

# THEORY OF CHANGE SUMMARY

Version: 28 April 2021

Reviewed: February 2023

Updated: February 2024

**EASTSIDE**  
YOUNG  
LEADERS'  
ACADEMY



# SUMMARY

## The Process

The process began in 2020 and followed good practice in developing a **Theory of Change** (for example, New Philanthropy Capital's 10 Steps model, NCVO, Centre for Theory of Change). The work was broken down into ten steps:

- **Target groups:** included an analysis of the people and groups that EYLA engages with and may seek to engage and influence in the future before looking at how EYLA engages with priority groups already.
- **Impact:** A direct Impact (see below) was defined for each of five priority target groups, as well as 'knock on effects' and wider, community impacts.
- **Outcomes:** Working backwards from the Impacts, a set of outcomes was identified for each. These were defined as the conditions that need to be in place before each impact can be achieved. Longer-term outcomes as well as intermediate, or shorter-term outcomes were identified.

- **Activities:** Again, working backwards from the outcomes, the activities that will lead to the outcomes were defined next.
- **Change** (what and how): The nature of the change in terms of how participants engage with each activity was explored. Similarly, attention was given to the quality of each activity, such as the unique feature of each that ensures success.
- **Order of change:** This stage involved a 'sense check' of what happens and in which order to achieve the desired Outcomes.
- **Diagram:** A schematic diagram was created for each target audience. These are brought together in a full summary diagram, below.
- **Stakeholders and enabling factors:** The main groups and people who can support the **Theory of Change** were defined as well as how they need to support it and how to get them on board.

- **Assumptions:** A set of assumptions about the Impact defined in the **Theory of Change** as well as the delivery of activities were explored.

See below Summary Diagram of EYLA's Theory of Change.

