wales's poorest communities build their capacity to thrive in learning and their families' ability to support them.	£92,263	Open Grants total	£2,561,260
		Education and Learning programme total	£3,408,927

Young people from the Music and Change programme in Kilburn, North London. Music and Change uses music to positively engage local young people, providing opportunities for learning skills, social interaction, community integration, and a trusted source of support and advice for the young participants.

Social Justice programme





Social Justice programme

Report

This programme is concerned about social justice for young people living in the margins of society, particularly those groups who are most disadvantaged and making critical transitions in their lives.

These young people include groups such as asylum seekers, refugees and migrants facing multiple barriers to integration, young offenders leaving prison, young people at risk of offending, those struggling with mental ill-health, victims of violence and abuse, and those with complex needs, including disability. For many, social injustice means they are not regarded as equal citizens and struggle to access resources to meet basic needs. Often their views are not fully taken into account in decision making that affects their lives, and public perceptions of them lead to stigma and caricature. At this time of economic recession, our concern is with those who are most vulnerable, and our commitment is to support work that helps those who may have no-one to turn to for help – even when that work is risky.

All of the organisations we support regard young people not simply as problems for society, or challenges with complex needs, but as citizens with the talent, skills, ideas and energy to change their lives and improve the lives of others around them. Often these organisations are seeking more effective ways to help young people identify the range of assets they do have, and to capitalise upon them – and this is a significant challenge in a society that places such great emphasis on educational attainment. The pay-off, if they get this right, is that the young people they work with are far better placed to cope with an increasingly uncertain world than they would otherwise have been. We seek to support and assist those who wish to innovate in this area.¹

We help to promote social justice for young people in a number of ways. Through our Open Grants, we award grants across the UK, mainly to voluntary organisations but also on occasion to statutory bodies. Our Open Grants scheme has developed over the last 18 months, dividing into two themes.

The first seeks to support activity to develop 'progression pathways' for those young people who face most difficulties in making the transition to adulthood. The second seeks to encourage stronger links and understanding between young people in communities that are divided and/or separated.

We are seeking applications that are socially innovative – not with the objective of disregarding approaches that are proven to work, but to encourage organisations to try to improve them, widen their application or apply them in different contexts or hitherto neglected areas, perhaps with new partners. We also give priority to funding outside London.

Listening to young people

One of the driving forces behind the formation of this programme was a concern that young people were being unfairly represented by the mass media, and that those in positions of power, whilst 'listening', have been subsequently unable or unwilling to change the way they worked in response to what they heard. We strongly believe that in many cases, young people are best placed to work with their peers to find solutions to their problems. Therefore we now expect applicants for funding through our Open Grants scheme to be able to show how young people have helped shape, will deliver, and – if possible – will evaluate the impact of work proposed. We also ensure that across our new initiatives, where appropriate, young people play an active role in their governance and evaluation.²

Our Special Initiatives may also have grant-making as part of their approach, but are often action-research based, or pilots to develop new models of practice.

For example, with Right Here, our Special Initiative on mental health, we are concerned not only with helping young people who experience mental ill-health, but with the practical challenge of ensuring that young people get support earlier and in a way that suits them. This helps prevent them from needlessly entering a mental health system which we know is seldom in their long-term interests.

1 Innovation: The focus on social innovation in the Social Justice programme is intended to help good ideas flourish. (See Open Grants case studies, pp. 32–33)

2 Empowering youth: Encouraging the involvement of young people as active participants in the work we support is an important means of promoting their engagement with work designed to tackle or avoid social problems. (See Right Here, p. 36 and Learning Futures, p. 20)

Underpinning our initiatives is a recognition of the need for wider systemic and institutional change. However, this process is complex and challenging, and we have had to make sure that we are in a position both to understand what works well, and to acknowledge and learn where our approach has not worked so well.

Ongoing evaluation of Special Initiatives yields insights into how we can improve what we do. For example, the Reading and Libraries Challenge Fund sought to encourage change through a wide range of innovative projects in libraries and prisons, supporting activities for young people, including refugee and asylum seekers and those in care. The Fund led to a great deal of innovative practice and imaginative approaches, but our assumptions that these alone would lead to longer term change were unfounded. Instead we learned lessons about how we might have done more to enable projects to have an impact on their institutions – by engaging policy- and decision-makers earlier, by supporting grantees in the management and delivery of their work, and by helping them to explain the impact they were having to others.³

We have drawn heavily on this learning in designing Right Here, which seeks explicitly to develop new service models in mental health provision for young people, and uses a range of approaches to help achieve this, including consultancy and evaluation support for grantees; ongoing engagement with national and local policy makers; support for grantees to exchange ideas and good practice; and independent ongoing evaluation designed to help us adapt and improve how we approach our objectives.

Supporting calls for change

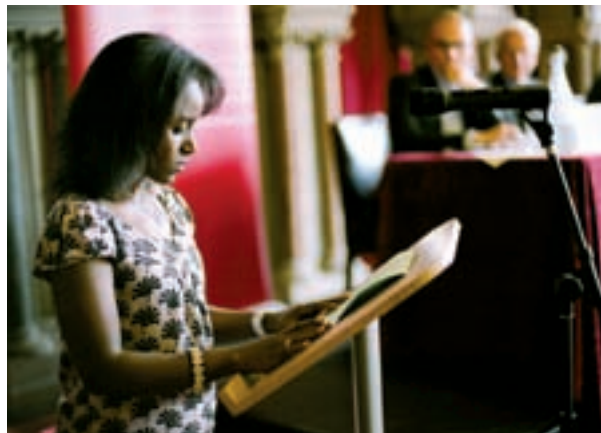
We also engage with policy makers around the areas we work in, and we will consider support for strengthening new or existing social movements or campaigns. Along with The Diana, Princess of Wales Memorial Fund and the Esmée Fairbairn Foundation, we are providing grant support for ‘Citizens for Sanctuary’ – helping to embed in policy and practice the recommendations of the Independent Asylum Commission.

Our research into the experiences of young undocumented migrants, which we plan to publish during 2009/10, has highlighted, in particular, the importance that these young people have reliable information about their rights, a need also evident in our work with refugee community organisations over the years. We have also reviewed areas where we have already been an active funder. Our review on youth justice looked at the effectiveness of our grant funding in prisons and young offenders institutions and will help us to identify how we might target our support more effectively in future.

From such reviews, and through informal reflection on our work, it is clear that foundations can add value by helping to support organisations beyond funding. Therefore, we continue to develop ways of enabling grantees to access opportunities for development, exchange and networking.

Paul Hamlyn was passionate about social justice. Where there is now growing consensus around the impact of inequality and division in society, so too is there an urgent need for charitable foundations like ours to think more flexibly about how we promote and enable social change.

Increasingly, this programme will aim not only to help young people overcome social injustice but also to identify and challenge some of its underlying causes.



Citizen Organising Foundation – Citizens for Sanctuary
Testimony is given to the Independent Asylum Commission during a two-year review of the UK's asylum system

3 Organisational and sectoral impact: By seeking applications from organisations that are prepared to try new ideas, or adopt ideas in new ways, we are able to help improve organisations' impact. Reviewing a body of work over time, such as with the Reading and Libraries Challenge Fund, allows lessons to be drawn that may have import for the wider sector. (See the Arts report for a similar approach, pp. 8–9)

Social Justice programme

Special Initiatives

Reading and Libraries Challenge Fund

Opening access to books and reading

£25,032 in 2008/09

The Reading and Libraries Challenge Fund was one of the Foundation's earliest Special Initiatives, and is now closed to new applications. Launched in 2003, it comprised three funding streams:

- Right to Read for looked-after children and young people in public care
- Free with Words for prisoners and young offenders
- Libraries Connect for neglected communities such as refugees and asylum seekers.

The Fund amounted to arguably the largest single investment by a charitable foundation in the work of public libraries since the days of Andrew Carnegie, and was unusual in providing some funding directly to public libraries (as well as prisons). It aimed to encourage libraries and other institutions to improve access to books and reading among young people and others experiencing disadvantage, including refugees and asylum seekers and care leavers.

