



Evaluation opportunity: textbook roll-out in the devolved nations

Young Money (part of Young Enterprise) are looking for a supplier to conduct a process and impact evaluation into the use of Young Money's [Your Money Matters](#) textbook (and supporting resources) in all state-funded schools in Northern Ireland, Scotland and Wales. The evaluation will answer what difference the textbook made school's on delivery of financial education delivery, and what impact this made on outcomes for young people.

About Young Money

We believe the potential of the UK's young people is unlimited, and an academic education on its own is not enough. As a national charity we motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.

Financial education is a planned programme of study that equips young people with the knowledge, skills and confidence to manage their money well. It ensures learners grow to understand their attitude to risk, and become aware of their own behaviour and emotions when making financial decisions through real-life scenarios.

Young Money is a trusted provider of resources and training to anyone teaching young people money management skills. [Your Money Matters](#) (YMM) is one of our resources and is the very first financial education textbook, which we hope will help all schools to be able to talk with confidence and consistency to their students about money.

Your Money Matters textbook – and it's roll-out:

With funding from Martin Lewis, the Money Saving Expert, Young Money distributed 340,000 free copies of the YMM textbook to every state-funded school in England in 2018. An external evaluation looked at the impact the textbook was beginning to make within schools, based largely on qualitative data from focus groups with some survey data. It found that the textbook was a trusted resource which had wide appeal and use in schools, and suggested positive difference made on teachers and schools (including delivering more or better quality financial education, and building teacher confidence) and suggested positive difference on young people (including improvements in awareness and knowledge, and confidence in managing money). The [England evaluation](#) is available here.

Following the successful roll-out of YMM in England we are excited to be working with the Money and Pensions Service and Martin Lewis to bring nation specific versions to Northern Ireland, Scotland and Wales. The textbook is a major step forward in achieving consistency to the financial education young people receive within secondary schools by providing teachers with access to a high quality free standardised teaching resource to support and enhance financial education delivery. The textbook is accompanied by a Teacher's Guide and editable pdfs.

In 2021 we will be rolling-out 50 – 75 free copies of YMM to the following number of state-funded schools in the devolved nations:

- In January 2021: A total of 12k copies to 196 schools in Northern Ireland, *plans to deliver to schools the week commencing 11th January 2021, dependant on Covid-19.*
- In March 2021: A total of 21.5k copies to 357 schools in Scotland
- In September 2021: A total of 12.5k copies to 187 schools in Wales

Useful links:

- [Your Money Matters – Financial Education Textbook](#)
- [Financial education textbook launches in schools across Northern Ireland, Scotland and Wales](#)
- [First ever financial education textbook to hit schools](#)
- [Your Money Matters – An evaluation](#)

Evaluation details:

What we want to know:

We want to understand the impact of the textbook on outcomes for young people in schools, as well as difference the textbook makes on school's delivery of financial education. The England evaluation was not able to show the difference made to young people, teachers or schools by the textbook, as the study started after schools had received the textbook. We encourage suppliers to suggest how their approach would provide a comparison to show the difference made by the textbook on financial education delivery in schools and the outcomes for young people.

We welcome the inclusion of various data collection methods including virtual / digital means (e.g. lesson observations, surveys, focus groups, "audit" of delivery in schools, etc) to gather the most useful information to answer:

1. Who does YMM reach?
 - a. Does textbook provide access to opportunity and boost inclusion for:
 - i. Young people to learn financial education
 - ii. Teachers to deliver financial education
 - b. Who *doesn't* use YMM and why
2. How does YMM contribute to financial education? For who?
 - a. How successfully do teachers use YMM, how and with which year groups
 - b. Has it increased the amount of financial education in a school
 - c. Does it complement existing opportunities to deliver
3. What difference does YMM make at school level, for teachers, and for young people? For who?
 - a. At School level: Changes in the delivery and quality of financial education
 - b. For Teachers: Changes in knowledge, confidence and skills in teaching financial education
 - c. For Young people: Changes in knowledge, understanding, attitudes of the specific financial education topics covered in YMM.