THE NEED	DELIVERY ASSUMPTIONS	ACTIVITIES	INITIAL OUTCOME	ACTIVITIES	OUTCOME	IMPACT	IMPACT ASSUMPTIONS	
In education, there has been less progress in closing the gap for children experiencing disadvantage and in particular those from BAME backgrounds. Children from Black Caribbean backgrounds more likely to be excluded from school.	<ul style="list-style-type: none"> <li>EYLA's role continues to be one of programme delivery; Young Leaders Galleria supports joint working</li> <li>YLG model is the best way to meet demand as it reflects the existing evidence base for what works and supports local, community led response</li> <li>Quality Assurance is a key area of responsibility for the new YLG, supporting a shared set of delivery standards and a shared approach to impact</li> <li>Galleria can support YLs to access information and support next steps</li> <li>Barriers to access are removed. Alumni anywhere can engage effectively</li> <li>Parents anywhere can access information and support early</li> <li>Schools are able to signpost and convene key partners/ agencies</li> <li>Employers know what the first or next step is whatever their starting point</li> </ul>	<b>YOUNG LEADERS</b>	<ul style="list-style-type: none"> <li>Information sessions</li> <li>Leadership Programme sessions</li> <li>Boys and girls groups</li> </ul>	<ul style="list-style-type: none"> <li>Know what options are available and what to do next</li> </ul>	<ul style="list-style-type: none"> <li>Employability sessions</li> <li>Training Community Leaders</li> <li>Scholars</li> <li>Tutoring</li> <li>Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Academic achievement building essential skills, knowledge and values</li> </ul>	<ul style="list-style-type: none"> <li>Leadership roles, stay in school, complete studies and progress</li> </ul>	<ul style="list-style-type: none"> <li>EYLA and Galleria members can support growth in reach and impact because their model is based on what works</li> <li>The Young Leaders Galleria will be able to build the evidence base for what works, and through that influence wider practice and policy</li> <li>Eastside Alumni Group plays a key role in building the evidence base and in supporting wider influence (policy and practice)</li> <li>Parents, schools, employers and others work together systematically</li> <li>Alumni continue to 'give back' and are supported in doing so</li> <li>Parents are supported and know where to seek help</li> <li>Schools are hubs around which a network of support grows and develops</li> <li>Employers are actively involved throughout the YL/Alumni journey</li> </ul>
A consistent lack of opportunities to support leadership development and other soft skills, employability skills, cultural capital.		<b>ALUMNI</b>	<ul style="list-style-type: none"> <li>Access to employment information, advice, support,</li> <li>Work experience and internships</li> </ul>	<ul style="list-style-type: none"> <li>Experiences of work including 'Leading'</li> <li>Know options</li> <li>Understand Employer expectations</li> </ul>	<ul style="list-style-type: none"> <li>Mentor to Young Leaders and being mentored</li> <li>Leadership Role</li> <li>Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>Accountable for self</li> <li>Restorative perspective</li> <li>Self-knowledge</li> <li>Network</li> </ul>	<ul style="list-style-type: none"> <li>Growing as Leaders, complete FE/HE, training, then into work</li> </ul>	
Despite increase in numbers of Black students going to university, 60% of Black graduates receive a first or upper second-class degree, versus 72% of Asian graduates and 82% of white graduates.		<b>PARENTS</b>	<ul style="list-style-type: none"> <li>Information sessions</li> <li>1:1 sessions</li> <li>Parent University</li> <li>Scholars support</li> </ul>	<ul style="list-style-type: none"> <li>Motivated partner in learning</li> <li>Have a voice and recognise positive change</li> </ul>	<ul style="list-style-type: none"> <li>Informal advice and support</li> <li>Exclusion support</li> <li>Ongoing PU</li> </ul>	<ul style="list-style-type: none"> <li>Belief, confidence and trust in system</li> <li>Connected to EYLA</li> </ul>	<ul style="list-style-type: none"> <li>Better relationship with education through knowledge and understanding</li> </ul>	
A deficit in pastoral care to those who need it most.		<b>SCHOOLS</b>	<ul style="list-style-type: none"> <li>First meeting</li> <li>ISLP</li> <li>Training</li> <li>Exclusion support</li> <li>Parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>Actively encourage parent involvement 'as experts'</li> <li>Trust</li> <li>Act as hubs</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing core elements</li> <li>Regular comms</li> </ul>	<ul style="list-style-type: none"> <li>'Interwoven interest'</li> <li>Teachers are motivated</li> <li>Teachers know parent/carers</li> </ul>	<ul style="list-style-type: none"> <li>See students as asset-rich, treat each according to their needs and potential</li> </ul>	
BAME individuals also struggle to achieve the same progression opportunities as their white counterparts.		<b>EMPLOYERS</b>	<ul style="list-style-type: none"> <li>First meeting</li> <li>Career workshops</li> <li>Employability workshops</li> <li>Structured programmes</li> </ul>	<ul style="list-style-type: none"> <li>Recognise balance between breadth and depth</li> <li>Create opportunities</li> <li>Motivated</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing elements</li> <li>Regular comms</li> </ul>	<ul style="list-style-type: none"> <li>Improved practices</li> <li>Long-term commitment to developing EYLA cohorts</li> <li>Collective endeavour</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and inspiring to Young Leaders and Alumni as they start work and progress</li> </ul>	
Bias in individual people's behaviour, and organisations too.								
<b>Three Key Stakeholder Groups support the Theory of Change</b>	<b>Tier 1: Young Leaders Galleria</b> Commit and sign up; open to different ways of working	<b>Tier 2: Other youth organisations</b> Increasingly see the Young Leaders Galleria as the "go to" expert		<b>Tier 3: Employers</b> BLM is a verb throughout their outreach, careers, employability and talent pipeline.				

# EYLA'S AIM

To create leaders of character and purpose for tomorrow's world, drawn from those most in need in grassroots communities.

## The impact EYLA is seeking to achieve

- **For Young Leaders:** Taking on a leadership role, to stay in school, complete their studies and progress into sixth form, college, further education and then employment.
- **For Alumni of EYLA:** Developing as leaders, to complete Further and Higher Education and Training; Identify and realise their preferred route into work that is meaningful to them.
- **For Parents:** To have a better relationship with the education system because of their increased knowledge and understanding.
- **For Schools:** To treat each young person according to their own needs and potential.
- **For Employers:** To be relevant and inspiring to YLs and Alumni as they enter the labour market and progress quickly.

