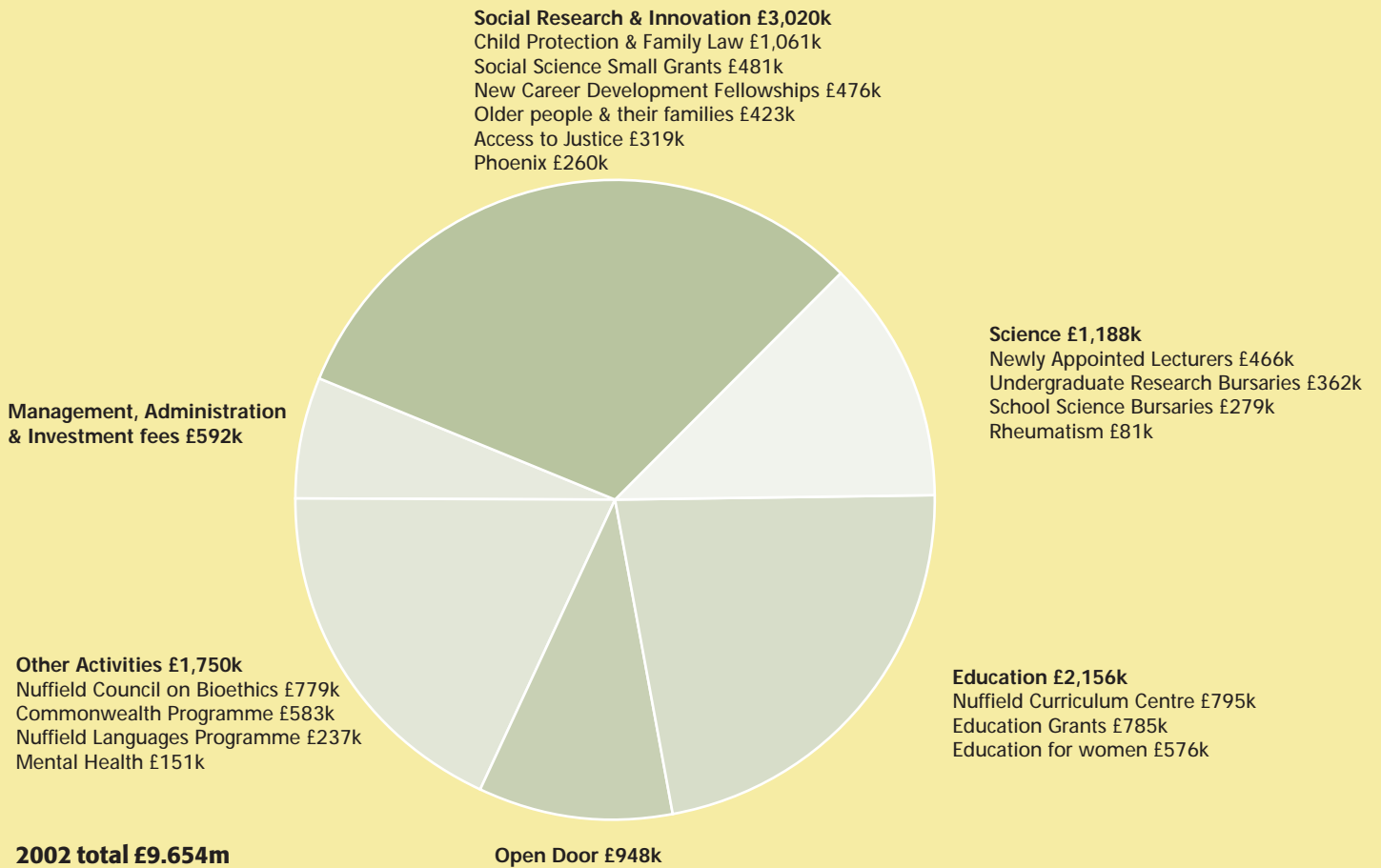


sixty
years



summary of expenditure



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**William Morris,
Viscount Nuffield
1877-1963**

Trustees

The Baroness O'Neill of Bengarve (Chairman)
Sir Tony Atkinson
Dr Peter Doyle
Professor Lord May of Oxford
Professor Geneva Richardson
Professor Sir Michael Rutter
Mrs Anne Sofer

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(Co-ordinator Nuffield Language Programme)
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sixty years of Nuffield

The Foundation's Trust deed was signed sixty years ago, on 9th June 1943. The timing is significant. The outcome of the war was still uncertain but Lord Nuffield and his founding Trustees established the Foundation in a spirit of optimism, with their eyes firmly on the role it could play in post-war reconstruction.

Lord Nuffield gave his Foundation wide objects. He did not give firm directions about the themes or areas of interest he wanted his Foundation to pursue and seems to have been content, on the whole, to leave those decisions to the body of Trustees he appointed. It is not surprising, therefore, that the Foundation has followed many different paths over the years, and that its current activities are very different from those of sixty years ago. Nevertheless, there are underlying principles which have stayed constant and which still guide what we do. In this, our 60th anniversary year, we have set out to describe our current activities in the light of some of these guiding themes.

From the beginning the Foundation has supported three kinds of activities. Firstly it supports research. In the early days this was mainly in science and medicine. Now we concentrate on education and various aspects of social welfare and social policy. What has remained constant is that the research is intended, in the words of the Trust Deed, to "advance social well-being", meaning that the research evidence should advance policy and practice over a reasonable time scale. In the first article in this review we describe how this works in practice, drawing on examples of work in progress or recently completed, with reference to examples from the Foundation's earlier history.

The second area of activity is innovation. By this we mean developing new ideas and ways of doing things, trying them out in practice, usually in a controlled way, and disseminating the outcomes. This too has a long history: – the first Annual Report refers to the Trustees' intention to engage in 'prudent pioneering'. The second article describes some of our present work in this area, again with reference to examples from the past.

Behind both these areas of work is the idea that whether studying or seeking to bring about improvements in the social world it is important to consider not just individuals or institutions, but the relations between them. In the third article in this Review we explore how this idea underpins many of the projects the Foundation is supporting.

The third area of activity is support for young people. From its early days the Foundation has run schemes that provide support at critical points in the careers of young people from a wide variety of backgrounds and professions. At the moment the Foundation's support is concentrated mainly on young scientists and social scientists, and in our fourth article we describe these schemes.

The Foundation's aim is always to be looking forward, anticipating new challenges and exploring new ground. At the same time we are conscious of the need to build on the present, and to draw guidance and inspiration from our history. We hope we have demonstrated in this review how these differing imperatives can be reconciled, and how the results continue to contribute to the advancement of social well-being.

1943

Lord Nuffield and his Trustees.
From left to right:
Sir John Stopford,
The Hon. Geoffrey Gibbs, Dr (Dame) Janet Vaughan,
Lord Nuffield,
Sir William Goodenough,
Sir Frank Engledow,
Sir Hector Hetherington and
Sir Henry Tizard

THE ASSOCIATED PRESS



2002

The Trustees.
Back row from left to right:
Professor Sir Michael Rutter,
Sir Tony Atkinson,
Mrs Anne Sofer,
Professor Lord May.
Seated:
Dr Peter Doyle,
The Baroness O'Neill and
The Rt. Hon. Lady Justice Hale



review of 2002

For endowed foundations 2002 was an anxious year. Grant giving foundations like Nuffield tend to have few continuing liabilities. They invest for the long term and can in principle ride out fluctuations of the investment market. But that principle has been put under pressure by a bear market that has lasted three years and a year that saw market values fall by a quarter.

In 2001 the Foundation began a fundamental review of its financial aims and investment strategy. That is now complete. A description of the process and the outcomes appears on pp22-23. An important element of the review was a thorough examination of the Foundation's financial objectives and of the levels of risk associated with different strategies. The fundamental financial aim remains, as it has been for many years, to provide a steady and sustainable level of expenditure while preserving the real value of the endowment. That aim will be severely tested by the current financial climate.

In-house projects

The Nuffield Council on Bioethics produced three major reports; on Clinical Research in Developing Countries, on Pharmacogenetics and on Genes and Behaviour. The Council also said farewell to its Chairman, Sir Ian Kennedy. Sir Ian was a founding member of the Council and had been its Chairman since 1998. Under his leadership the Council grew substantially in size, and has developed a strong and growing international reputation as one of the leading voices in this complex and important field. The Foundation and those concerned with bioethics are immensely in his debt.

His successor as Chairman of the Council is Professor Bob Hepple QC, Master of Clare College Cambridge. Professor Hepple chaired the Council's Working Party on Genes and Behaviour, and recently led a major project, funded by the Foundation, on the development of a single equality framework.

The Curriculum Centre began work on a major new project, 21st Century Science, to develop a new science curriculum for GCSE. The principle of the new course is that it should attend to the needs of all future citizens as well as to those who will go on to work in the sciences. It combines two of the Foundation's enduring interests – the training of future scientists and the interactions between science and society.

The Languages Programme has also had an eventful year. The Nuffield Language Inquiry published its report in May 2000. One of its key recommendations was that the government should publish a national strategy for languages. The strategy document was published in December 2002 to a mixed reception. The fact of its existence was widely welcomed, as were its aspirations. However there was widespread criticism, shared by the Nuffield programme, of the lack of firm detail and in particular of the proposal to make languages optional in schools at 14: – a decision that seemed to many to undermine the overall objective. The Languages Programme will continue until the end of 2003.

JAN

APRIL



The Foundation's offices in Bedford square, London



Publication of *Policing for London*; a large scale study of Londoners' expectations of the police

Grants

Each year the Foundation spends around a third of its money on grant schemes whose purpose is to provide support for young people at critical points of their careers (see pp 18-21) In the sciences there are three schemes. 565 awards were made under the scheme for Science Bursaries for Schools and Colleges. These grants enable first year A level students to take part in science-based projects in industry, universities or research institutes during their summer holidays. Holders of these awards feature regularly in national and international competitions; this year Nuffield Bursary students took 10 of the 23 prizes at the British Association's CREST Science Fair.