“You have to ask their opinions and be prepared to be told that, what you thought was a ‘great idea’ might not be viewed the same by them.”

Librarian, Dorset

Perhaps more ambitious was the aspiration that the work supported by the Fund would lead to lasting change – not only in terms of access to books and reading, but in the culture and ways of working of public libraries and other institutions, such as prisons and care services.

The Fund was also an example of proactive grant-making. Applicants made initial applications to one of the three streams, and then staff at the Foundation provided support and feedback as they developed their application further. Once funding was agreed, grantees could access a range of resources to support and enhance their work. These resources included one-to-one contact with Paul Hamlyn Foundation staff, workshops, conferences, web-based resources and networking between projects.

The Fund was evaluated from the start and the findings from these evaluations, along with policy and practice challenges for the future, will be set out in the Fund's final report, which will be published on the Foundation's website, www.phf.org.uk

Refugee and Asylum Seeker Fund

Support for the integration of young asylum seekers

£26,742 in 2008/09

The Fund has a special focus on the integration of 11–18 year old asylum seekers and refugees, including those who are unaccompanied, and also aims to develop the capacity of refugee community organisations (RCOs), particularly those from outside London.

£3.3 million has been awarded to 69 organisations across the UK: 28 were RCOs and the remainder other organisations working in partnership with RCOs. The fund is now closed to applications.

Ongoing evaluation was a central element, designed to be participatory and ensure that grantees were able to learn from successes and failures as their work progressed. We also supported grantees through workshops and events for training and information exchange.

Our evaluators spent a great deal of time talking with project managers and young people and their report will be published later in 2009. The initial findings show that, among other things, the value and challenge of partnership working, and the benefits to RCOs of exposure to new ways of working.

Young people were involved in the planning and delivery of nearly all projects, but to different degrees. Organisations we supported were committed to youth involvement in principle, but often struggled to implement this effectively. This is an area we are addressing through our Open Grants scheme, which requires organisations to improve the effectiveness of their youth engagement.

Right Here

Mental health initiative: building resilience among 16–25 year olds

£256,823 in 2008/09

In partnership with the Mental Health Foundation, we have embarked on a five-year action-research programme to explore how young people's mental health needs can be better addressed.

Mental health problems among children and young people have risen substantially in the UK in the past 50 years. Young people experiencing mental ill-health face the challenges of misunderstanding and stigma, as well as the practical difficulties of finding appropriate support.

This initiative will help organisations that work with young people to work with others across various sectors to develop new ways of enabling young people to access the type of support they need, when and where they need it. It will see statutory and voluntary organisations working together differently, in order to promote mental health among young people, prevent mental ill-health among struggling individuals, and intervene earlier and more effectively with those starting to move into illness.

This year has seen the publication of three significant pieces of work in preparation for the action phase of the initiative. A literature review in October 2008, a policy briefing in November 2008 and a practice review in February 2009 combine to provide a comprehensive overview of the mental health landscape in which Right Here is active. The resources are available for all parties with an interest in mental health via the Right Here website, www.righthere.org.uk

In late 2008 we received over 200 applications from organisations to be pilot sites for the initiative. In February 2009 we announced a shortlist of 11, which were invited to make second stage applications. At the end of the process we expect there to be up to four pilot sites from around the UK, with a final announcement due in July 2009.

Right Here will work with the selected group of pilot sites, assisting them both financially and with consultancy and evaluation support. The group will come together to learn and exchange good practice, and their progress will be shared with a wider community of practice and policy. The Tavistock Institute has been commissioned to carry out a participative evaluation of the initiative, with young people playing a major part. Young people are also equal partners in the governance of the overall initiative and will be involved in steering each pilot partnership.

Young Undocumented Migrants

Research into the everyday lives of young undocumented migrants in the UK

£7,569 in 2008/09

In 2007 we commissioned City University's Department of Sociology, working in partnership with the Refugee Studies Centre at Oxford University, to carry out qualitative research into the lives of young undocumented migrants in the UK. The research was open-ended and exploratory, looking in detail at the experiences of young people from China, Brazil, Zimbabwe, Ukraine and Kurds from Turkey. One special feature of the research was the range of practical steps we asked the researchers to take to help build the skills and capacity of individuals and organisations involved in the research, through workshops, training and the provision of ICT equipment.

“Being undocumented in this country means that you don't exist.”

Rojhan, 27

The emphasis on capturing life stories in the words of young people themselves reflects our concern to understand the predicaments many are in, and to begin the process of finding practical ways to enable them to regain some control over their lives. We will do this with others who are also concerned to help the most vulnerable among these groups, and the publication of the research later in 2009 will be the first step in this process.

“I think all people came here in search of a better life. And, I belong to those same people, young people who came here not just for a better life but to find out about another country, meet different people, to develop.”

Victoria, 24

Not surprisingly, many young people interviewed were living in precarious situations, open to exploitation and harm. But equally compelling in their stories are the skills, energy and enterprise that they bring to our communities. Seen in this way, these young undocumented migrants are no different from many of the other young people we seek to assist – potential assets to their communities, but struggling to realise their potential.

Social Justice programme

Open Grants scheme



Urbis Learning – Reclaim Project

Participants of the Reclaim project in Manchester, which has seen local young people getting involved in volunteering and taking a lead in delivering improvements to their area



Kinetic LYMCA – Street:Live

Children and young people play in an inflatable football pitch in Fife as part of a fortnightly Street:Live event



WORLDWrite – London Behind the Scenes

Young people research, present and record histories of their local area in St Katharine's Dock and Wapping, East London

Grants awarded in 2008/09

SkyWay

Digital Pioneers Hub for marginalised BME young people in Hackney

£200,000 over three years

Digital Pioneers recognises and builds upon the hidden skills and talents of Hackney's most disengaged young people. Through outreach and drop-in, young people access taster sessions in digital media – music-making, design and production – and develop skills, confidence and experience, becoming trainers and mentors of other participants.

The teenagers SkyWay works with have struggled to take part in mainstream training, employment, education and career structures. Often, previous failure and negative feedback have tainted any likelihood of engagement in the future. SkyWay's experience has shown that they are often highly entrepreneurial, creative and independent. If given training, support and direction, coupled with flexibility, freedom to experiment and opportunities for hands-on learning, these young people aspire to do their own thing.

Empowerment: Participants have responded well to SkyWay's approach, which allows young people to get support and direction when they need it, and even to pursue their interests in establishing their own businesses.

Citizen Organising Foundation

Citizens for Sanctuary campaign

£75,000 over three years

In 2006, South London CITIZENS asked 12 commissioners to conduct a nationwide review of the UK's asylum system. The Independent Asylum Commission spent two years gathering testimony from asylum seekers and the public, taking evidence from experts, and engaging in dialogue with the authorities. It produced over 180 recommendations to safeguard people who seek sanctuary here and restore public confidence in the UK's role as a place of sanctuary for those fleeing persecution.

Citizens for Sanctuary aims to find ways of making those recommendations a reality. We are funding the campaign in partnership with The Diana, Princess of Wales Memorial Fund and Esmée Fairbairn Foundation.

Supporting change: Our support for this campaign reflects a desire to drive change at a policy-making level.

Urbis Learning

Extension of the Reclaim project in Manchester

£49,800 over two years

Reclaim is a six-month programme for vulnerable 12–14 year olds living in areas associated with crime, unemployment and social instability. Many are disaffected from learning and their communities are socially and geographically isolated.

The programme involves intensive mentoring and events, including working with local statutory bodies and creative and sports providers. Self-development, discipline and anger-management courses form part of the syllabus, along with teamwork and respect for legitimate authority. Participants can volunteer in their communities and receive mentoring from local professionals. Reclaim and its young participants have developed a reputation for ground-breaking work, and won numerous awards including a Philip Lawrence Award in 2008 for outstanding achievement in good citizenship.

Negative stereotyping: Despite the project's successes, participants have sometimes struggled to keep media interest focused on the positive work that they do. Last year they produced an open letter explaining their frustration at the approach of the media, which has too often concentrated on youth crime, rather than stories of young black men engaged positively in their area.