We would like to capture data from all schools to answer Q1, and suggest there would be a sample of schools recruited to answer Q2 and Q3. Please include in your proposal your sample approach. For the "who" part in the questions it would be good to cover differences by type of school/school characteristics, e.g. [those on GOV.UK](#) and where possible teacher and learner characteristics (e.g. gender, disability, race, ethnicity, education level) depending on what is appropriate and achievable.

Given the timings for roll-out (i.e. from January 2021) we appreciate that an impact evaluation won't be possible for Northern Ireland and possibly Scotland, as there won't be enough time to collect a picture of the "before" – so we would expect a process evaluation in these nations. The timings for roll-out in Wales mean that it would be the focus for a robust impact evaluation.

Deliverables:

- An updated Theory of Change (or similar)¹ and a clear evaluation plan

¹ including outcomes from the [Financial Education Planning Frameworks](#) and the MaPS Children and Young People Outcomes Frameworks and measures for meaningful financial education. We have an existing Theory of Change which will likely need to be updated. A copy can be shared on request.

- Clearly written reports summarising the key findings – with use of visuals and vignettes / case studies to present the findings in an engaging way. Suggested reports:
 - a. Interim report (around July 2021) to provide insight from Northern Ireland and Scotland process evaluation, any updates to the Theory of Change, and as far as possible informing baseline testing in Wales;
 - b. Final report (around September 2022) to provide key findings for the nations, answering the above questions, with an updated Theory of Change based on new evidence.
- Presentations alongside interim and final reports (with supporting slide deck, or similar) of the findings to Young Money’s evaluation steering group

Budget:

With funding from the Money and Pensions Service (MaPS) we have up to £35k (inclusive of VAT and expenses) for a **two-year evaluation** (which covers 18-months of project delivery). Young Money will provide resource to facilitate the evaluation to optimise the suppliers time in developing the research tools, conducting the data collection, data analysis and reporting.

Project delivery and management:

The successful supplier would be expected to provide regular updates on the evaluation, as well as work with Young Enterprise colleagues to deliver the evaluation. The evaluation would be closely supported by a Project Manager, and an Evaluation and Impact Manager, and there would be dedicated Young Enterprise resource in each of the nations (Young Enterprise Northern Ireland, Young Enterprise Scotland, Young Enterprise UK) to assist with the data collection (e.g. recruiting the samples, gaining consent from the schools, logistics for qualitative data collection). There will also be an evaluation steering group with key stakeholders to oversee the evaluation, and offer assistance.

Required skills, experience and knowledge:

- Experience of conducting evaluation with educators and young people (including remotely delivered, i.e. virtual/digital methods of data collection), or similar
- Applied knowledge and understanding of how to measure outputs, outcomes and impact (and, specifically, in conducting impact evaluation)
- Skilled in reporting in well-suited format to present key findings from quantitative and qualitative data clearly
- Knowledge of the education systems in the devolved nations (desirable) or experience of delivering evaluations in locations across the UK
- Ability to provide an approach that will be flexible, to allow for any changes in the delivery of the roll-out and any difficulties with data collection as in person visits/observations may not be possible
- Excellent project management, including working closely with Young Money’s evaluation steering group, and partners, to deliver a quality evaluation. **With roll-out starting in January 2021 we would require the successful supplier to start work straight away on planning the evaluation.**

How to apply:

Please send your proposal (max 10 pages), including a budget breakdown, a CV (or similar) for the researcher/research team that would be involved, to laura.parry@y-e.org.uk by 10am on **Thursday 26th November**.

We will invite a shortlist of suppliers to a video interview the w/c 30th November to answer questions about their proposals and to meet some of the Young Enterprise UK team. A decision will be made on the successful supplier that week, for **work to begin the w/c 7th December 2020**.

Please contact Laura Parry (Evaluation and Impact Manager) at laura.parry@y-e.org.uk or on 07384 215342 if you have any questions.