There were 239 awards made under the Undergraduate Research Bursary scheme (which gives undergraduates experience of research) and 89 awards under the scheme for Newly Appointed Science Lecturers (which gives starter grants to young science and mathematics lecturers).

In the social sciences there are two award schemes. 83 awards were made through the Social Science Small Grants scheme, which funds small scale projects in the social sciences. These projects are suited for researchers at early stages of their careers, but also for preliminary or pilot work and for small self-contained projects in our areas of interest. 2002 saw the third round of our Social Science New Career Development Fellowship scheme, aimed specifically both at increasing capacity in the social sciences and at fostering inter-disciplinary research; the Committee made four awards.

Finally 202 awards were made through the Elizabeth Nuffield Educational Fund (ENEF), which gives grants to women who are studying to improve their employment prospects. The Fund has been playing an increasingly active role in debates about the role of child care in women's educational and career development. 2002 saw the introduction of a new Government childcare strategy, providing childcare support to women in higher education, and the publication of a significant Inter-Departmental Childcare Review. The Fund played its part in both and continues to promote informed discussion of the issues.

There were significant changes to the shape of the Foundation's project grant programme. All our programmes are reviewed on a five year basis and in 2002 it was the turn of the Phoenix Fund, an annual grant competition that provided grants to support practical projects run for older people. Since it was established in 1993 the Fund had provided over £2m, in support of over 100 projects. In the view of outside assessors the quality of the projects was impressive and our funds had been productively spent. But the external funding climate has changed and more funding is now available for this sort of work. Trustees therefore decided that it would be sensible if the Phoenix Fund were no longer to be run as a freestanding scheme and that instead we should actively seek ways of developing our programme on Older People and their Families to encourage more practical projects.

A second change was the decision to close Mental Health as a freestanding grant area. This does not denote a lack of interest in the

area, but rather a wish to concentrate and develop the Foundation's support for mental health in specific areas, particularly within our other programmes.

The largest single area of grant making during the year was the Child Protection and Family Law programme, under which 14 grants with a total value of over £950,000 were made. Spending was in fact nearly one third over the amount originally budgeted, reflecting not only the number of strong applications but also the fact that a number of relatively large grants were made. 2002 also saw the completion of the five year review of our activities in this area, ending in Trustees' enthusiastic endorsement that the programme should continue for another five. A report written as part of the review, *Family Matters: work in child protection and family law at the Nuffield Foundation*, was launched in May 2002 to help a wider audience appreciate the breadth of our interests in this area.

The Foundation's new Commonwealth programme was run for the second time. The programme makes grants of up to £250,000 over five years to support projects in Southern and Eastern Africa that involve collaboration between the UK and those countries. A key aim of the projects is the development of the expertise and experience of practitioners and policy makers. The response was less good than when the programme was run for the first time, in 2000. Nevertheless the Trustees have agreed to make three grants.

Within Education two new themes were introduced: Curriculum Innovation and Educational Provision and Children's Needs.

APRIL



Launch of revised Curriculum Centre website. During the year 80,000 copies of Primary Design and Technology resources were downloaded

MAY



Publication of *Family Matters*, a report on the work of the Child Protection and Family Law and Justice committee

These replaced the rather broader description that had been in place for the previous few years. Like all changes to the focus of grant-giving, we expect a time-lag before their full effect is felt and will keep progress under review.

Other activities

The Foundation occupies an elegant listed building in central London. It is an ideal setting for meetings and we host a large number of seminars and conferences, mostly arising from the projects we fund. Over the summer the meeting rooms were refurbished and re-equipped and the new arrangements seem to have been well appreciated. Among the seminars was the completion of a series on issues in Age Discrimination. They are described on p14.

A new series of monthly seminars on educational themes was started in September. They bring together researchers, policy makers and practitioners and have been lively events. Our aim is to continue the seminars throughout the coming year. An earlier series of five seminars on the theme of 14-19 education, involving over fifty participants, yielded papers published as a Nuffield pamphlet and were instrumental in the Trustees' decision during the year to commission a Review of 14-19 Education (see p8).

In addition to the launch of *Family Matters*, the Child Protection and Family Justice Committee has convened two groups of seminars. The first was on co-habitation outside marriage. A second set of meetings has been convened by Professor June

Thoburn of the University of East Anglia, who heads a team reviewing the research evidence about ethnic minority children and families in the child protection system.

The Foundation's redesigned website was launched early in 2002. The site is large and heavily used. It contains over 10,000 pages, divided between the Curriculum Centre, the Bioethics Council, the Languages Programme and the Foundation proper. The figures for the use of the site are impressive. Altogether there were over 270,000 visitors during the year. There were over 35,000 downloads of the Bioethics Council's report on Genes and Behaviour and over 80,000 downloads of Primary Technology activities. We are at the early stages of finding out how to use websites as a communication tool, but figures like these leave us in no doubt that they have an important part to play.

Trustees



During the year Dame Brenda Hale retired as a Trustee, after fifteen years in post. An Appeal court judge, Dame Brenda Hale was a driving force behind our

work in child protection and family law, and she re-invigorated our socio-legal work, especially in civil justice. She was also committed to work that benefited older people. She had a shrewd appreciation of work that took advantage of the Foundation's strengths; its ability to influence policy and practice from the

outside and to take the long view. But perhaps her most outstanding contribution was her ability to influence our work not only through her precise understanding of law, but also through her commitment to using social research evidence about social and legal institutions and their effects on ordinary people. We shall miss her.



Her successor is Geneva Richardson, who is Professor of Public Law at Queen Mary, University of London. Her teaching and research interests centre mainly on

administrative law, prison law and health law and she has published widely in these areas. She was a member of the Mental Health Act Commission for six years and in 1998 chaired an expert committee established to advise the government on the reform of mental health law. She is currently a member of the Council on Tribunals, the Animal Procedures Committee and the Medical Research Council.

Finally congratulations are due to other Trustees. This year, Lord May was appointed to the Order of Merit and Sir Tony Atkinson was appointed Chevalier of the Legion D'Honneur. Our Chairman, Baroness O'Neill, gave the 2002 Reith lectures, on the theme of Trust. They were widely acclaimed, both for their timeliness and for the elegant precision of the argument.

Anthony Tomei, Director
May 2003

SEPT

DEC

Trials begin in 50 schools of new Salters/Nuffield Advanced Biology course



During the year over 1,000 young scientists and social scientists are supported by Nuffield schemes

research informing policy & practice

The Nuffield Foundation has always been a substantial research funder. In the early days most of its support was for scientific and medical research. Today most is for social and educational research. What has been consistent over the years has been the attempt to fund research which is going to make a difference: research which is not merely interesting in its own right but which also has the potential to influence policy and practice. Broader than a simple insistence on applied research, this entails support for research which meets the test of quality, which carries with it a relevance to issues of the day – whether they are general or specific – and which is also self-conscious about its audiences and how to reach them.

Different paths to influence

There is a range of different ways in which we try to make sure that the research we support is going to have the impact that we seek. In the first place, we insist that research proposals justify their relevance to policy and/or practice, that they are clear about their intended outputs and that they have well specified plans for dissemination. One such project which has had a significant influence on recent policy debates about the education of 14-19 year olds has been *Broadening the Advanced Level Curriculum*, a research study of the first cohort of young people taking the revised curriculum as they moved through AS levels, A levels and on to higher education. As the only independently funded researchers looking at the implications of the changes, Dr. Ann Hodgson and Dr. Ken Spours of the London Institute of Education were guaranteed a receptive policy audience for their findings, with some of their recommendations about

how broadening the curriculum might be more effectively achieved through a baccalaureate type model finding a voice in the recent education white paper 14-19: *opportunity and excellence*.

Projects can have considerable impact on practice as well as policy. In 1999, Professor Tony Holland and his colleagues at the University of Cambridge were given a grant to do research on capacity in relation to mental health. The concept of capacity (broadly speaking, the ability of people to make and communicate decisions affecting their welfare) has been central to recent debates and policy developments in the field of mental health law. Using methodologies developed in an earlier Nuffield funded study, they have been assessing the capacity of patients with various kinds of mental disorders to make decisions affecting admission to hospital and subsequent treatment. Studies like this are important both in assessing the practicalities of capacity-based approaches and in providing the underpinning for the training of clinicians and others in the use of such approaches.

Sometimes, the Foundation is able to fund clusters of projects on related issues, lending an influence to the findings which is greater than the sum of the individual projects. In a few cases, our ability to stick with an area over time has meant a direct relationship between projects within a cluster, as questions posed by one project have led to further work. More commonly, a set of themes is explored in different ways in different projects. An example is the cluster of projects on adoption and fostering that has developed over the years through the Foundation's child protection and family justice work (see box p8).

1951



First of several grants to the Jodrell Bank telescope. Completed in the mid 50s, the telescope is used to this day

1954



Hilde Himmelweit's *Television and the Child*. The first major study of the social effects of television

1960s



Support for Sir Cyril Clarke. Drawing on his research in butterfly genetics he helped lay the groundwork for the application of genetics to medicine



1963

Citizenship and Multi-ethnic Britain

In 1963, Nuffield made a substantial grant to the Institute of Race Relations to undertake a large scale survey, under the direction of E.J.B. Rose, to explore 'race relations' in the newly diversified Britain. Published in 1969 as *Colour and Citizenship*, the work was soon supplemented by other grants.

The projects contributed significantly to the thinking which led to the Race Relations Act in 1976.

The Foundation continues to fund work in this area. Recent grants include support for the Runnymede Trust's *Commission on the future of Multi-Ethnic Britain*, which set out to re-visit and update the issues in *Colour and Citizenship*.

