Impetus
Private Equity Foundation

Digging deeper:

Why white working class boys underachieve and what can be done about it

June 2014

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Introduction

"White working class boys could become an educational underclass"

The Daily Express, September 2013

"We need to look back as well as forward. Working class communities in the past valued education"

Sir Michael Wilshaw, The Daily Mail, June 2012

"…a decades old trend in our education system which seems to make it harder for boys and men to face down the obstacles in the way of learning"

David Willetts MP, The Independent, January 2013

The educational underachievement of the white working class – and particularly boys – has been much noted and discussed over the past decade. The fact that white British boys in receipt of Free School Meals (FSM) are the lowest performing group at GCSE has occasioned much speculation on the causes of this, as well as discussion on the aspirations, abilities, and context of these young people compared to their peers in different ethnic groups, and economic brackets.

Impetus – The Private Equity Foundation is committed to transforming the lives of 11-to 24-year-olds from disadvantaged backgrounds by ensuring they get the support they need to succeed in education, find and keep jobs, and achieve their potential. We support organisations which are working towards these aims, and we campaign to overturn the structural and policy barriers to achievement and progress for young people from all backgrounds.

We felt that the debate on the causes and potential solutions to white working class underachievement is often held between those with little experience of young people outside of their own families. We believe it urgently needs to be informed not only by the academic research but by the voices and views of those working at the 'frontline' with economically disadvantaged young people of all ethnic backgrounds, including those who are at risk of educational failure, or who have already had an unsuccessful experience in education.

The 11 organisations in our portfolio working with children and young people in and out of secondary school were asked for their views on whether white working class boys faced distinctive barriers to educational attainment, and what these might be. They were also asked to reflect upon the successful methods they used to reach young people, and whether these might be usefully taken up by schools. Distinctive themes emerged for every question:

- Respondents felt that white working class children and young people were, overall, less likely than their Black and Minority ethnic (BME) peers to come from homes where education was valued and prioritised.
- Respondents felt that white working class children and young people were particularly likely to see no link between being successful at school and future employment success.
- Respondents felt that white working class children and young people were more likely to come from homes and communities which had different rules, norms, and values to schools, and that boys were particularly likely to struggle to negotiate the gap between 'school culture' and 'family culture'.
- Persistence and resilience were commonly cited as key staff attributes in engaging children and young people, particularly those who had already disengaged from mainstream education. This was contrasted with statutory services which were felt to withdraw support too quickly.
- Developing a one-to-one relationship with children which they could rely on to endure over time was also cited.
- All respondents agreed that a strong link between education and employment was key to engaging white working class boys. Better careers advice and guidance, alumni networks in every school, and school engagement with local employers are crucial – and these are things that every school can make progress with, particularly by tapping into resources offered by the voluntary sector.

Digging Deeper

The problem

- 24.6% of White British boys eligible for Free School Meals achieved 5 GCSEs A*-C, compared to a national average of 58.8%, and 40.3% of Black boys in receipt of Free School Meals[1].
- White British boys and girls eligible for Free School Meals are the only Free School Meal sub-group where the percentage attaining the national GCSE standard is less than half that of the equivalent students not eligible for Free School Meals[2].
- Once all other socio-economic factors have been taken into account, White British Boys from low socio-economic backgrounds make the least academic progress during secondary school[3].

1. GCSE and equivalent attainment by pupil characteristics in England: 2011 to 2012; ONS
2. Mongon, D (2013); Educational Attainment: White British Students from a disadvantaged background, Ofsted
3. Tackey, Barnes & Khambhaita (2011); Poverty, Ethnicity & Education, JRF

The response

Specific challenges

All 11 organisations involved in this project work with white working class children and young people, and most also work with significant numbers of black and minority ethnic beneficiaries too. The portfolio was split, with half responding that they did not feel white working class young people faced specific challenges that might hold back their educational achievement, and half responding that they did.

However, all were knowledgeable about the challenges to academic achievement facing young people across economically disadvantaged groups.