“Since the project started, we have been approached by newspapers, magazines and TV companies, most of who want to talk to us about guns and knives and gangs. We keep trying to explain that we are not involved in gangs and crime; we're black boys doing positive things in this area – and then journalists go away, as they tell us that's not the story people are interested in ... The project has changed our lives in so many ways. We now consider ourselves reliable, respectable, articulate and creative young black men ... Adults constantly criticise teenagers for being irresponsible, but the way the media tries to represent our area as if everyone was a drugs runner or gangster is totally irresponsible and morally wrong.”

Extract from an open letter from 14-year-old participants in the Reclaim project

Kinetic (Levenmouth YMCA)

Street:Live

£150,000 over three years

Based in Fife, Scotland, Kinetic began as a youth theatre and evolved into working with young people to tackle anti-social behaviour and exclusion from education and employment. The Street:Live programme attracts large numbers of young people to a range of fortnightly sporting and artistic events. Many go on to engage in other opportunities Kinetic can provide through various social enterprises.

Kinetic's work is delivered by a young team, most of whom have risen up through its volunteering programmes. The organisation has won plaudits locally and nationally – not least for the dramatic fall in anti-social behaviour in the areas where it operates.

Youth-led youth work: Kinetic believes that the process of genuinely engaging with young people means encouraging each individual to identify their own strengths and weaknesses, helping them build meaningful and productive relationships with others, and encouraging them to take on leadership and volunteering roles.

Ongoing grant

Music and Change

Youth engagement in North London

£75,000 over two years

Music and Change (MAC) is an organisation which, through music, seeks to promote social inclusion and positive mental health, give marginalised young people a voice and support community integration.

The small staff, complemented by volunteers and local young people, work on a housing estate in North London, and attract young people – many of whom are involved in gangs and crime – to weekly music sessions. Participants learn skills around DJ-ing, music-making, and producing lyrics. Some have begun developing and leading activities for younger children, known as mini-MAC.

Measuring success: MAC has energised the estate, bringing together a diverse mix of young people, helping them develop new skills and friendships, and offering them support with issues in their lives. The success of the approach is being measured in an ongoing evaluation, involving psychologists from University College London. It is hoped that the model may be scaled up and adopted elsewhere.

Social Justice programme

Grants awarded in 2008/09

Special Initiatives

Right Here Mental Health Special Initiative

Mental Health Foundation	£60,000
Support costs for the development phase of the initiative, including: salary costs for project manager and project officer posts; policy and practice literature reviews; background research on web-based interventions; communications and marketing; website and online application process; youth involvement (including a participation manager consultant); consultancy support for applicants.	£196,823
Right Here total	£256,823

Refugee and Asylum Seeker Fund

Support costs to cover participatory evaluation for the Fund and the production of a final report.	£26,742
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Reading and Libraries Challenge Fund

Support costs to cover independent evaluation of the Fund and production of a report outlining main findings and recommendations for policy and practice.	£25,032
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Young Undocumented Migrants Research

Costs of running an expert Advisory Group to support the research which we commissioned from academics at City University and Oxford University in 2007/08.	£7,569
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Open Grants scheme

African Healthcare & Counselling Services

A two-year project based in Newham that aims to develop a 'drop-in' service specifically for young people from the local refugee and asylum seeker communities who are either experiencing, or a risk of developing, mental health problems.	£56,668
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Asylum Support & Immigration Resource Team

To support asylum seeking young people in Birmingham to access mainstream services. The project is also intended to change the culture within mainstream organisations so that it reflects the interests and concerns of young asylum seekers.	£120,000
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Body & Soul

Body & Soul is being funded for three years to expand its work with young people affected by HIV. Developed by and for young people, the Creative Expression programme aims to build skills and resilience, challenge negative stereotypes and develop the capacity of other organisations to change the way they work with this group of young people.	£127,400
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Brathay Hall Trust

Prospects is a two-year project to help ex-offenders, aged 18–25, who are severely disadvantaged in the labour market, to find and remain in employment. Based in Cumbria, the project aims to work with local partners to improve employment and training opportunities, help participants become more confident and responsible and access advice and support to address their basic needs which will allow them to play a fuller part in their communities.	£110,000
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Centre for Crime and Criminal Justice Studies

A two-year research project on the life stories of young serious offenders. It is pioneering work that revolves around a conviction that enabling young people to tell and retell their life stories is not only empowering for them, but a valuable first step in enabling them to change their lives.	£101,700
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Citizen Organising Foundation

Citizens for Sanctuary is a three-year project to implement the Independent Asylum Commission's recommendations, through policy change or through CITIZEN-led initiatives.	£75,000
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Citizenship Foundation

Mind the Gap is being funded for three years to help groups across the UK working with young refugees and asylum seekers to find ways of collaborating with other local youth groups to develop social action campaigns. Working together, young people from different backgrounds will identify local problems they wish to address, and using arts and media will be helped to find ways to bring about change in their local community.	£120,000
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Clapperboard

Clapperboard, based in Liverpool, is a relatively new organisation that develops and produces short films that actively engage marginalised young people and communities. Over six months, Clapperboard plans to develop a sustainable business model in order to help build its capacity.	£7,335
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Dance United

A three-year grant to support the artistic management team in order for it to focus on new areas of work. In particular DU aims to continue and expand its 'Academy' dance training model to work across divided communities, working in particular with the Asian community in Bradford and with 'warring factions' in the East End of London.	£240,000
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Diversity Films

Brand New will provide disenfranchised individuals and communities – based in the Glasgow neighbourhoods of Easterhouse, Scotstounhill and Govanhill – with an arts-based initiative that acts as a vehicle for positive social change.	£75,000
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<p>The Diana Princess of Wales Memorial Fund – Changing Attitudes, Challenging Prejudice – Review of Existing Evidence</p> <p>Working in partnership with other funders in the refugee and asylum seeker sector, a review was commissioned of existing evidence on what is known about attitudes to asylum.</p>	£2,000	<p>The Reader</p> <p>A three-year grant for the Get into Reading manager, a new position within the Reader organisation. The overall purpose of this role will be to promote and deliver GIR training nationally in order to help the organisation become self-sustaining through earned income and expand GIR's geographic and beneficiary reach.</p>	£90,000
<p>Eye Citizen</p> <p>Support to carry out research and development for the creation of a free service for marginalised groups and individuals to help them use social media and citizen journalism to enable their voices to be heard.</p>	£6,000	<p>Shetland Arts Development Agency</p> <p>Space to Face, a pilot restorative arts project in the Shetland Islands, is being funded for one year to work with young people caught up in offending behaviour to help them build more positive relationships with their communities.</p>	£7,500
<p>Foyer Federation</p> <p>A two-year pilot to develop new ways of working with homeless young people, helping them to build up the social networks they need to make successful transitions to independent living. Young people will be supported to identify ways in which they can develop the skills and interests that are important to them.</p>	£176,568	<p>Skyway Charity</p> <p>A three-year grant to establish a 'Digital Pioneers Hub' that will work with marginalised young people in Hackney. The Hub will use digital media to engage young people and Skyway thereafter offers them careful steps towards building their social and employability skills.</p>	£200,000
<p>International Learning and Research Centre</p> <p>The ILRC will work over two years with teachers in three local authorities in the South West to enable students (from both migrant and established communities) to tell their personal stories to help develop an appreciation and value of cultural diversity.</p>	£44,668	<p>Tender</p> <p>A three-year grant to support the director to expand Tender's effective arts-based prevention scheme, developed with and for groups of young people, that aims to tackle domestic and sexual violence.</p>	£75,000
<p>Kinetic</p> <p>A three-year grant for Street:Live, a programme of outreach work with young people in urban and rural areas of Fife, Scotland.</p>	£150,000	<p>Theatre in Prisons and Probation Centre</p> <p>TIPP will develop, over one year, an arts-based training programme to improve the understanding and response to young male sex workers amongst a wide range of agencies in Manchester.</p>	£25,000
<p>Media 19</p> <p>A three-year project to help young parents use new media to campaign on issues important in their lives. The project will work through organisations across the UK enabling young people to find creative ways to influence policy, practice and public attitudes in their local communities.</p>	£169,983	<p>Tros Gynnal</p> <p>A three-year grant to establish a network for young refugees and asylum seekers living in Wales. The network will support members to help influence policy and practice, locally and nationally, and will also help develop the capacity of refugee community organisations in Wales to work more effectively with young people.</p>	£182,261
<p>Music and Change</p> <p>Music and Change is a two year collaborative, multi-agency project which, through the creation of music, seeks to promote social inclusion and positive mental health to marginalised young people on an estate in North London.</p>	£75,000	<p>Urbis</p> <p>Urbis Learning focuses on how people live together in the city. This phase of its initiative is the extension and development of a previously run Moss Side-based pilot project to two other locations in Manchester. Reclaim offers in-depth mentoring, challenging young people to make real differences to their communities.</p>	£49,800
<p>National Children's Bureau</p> <p>This work is to help build the capacity of NCB Northern Ireland to involve children and young people in its own work more effectively and therefore also to help strengthen the voice of children and young people in Northern Ireland.</p>	£88,781	<p>West of Scotland Regional Equality Council</p> <p>To support marginalised young people from migrant Roma communities in Glasgow to access services and to play a more empowered role in bridging the gulf in understanding between them and more settled communities in their local area.</p>	£74,927
<p>Ormiston Children and Families Trust</p> <p>Newly Arrived Voices is a one-year project in Great Yarmouth that aims to support newly arrived young people, and young people from the host community, to integrate in school and community life via the development and delivery of training materials and workshops.</p>	£34,996		
<p>People's Palace Projects</p> <p>A three-year grant to support the director to strategically develop the organisation in order to maximise the impact of PPP's Favela to the World project. Working with partners throughout England, PPP aims to create arts projects that take young people from their local contexts to national and international stages.</p>	£150,000		
<p>Positive Images</p> <p>A one-year project to enable young women at Eastwood Park Prison to produce drama-based films which aim to reduce self-harming behaviour and increase well-being.</p>	£10,000		
<p>Pure Media UK</p> <p>A three-year grant for the Graduate Programme that aims to facilitate creative social enterprise activity driven by young people across Scotland. Entirely youth-led, the programme will employ 'graduates' of the past seven years of operation to be tutors/mentors/facilitators. It will also develop creative safe spaces for marginalised sections of the community.</p>	£198,000		
		Open Grants total	£2,843,812
		Returned grant	(£120,256)
		Net Social Justice programme total	£3,039,722