Adoption, Placement and Post-adoption Support

In 1997, a grant was made to Alan Rushton and his colleagues at the Maudsley Family Studies Centre for a follow-up study of a sample of children placed from care into permanent substitute families in middle childhood. This showed that post-adoption support was often needed for families of late-adopted children, especially as many of them have a range of difficulties connected with their early lives. In 2001, as Parliament debated the Adoption and Children Bill, a small grant followed to map the type and range of existing programmes of help. In 2002 both the Department of Health and the Foundation supported the team to assess the value of a promising intervention based on cognitive behavioural family therapy.

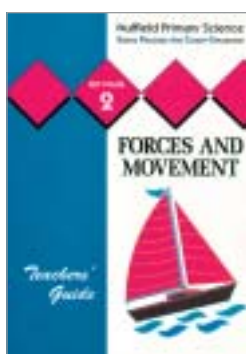
Another study of outcomes in adoption and fostering is Dr Elizabeth Monck's research at the Thomas Coram Institute into 'concurrent planning' in adoption for looked-after children. Concurrent planning is a way of working jointly with birth families and prospective adopters in cases where children have been removed from their birth families because of child protection concerns. The research showed that while this way of working could have positive effects, it was not suitable for all cases, and it could itself introduce delay in some circumstances. Issues to do with the circumstances in which contact between adopted children and their birth families are good for the child are further explored by Dr. Elsbeth Neil and Professor June Thoburn of the University of East Anglia in a longitudinal study of adoption of children aged four and under at the time of their adoption.

Bringing People Together

Dissemination meetings to stimulate the discussion of findings as research projects conclude are a tried and tested vehicle. Sometimes, however, bringing people together is most effectively done at the outset of research, as a way of securing consensus that the research agenda to be pursued is credible and relevant across a broad range of interests, or as a way of stimulating and encouraging research effort in particular areas. Thus we prepared the ground for a major new initiative, the Nuffield Review of 14-19 Education, with a series of research-based seminars. The Review, to be launched in the autumn of 2003, will be a long-term research-led commitment for the Foundation, analysing and monitoring trends in 14-19 education over time and place and promoting the use of evidence to inform policy proposals for long-term reform.

Sometimes interests will be brought together in an advisory committee, opening up more enduring channels of communication between the research and its potential users. The *Paths to Justice* study carried out by Professor Hazel Genn of University College London is one of the largest funded by the Foundation in the last ten years and its advisory committee was wide ranging. The committee played an important role both in shaping the research and in developing ways in which information on how people handled civil justice disputes could be used in policy and practice debates. The Foundation has convened a similarly high-powered committee, chaired by Elizabeth Filkin, former Parliamentary Commissioner for Standards, for a study of administrative justice being carried out by Professor Michael Adler of Edinburgh University, exploring how citizens handle cases where they feel they may have an administrative grievance against public bodies.

1986



The **SPACE** project was a study of the way young children come to understand scientific concepts. It led directly to the development of a new course, Nuffield Primary Science

1999



Paths to Justice was the largest ever study of what people do when they try to access their rights under civil law

Assessing Impact

There was a time when doing good by stealth was the accepted modus operandi of foundations. But that time is past and increasingly foundations have to account for themselves by showing how they have made a difference through the work they support. Like other modern organisations, Nuffield is concerned with outcomes and impact and likewise struggles with questions about research impact: how to assess the relationship between findings and change and, crucially, when to assess the relationship. Occasionally a project will have an immediate effect. An example is a very small grant given in 2001 to Meg Russell at the Constitution Unit, University College London, to examine the law related to whether political parties could take 'positive action' in order to select women candidates for election. The resulting paper, addressing the contradiction between employment law and human rights law, was widely drawn upon in the debates leading to the Sex Discrimination (Election Candidates) Act passed in 2002.

Research which makes its impact over an extended period can be equally effective. In 1989, the Foundation made the first of a series of grants to a group of educational researchers to address the reform of assessment. Successive small grants to the Assessment Reform Group have allowed the Group's work over the years to permeate policy debates at home and abroad. In a series of well targeted pamphlets the case has been made for the learning gains which result from extending the definition of assessment to include a formative dimension. This strand of research has also had a profound effect on professional practice.



2002

Grants of £2m made to support research that will inform policy and practice in the Foundation's areas of special interest

Reforming Parliament

Occasionally projects not only have an immediate impact but also demonstrate a remarkably close relationship between conclusions and subsequent actions. In 1999, a grant was given to the Hansard Society to support a Commission of Inquiry on the scrutiny role of Parliament. The Commission's report, published in June 2001, made a strong and coherent argument that Parliament needed to change, and put forward a number of recommendations. The Commission's work had significant media coverage and stimulated debate both during and after the publication of its report. Many of

those involved played a part in briefing and advising parliamentarians on how the reform proposals could be taken forward. Shortly after the report was published the reformers' agenda was given a significant boost by the appointment of Rt. Hon. Robin Cook M.P, a long time advocate of reform, as Leader of the House.

Many of the changes proposed by the Commission have now been implemented and Mr Cook has publicly acknowledged the influence of the report. The Hansard study is a rare example of a direct path from recommendations to action.

innovation

Support for innovation has been a cornerstone of the Foundation's work since its earliest days. The early reports talk of supporting 'prudent pioneering' and the 'new, hopeful but unproven venture.' Some innovative projects grow from research and the Foundation can provide funds to enable those new ideas to be put into practice. But 'new, hopeful but unproven' ventures are equally likely to come directly from the vision and enthusiasm of thoughtful practitioners. In the following pages we describe some current examples, with passing reference to some cases from the past.

Trying out new things implies risk and the Foundation's first Annual Report remarked on the duty 'to accept risks which cannot be proper to those accountable for the tax-payers' money.' What kinds of risks are 'not proper'? It may be that the initial risks are simply too high and that a case needs to be made before the state can assume long term responsibility. That, in a nutshell, is the classic 'pump priming' argument. The Foundation has over the years supported many projects of this kind and it continues to do so. These days the state seems more and more inclined to reverse the traditional roles: to see itself as the source of start up funds and to look to others to take over the role of long term funder. That is not a role that this or indeed any private foundation is likely to accept willingly.

There are those who argue that this implied reversal of roles means that there is no longer a place for foundations as 'pump primers'. We do not see it that way and in any case there are reasons other than risk why new ventures might be better funded from private sources. They might, for example, require an objectivity or distance from government that would be compromised by state funding. The Nuffield Council on Bioethics (see box p 13) is such a case. They might also be set up to promote actions that are politically difficult

for the state itself to encourage. A text book example of this is the Foundation's support for integrated education in Northern Ireland.

Integrated Education in Northern Ireland

For most of the 20th century children in Northern Ireland were educated in schools that were, in effect, Protestant or Catholic. In the 1980s groups of parents began to establish integrated schools. While the government was not opposed to the schools, it was not able to fund them de novo. The parents were obliged to find funds from private sources to run their schools until they had established viability. It was here that the Foundation, with other UK foundations, played a major role.

There are now some fifty integrated schools and the Foundation is no longer involved in funding the schools themselves. We retain good contacts with the movement, however, and recently funded a study by Professor Alan Smith of the University of Ulster and Professor Tony Gallagher of Queen's University to investigate outcomes for the schools and to the pupils. What has been happening in Northern Ireland also has particular relevance to the debate about faith schools in England. During the year we therefore organised a seminar in which the researchers' findings were discussed by policy makers and others.

Curriculum development

One of the advantages of a private foundation is its capacity to stay with an issue for an extended period, building on the growing expertise and networks that are so important to the development and dissemination of innovative practice. In the Foundation's case the longest standing and best known example is its work in curriculum development, which began in

1961



Beginning of Nuffield Curriculum projects in science, mathematics and languages

1971

Establishment of in-house Legal Action Research Unit. Start of involvement in socio-legal work

1981

First of several grants to the Bristol Exploratory, the first hands-on science centre in the UK



2002

21st Century Science

Most of the young people who do science in school won't end up as scientists – but all too often the kind of science to which they are exposed is based on that assumption. The major Twenty First Century Science project, being undertaken by the Nuffield Curriculum Centre and the University of York, with co-funding from the Wellcome Trust and the Salters Company, involves a radical redesign of the core science

curriculum for 14-16 year olds. This new course takes account of the need of most young people for an understanding of science that will serve them well in life rather than in the laboratory. The course will also address the needs of budding scientists by means of additional specialist modules. Materials and resources are now being developed for teachers and students to trials during the substantial pilot phase starting in September 2003.

the 1960s. In an extraordinary feat of creativity and organisation, Nuffield projects reshaped the curriculum in science, mathematics and languages, at all levels from primary through to A level. While today the scale is smaller, the tradition continues through the work of the Nuffield Curriculum Centre, an in-house unit that leads and coordinates school-based curriculum projects. Its current projects at secondary level include Science for Public Understanding (an AS level course), Advanced Chemistry, a new advanced Biology course (run jointly with the Salter's Institute), post-16 mathematics, and Economics and Business courses at both GCSE and A level. At primary level there are projects in Design and Technology, Science and Mathematics.



JACKIE CHAPMAN

Science and the Citizen

The Foundation has always had strong connections with the world of science, initially as a funder of research, subsequently in science education and more recently through involvement in public engagement in science. In the past few years these strands have come together and the Foundation is now actively involved in the contemporary development of what is coming to be called 'scientific citizenship'. This includes the analysis of the kind of science that the citizen needs to know and understand, and also of the ethical dilemmas and problems that arise from modern science. The former is the object of the Curriculum Centre's newest, and largest project, the development of a new science curriculum for GCSE; (see box p 11). The latter is the focus of work of the Nuffield Council on Bioethics (see box opposite).