Of those who perceived specific challenges, many commented that the home lives of their white beneficiaries seemed more chaotic, and that their parents were less likely to push them to attend, and achieve at, school, than their BME peers:

> **"There is a split between 'school culture' and 'family culture' – some boys don't know how to cope with the switch between the two. What the school teaches is not always reinforced at home. We actually have to provide the kids with an 'attachment' to the school, if parents don't provide this."**
>
> **Senior manager, charity providing counselling services in schools**

> **"Our white working class kids find it hard to cope. School is too much of a contrast from their life outside school and this has an effect on their ability to find employment. They haven't learnt the basic skills of compliance and cooperation. The 'skills' they have are seen by them and their community as acceptable and necessary for life on the estates in which they live."**
>
> **Senior manager at a charity providing youth centres in the North West England**

> **"We see Ghanaian and Bangladeshi parents who have worked hard, and they push their children to do well. Whereas our children from white working class chaotic backgrounds get the opposite from home."**
>
> **Manager, charity providing interventions to keep at-risk teenagers engaged in education**

Digging Deeper: The response

The notion that white working class parents might not be strongly inclined to support their children's education came up several times:

"

Our data shows that our white beneficiaries have had significantly less positive family input into their education than have our BME beneficiaries, and that they are much more positive about work-based learning. 56% of our white intake had some positive attitudes about school learning compared to 86% amongst our BME boys. Our white intake also had significantly lower literacy scores than their BME peers."

CEO of a charity working with young offenders

"

We find parents in our white working class areas are less likely to self-refer their children to our services than in middle-class areas. They may be afraid of seeking, or receiving help, partly because of the stigma of this, but also possibly because they feel intimidated by a system they don't understand, or feel part of. They may become passive in the face of it."

Senior manager, charity providing counselling services in schools

"

We are finding, as we've opened a centre in a predominantly white working class area, that we're having to do a lot more work with the parents in more ethnically-mixed areas. Our young people who come from immigrant families, their parents are not anti-education, but need extra support, and don't know how to navigate the system. Whereas some of our white working class families have negative views of education, and no aspiration in that direction"

Manager at a charity offering homework clubs and academic support

This respondent added that she felt **"having a parent who failed at school is a bigger barrier to educational achievement than having English as an additional language".**

Digging Deeper: The response

Another repeated theme was a lack of identity, and a sense of belonging, which many respondents felt affected white working class boys in particular:

"

Thirty years ago, white working class communities round here were strong, now the opposite is true. The demise of the Unions and Churches in these communities has created a support gap. Too many boys rarely see their father go out to work. The lack of labour, and of community, has led to a lack of a sense of place or purpose. There is a lack of certainly for kids about where they will work as the labour market has changed dramatically"

Senior manager at a charity providing youth centres in the North West

"

Our white working class boys seem to have a less strong religious or cultural heritage to give them an expectation of staying on the straight and narrow. If their parents' relationship breaks down, there's no safety net to catch them. They drift, and the schools don't seem likely to step in. Looking across the young people we see, it does seem that any religious influence is grounding. Our white working class boys just seem more lost than other groups"

Head of coaching for a charity working with NEETs

This respondent also reported that, working in a very ethnically mixed area of London, she felt that more of her white beneficiaries were problem drug users (mainly cannabis) than their BME peers.

Recreational use was widespread across the NEET young people her organisation works with, but she felt the white young people were more likely to spiral into habitual, debilitating use.

Digging Deeper: The response

Those respondents who did not feel they could identify challenges specific to the white working class asserted that poverty was the chief challenge to educational attainment, and the factor most likely to detrimentally impact both attainment and opportunity.

One charity CEO made the point that poor educational attainment amongst working class boys has been the norm for decades, but this has only relatively recently been exposed by the better performance of girls, and certain ethnic minority groups. He pointed out that the gender gap in educational attainment reverses in the workplace, and dismisses talk of 'a crisis of masculinity' as a modern apologetic for poor educational outcomes which have been present for many years.

Some respondents also pointed out the higher school exclusion rate amongst young black boys, and commented that teachers were more likely to exclude black children for behaviour that would not result in exclusions for white children.