Women weaving in Savda Ghervra, a massive resettlement colony in North West Delhi. Growth for All is pioneering a new model of integrated development, to ensure that local communities have appropriate economic livelihoods, education and healthcare. Our grant to Child Survival India is part of this integrated approach. We are supporting community healthcare, particularly for women and children.

India programme





India programme

Report

This programme supports social development in India through funding to non-governmental organisations. In India we are concerned with seeking to empower vulnerable groups to develop, particularly women and children.

The India programme has expanded significantly over the past few years, and we maintained relationships with 35 different organisations across India in the course of 2008/09 through support to 38 different projects. The projects supported were larger than previous years, with half of them obtaining grants of more than £40,000 and five obtaining more than £100,000.

The supported projects were also spread across the country, with 24 of them based in rural areas. We have traditionally had less focus on southern India, which is better developed, and this has continued in 2008/09 with only one major project, the Independent Commission for People's Rights and Development (ICPRD) functional in three districts of Karnataka.

Several new relationships have begun in rural Maharashtra, including Social Action for Association and Development (SAAD) in Parbhani and Shashwat Trust and Shishuadhar in Pune. The project with Sathi provides a PHF-supported presence in several towns in eastern Uttar Pradesh. The remote North East continues to be represented for PHF by The Ant (Action Northeast Trust). A shift in focus from the main metropolitan cities to supporting basic services in smaller towns has also begun.

Varied sectors

Our policy of supporting work as per the skills, inclinations and requirements of local NGO partners has given us considerable sectoral variety. Our traditional focus on health, education and disability continues, and there have been several new projects relating to children (Shishuadhar), governance (SWATI), integrated development (Arthik Anusandhan Kendra) and women (ICPRD and SAAD). Some of the supported projects are completely new work, some are continuations at a different scale, and others enable the replication of a model in a different area.

We have also found that we support opposing ideological spectrums. For example, within microfinance we support Samaj Pragati Sahayog's bank-linkage model alongside Action for Social Advancement's (ASA) microfinance institution model. This is similar to our support for street children, where with Sathi we support returning them home at the earliest opportunity and with Salaam Baalak Trust and Chetna we support rehabilitating them in Delhi.¹

Measuring outcomes and governance

There has been considerable emphasis on project appraisal and monitoring in 2008/09, especially given that our financial commitments to projects have increased. We now focus as much on ensuring that our NGO partners are adequately governed as we do on project monitoring, and we have finalised a set of minimum standards that we expect all NGO partners to adhere to. We are happy to note that most of our NGO partners have internal governance standards that are of far greater rigour.²

We began a system of longer term (six- to seven-year) relationships in 2003. This year saw the first of such relationships (Salaam Baalak Trust and ASA) draw to a close. We need to look to continue to keep such NGO partners within the PHF family (without funding) as the relationships have been intense and we have learnt significantly. More such relationships (Seva Mandir and Chintan) will draw to a close in the coming year.

General elections were held in 2009. The Indian Government's National Rural Employment Guarantee Scheme, whose better implementation we have supported in the states of Gujarat and Chattisgarh, was seen as a critical factor in enabling the current government to continue in power. The issues of pro-poor development and better governance, both of which are close to our heart, are likely to gain political importance and focus in the near future. Challenges for the coming year include setting up a permanent presence in India, for which we have applied for the necessary permissions, and developing an effective programme of support in the poorest eastern parts of the country.

1 Impact for individuals:

In this context we are concerned with achieving the best results for the young people concerned. Our support for organisations with different approaches to achieving this allows us to learn which is the most effective

2 Impact for organisations:

Partnering with NGOs for several years has shown that an important part of our work in India is capacity-building for some of the organisations we work with

India programme

Open Grants scheme

SWATI – Society for Women’s Action and Training Initiatives Promoting the Right to Information

Rs. 1,519,060 (£20,083)

The Indian Parliament passed the Right to Information (RTI) Act in 2005 to promote transparency in public life. However, political apathy, lack of awareness and bureaucratic resistance have created significant barriers to its effective implementation.

SWATI began an initiative to create awareness of the RTI in Surendranagar district of Gujarat in 2006. Its work training RTI volunteers, setting up help lines and help desks, and creating a forum of NGOs promoting the use of RTI, enabled the RTI movement to spread across the district.

Support from PHF looks to enable SWATI to consolidate by following up on applications that have received an unsatisfactory response from the authorities, by enabling women and marginalised communities to use the RTI, and by focusing the RTI on public causes such as the Employment Guarantee Scheme, the Public Distribution System and the state health services. The support will also enable SWATI to replicate its model in two more districts in Gujarat – Mehsana and Patan.

Empowering poor communities: Even a well-intentioned government scheme can have many gaps that form barriers to access by poor communities. A small and focused NGO intervention can enable much larger schemes to be beneficial to the poor.

Sathi

Re-integrating runaway children on railway platforms

Rs. 3,750,000 (£49,419)

Sathi has worked with runaway children since 1997. It set up operations in the poorer North Indian states, from where most runaway children in the large cities originate, in 2005. The Foundation’s support began in 2007 for operations in Kanpur Railway Station, and has gradually extended to railway stations in Patna, Moghalsarai, Lucknow and Gorakhpur.

Sathi teams identify runaway children and then house them in temporary shelters where they are counselled while contact is established with their homes. So far, nearly 1,300 children have been returned home, of which 90 per cent stay there. If children have been away for more than six months or are addicted to drugs, they are repatriated after a month-long camp that enables re-integration into society.

Controversy: Mainstream discourse on runaway children is not in favour of immediate repatriation. Sathi’s experience is that most children leave home for trivial reasons and can be easily repatriated. Its data may be able to influence opinion.