Law, advice and the citizen

The Foundation's interest in the law and its effects on the citizen is almost as long

standing as our curriculum work. In 1971 the Foundation established its own in-house operation, the Legal Advice Research Unit, and in the next few years was involved in supporting many innovative practical projects. These included support for the first law centres in North Kensington and Newham; the first Small Claims Courts, in Westminster and Manchester; and the first experiments in family mediation. The Foundation was also involved in the very early days of the Legal Action Group (LAG) supporting its work on improving access to justice for all sections of the community.

For over thirty years the Foundation's interest in socio-legal matters has manifested itself both through research and through a stream of projects that aim to develop new ways of providing advice to citizens about their rights and about access to the law and services. Some, like the grant to Maurice Frankel of Freedom of Information, are intended to provide help to those dealing with the implications of new legislation.

1983

1991

2002

JOANNE O'BRIEN



Support for integrated schools in Northern Ireland

Nuffield Council on Bioethics established



Grant to FoI to support implementation of Freedom of Information Act 2002. A further £2m of grants are made to support innovation in the Foundation's areas of special interest

Freedom of Information

The Freedom of Information Act 2000 was intended to lead to a change of culture of public authorities, towards much greater openness. However experience suggests that this change may be difficult to achieve. The Act is complex, the appeals process is demanding and no additional funds have been made available for implementation. Our funds will support the publication of practical materials to assist the public, the development of training materials and courses for professionals, and the provision of direct assistance to users in cases of particular public interest. The project began in autumn 2002.

Tax advice for elderly people

Other projects are aimed at helping particularly needy groups deal with public agencies. The Low Income Tax Reform Group has for some years been campaigning to highlight the problems faced by poorer older people in coping with a tax system that many find intimidating, bureaucratic and unresponsive to their needs.

With the help of grants from the Foundation it has established two pilot projects, in Wolverhampton and in Dorset, under which volunteer tax professionals give their time and expertise to help older people file their tax returns, and advise them on simple tax problems. The pilots have been successful and the LITRG is now lobbying for support from government to support the establishment of similar schemes in other areas.

Elder abuse

Action on Elder Abuse is a relatively new charity that seeks to promote practical projects to prevent elder abuse. Responding to a need for training in an area where much abuse might be either inadvertent or uncontrolled responses to frustration, they have developed a training pack, using both video and written materials, for domiciliary care workers, community nurses and community nurse aids. A follow-up grant has provided two years support for a development worker at a critical time when new national guidelines on abuse in residential care are being implemented.

Nuffield Council on Bioethics

The Nuffield Council on Bioethics aims to improve the quality of public policy debates on issues at the interface of the biosciences and public interest. The Council, co-funded by the Medical Research Council and the Wellcome Trust, is the only body of its kind in the UK. It publishes reports on specific topics based on extensive consultation and has become highly respected for the quality of its expert and impartial advice.

Last year, three reports were published: *Genetics and human behaviour: the ethical context*; *The ethics of patenting DNA*; and *The ethics of research related to healthcare in developing countries*. It is now consulting on the ethical issues raised by the development of personalized medicines, or pharmacogenetics, and is beginning a new study of the ethics of research involving non-human animals.



Individuals & Institutions

In its work in the social sciences the Foundation has from its beginnings been interested in the relations between individuals and institutions. This has come to encompass a belief that projects need to consider not only the effect of institutions on individuals but also the complex interactions between individuals and institutions. Sometimes projects are undertaken to ensure that the interests of service providers are not allowed to 'trump' the interests of others. In other cases, institutions have to balance the interests of one party – say, birth families – with another – children.

Age equality in an ageing society

Nearly sixty years ago, as one of its first major projects, the Foundation set up a commission headed by Benjamin Seebohm Rowntree, the social reforming son of Joseph Rowntree, to examine 'the various problems – individual, social and medical – associated with ageing and old age'.

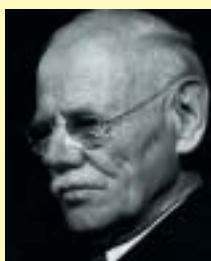
Nowadays we are still some way from ensuring that institutions – notably the labour market but also the health care system, pensions and so on – meet the needs both of older people and of an ageing society in general. So in 2002 the Foundation commissioned Sarah Spencer of the Institute for Public Policy Research (IPPR) to convene a series of seminars, based on specially-prepared working papers, to examine how 'age equality' might be further advanced. The timing was occasioned partly by a European directive that will require governments to introduce legislation banning age discrimination in employment by 2006. But the aims were

broader. The Foundation hoped to encourage a wide range of participants – from government, the voluntary sector, academia, and the law – to consider the issues involved in legislating about age discrimination and equality, and to consider these not just in employment but in health, education, pensions and the like. A special seminar was held to look at comparisons with the US and other European countries. Working papers were commissioned from experts and these were made widely available through the IPPR's web-site.

This work has undoubtedly been influential beyond the audience who attended. It has helped to clarify some of the conceptual issues – like how to balance the rights of older people with needs or problems that may arise as a result of getting older. It has exposed issues on which there is consensus and those on which there is less agreement, either because there is little evidence or because the interpretation of the existing evidence varies.

The seminars have also influenced thinking about how to respond to government consultations. This applies not only to age discrimination legislation but also to the question of whether there might be advantages in having a single equality commission, and how these issues might relate to human rights concerns. Indeed, the Foundation has made a further small grant available to a group of charities and other NGOs convened by Patrick Grattan of the Third Age Employment Network to discuss how the various new issues in the European anti-discrimination directive – on sexual orientation, religion and age – can be brought together with the existing bodies enforcing race, sex and disability legislation.

1947



Publication of Seebohm Rowntree's *Old People* (see box p16)

1978

The first grant on Family mediation and law: for a study of the Bristol Courts Family Conciliation Service. The beginning of a major theme (see p17).



2001

Age Equality

DIY stores B&Q have successfully adopted a policy of recruiting older workers.

Citizens and the state

Actively seeking the advice of those with different views and interests is particularly important when the aim is not simply to foster better understanding but to enquire into how social institutions affecting citizens' everyday lives might be changed as a result of that understanding. Other recent projects involving socio-legal issues funded under our Access to Justice programme have taken this approach. These include:

- two grants given to Liberty (a civil liberties NGO). The first, an examination of how independent investigation of complaints against the police might work, influenced the model of the new Police Complaints Authority. The second was for an examination of how privacy versus freedom of information interests might be reconciled;
- a grant given to INQUEST, a charity which works with the families of those who have died in public custody, to compile information that might inform the review of coroner's procedures currently underway;
- a grant given to Professor Adam Crawford of the University of Leeds to consider how various forms of 'private policing' – security guards and the like – interact with police and the new Community Support Officers, and how this affects both accountability and the experiences of citizens being policed;
- a grant given to Professor Mike Hough of South Bank University, who is reviewing the evidence from the USA and the UK on how the policing of 'incivilities' – low level social disorder – affects crime rates and local citizens.

Seebohm Rowntree's report, *Old People: report of a survey committee on the problems of ageing and the care of old people*, was published in 1947. It documented – often in moving photographic form – the conditions in which many older people lived and worked, and was particularly concerned with the 'public assistance institutions' in which the poorest non-working poor were consigned. These workhouses – for that is what they were – were still all too common and were often positively Dickensian. Rowntree wanted smaller, less institutional homes with a greater stress on the quality of care. He also made practical recommendations about how more 'independent living' might be encouraged. He made further recommendations about how other areas, especially health care, could take more account of the needs of older people, and suggested the need for continuing research and policy co-ordination if matters were to improve.

The Foundation has also funded work involving the larger political institutions that affect relations between the citizen and the state. When Robert Hazell stepped down as Director of the Foundation in 1995, he did so to head the Constitution Unit at University College London. This has become Britain's foremost independent research body on constitutional change. The Foundation supported the core work in its early days – after establishing that the Unit would be hew to no party line, and would be rigorous and impartial in its work. Since then, it has made a number of grants to the Unit, most recently on the workings and rules of coalition governments.

1994

Start of Child Protection and Family Law and Justice programme of grant-making. Between 1994 and 2002, more than £5 million pounds are spent on research and development in the broad area of child protection



1995

Support for Constitution Unit at University College, London. This has become Britain's foremost independent research body on constitutional change

Specific language impairment and schools

The Foundation's new education grants programme 'Educational Provision and Children's Needs', is designed to explore how schools and other educational institutions can better respond to the distinctive needs of different groups of children. A good illustration is the series of research projects undertaken by Professor Gina Conti-Ramsden, of the University of Manchester, into the educational transitions of children with specific language impairment (SLI). SLI is a generic term describing communication disorders that affect children's learning. It is 'specific' to language because it occurs where there is no obvious physical cause (like deafness) or cognitive deficit. Professor Conti-Ramsden has studied a sample of 242 children from special language units as they grow older. Successive waves of the study have focused on critical points to examine how institutional provision is, or is not, meeting the needs of these children, for example during the transition from primary to secondary school. These projects are producing findings that are helping parents, teachers and other professionals to improve educational provision for these children, for example by designing testing methods that take account of their particular needs.

Family mediation and the law

From time to time the Foundation funds a cluster of projects that move back and forth between research and practice. An example of this approach can be seen in our support for family mediation. Our first grant on this subject, in 1978, was to Professor Gwynn Davis, of Bristol University, for a study of the

Bristol Courts Family Conciliation Service. When that research showed that family mediation (as conciliation is now more accurately known) could help reduce the adversarial nature of divorce, we made a series of grants in the 1980s and 1990s to the organisation that became National Family Mediation to support the development of its work.

Today, family mediation through a special organisation is not the path taken by the majority of those divorcing. Nevertheless it has affected mainstream provision. Much of the work done in those years has helped to contribute to changes in the ways most family lawyers now work to reduce rather than inflame family disputes.