Some of our respondents pointed out that the challenges they identified were more keenly seen amongst white working class beneficiaries, but were not limited to them:

"

Young people from Asian backgrounds typically have much less chaotic home lives and their families encourage them to succeed in education. This is beginning to change though, and we're seeing third generation English-Asian kids start to behave much more like their White working class counterparts"

Senior Manager at a charity providing youth centres in the North West

"

We do see a lot of 'fatherlessness' amongst our white intake, but then we do amongst our Black British young people too. I feel the big divide is between 'black and white' and 'Asian', due to the strong family background many of our Asian kids have."

Head of Coaching for a charity working with NEETs

The role of special educational needs and mental health

The majority of respondents agreed that mental health problems were common amongst all their beneficiaries, with depression and anxiety the most so. Special educational needs (SEN) were also a recurrent theme – a charity working with young offenders recorded twice (34%) the incidence of statemented SEN amongst its white intake as amongst its BME intake. A practitioner at another organisation also said that he felt there was a higher incidence of SEN amongst his white male clients.

One senior manager working with NEETS commented that our school system prioritises attainment over engagement, which severely disadvantages and dis-incentivises children and young people with SEN.

How to engage young people

There were many similarities amongst the successful methods our charities use to engage disadvantaged children and young people, either in mainstream education, or in 'second chance' activities designed to move them into education, training, or employment.

Persistence, patience and engagement were common to nearly all, but it is worth going into more detail here, as we feel the lessons are essential for those working with young people in schools, health services, and employment services.

"

[The key is] quiet tenacity. We approach parents with a focus on their children's 'emotional wellbeing' and not 'mental health'. We expect a 'does not attend' rate of about four, with children and/or parents finally attending on the fifth appointment. This is different from CAMHS which has a 'no follow up' policy if a young person doesn't attend. Our staff are well-supported to maintain their persistence and resilience. Staff need to be expert, nuanced, supportive, and not 'clinical'."

Senior manager, charity providing counselling services in schools

"

"We often hear that teachers treat the young people we see very negatively, and use a 'shaming' approach. They don't treat them as equals. We have positive conversations with them about school and their aspirations for the future. One girl said that having a mentor – someone who cared – was really important to her. And without positive role models, kids may find negative ones – such as drug dealers."

Manager, charity providing interventions to keep at-risk teenagers engaged in education

"

One thing we offer is community. We give these young people a unique moment of being in a group which goes through intense experiences where they are taken out of their comfort zone. They get new experiences, encouragement, inspiration, and they do it with their peers.'

Head of coaching for a charity working with NEETs

"

We go to where young people are – and we make them an initial offer that's engaging: 'just come and play football'. We fit in with the people who are already making a difference in a community – we don't compete with them. We assess the young people to make sure an intervention is right for them – we don't want to set them up to fail, because that's happened to them before."

Director of operations at a charity using street football as a hook to reengage NEETs in learning

"

The key is to engage young people in a coaching relationship. The adult to adult relationship between a coach and a young person is crucial – teachers simply aren't able to have this kind of relationship with pupils. Our staff need to be charismatic, and good listeners – but not afraid to challenge apathy or hopelessness. We meet young people in Job Centres and try to get a phone number. Then we call them repeatedly and expect lots of rejection – typically, it will take three or four chances to get them to enrol."

Head of coaching for a charity working with NEETs

"

The first few years at our Centres might just be about having fun, learning a few skills, and making new friends from outside the immediate neighbourhood. After a few years, maybe at 14, staff are trusted and can ask questions about how things are going at school. The white working class kids we see are not used to being asked these questions, or if they are, they're not responding positively. Our staff open their eyes to different responses and options. It may sound like slow progress, but we've got 20% of kids coming from workless homes with very chaotic home lives."

Manager at a charity offering homework clubs and academic support

"

The quality of our staff is key to successful engagement – selection is stringent and training takes three months. Staff build up a very personal relationship with young people and demonstrate a strong commitment to them. We say 'if you join us at 7 we still want to be seeing you every week when you're 14'. Where else can a child get this individual commitment?"

Manager at a charity offering homework clubs and academic support

"

We use an arts-based programme, because you can't 'fail' the arts. Our intake have a history of educational failure and any success is a huge motivator. Our curriculum builds literacy and numeracy by stealth, as well as confidence. Clients are called 'students', and when they graduate the course, this is celebrated with a ceremony attended by parents and local dignitaries. We're also happy to spend money on cabs to get latecomers in in the morning – the cabbies we use are happy to hammer on the door to get them out of bed, because getting them into a routine is crucial. It's a good use of money because nothing is a bigger waste of money than an empty seat on a course."