Child Survival India

Health programme in Savda Ghevra

Rs. 579,400 (£7,189)

This project is part of an initiative, Growth for All, which looks to apply management skills to development interventions and to bring together local governments, the corporate sector, donor agencies and NGOs to address problems faced by poor communities.

Some years ago, to make land available for the Commonwealth Games (scheduled for 2010), the Delhi Government resettled slum communities on a remote plot of land in North West Delhi. Basic social development services were slow to follow, leading to problems of access to health, education and livelihoods for the 2,500 families here.

Our grant supports part of a larger programme to provide basic health services to the resettled community. Child Survival India runs an emergency service, conducts health camps, and sets up health groups that link the community to the government’s health services.

Collaboration: This project has illustrated the importance of collaboration. The PHF-supported health project is part of a much larger initiative that involves local government, NGOs and other donors and its success is partly determined by work done by others who are not answerable to PHF in any way.

“As with all slum resettlement colonies in the capital, problems are aplenty – no running water, drains that lead nowhere and are not connected to most houses, a very long commute if they want to go to their old places of work, a government dispensary that opens for just three hours a day, a government primary school under tin roofs that get burning hot in summer ... As Srikant Sastri of Growth For All took a group of visitors from the Salzburg Global Seminar and the 21st Century Trust around the colony, it was apparent that the NGOs had already instilled in many residents the hope of a better future.”

Joydeep Gupta, a journalist associated with the 21st Century Trust and the Salzburg Seminar, following a visit to Savda Ghevra

India programme

Grants awarded in 2008/09



Child Survival India

Women listen to health advice in Savda Ghevra, delivered by Child Survival India



Savda Ghevra

The rapidly constructed dwellings of Savda Ghevra, where communities were moved following the clearance of Delhi slums in preparation for the 2010 Commonwealth Games



Sathi

Runaway boys picked up by Sathi from railway stations in Northern India. Children that have been away from home for more than six months are housed for one month in a camp prior to their return to their families, to aid re-integration

Open Grants

Arthik Anusandhan Kendra Integrated development in Lalganj Block.	£28,221
Association for Rural Advancement through Voluntary Action & Local Involvement Building institutions that challenge poverty.	£43,914
Baihar Nari Utthan Sewa Mahila Mandal Development initiative with the Baiga tribal community.	£41,929
BD Tatti Memorial Charitable Trust Pre-primary education for deaf children.	£7,180
Child Survival India Health programme in Savda Ghevra.	£7,189
Childhood Enhancement through Training and Action (CHETNA) Taking education to the streets.	£49,456
Independent Commission for People's Rights and Development (ICPRD) Youth forums against gender-based violence.	£29,280
Janvikas Samajik Sanstha (JVSS) Education support for socially excluded children.	£15,235
Regional Centre for Development Cooperation Livelihood programme in Nabarangpura.	£22,001
Saath Charitable Trust Integrated development of Sankalitnagar slum.	£95,422
SATHI Re-integrating runaway children on railway platforms.	£49,419
Shashwat Trust Agriculture development for a displaced tribal community.	£14,873
Shishuadhar – For the Child Non-institutional services for children in distress.	£8,618
Social Action for Association and Development Women and child development in Parbhani.	£5,714
SWATI – Society for Women's Action and Training Initiative Promoting the Right to Information.	£20,082
The Ant (Action Northeast Trust) Promoting communities rights to equitable healthcare.	£14,933
Exchange rate differences	(£728)
India programme total	£452,742

Other grants

The Foundation sometimes makes other awards that do not fit within the programme aims, although they normally relate to our areas of interest. These awards are not made in response to applications. This year we made three other awards.

Disasters Emergency Committee

Relief and rehabilitation work in Burma

£100,000

Cyclone Nargis struck Burma (Myanmar) in May 2008. Estimates of the death toll vary but official figures place the total confirmed dead at over 77,000, with a further 55,000 people missing. The disaster created 150,000 displaced persons, as homes were lost to storm damage and flooding. The United Nations described as ‘severely affected’ an area with a population of 1.4 million. In the weeks that followed, disease and famine threatened as efforts were hampered by non-cooperation from the military government.

The Foundation contributed to the Disasters Emergency Committee, an umbrella organisation that fundraises and coordinates the activities of a group of charities with expertise in providing humanitarian aid. Its work in Burma addressed the immediate needs of survivors, in particular those that are vulnerable, and sought to help them reconstruct their lives ‘in safer more resilient communities that are better able to withstand future disasters’ (DEC Burma Vision Statement).

The Helen Hamlyn Trust

Support for the Helen Hamlyn Trust 2008/09

£2,000,000

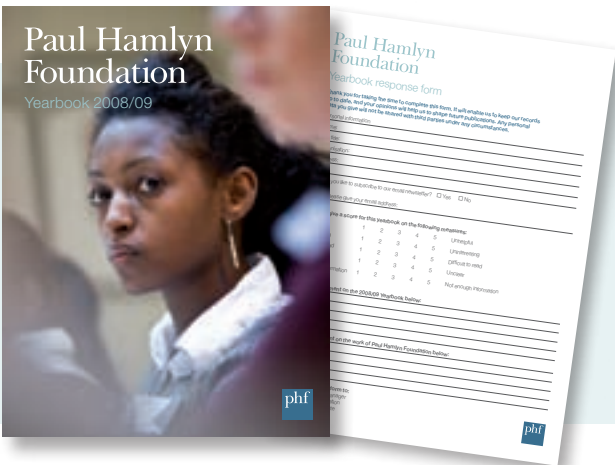
The principal focus of the Trust is on the initiation of medium- and long-term projects, funded by way of grants, solely or with partners, linked to the shared interests of Lady Hamlyn and her late husband, Paul Hamlyn.

The current strategy for grant-making is concentrated on the following areas of activity: Medical, the Arts and Culture, Education and Welfare, Heritage and Conservation in India, International Humanitarian Affairs and Healthy Ageing. Within these areas of activity the Trust also supports a number of projects with a design focus which are undertaken by the Helen Hamlyn Centre at the Royal College of Art, London.

The Trust’s core aim is to initiate and support innovative medium- to long-term projects, which will effect lasting change and improve quality of life.

Grants awarded in 2008/09

Disasters Emergency Committee	£100,000
The Helen Hamlyn Trust	£2,000,000
Wigmore Hall Trust, in memory of Rick Rogers	£500
Other grants total	£2,100,500



We value your opinions on our work

Please give us your feedback on this publication using the form provided. Alternatively, this yearbook can be read on the Foundation’s website, www.phf.org.uk, and comments can be emailed to feedback@phf.org.uk

Trailblazers for social change

Rushanara Ali, who this year leaves the PHF Board of Trustees, reflects on the changes she has seen during her time at the Foundation, and on the impact foundations need to have in changing times.

Some years ago I was invited to join the board of the Paul Hamlyn Foundation. I didn't know a great deal about the Foundation or its founder other than that the Foundation supported charities and other institutions which promote the arts and education, and that its founder was the owner of publishing companies.

To get to know more, I asked one of the trustees, a close friend of Paul Hamlyn, to tell me something about him and what motivated him to establish the Foundation. The response struck me deeply: "Paul was deeply influenced by his own experiences of childhood and young adulthood ... He never forgot the feeling of being an outsider and excluded. It was this – allied to his love of music – that motivated him when he first set up Paul Hamlyn Foundation."

His friend added that his great concern was about access to opportunity, particularly for young people. There was a clear commitment to correct injustices and help the under-privileged at all times.

Foundation growth

When I joined, not long after Paul Hamlyn's death, the Foundation's annual grant giving stood at around £7 million. During my time as a trustee it has grown to around £20 million, so it has been a period of considerable change. When I started, PHF primarily focused on supporting the arts and education, which remain some of its greatest strengths. The Foundation was also starting to run Special Initiatives, such as Musical Futures and the Refugee and Asylum Seeker Fund. A major strategic review was undertaken, backed by analysis of the impact grants were having and their distribution across different areas of the country. It became clear that a larger proportion of grants were going into London and the South East – an imbalance that much effort has been made to correct in subsequent years.