Marriage and Divorce

In the last four years, the Foundation has funded two studies of relationships where the partners are cohabiting and not married. The first, by Mavis Maclean of the University of Oxford and Jane Lewis and Sue Arthur of the National Centre for Social Research, looked at how finances are split when partners who have been cohabiting are breaking up. They found that though most partners started off with the idea of achieving a 50/50 split, this was hard to achieve, and often unfair, when there were children.

Then in 2002, Anne Barlow of the University of Aberystwyth, Simon Duncan of the University of Bradford, and Alison Park of the National Centre for Social Research published their findings from the British Social Attitudes Survey. These showed that a majority of people thought, erroneously, that something called 'common law marriage'

existed and gave unmarried people rights that were similar to those of marriage. It also showed that while existing co-habitants had mixed views about what might be suitable, generally people felt sympathy for considering how to improve matters when children were involved. Government will be introducing new rights for some unmarried fathers to grant them legal parental responsibility. But other issues – like what happens when cohabitations break down, or when there is domestic violence, or when one co-habiting partner dies unexpectedly – have so far not been addressed. This is an area where further deliberation and research is likely to be useful.

2002

Publication of *Policing for London*, a large study on policing communities in London, with special attention paid to minority ethnic groups. This leads to other projects on policing and social assent



supporting young people

People are at the heart of what the Foundation does and what it supports. We set out to fund creative people with good ideas and an informed understanding of how best to test out those ideas. Whether they work in social policy, education or science, we aim to provide people with the opportunity to pursue interesting and relevant projects. Along with that comes a degree of responsibility to ensure that there is a stream of people competent and able to do so. In this spirit, the Foundation tries to make a serious contribution to allaying a widespread national concern about the supply of scientists and social scientists with the necessary skills and aptitudes. Our aim is to contribute to the development of research and professional capacity by supporting young people and new researchers at critical points in their careers.

Supporting Capacity

The Foundation's sense of responsibility towards capacity-building is not new. There have been legions of Nuffield scholars, bursars and fellows over the years. Sixty years ago, the Trustees' commitment was stated unambiguously in the Foundation's first Annual Report:

'... the trustees propose to develop, as a separate major policy, a composite programme of awards of various kinds – visiting lectureships, travelling fellowships, and the like – and to devote to this programme a substantial portion of the Foundation's income'

While the principle has endured remarkably over the years the detail has evolved continuously in relation to the funding contexts and needs of particular periods. Long gone are the particular schemes reported in that first Annual Report: the Nuffield Medical Fellowships, the Nuffield

Dental Fellowships and Scholarships, the Interchange Scheme for Training of Social Workers, the Colonial Service Scholarships, the Sudan Government Service Scholarships, the Dominion Medical Travelling Fellowships, the Maltese Demonstratorships and the Alderney Training Bursaries. The schemes of today look very different, both in the groups that they target and in the kinds of opportunities that are provided.

These days, we review our capacity-building schemes (like all the Foundation's programmes) on a five year basis. We look systematically at the relevance of our approaches in a rapidly changing context and this discipline gives rise to significant changes of direction. For example, the practice under our former Commonwealth Programme of bringing Commonwealth scholars and professionals to Britain has given way to support for large projects based on collaboration between UK and Commonwealth organisations. The aim of the present Commonwealth Programme is to contribute to building capacity by carrying out long-term projects in situ, drawing on local expertise and resources.

The Foundation's changed financial circumstances have also had an effect. We look increasingly for schemes with high leverage. We try to identify critical points in the careers of young people, points at which far-reaching decisions about the future are made, we then try to develop imaginative interventions to have an effect on those decisions. Our resources to do this do not compare, of course, with those of the Research Councils. Nevertheless, we are able to make our resources go further by collaboration and co-funding and by our ability to target key groups – in schools, for instance – which are outside the normal purview.

1945

First Fellowship schemes started. These include schemes for medicine, dentistry and social work, as well as a variety of travelling fellowships for the Commonwealth

1966

Social Science Small Grants Scheme established

1989

Undergraduate Research Bursary Scheme started



1994

First pilot of Science Bursaries for Schools and Colleges. The scheme grew quickly from the original 40 students to the present level of nearly 600 students a year

The Science Career

2002 saw the publication of Sir Gareth Roberts' Report: *SET For Success*. The Report brought together and gave voice to profound concerns about the UK's capacity to support the science base at its present level of activity. Its observations on the numbers and aptitudes of young people going into professional careers in science make disturbing reading. This is traced back through the insecurities and low levels of remuneration for the early university-based science career all the way to students' increasing aversion in the later years of schooling to subjects that are seen as 'difficult' – primarily science subjects which entail high levels of numeracy.

The emphasis given to science education in debates following the publication of the Roberts Report recognised the classroom as the obvious starting point for attempts to keep promising young people in science.

We describe elsewhere in this Review the way in which the Foundation continues to develop innovative curricula to encourage young people's natural interest in science. Attempts to harness this interest underlie the Science Bursary Scheme for Schools and Colleges, which gives many hundreds of young people each year the chance to become Nuffield science bursars in the sixth form, supported in their summer holidays to get a taste of doing real research. This scheme, which is also supported by the Royal Society, the Wellcome Trust and four of the Research Councils, has proved tremendously popular. In 2002, there were some 600 bursars, with equal numbers of males and females, from more than 280 schools and colleges across the UK, undertaking projects in 200 different settings (universities, hospitals, research laboratories, museums, commercial companies and 'in the field'). A mark of the promise of these young scientists is that 25 of them went on to display their projects at the British Association Youth Science Fair earlier this year, winning ten of the 23 prizes.

The Foundation is using the resources of one of its subsidiary funds to launch in 2003 a major new capacity building initiative in the field of rheumatic disease research. The Oliver Bird Rheumatism programme will provide substantial funding over the next five years to support 25 new PhD scientists in rheumatological research. Their doctoral programmes will be provided by five academic institutions hosting Oliver Bird Collaborative Centres, which will not only provide high quality scientific and professional education to the students but also – and distinctively – an overview of the field and their roles and responsibilities as scientists. The Foundation's long-term aim is to develop through the programme a cohort of outstanding young scientists who will enhance future research capacity in the field.

The approach of putting small amounts of money to support large numbers of young people at a critical point continues with the Undergraduate Research Bursaries. With individual grants in the range of £800 to £1,700, the Foundation is able to support around 250 undergraduates, drawn from across the sciences, to gain valuable experience through undertaking a dedicated research project. They are supported for between six and ten weeks during the long vacation before their final year to conduct an approved piece of research under supervision.

For those who choose research careers in science, engineering or mathematics, the opportunity for support continues with funds available to support 80 or so newly appointed lecturers on the road to an independent research career. They are able to apply for up to £6,000 over two years to support the development of their research plans.

2000

2002



Launch of new Commonwealth programme

The Foundation runs eight separate schemes, making over 1,000 separate awards each year, with a combined expenditure of over £3m

Supporting Social Scientists

A particular issue for Nuffield, with its strong tradition of funding social policy and education research, is the supply of appropriately skilled social scientists. In this, we share in another area of national concern about capacity. In particular, the growth of evidence-based approaches across a wide range of social policy issues has led to a concern about the number of social scientists able to conceptualise and carry out studies about social issues. And, in addition to anxieties about supply, there are other concerns about the availability of people with the skills necessary to undertake innovative research at the boundaries between different disciplines.

Many funders are exercised by these concerns and are meeting them in a variety of different ways. The Economic and Social Research Council, for example, has set up a major Research Methods programme and launched a Senior Fellowships scheme. The Foundation has its own particular perspective on these issues. For many years there was a Fellowship scheme for senior scholars, but in 2000 the Foundation put in place a new Fellowship scheme aimed at younger social scientists who were at the early stages of their post-doctoral careers.

The New Career Development Fellowship Scheme gives to these exceptional young social scientists a salary and research expenses, but also supports a partnership with a more experienced senior researcher who will work with the Fellow as his or her ideas develop. The aim is to provide 'additionality' – access to some new skill or a new subject that the Fellow would have been unlikely to acquire in the increasingly heavy press of other responsibilities that new staff must take on.

Social Science small grants

The Foundation's other mechanism for developing social science capacity is a scheme to provide small grants of up to £10,000 for research across all the social sciences. The aim here is to support capacity by funding excellent small projects that may be developed by younger or newer academics who are beginning their independent research careers. It also seeks to foster outstanding research that needs a small sum of money – usually for travel or short-term research assistance – of a sort that universities themselves can no longer easily provide. Consistently popular with researchers, the scheme is able to support about 100 small grants a year.

Two recent examples illustrate the ways in which the scheme supports social science research capacity. Dr Matthew Hilton, of the Department of Modern History, at the University of Birmingham, has held two small grant awards – for a study of *British smoking habits and attitudes since 1945* and *The consumer and the state in twentieth century Britain*. He was 26 when he held his first award, and in 2001 he won a £50k Philip Leverhulme Trust Prize as an outstanding young scholar. Another younger researcher who has recently won an award is Dr Kirsten Schulze of the Department of International History at the London School of Economics. She was awarded a Small Grant at the beginning of 2003 for a study of *Conflict in the Spice Islands*. She will explore the causes of inter-communal Christian-Muslim violence, its development and attempts to resolve it.



Nuffield Farming Scholarships

In 1947 the Foundation launched the Nuffield Farming Scholars scheme. By 1956 eight scholars a year were being supported and the Foundation suggested that as the scheme was clearly successful it should be funded by the farming industry. A separate fund was established and the Foundation's support was gradually tapered down. In 1968 a new Trust was formed, and in 1978 it adopted its present name, the Nuffield Farming Scholarships Trust.

Today the Trust operates in seven countries and supports a network of some 500 scholars in the UK and over 800 world wide. There are no formal links between the two organizations, but the Trust continues to hold its annual selection meetings in the Foundation's offices.