## The need EYLA addresses

### Schools

- In education, there has been less progress in closing the gap for children experiencing disadvantage and in particular those from Black, Asian and Minority Ethnic (BAME) backgrounds. Children from Black Caribbean backgrounds are more likely to be excluded from school.
- There is a deficit in pastoral care to those who need it most.

### Further and Higher Education

- Despite increase in numbers of Black students going to university, 60% of Black graduates receive a first or upper second-class degree, versus 72% of Asian graduates and 82% of white graduates.
- A consistent lack of opportunities to support leadership development and other soft skills, employability skills, cultural capital.

### Work

- BAME individuals also struggle to achieve the same progression opportunities as their white counterparts.
- There is bias in individual people's behaviour, and of organisations too.

# SUMMARY OF OUTCOMES AND ACTIVITIES

## Outcomes

### Young Leaders

- Know what options are available to them what they need to do next.
- Have the knowledge and understanding, skills and values required for learning and leadership beyond school and into work.
- Achieve academically as well as develop a strong set of broader skills.
- Are confident and assertive but not aggressive or arrogant.
- Display willingness and spirit and enthusiasm to take on a challenge with a positive attitude.

### Alumni

- Develop a range of experiences of the world of work and of leading with confidence.
- know about a broad range of different career options and routes into those.
- Understand the expectations of employers.
- Have a good level of self-knowledge and belief in their own potential.
- Are grounded with a good cultural knowledge of themselves and of the world around them.
- Have established their own personal network of support of peers and 'champions.'
- Alumni have built on the skills they developed as Young Leaders and have further developed skills on knowing what it means to be a good role model.
- Alumni are accountable for themselves and to Eastside (and its values). They are restorative in their perspective.

### Parents

- Have belief and confidence in their power and agency.
- Trust in the system and believe that it is working for them.
- Experience trust and of working in partnership and harmony with schools – and know their children recognise that.
- Have a voice and feel included.
- Recognise the positive changes that they have helped to achieve for their children.
- Are motivated to be partners in their children's learning, showing interest in child's education.
- Stay connected to Eastside.

## Activities

- **Leadership Programme:** A series of workshops over the school year outside of the school timetable.
- **In-school Programme:** A programme of workshops and activities tailored to the needs of individual schools, based on the Leadership Programme model.
- **Scholars:** A bursary scheme for Young Leaders to attend independent, fee-paying boarding school.

- Alumni (post-school) can access advice and support, work experience opportunities including internships.
- They can receive mentoring (from employer partners), as well as provide mentoring it to Young Leaders.
- As they progress into work opportunities to take up leadership or governance roles (within Eastside and beyond) as well as an Ambassadorial role are encouraged and supported.

- Parent University provides advice, support and help to parents of Young Leaders.
- Parents of Scholars are provided additional and ongoing support, including advocacy.

# SUMMARY OF OUTCOMES AND ACTIVITIES (CONTINUED)

## Outcomes

### Schools and teachers

- Are experts in cultural awareness and don't make assumptions.
- Know their students' parents and carers.
- Actively encourage and support families' and parents' involvement. They seek to engage with parents as part of the school community.
- There is an interwoven interest in achieving the best for every child within schools and among teachers.

### Employers

- Understand and embrace their role and recognise the balance that needs to be struck between breadth and depth.
- At every stage of their engagement, employers show tangible opportunities for YLs and Alumni and are creative about how they do this. There is a devotion to creating opportunities for future talent.
- Have a long-term commitment to developing and supporting each cohort of YLs and Alumni. They are consistent in their approach and show a willingness to listen and to understand.
- Are interested and patient in their commitment to meeting the needs of YL and Alumni in getting "work ready" and succeeding beyond that.
- Employers see this as a collective endeavour.