CEO of a charity working with young offenders

Digging Deeper: How to engage young people

It's easy to spot the recurring themes in these quotes. Again and again we see the importance of:

- Persistence and resilience on the part of staff working with young people at risk of educational failure, or who need reengagement with education. This is contrasted with the tendency of statutory services to withdraw support if it is turned down once.

- A one to one relationship (often described as 'mentoring' or 'coaching') between a young person and an adult who is prepared to commit to them. Again, respondents commented that schools, and other statutory services, are not set up to provide this kind of relationship, but that its essential for young people who are not getting this type of support at home.

- Investing time in young people. No intervention can work overnight, or stop young people from having to go back to a chaotic home. Staff must be able to work with children and young people over an extended time, and not be forced to 'move them on' too soon.

- Finding 'hooks' that draw young people in, and then let them succeed when they are used to failing.

These lessons deserve to be reflected on by schools, as well as by services such as Child and Adolescent Mental Health Services (CAMHS). CAMHS was described by one respondent with extensive experience as 'an intimidating service' for young people.

What needs to change

Many of our portfolio felt that the education system was simply not set up to support achievement for all young people, and that disadvantaged young people, in particular, bore the brunt of this.

A common theme was that the link between educational attainment and future career success was not seen to exist by (in particular) white working class pupils.

"White working class boys don't always see a link between exams and the kind of employment they're looking for – and not all schools equip white working class boys with the skills they need to get, and keep, a job."

Senior manager, charity providing counselling services in schools

"The education system doesn't cater for the career aspirations of many kids"

CEO, mentoring charity

"Alumni networks are really underused – every school should have an alumni network, so that children and young people can see, and access, people from backgrounds like theirs who have succeeded."

Manager at a charity offering homework clubs and academic support

"Role models from the local community – people who've succeeded in employment - should be working alongside teachers, and expanding young people's exposure to wider opportunities."

CEO, mentoring charity

"The white working class kids do not see education as the way out of their current situation."

CEO, mentoring charity

"Role models from the local community – people who've succeeded in employment - should be working alongside teachers, and expanding young people's exposure to wider opportunities."

CEO, mentoring charity

Digging Deeper: What needs to change

Charities also felt that conventional methods of teaching were unlikely to work for the children and young people they worked with:

“

The trouble is, the school curriculum assumes engagement and a desire to learn – what happens to children who aren't engaged for whatever reason? Coaching would be a more effective method of teaching that guarantees engagement – it's suitable for all abilities, and can make any subject relevant."

Head of coaching for a charity working with NEETs

“

Effort needs to be recognised. When young people do good they feel good, they feel better about themselves, and they are more likely to achieve. If they are not strong at maths, but they have learnt to feel positive about how much effort they have put in, they will likely continue to put in effort, learn more, and achieve more."

Manager, charity providing interventions to keep at-risk teenagers engaged in education

“

There are many different barriers, and so not just one model of learning will suit everyone. How can teachers get to know what inspires and motivates individual pupils, and then teach with that in mind? That's what we do."

Manager at a charity offering homework clubs and academic support

Many commented that schools often weren't alert to, or able to respond to, the problems in a child's life outside of school, which could stop them achieving in school:

“

Children can hide in large schools."

Manager, charity providing interventions to keep at-risk teenagers engaged in education

“

Policymakers and teachers need a better understanding of the different barriers different groups face. When we train our volunteers we ask them to imagine themselves as a white working class boy, a Black British boy, and a Muslim teenage girl. It helps them understand the different stereotypes those groups face, and how they get in the way of learning."

Manager at a charity offering homework clubs and academic support

“

What young people do outside of school is as important as what they do in school. Seven nights' a week, weekends and holidays, kids are not in school – what's on offer to them then is critical to their achievements in school. They need to be challenged, they need to find ways of being successful, to mix with people from outside their immediate neighbourhood, form relationships with good adult role models. We need to invest in opportunities for young people to get stability, order, and fun into their leisure time."