1956 - 2002



Supporting Women's Careers

In 1956, Lilian, Lady Nuffield established the Elizabeth Nuffield Education Fund with an endowment of £50,000. The Fund was to be used for the advancement of women's opportunities "through scholarships, grants or loans to women and girls who desire to take a course of instruction or training..."

Over the years, the focus of grant-giving has ranged widely within the general area

of support for women's education. Since 1998, grants have taken the form of contributions to the childcare costs of women in further and higher education undertaking courses of study which will improve their employment prospects. Subsidised these days by a significant contribution from the Foundation, the Fund is able to help about 200 women every year, including a small number of refugee women undertaking courses of professional re-qualification.

The Foundation's endowment: 1943 to 2002

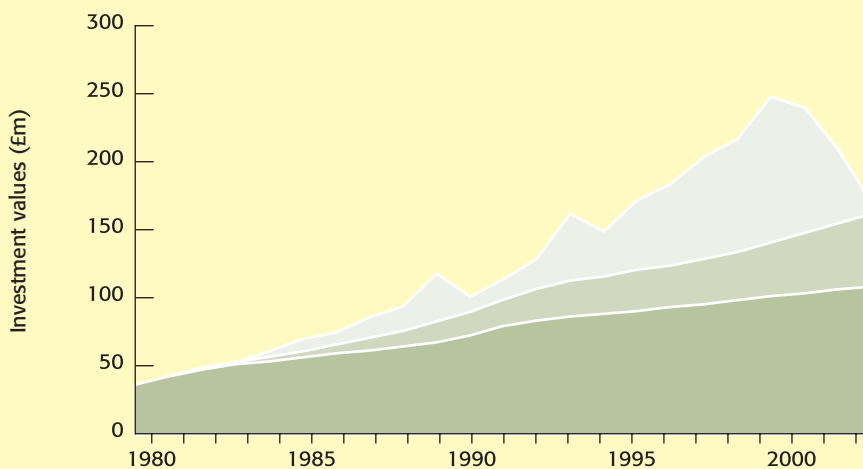
The Foundation was given an expendable endowment by Lord Nuffield of £10m in 1943. This gift was of Morris Motor shares which performed well until the late 1960s. Between 1970 and 1974 the value of this holding fell from £24.7m to £3.7m (before accounting for inflation). However a much smaller diversified portfolio had been established earlier which cushioned the loss (in 1974 the diversified portfolio was worth £5.2m). The failure to diversify fully, compounded by the ravages of the 1970's bear market and high inflation destroyed a significant amount of the Foundation's wealth permanently. For the next few years the Trustees actively sought to rebuild the capital base by restricting the annual expenditure. (This would not now be allowed under Charity Commission rules.)

Endowment Values 1980 to 2002

Ten years ago the Foundation's 50th anniversary report suggested that "an adequate restoration of the endowed capital base was achieved in the 1980s, without returning anywhere near to the Foundation's former relative size". If the Foundation had chosen to protect 1980 value of investments against retail inflation (RPI), it would now expect to have investments worth £107m, but if the 1980 value was inflated in line with earnings (AEI) we would expect to have £161m. At the end of the year the Foundation had investments worth £170m, so in effect the Foundation has over the period maintained its endowment in real terms despite the significant losses incurred during the bear market of the past three years.

Endowment values 1980-2002

The two lower areas show the 1980 value of the endowment, indexed against RPI and earnings respectively. The top line shows market values.



Financial Strategy

A foundation such as Nuffield has no new sources of income and thus differs from most pension funds, or educational bodies that have endowments. However it also differs in that it does not have any significant long term liabilities. Its trust deed gives power to spend as little or as much of its endowment as the Trustees wish. Over the last two years the Trustees have conducted a thorough review of its financial objectives and investment strategy. The financial objectives they have agreed are:

- to maintain (at least) the endowment in real terms
- to produce a consistent and sustainable amount for expenditure
- to deliver a) and b) within acceptable levels of risk.

This is intended to ensure that the Foundation will continue in the future to be able to support a similar number of research projects and other activities as it does at present.

Capital Maintenance

In order to achieve this it is necessary for the endowment to increase in value in line with our experience of inflation. About 60% of our expenditure is on wages, which have higher inflation than general prices. The remaining 40% will rise in line with general prices. Given present expectations of inflation we calculate that the foundation will need its endowment to increase in value by about 3.6% per annum in the long term to enable the same amount of activity to be supported.

Market values fluctuate widely so it is necessary to agree on some form of 'base' to which our cost index can be applied. The Trustees anticipate that an averaged market value of the preceding twelve quarters on 30th June 2004 will represent a 'fair value', to be inflated by the Foundation's cost index annually. (The reason for choosing this date is to avoid locking in the inflated market values of the late 1990s). If the market value of the endowment becomes substantially lower (or higher) than the indexed value (after allowing for market volatility), the rate of expenditure may require adjustment to ensure that funds are not spent that should be saved, or saved that should be spent.

Expenditure

The second part of the financial objective is to generate consistent returns that will support a sustainable level of expenditure. Our expenditure is predicated on an assumption of a very long-term total return (income and capital returns) from the endowment of approximately 8%.

Total return	8.0%
Investment management fees:	0.4%
Inflation increase for endowment:	3.6%
Annual expenditure on charitable activities:	4.0%

Thus it is the Foundation's intention to spend 4% of its endowment value on its charitable activities. In order to smooth short term volatility, this is based not on current market values but an average of the previous 12 quarter values.

Portfolio structure and risk

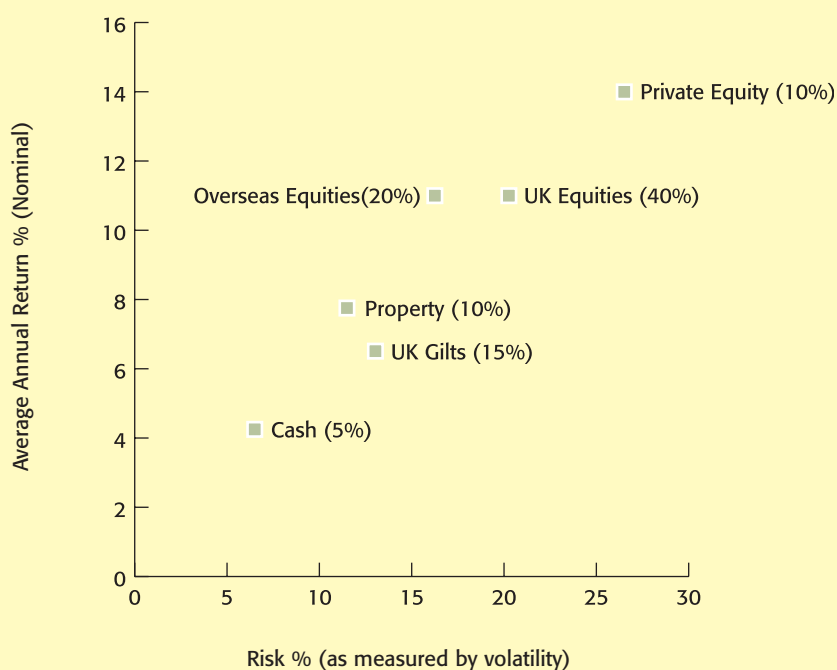
The third part of the financial objective is to generate returns commensurate with an acceptable level of risk. The Foundation's ability to tolerate risk is different from that of a pension fund. A foundation can tolerate 'shortfall' risk. The Foundation could survive a permanent diminution in the value of its endowment (indeed it has) – a pension fund cannot.

Diversification has been important for the Foundation's investment strategy for many years. Different asset classes behave differently under different economic conditions. The structure of the Foundation's portfolio is shown below.

Similarly it is unlikely that one manager will always be equally strong in every asset class. A conclusion of the investment review was therefore that the Foundation should move away from having a single manager and should appoint specialist managers for each of the main asset classes. This change took place in March 2003.

Portfolio structure

Higher returns imply higher risk. If the Foundation invested in a low risk asset such as cash, the long term return would be so low that after preserving the capital, the spending rate would be about 0.4%. The chart shows predicted long terms returns and risk for the six asset classes in the Foundation's portfolio, and the weighting in each class.



SOURCE: CAMBRIDGE ASSOCIATES

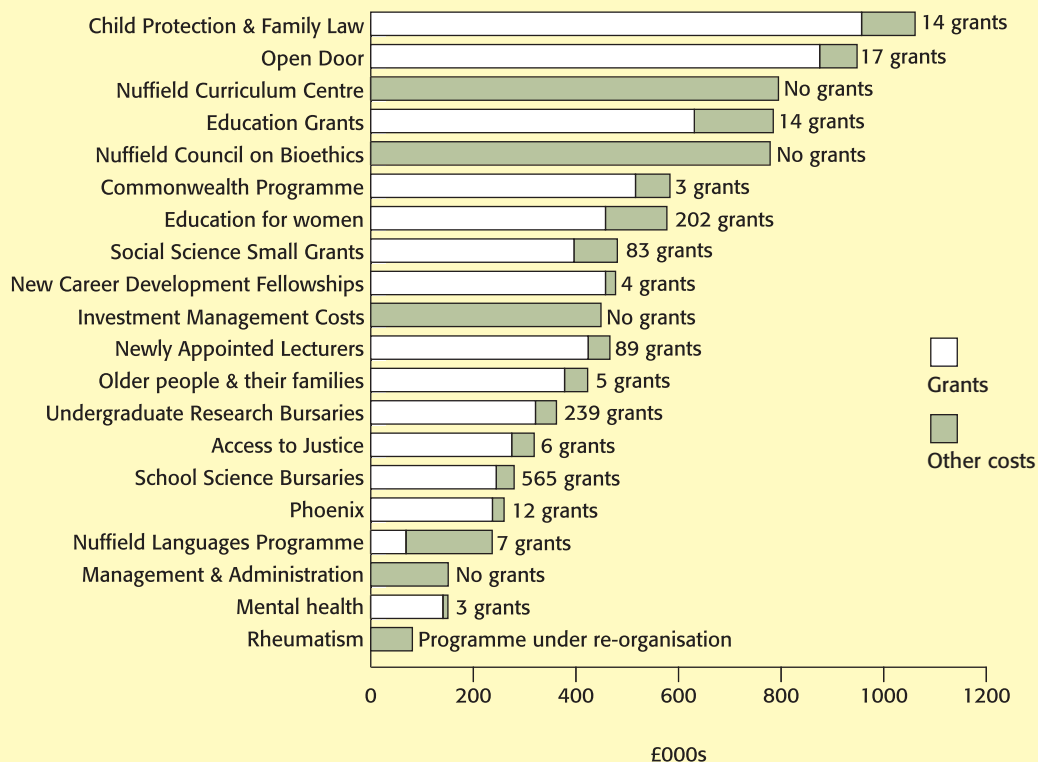
Analysis of Charitable Expenditure

During the year the Foundation made grants worth £6.4m (2001: £5.2m); the greatest value was awarded to universities and other charitable institutions; the greatest volume was given to individuals. The diagram below illustrates this.