## Activities

- Schools and teachers are involved in the Leadership Programme and more directly in the In-school Programme.
- Teachers in schools hosting the In-school programme take part in initial meetings, attend EYLA assemblies and workshops.
- They may also receive training on topics including behaviour, cultural awareness, diversity and bias.
- Eastside recognises the growing importance of employers now that a growing body of Alumni has entered the workforce.
- After an initial engagement with the Eastside team, relationships develop to include programme support with information and signposting, career insight workshops, employability skills development workshops as well as work experience opportunities, internships, apprenticeships and employment.
- Employer involvement also includes mentoring to Alumni and other employee volunteering opportunities on a range of in-kind support.
- Employers are also a key strand of Eastside's fundraising strategy in support of a diverse and sustainable income base.

# SUMMARY OF EYLA, PARTNERSHIPS AND TIMESCALES

Founded in 2002, Eastside has a small core team and draws on a network of trainers and facilitators to support delivery.

Eastside has a strong and consistent track record of delivering high quality and impactful programmes with young people in East London. Its key assets include its leadership and staff team, its connections and partnerships as well as a strong reputation.

## Working with others

### Who and how

The target groups described above are the primary beneficiaries of Eastside's work (Young Leaders, Alumni and Parents) and the partners and enablers of change (Schools and Employers). In addition three further groups are critically important to Eastside's ability to deliver its impact. These are:

- **Tier 1:** The Young Leaders Galleria members, including other YLAs. These organisations have a broadly similar model of delivery to Eastside. Aligning collective effort on a shared vision and purpose has significant potential for greater impact. Initial work is underway to develop this.

- **Tier 2:** Other organisations with a focus on supporting disadvantaged young people in relation to educational achievement, preparing for and entering the world of work. These organisations are likely to have a less formal relationship to Eastside. However, they will recognise Eastside's unique experience and expertise and are willing to work together for mutual advantage as well as being open to adopting new ways of working.
- **Tier 3:** Employers beyond Eastside's current network will be key too. They will need to make a long-term commitment to supporting Eastside's vision and values in relation to their outreach and how they engage with future talent, employment retention and progression.

## Timescales

This **Theory of Change** supports EYLA and the Young Leaders Galleria (YLG). EYLA, and other YLG partners have developed interventions that support young people over the longer term which are based on the structure of the school year and the English education system. The approach to date has been a cumulative one, supporting young people through an annual programme of activities and building on this as they progress into further and higher education, training and employment.

# SUMMARY TIMESCALES (CONTNUED) AND ASSUMPTIONS

The activities described in this document take place on an annual cycle and are based on EYLA's significant experience. The timeline for the longer-term outcomes and impacts looks further ahead.

Broadly, YLs can begin their engagement from as young as eight and support is available to them and their families as they progress. Some join at a later stage in their educational journey. Alumni stay in touch with EYLA after they leave school and they continue to draw on support and advice at, and sometimes beyond, the beginning of their careers. This engagement has, for some, lasted for close to 20 years. Timescales include:

- **Annual cycle of programme delivery**
- **School:** years 3-13
- **Post-school** (Further and Higher Education Training): depends on context but can be as long as 18 years of age to mid- to late-twenties
- **Employment:** Initial career stage, again depends on individual context but can be late twenties to early thirties.

Parents' involvement starts alongside that of YLs. Many stay in touch beyond the point of their children becoming Alumni and progressing into their chosen career. The cycle of school engagement matches that of YLs and of Alumni, with Employers meeting YLs at the start of their engagement and support the whole cycle.

## Assumptions

Certain assumptions underpin this model and relate to impact and delivery.

### Assumptions of Impact

EYLA and Galleria members can support growth in reach and impact because their model is based on what works for individual young people as evidenced by a growing Alumni body.

The Young Leaders Galleria will be able to build the evidence base for what works, and through that influence wider practice and policy.

The Eastside Alumni Group plays a key role in building the evidence base and in supporting wider influence (policy and practice).

### Assumptions of Delivery

EYLA role continues to be one of programme delivery with Young Leaders Galleria (YLG) set up to support joint working arrangements.

The YLG model is the best way to meet demand as it reflects the existing evidence base for what works and reflects local, community led response (such as new groups being established).

Quality Assurance is a key area of responsibility for the YLG, supporting all members to work towards a shared set of delivery standards. This includes a shared approach to impact. EYLA's existing AQA accredited Leadership Programme is a key asset.