As a new trustee, I was involved in the development of an entirely new funding programme focusing on social justice, which came with a sizeable annual budget. Today the Social Justice programme helps marginalised individuals and communities to become integrated into society and focuses particularly on supporting them during periods of transition.

One of the most ambitious, and, I believe, groundbreaking initiatives we have established is Right Here, a five-year project developed in partnership with the Mental Health Foundation. The aim of the programme is to change the way the mental health of young people aged 16–25 is addressed in the UK in this important period between teenage and adulthood – focusing on building young people's resilience and helping to reduce the risks of them developing more serious mental health problems in the future. The initiative was developed following extensive consultation both with experts and young people to establish where the gaps were in service provision, and to better understand from young people how they wanted to be supported.

I was also encouraged to help commission an in-depth research programme on the experience of young undocumented migrants in order to explore what further support PHF could give to this group, about which very little was known. Our research built on the work of the Refugee and Asylum Seeker Fund, uncovering some of the huge



challenges faced by young people – especially those who were unaccompanied and undocumented. To me, these initiatives reflect the Foundation's ability and willingness to be challenging and ambitious in branching out, and reflect an increasing confidence to do things outside of its comfort zone while retaining its commitment to the arts and education.

Challenging times

With that said, no foundation can afford to rest on its laurels right now. We face an unprecedented world recession, with the associated problems of repossessions, business bankruptcies, significant job losses and rises in long-term unemployment. In a climate where public spending is likely to shrink over the coming years, foundations face the unenviable job of making tough choices about what they focus their resources on.

If past trends during recessions are anything to go by, it is plausible that psychological needs are likely to grow. For example, the recession of the early 1980s saw a significant increase in male suicide rates. There is also strong evidence that debt correlates closely with stress – so, for example, measures to slow down debt collection may have a big impact on psychological well-being. There is also the risk of higher levels of recidivism, as well as of civil unrest and disturbances. Counter-intuitively, some older groups will have more resilience to crises by virtue of having lived through past recessions.

Foundations need to act as trailblazers for social change in the coming years. We need to be ahead of the curve, willing to take risks and back projects and organisations that are likely to have high impact and trust them to deliver. It requires conviction and sometimes a leap of faith on the part of staff and trustees even if the results can't be measured or seen from the outset.

Foundations must challenge government, but equally be ready to partner where they are likely to have impact on a larger scale. Examples from our experiences at PHF illustrate this. Musical Futures, for instance, challenged the orthodoxy of music teaching and has supported schools and local authorities to develop new methodologies.

We have also been successful in supporting initiatives that have since scaled up. Tower Hamlets Summer University, for instance, is an organisation I know well from my work at the Young Foundation. A jointly funded initiative between the Young and Paul Hamlyn Foundations saw the national roll-out of the THSU system of free non-residential learning programmes for young people to other inner city areas. In this way, even with a relatively low spend, foundations are able to have significant impact.

One of the great strengths of foundations is that they can back unpopular causes and shed light on emerging problems by backing projects early, before governments can act, or where there is neglect – if there is the will and conviction among trustees and staff. In the Social Justice field we have seen organisations suffer because of government responses to bad press, whether about prison arts programmes or asylum seekers and refugees. Foundations like PHF have the space and freedom to take action and should continue to back unfashionable or unpopular causes if it's the right thing to do.

Thinking back, on first impressions, the PHF board to me seemed no different from most other boards – conservative with a small 'c', not to mention intimidating! However, it soon became clear that this was a group of people with a genuine desire to be challenged and asked difficult questions, and a strong appetite to gain new insights on what else to do. As well as a concern to respond to acute needs – including those that are below the radar – there is a real interest in addressing those needs that are likely to intensify in the future.

During my tenure as a board member, I have seen Paul Hamlyn Foundation take some of the necessary leaps of faith, and I am excited by what may yet result from them. More widely I am heartened by what I believe foundations can deliver to society. Their contribution is needed now more than ever.

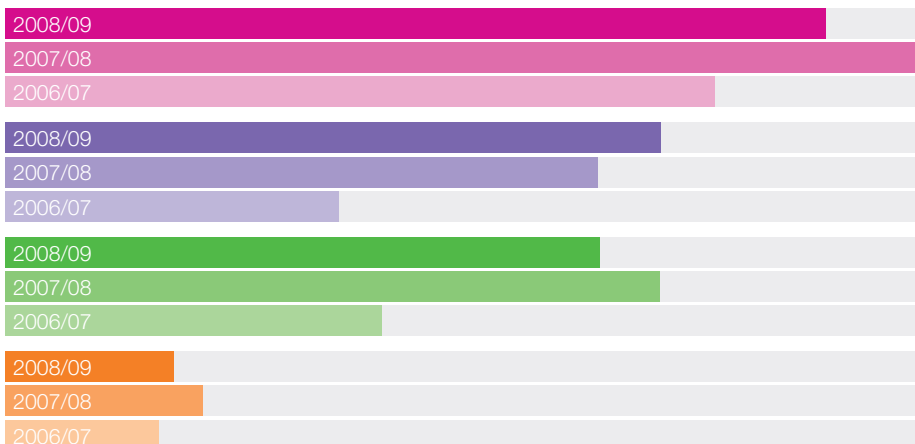
Rushanara Ali is associate director of the Young Foundation, an organisation that fosters social innovation.



Analysis of programme awards (excluding other awards)

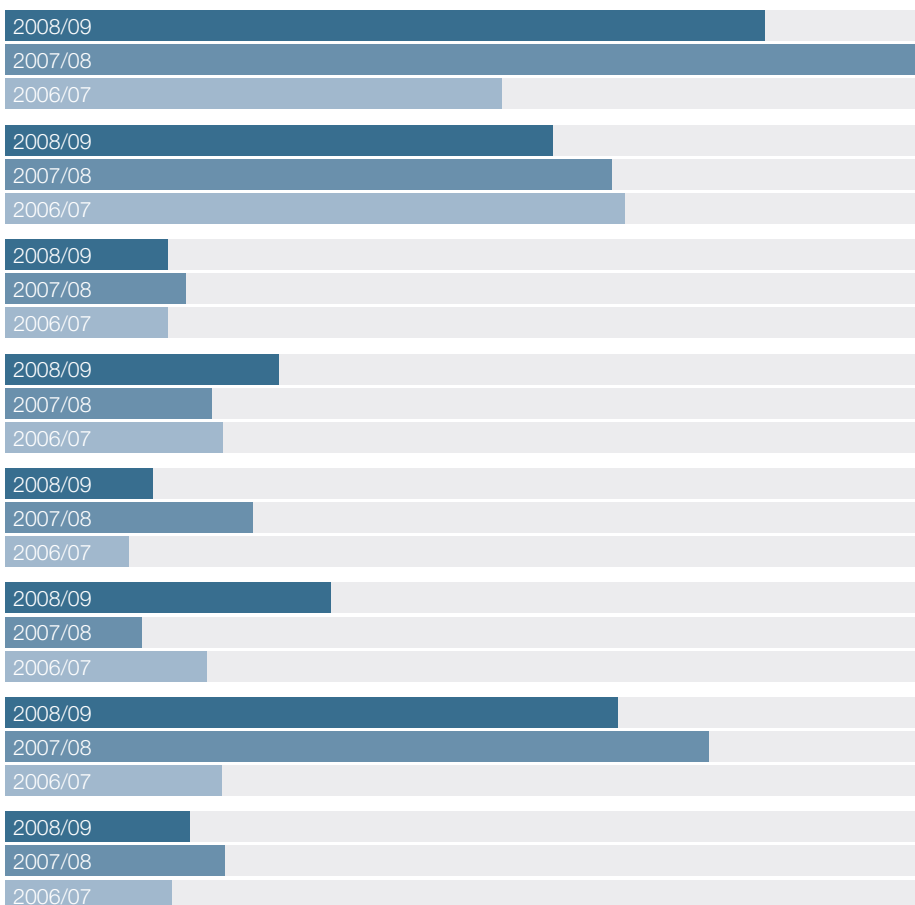
Grant-making summary

	2006/07	2007/08	2008/09
Arts	£3,739,459	£5,006,314	£4,414,935
Education and Learning	£1,453,274	£3,298,174	£3,408,927
Social Justice	£1,714,278	£3,405,796	£3,039,722
India	£363,569	£628,280	£452,742
Total grant-making	£7,270,580	£12,338,564	£11,316,326