Senior manager at a charity providing youth centres in the North West

“

The school system is not attuned to the realities of white working class lives, particularly the most disadvantaged. Qualifications are not the whole story – we must pay attention to what is happening at the fringes of young people's lives."

Director of operations at charity using street football as a hook to reengage NEETs

Many respondents expressed a strong desire for a system which genuinely had academic aspirations for all children, as well as high-quality vocational pathways and options. But most were wary that a resurgence in talk of 'improved vocational options' would actually result in low-quality, second-choice options that served as somewhere to 'dump' white working class students who were not expected to achieve.

Several commented on the lack of careers guidance on offer in schools now, as well as the loss of the Connexions service. One comment reflected that schools don't necessarily recognise, or value, the work experience that white working class boys might get outside of school:

“

It's really common that white working class boys help their dads out with work in the summer – and sometimes in term time too. This type of work experience can be a really good thing – but do schools recognise it, and count it alongside 'going to work in an office'?"

Director of operations at a charity using street football as a hook to reengage NEETs

“

Teachers assumptions and expectations about what a child is capable of are often based on their background, and are still far too influential on a child's achievements at school."

CEO of a charity working with young offenders

“

We see massive truancy in our intake – one boy came to us at 16 who had been to secondary school on just two occasions."

Director of operations at a charity using street football as a hook to reengage NEETs

The importance of data

A crucial part of what we work with our portfolio organisations to achieve is called *Driving Impact*. That is to say, the practice of measuring key indicators in real-time during your work, and using the results to influence your practice, and resourcing, on a daily, weekly, and annual basis. There is substantial evidence to show that not only does this drive improved performance at an organisation level but it also improves outcomes for individual beneficiaries.

We asked our organisations to tell us how they used impact management, and real-time monitoring, in their practice, and to ensure they were doing a good job for children and young people. The methods varied, but there were similarities.

“

Our use of data is formative and summative. Students have routine 1:1s with a Progression Coordinator, and their performance on the course is monitored. They, and we, need to know if there are any areas where they might be likely to fail, so it can be addressed.”

Manager at a charity offering homework clubs and academic support

“

Continuous monitoring – adult to adult reflection and review – is part of the coaching process/ culture. We know how every young person is doing at every stage of their time with us”

Head of Coaching for a charity working with NEETs

“

Attendance of a young person is logged every week, and they are phoned if they don’t attend.”

Manager at a charity offering homework clubs and academic support

“

Staff receive their clinical supervision on the same day they see their clients [children and young people]. This means they’re reporting on a child’s progress the same day they see them, and making plans for next steps.”

Senior manager, charity providing counselling services in schools

“

Real-time monitoring of staff performance is routine – if any of the teams are submitting sub-standard results, they have to submit an improvement plan which is independently audited, and a site visit is carried out”

CEO of a charity working with young offenders

There is evidence that impact-led use of data is key to improving educational attainment in schools, including those with disadvantaged intakes. Our organisations – some of the best-performing in the UK – use data to ensure they know whether the young people they work with are improving and benefitting. They use this feedback to put in place remedial plans if they are not.

It is crucial for all schools to identify and track the right data. From the day a child enters school, staff should be able to see whether they are making academic progress, and be empowered to act quickly if they are not. Good GCSE results for the majority in a school are not acceptable, if a rump of pupils are allowed to underachieve, disrupt lessons, or simply not attend.

As one of our respondents said, children can ‘hide’ in large schools. They cannot if a school is committed to tracking the progress of every child, and focussing attention, and resource, on those who need it. Tackling a child’s problems – whether academic, or in his wider life - acting at 12 is more effective on every level than waiting until they are 16, and months away from failing to secure a single good GSCE.

Conclusions

The UK is in the midst of a youth unemployment crisis, with over one million young people not in education, employment or training. Although exacerbated by the recession, youth unemployment has been on the rise since the early 2000s. We have a structural issue which needs to be resolved, and what is needed is a structural solution to ensuring the most vulnerable young people are supported to make a successful transition from education into employment. This assumption is echoed throughout this report; more needs to be done to make the link between educational success and employment success clearer, especially for white working class boys for whom this link is currently broken.