An important part of the Foundation's activities is the dissemination of the outcomes of grants (often by seminar), and

the regular evaluation of grant programmes, together with the day to day management of grant making. All these costs are identified in the diagram as 'other costs'. As in the case of the Language Programme, the grant making activity is an ancillary activity to the 'other costs' of promotion and investigation of language issues.

These direct activities – as opposed to grant making itself – are a crucial part of our focus on practical outcomes.



Statement of Trustees

The information on pages 24 and 25 is extracted from the full Trustees' Report and Financial Statements which have been audited by Horwath Clark Whitehill who gave an unqualified audit report on 9th May 2003. The auditors have confirmed to the Trustees that the summarised financial statements are consistent with the full financial statements for the year ended 31st December 2002. The Trustees' Report and Financial Statements were approved by the Trustees and signed on their behalf on 9th May 2003. They will be submitted to the Charity Commission.

These summarised financial statements may not contain sufficient information to give a complete understanding of the financial affairs of the charity. The full Trustees' Report, Audit Report and Financial Statements may be obtained from the Foundation at its usual address.

Signed on behalf of the Trustees
The Baroness O'Neill
2nd June 2003

Expenditure

The Foundation's charitable expenditure in the year was £9.2m, (2001 £7.73m). Although the budgets were similar for both years, a shortage of fundable grant applications (and some programmes being restructured) in 2001 led to an unplanned under-spend. The trustees were able to use some of the under-spend to meet the additional cost of grants in 2002.

Investments

The Foundation had another year of disappointing investment returns as uncertainty in global stock markets persisted. The market value of the Foundation's investments fell by £38m to £169m (in addition to a fall of £31m in 2001). This was in line with the experience of other investors. Gains made in the 'bubble' years of 1996 to 2000 have now all been conceded; but unlike the 1970's these losses have not been compounded by rampant inflation.

Summary Statement of Financial Results

	2002 £m	2001 £m
Incoming Resources		
Investment income (net of charges)	5.67	7.29
Other income	0.69	1.35
Total incoming resources	6.36	8.64
Expenditure		
Grants made	6.37	5.22
Projects managed internally	1.82	1.27
Support costs	0.87	1.13
Charity administration	0.15	0.11
Total Expenditure	9.21	7.73
Net Movement on Funds	(2.85)	0.91
Other Gains and losses	(38.28)	(28.79)
Funds at beginning of year	213.82	241.70
Funds at end of year	172.69	213.82

Balance Sheet

	2002 £m	2001 £m
Fixed Assets		
Investments	169.34	207.60
Tangible Fixed Assets	3.66	3.72
Programme Related Investment	0.10	–
	173.10	211.32
Current Assets		
Cash and short term deposits	6.80	8.72
Other current assets	1.06	1.8
	7.86	10.52
Current Liabilities	(8.27)	(8.02)
Net Current Assets	(0.41)	2.50
Total Net Assets	172.69	213.82
Reserves		
Income reserves	3.35	5.75
Endowments	169.34	208.07
	172.69	213.82

MAJOR GRANT EXPENDITURE 2002

Minor grants are not shown: a full list is included in the Annual Accounts and Trustees' Report

CHILD PROTECTION & FAMILY LAW

University of York, Social Work Research and Development Unit

Mr J Wade

A study of unaccompanied immigrant children and the social work services
£142,091

Thomas Coram Research Unit

Dr E Monck

Evaluation of a clinical programme for enhancing placement stability after adoption or placement for adoption
£97,831

First Key

Mr P Hardman

A project to deliver expert information and advice on the Children (Leaving Care) Act 2000
£91,836

University of Wales, Department of Law, Swansea

Ms A Perry

An examination of the use of orders for supervised and indirect contact
£90,596

Family Rights Group

Mr R Tapsfield

Training and information materials to promote the appropriate use of Special Guardianship Orders
£89,869

Reunite International Child Abduction Centre

Ms D Carter

An investigation of international parental child abduction in non-Hague Convention countries
£73,050

National Council for One Parent Families

Ms K Green

Lone parent advice project
£68,637

British Association for Adoption & Fostering

Ms F Collier

Enabling effective implementation of the Adoption and Children Act for the benefit of looked after children
£66,008

University of Oxford, Department of Social Policy and Social Work

Ms C Roberts

Briefing papers aimed at informing a policy and practitioner audience about key family policy issues
£51,696

University of Oxford, Department of Social Policy and Social Work

Mrs J Hunt

Analysis of guardian practice prior to CAF/CASS
£27,638

Children's Legal Centre

Miss Y Spencer

Feasibility study for a service to provide advice and assistance to refugee children
£10,000

Kidscape

Dr M Elliott

To produce an Activity Book for Schools containing the exercises and photocopy materials from Kidscape's Primary Protection Manual
£9,973

National Council for One Parent Families

Ms K Green

Feasibility study into joint provision of helpline services by Parentline and National Council for One Parent Families
£9,000

Progar

Ms E Wincott

Conference on the DOH Consultation on Section 31 of the Human Fertilisation & Embryology Act 1990
£3,000

ACCESS TO JUSTICE

Central London Law Centre

Ms A Portelli

A project to produce five practical publications relating to the law on discrimination in employment
£99,960

Thames Valley Partnership

Ms S Raikes

To develop and support models for preventing anti-social behaviour
£90,100

Inquest

Ms D Coles

A study of families' experience of the investigation of deaths that require an inquest
£70,497

University of Edinburgh, School of Social and Political Studies

Professor M Adler

A developmental study of administrative grievances
£48,347

Islington Law Centre

Ms J Carter

Action research project on age discrimination, health and early advice
£10,000

Third Age Employment Network

Mr P Grattan

Work on a Single Equality Commission by the Equality and Diversity Forum
£9,300

PHOENIX

Jewish Care

Ms C Garfield

Music for Life in Jewish Care
£35,990

Northumbria Sight Service (NSS)

Mrs S Taylor

Information and support service
£34,000

Victoria Live At Home Scheme

Reverend A Gibson,
£25,337

Bristol Care And Repair

Mr C Chart

Move on Service
£24,310

Chester Resource Centre & Support Services Project

Mr M Roberts

Vision Support
£24,000

FACT(Foundation for Art & Creativity Technology)

Ms A Edbury

Tenantspin
£22,640

The Dark Horse Venture

Mr S Goodwin

The Dark Horse Venture Encourage Project
£20,000

London Irish Centre

Mr J Twomey

Elders Outreach project
£15,000

Westminster Advocacy Service for Senior Residents

Ms I Kohler

Ethnic Minority Advocacy Outreach Project
£15,000

Gnosall Elder Care Project

Mrs S Thornett

Elder Care Project
£8,190

Gloucestershire Pensioners Forum

Mr J Boe

£7,750

NEW CAREER DEVELOPMENT FELLOWSHIPS

London School of Economics and Political Science, Department of Anthropology

Dr E Simpson

The Gujarat earthquake: An ethnography of reconstruction in western India

£118,306

London School of Economics and Political Science, Suntory Toyota International Centre for Economics and Related Disciplines

Dr M Manacorda

An empirical analysis of the causes and consequences of child labour

£114,802

University of Sussex, Centre for Migration Research

Mr M Collyer

From the illusions of the emigrant to the despair of the immigrant: An investigation into the changing migration strategy of undocumented migrants at different stages of the migration process

£110,566

University of Oxford, Department of Sociology

Mr E Chattoe

A behavioural microsimulation of ethnic disadvantage in labour markets

£104,254

OLDER PEOPLE & THEIR FAMILIES

University of Nottingham, Centre for Social Work

Professor O Stevenson

The sexual abuse of elderly people – its distinctive characteristic and implications for policy and practice

£91,440

University of Leicester, Nuffield Community Care Studies Unit

Dr S Katbamna

A study of perspectives on ageing, dependency, financial planning and paying for care in old age in British South Asian communities

£90,738

Action on Elder Abuse

Mr G FitzGerald

Improving communications so as to raise awareness and provide appropriate information about elder abuse

£85,291

University of Surrey, Department of Psychology

Professor S Hampson

An investigation of older peoples' and their families' views about autonomy and decision-making in later life

£69,944

Islington Chinese Association

Dr S Ng

Feasibility work towards the Chinese Older People Network

£10,000

Institute of Public Policy Research

Ms Sarah Spencer

A study of the role of grandmothers in providing access to employment for their lone parent daughters