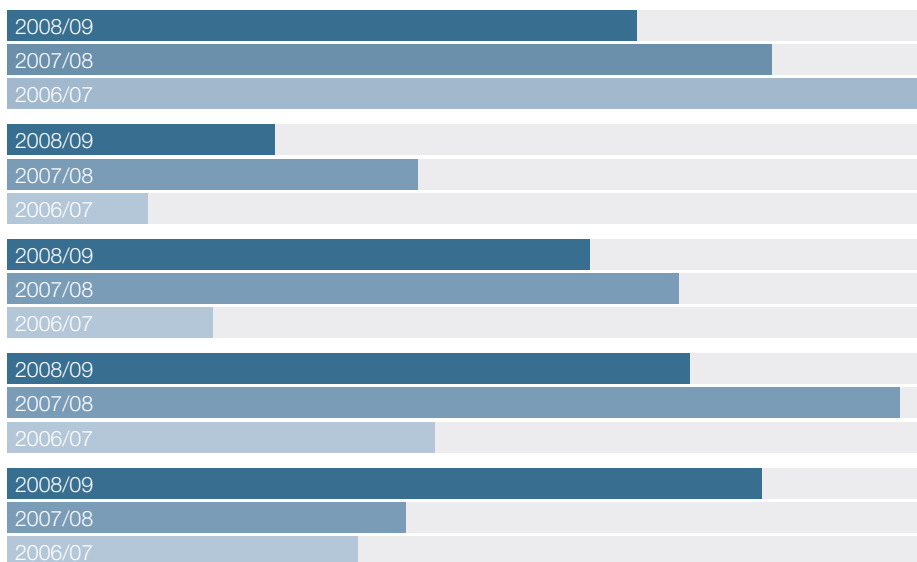
Geographical area served

Area	2006/07	2007/08	2008/09
England (outside London)	£2,014,020	£4,124,719	£3,331,744
London	£2,628,527	£2,562,582	£2,269,643
Northern Ireland	£340,718	£433,217	£344,512
Scotland	£620,019	£561,409	£899,627
Wales	£149,654	£766,955	£265,468
Multi-regional	£539,268	£210,624	£1,157,507
UK national	£614,805	£3,050,778	£2,595,083
India	£363,569	£628,280	£452,742
Total	£7,270,580	£12,338,564	£11,316,326



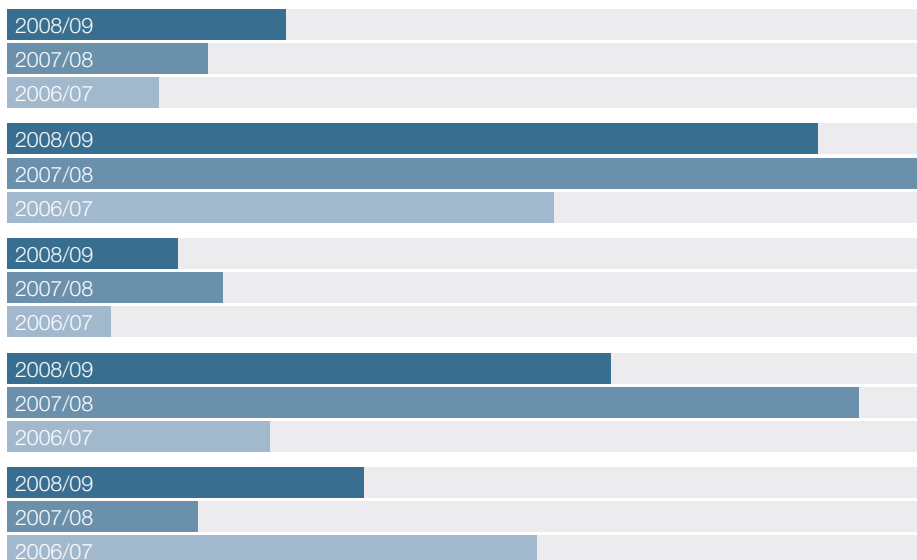
Distribution of funding by focus

Focus	2006/07	2007/08	2008/09
Participation	£3,811,730	£3,099,736	£2,478,740
Professional development	£215,223	£1,465,468	£803,684
Service improvement	£514,305	£2,671,169	£2,258,684
Social inclusion	£1,542,419	£3,691,543	£2,722,344
Multiple/ other focus	£1,186,903	£1,410,648	£3,053,326
Total	£7,270,580	£12,338,564	£11,316,326



Distribution of funding by age group

Age group	2006/07	2007/08	2008/09
Children (0–12)	£373,089	£692,301	£1,192,797 (0–11)
Young people (13–24)	£2,927,554	£5,333,384	£4,634,010 (12–30)
Adults (25–64)	£62,750	£785,538	£492,399 (31–64)
Multi-age groups	£1,091,832	£4,902,014	£3,296,957
All ages	£2,815,355	£625,327	£1,700,163
Total	£7,270,580	£12,338,564	£11,316,326



NB: 2008/09 saw a change in PHF's age banding, (shown in brackets) affecting in particular the category 'Young people'.

Endowment fund and investment portfolio

The Endowment fund represents the original and subsequent gifts by Paul Hamlyn, both in his lifetime and under the terms of his will, together with the net gains arising from the related investment assets. The trustees have discretion to make disbursements from the Endowment fund in circumstances which they consider appropriate. Investment returns from the endowment investment portfolio are used to finance grant-making and other work.

The Foundation has wide investment powers which are specified in its Memorandum of Association. Investment policy is set by the Board of Trustees, but authority to decide strategy is delegated to the Finance and Investment Committee. The Committee, with input from senior staff and consultants, sets asset allocation and engages professional managers running a multi-asset, multi-manager portfolio. Most of the managers have discretionary mandates although the direct property portfolio is run on an advisory basis.

The Foundation's investment policy is to:

- Maintain in the long run the real purchasing power of the Endowment fund
- Invest in a diverse range of assets which are most likely to give good total returns in the long term, in order to maximise the total real value of the amounts available for grant-making and other work
- Manage volatility as far as possible, while accepting that a degree of volatility is concomitant with seeking high returns.

In the year under review, the Finance and Investment Committee continued to increase the broad spread of investments whilst continuing modest commitment to hedge funds, venture/private equity investments and specialist cash and currency management. Whilst this continuing move into alternative assets is likely to reduce dividend and investment income at least in the short term, it is aimed at increasing total returns on a long-term basis and controlling the overall volatility of the portfolio.

Significant developments in the year included:

- Adding to cash held in the portfolio by reducing global and UK equity exposure in view of the deteriorating economic outlook
- Augmenting our investments in hedge funds by adding three new managers, including those who specialise in distressed debt

- Adding exposure on an opportunistic basis to new venture funds, as well as a commodity manager, and an emerging currency specialist investment vehicle
- Re-organising the Foundation's bond holdings to more closely align with the selected benchmarks.

The main asset allocation changes to the Endowment fund during the year were:

- Reducing publicly quoted equities by allocating money away from equity managers. This, in combination with market falls, resulted in our equity allocation reducing from 56% to 40%. Combined with the defensive action taken in 2007/08, this helped protect the overall portfolio from the worst of the bear market
- In the summer of 2008, action was taken to protect the value of the portfolio by moving circa 49% of the cash assets held into US dollars and Euros. Subsequent to this, the Finance and Investment Committee established a formal currency neutral position for cash management going forward
- Overall exposure to property at year end was 5%, hedge and venture funds 10%, and fixed interest and cash 45%.

The Foundation's endowment investment portfolio fell by about 9% for the year, mainly due to the fall in equity and property assets. At the end of the year the endowment's value was broadly in line with the trustees' aim of preserving its real purchasing power (ie: Paul Hamlyn's bequests adjusted for RPI).