£9,300

Cardiff University, Cardiff Law School

Professor Gillian Douglas

A study of the role of grandparents in divorced families

£5,000

EDUCATION

University of York, Department of Chemistry

Professor J Holman

A new curriculum for key stage 4 science

£180,000

Lancaster University, Department of Economics, The Management School

Dr S Bradley

The educational gender gap, catch up and labour market performance

£75,756

King's College London, Department of Education and Professional Studies

Professor J Osborne

Ideas, evidence and argument in science (IDEAS) project

£62,693

University College London, Migration Research Unit

Dr J Dobson

Mobility, disadvantage and secondary education policy

£59,950

King's College London, Department of Education and Professional Studies

Dr A Millett

The impact of the national numeracy strategy: comparing pupil attainment and teaching in year 4, before and after the strategy's introduction

£54,571

Keele University, Department of Education

Mr D Miller

Enhancing Mathematics teaching through new technology: the use of the interactive whiteboard

£46,402

University of Warwick, Centre for Educational Development, Appraisal and Research

Professor G Lindsay

Educational provision for children with specific speech and language difficulties – the investigation of good practice

£33,753

The University of Edinburgh, Department of Curriculum Research and Development

Dr T Macintyre

Using the SOROBAN to develop strategies for mental calculation

£26,017

University of York, Department of Psychology

Professor M Snowling

Children at risk of dyslexia – a follow up study

£21,659

Staffordshire University, Institute for Education Policy Research

Dr P Davies

Improving secondary school students' economic judgements in citizenship education

£16,870

University of Manchester, Faculty of Education, Educational Support and Inclusion

Professor P Farrell

Classroom support and inclusion

£9,852

Association for Citizenship Teaching

Professor Sir Bernard Crick

£9,600

City University London, Department of Language and Communication Science

Professor J Law

The effectiveness of intervention approaches for children with primary speech and language delay: a systematic review of the literature related to children up to 16 years of age

£9,514

The University of Edinburgh, Department of Education and Society

Professor D Raffe

14-19 Education Feasibility Study

£7,000

**University of Edinburgh,
School of Law**

Professor D Smith

The Edinburgh study of youth transitions and crime: Sweeps 5-7: Focus on family functioning and juvenile justice
£195,000

**University College London,
School of Public Policy,
The Constitution Unit**

Professor R Hazell

Independent Commission to review Britain's experience of PR voting systems
£65,000

**University of Leeds, Centre
for Criminal Justice Studies**

Professor A Crawford

Plural policing and the market for a visible patrolling presence
£93,197

**London School of
Economics and Political
Science, ESRC Research
Centre for Analysis of
Social Exclusion (CASE),**

Professor A Power

Families living in low-income neighbourhoods in Leeds and Sheffield: extension to longitudinal study
£90,518

**London School of Hygiene
and Tropical Medicine,
Centre for Sexual Health
Research**

Ms K Wellings

Lay and professional attitudes towards, and experience of, long acting contraception
£72,163

**University of Glasgow,
Department of Politics**

Dr A Hussain

Inclusive or exclusive attitudes towards minorities in post-devolution Scotland
£65,000

**Minority Rights Group
International**

Mr M Lattimer

Improving access to international legal protection for human rights
£50,000

**King's College London, Age
Concern Institute of
Gerontology**

Professor A Tinker

University Research Ethics Committees: Their role, remit and conduct
£43,403

**South Bank University,
Criminal Policy Research
Unit**

Professor M Hough

Policing incivilities: an investigation of the relationships between disorder, crime and neighbourhood decline
£23,200

Sense International

Ms Y Lane

Developing accessible communications for deafblind people and their families in India
£21,871

The Foyer Federation

Ms C Hayman

Support for Foyer residents in higher education
£20,000

Institute for Fiscal Studies

Mr R Chote

Support for the IFS Green Budget
£10,000

Brook London

Mr S Gray

Developing sexual health work with disabled young people 2002
£7,500

**South Bank University,
Criminal Policy
Research Unit**

Professor M Hough

Colloquium on police performance management
£6,450

**De Montfort University,
School of Law**

Professor R Mackay

Unfitness to Plead, Insanity and Diminished Responsibility
£124,885

**University of Cambridge,
Developmental Psychiatry
Section**

Professor T Holland

Standardised Material to help gauge capacity to manage financial affairs
£9,915

**The Tavistock and Portman
Charitable Fund**

Professor B Hermelin

Savant Artistic Development
£8,179

**NEWLY APPOINTED
LECTURERS**

89 awards

£423,700

**UNDERGRADUATE
RESEARCH BURSARIES**

239 awards

£321,109

**SCIENCE BURSARIES FOR
SCHOOLS AND COLLEGES**

565 awards

£244,548

**RHEUMATISM (OLIVER
BIRD FUND)**

No awards (scheme closed for 2002)

**SOCIAL SCIENCE SMALL
GRANTS**

83 awards

£396,066

**EDUCATION FOR WOMEN
(ELIZABETH NUFFIELD
EDUCATIONAL FUND)**

202 awards

£457,635

**NUFFIELD LANGUAGES
PROGRAMME**

7 awards

£68,846

Grant progra

PROJECT

These are made to support self-contained development or research projects. There are five Areas of Special Interest and they are listed here. In addition, the general aims of the Foundation. Around 60 project grants are made each year, varying between four and 20 grants in each area. They range in size from £5,000 to £20,000 or from our website. Decisions are made at Trustees' meetings, which are held quarterly. The first stage in applying for a project grant is to submit a short outline.

CHILD PROTECTION AND FAMILY JUSTICE

Projects which help ensure that the legal and institutional framework is best adapted to meet the needs of children and families.

Contact: Sharon Witherspoon
www.nuffieldfoundation.org/cpfj

ACCESS TO JUSTICE

Projects to promote access to, and understanding of, the civil justice system in its widest sense.

Contact: Sharon Witherspoon
www.nuffieldfoundation.org/accesstojustice

OLDER PEOPLE AND THEIR FAMILIES

Developing policy and practice to promote the autonomy and well-being of older people.

Contact: Sharon Witherspoon or Anthony Tomei
www.nuffieldfoundation.org/olderpeople

OTHER GRANTS

These grants are made according to the specific objectives of different grant programmes. Each programme has its own criteria and application procedure.

SOCIAL SCIENCE SCHEMES

Support for social science, with a particular emphasis on new research careers.

SMALL GRANTS SCHEME

Priority to new researchers, work in our areas of interest, or outstanding projects. 90 awards between £1,000 and £10,000

Contact: Louie Burghes
www.nuffieldfoundation.org/smallgrants

NEW CAREER DEVELOPMENT FELLOWSHIPS

Partnerships between experienced social researchers and outstanding new social scientists.

Five awards of up to £120,000
Contact: Louie Burghes
www.nuffieldfoundation.org/ncdf

COMMONWEALTH

Five-year grants for collaborative projects in south and eastern Africa.

Four grants between £175,000 and £250,000

Contact: Sarah Lock
www.nuffieldfoundation.org/commonwealth

SCIENCE

Grants for younger scientists at key stages of their careers.

SCIENCE BURSARIES FOR SCHOOLS AND COLLEGES

For students to take part in research. 600 awards between £250 and £400
Contact: Linda Westgarth
www.nuffieldfoundation.org/scibsc

UNDERGRADUATE RESEARCH BURSARIES

For summer vacation research projects. 210 awards between £800 and £1,650
Contact: Vicki Hughes
www.nuffieldfoundation.org/sciurb

The Foundation does not fund general appeals, buildings or capital costs, or make grants to individuals other than through the grant programmes listed. It does not make grants to organisations outside the UK, but the Trustees welcome projects that have a European perspective.

mmes 2003

GRANTS

Open Door programme is used to fund projects that lie outside these areas of interest – or span boundaries between them – and that address the 00 to over £200,000. Full details of how to apply are given in the booklet **How to apply for a project grant 2003**, which is available from the Foundation line proposal.

EDUCATIONAL PROVISION AND CHILDREN'S NEEDS

Exploring the implications of educational provision, and changes to it, for groups of young people aged 5-19 who have distinctive needs.

Contact: Catrin Roberts

www.nuffieldfoundation.org/epcn

CURRICULUM INNOVATION

Focusing on curriculum development for science, maths, technology; the use of ICT; citizenship.

Contact: Catrin Roberts

www.nuffieldfoundation.org/ci

OPEN DOOR

Projects of exceptional merit lying outside the areas of special interest.

Contact: Anthony Tomei, Sharon

Witherspoon or Catrin Roberts

www.nuffieldfoundation.org/opendoor

ure. Details and application forms are available from the Foundation or from our website.

NEWLY APPOINTED LECTURERS RESEARCH GRANTS

For new lecturers in science, engineering and mathematics.

85 grants between £2,000 and £5,000

Contact: Vicki Hughes

www.nuffieldfoundation.org/scinal

THE OLIVER BIRD RHEUMATISM PROGRAMME

Support for young researchers in Rheumatism and Arthritis.

Contact: Vicki Hughes

www.nuffieldfoundation.org/oliverbird

ELIZABETH NUFFIELD EDUCATIONAL FUND

Grants towards childcare costs for women in higher education.

250 awards between £500 and £4,000

Contact: Louise Morris

www.nuffieldfoundation.org/enef

CHANGES FOR 2003

MENTAL HEALTH is no longer a freestanding area of special interest, but projects that explore mental health aspects of the other areas of special interest are welcome

THE PHOENIX FUND (for work with elderly people), has been discontinued, but the Trustees encourage applications for practical projects under the **OLDER PEOPLE AND THEIR FAMILIES** programme

Lord Nuffield

William Morris, later Lord Nuffield, was born in 1877. He was one of the first British industrialists to introduce mass production methods and his company, Morris Motors Ltd, prospered in the years after the First World War.

Despite his great wealth, Lord Nuffield remained personally frugal and in later life devoted his energies to the philanthropy that made him a household name. The Nuffield Foundation, his largest benefaction, was founded in 1943 with a gift of £10m-worth of shares in his company.





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