Expenditure

Grants awarded were lower than in 2007/08 (£13.4m compared with £14.5m) as decisions on some Special Initiatives were delayed until mid-2009 for operational reasons. However, overall awards on Special Initiatives have remained at 25% of all awards, excluding funding for the Helen Hamlyn Trust, as in 2007/08. The Foundation remains on course to achieve the trustees' strategic objective to increase the proportion of expenditure on Special Initiatives in the current planning cycle (to 2012). Open Grants have consequently remained at 75% of awards made.

Support cost expenditure has increased from £1.9m to £2.0m largely due to staff changes and recruitment costs. Investment management fees have reduced slightly in line with reductions in portfolio value.

Financial risks

The Foundation's principal material financial risks, including foreign exchange exposures, relate to its investment portfolio and are in line with similar long-term endowment funds in the sector. Overall investment risk management is predicated on running a diversified portfolio of high quality assets across a wide variety of asset classes and markets. The longer term strategic asset mix is set by the Finance and Investment Committee, with input from Cambridge Associates and others. Individual investment mandates are awarded to specialist managers after scrutiny by the Finance and Investment Committee with input from various sources.

Management changes

After five years as Finance Director, Jonathan Sheldon left Paul Hamlyn Foundation in 2008 to take up a position at the Health Foundation. I am grateful to him for his work. His resignation gave trustees the opportunity to think about the twin functions of Finance and Investments with the result that we have taken the opportunity to separate the roles. We have appointed Lucy Palfreyman as Finance and Resources Director and Richard Robinson as Investment Director. Both have long experience in their related but distinct areas of specialisation and we look forward to working with them.

Summarised financial statements

The summarised financial statements which follow are not the full annual report and financial statements but a summary of information derived from both the Foundation's Statement of Financial Activities and Balance Sheet. The summarised financial statements do not contain full notes or a cashflow statement.

The full annual report and financial statements, from which the summarised financial statements are derived, were approved by the trustees on 30th June 2009 and copies have been filed with the Charity Commission and with the Registrar of Companies.

The independent auditors have issued an unqualified report on the full financial statements and on the consistency of the Directors' Report with those financial statements. The statement in the independent auditors' report, under section 253(3) of the Companies Act 1985, was unqualified.

The full annual report and financial statements are available from www.phf.org.uk or from the Company Secretary.

Bob Boas

Chair, Finance and Investment Committee

Independent auditors' statement to the members of Paul Hamlyn Foundation

We have examined the summarised financial statements, which comprise the Summary Statement of Financial Activities and Summary Balance Sheet set out on page 48.

Respective responsibilities of directors and auditors

The directors are responsible for preparing the summarised annual financial statements in accordance with applicable United Kingdom law and the Statement of Recommended Practice: Accounting and Reporting for Charities (revised 2005). Our responsibility is to report to you our opinion on the consistency of the summarised financial statements with the full annual financial statements and their compliance with the relevant requirements of section 251 of the Companies Act 1985 and the regulations made thereunder. We also read the other information contained in the Yearbook and consider the implications for our statement if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements. This statement, including the opinion, has been prepared for and only for the company's members as a body in accordance with section 251 of the Companies Act 1985 and for no other purpose. We do not, in giving this opinion, accept or assume responsibility for any other purpose or to any other person to whom this statement is shown or into whose hands it may come save where expressly agreed by our prior consent in writing. Legislation in the UK governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

The maintenance and integrity of the Paul Hamlyn Foundation web site is the responsibility of the directors and the auditors accept no responsibility for any changes that may have occurred to the summarised financial statements since they were initially presented on the web site.

Basis of opinion and Opinion

We conducted our work in accordance with Bulletin 1999/6 issued by the Auditing Practices Board. Our report on the company's full annual financial statements describes the basis of our audit opinion[s] on those financial statements and the Directors' report. In our opinion the summarised financial statements are consistent with the full annual financial statements of Paul Hamlyn Foundation for the year ended 31st March 2009 and comply with the applicable requirements of section 251 of the Companies Act 1985, and the regulations made thereunder.

PricewaterhouseCoopers LLP

Chartered Accountants and Registered Auditors
30th June 2009

Summary financial statements

Summary Statement of Financial Activities for the year ended 31st March 2009

	2009 £m	2008 £m
Income		
Donation income	0.002	-
Investment income	14.221	20.280
Legacy income	-	0.235
Total income	14.223	20.515
Resources expended		
Investment management	1.916	2.205
Grant-making	15.418	16.347
Governance	0.030	0.027
Total resources expended	17.364	18.579
Net incoming resources	(3.141)	1.936
Realised and unrealised gains (losses) on fixed asset investments	(44.106)	(36.964)
Net movement in funds	(47.247)	(35.028)
Funds at 1 April 2008	513.512	548.540
Funds at 31 March 2009	466.265	513.512

Summary Balance Sheet at 31st March 2009

	2009 £m	2008 £m
Fixed assets		
Tangible assets	0.149	0.196
Investment assets	449.909	494.070
	450.058	494.266
Current assets		
Debtors	1.480	1.464
Other investments	28.686	31.127
Cash at bank and in hand	0.133	0.014
	30.299	32.605
Creditors falling due within one year	(9.055)	(8.539)
Net current assets	21.244	24.066
Total assets less current liabilities	471.302	518.332
Creditors falling due after more than one year	(5.037)	(4.820)
Net assets	466.265	513.512
Funds at 31 March 2009	466.265	513.512

Trustees, staff and advisors

Trustees

Jane Hamlyn (Chair)
Rushanara Ali (to June 2009)
Bob Boas
Michael Hamlyn
James Lingwood
Estelle Morris
Lord Moser
Anthony Salz
Peter Wilson-Smith
Tom Wylie (from April 2009)

Staff

Ushi Bagga	Grants Officer (from June 2008)
Denise Barrows	Education and Learning Programme Manager
Rob Bell	Social Justice Programme Manager
Susan Blishen	Mental Health Special Initiative Manager
Régis Cochefert	Arts Programme Manager
Gerry Creedon	Accountant (to October 2008)
Tony Davey	Information and Resources Officer
Sarah Jane Dooley	Grants Officer
Susan D'Sylva	Finance Officer
Robert Dufton	Director
Maria Ferron	Chair and Director's Assistant
Gillian Goode	Grants Assistant (maternity cover from June 2008)
Lisa Howard	Grants Assistant
Ruby Ireland	Grants Officer (to August 2008)
Fatima Joaquim	Housekeeper
Maria Karska	Administration Officer
Richard King	Grants Assistant
Barbra Mazur	Grants Officer
Denise Mellion	Education and Learning Programme Manager (maternity cover from May 2009)
Marcello Moro	Grants Assistant
Lucy Palfreyman	Finance and Resources Director, Company Secretary (from November 2008)
Richard Robinson	Investment Director (from January 2009)
Liz Scott	Accounts and IT Officer
Vicki Selby	Learning Futures Co-ordinator (from February 2009)
Jonathan Sheldon	Director of Finance (to April 2008)
Dan Watson	Communications Manager (from September 2008)
Faye Williams	Grants Officer

Advisors

Robert Berkeley	Social Justice
Professor Sir Tim Brighouse	Education and Learning
Kate Brindley	Arts
Ajit Chaudhuri	India
Julian Corner	Social Justice (to March 2009)
Lord Gavron	Investments
Roger Graef	Social Justice
Sushna Iyengar	India
Dr Donald Peck	India
Jonathan Reekie	Arts
Shankar Venkateswaran	India
Claire Whitaker	Arts
Vanessa Wiseman	Education and Learning
Dr Paul Woolley	Investments

Registered Auditors

PricewaterhouseCoopers LLP, 1 Embankment Place,
London WC2N 6RH

Solicitors

Withers LLP, 16 Old Bailey, London EC4M 7EG

Banker

NatWest plc, 208 Piccadilly, London W1A 2DG

Investment Advisors

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105 Wigmore Street, London W1U 1QY

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