This paper was first submitted as evidence to the Education Select Committee's inquiry into the underachievement in education of White working class children. However, we felt the information collected and the knowledge gained from interviews with eleven charities working with young people was incredibly precious and deserved to be shared more widely.

- White working class boys underperformance has been exposed by the accelerated achievements of other groups - The point was made during our consultation that white working class boys have been left to underperform academically for decades, and that this has only been exposed by the accelerated achievement by girls, and certain BME groups. Indeed, the fact that many of our charities identified parents who had had miserable educational experiences of their own as barriers to their children's own attainment, supports that view. This is a challenge to schools, who may be up against multiple generations who have no faith in schooling's ability to equip their children with qualification or skills.

- Schools must understand and act on the challenges faced by all students. This is one of the challenges to attainment identified in our consultation. Several respondents stated that they find it useful – and that schools should too – to explicitly identify, consider, and imagine the various challenges that different groups experience, including white working class boys. Children and young people are usually acutely aware of how they are viewed by the people around them, including teachers. This includes awareness of the expectations, bad as well as good that people have of them.

- Schools must support children at risk of failing. Being aware of barriers to achievement does not mean lowering a schools' aspirations for any of its pupils on the basis of their background. It does mean being aware of where there background may not be supportive of attendance or attainment, and where young people may have already absorbed the message that educational attainment is not relevant, or realistic for them. Where a school is identifying these young people, and had decided they want to make concerted efforts to improve attainment, they can learn a lot from our charities' successful methods of engagement. There is an assumption that it would be too difficult for schools to adopt the same persistence, tenacity, and resilience our respondents use when faced with a repeat truant, badly behaved pupil, or pupil who underachieves. Certainly the relationship-based approach that our respondents advocated needs to be resourced. But it is clear that this approach – where a minimal number of adults make, and keep, a commitment of support over time to young people who do not find that commitment elsewhere, really makes a difference. Light touch interventions might work for the majority of students who simply need to be kept on the right track. For those who are already off it, more intensive interventions are needed. Schools must prioritise resourcing this approach with young people at risk of failure, and they should bear in mind that the people delivering this support do not have to be teachers. Indeed, they may not be best-placed to do so.

- There must be a strong link between education and employment. Concrete suggestions for improving education's relevance and responsiveness to white working class young people were made. Many respondents commented that, for white working class boys, the link between educational success and employment success was broken. Better careers advice and guidance, alumni networks in every school, and school engagement with local employers are crucial here – and these are things that every school can make progress with, particularly by tapping into resources offered by the voluntary sector.

- Vocational routes to employment must be valued. At a national level our portfolio felt that a vocational track which has parity with the academic track in terms of resourcing and prestige, and which is easily understood and navigated, is long overdue. We are encouraged by the amount of attention this agenda is starting to get from all major parties, and we will be watching the progress of those experiencing the newly raised school participation age closely. However, we remain concerned that too many young people already receive little value from the vocational education that is available – it is crucial that this changes, and that it is not seen as a 'holding pen' for working class young people, but a desirable option for young people of any background.

- A better use of data should trigger evidence-based interventions. Better use of data cannot compensate for failing to engage those children and young people most at risk of failure. However, it is an essential part of raising their attainment. The first step for schools is monitoring attendance and attainment regularly, so that the alarm can be raised when they fall below standard. If things don't improve when remedial action is taken this should trigger an evidence-based intervention, which may be commissioned from an external provider or delivered by school staff. A pupil's progress with this intervention then needs to be tracked, and many of our respondents told us how they capture this information, and use it to determine their work with an individual. This monitoring allows a school to know whether an intervention is having a successful effect on attendance, behaviour, or attainment, or whether different resources are needed. It also means that no pupil can 'hide', however large a school may be.

About Impetus-PEF

Impetus-PEF supports charities and social enterprises that work with disadvantaged children and young people by providing a valuable package of money, business expertise and management support. It helps them become highly effective organisations and ensures they are reliably delivering results proven to transform young lives. Then it encourages and supports them to dramatically increase the number of young people they serve.

Impetus-PEF also researches and campaigns on the topics of educational attainment and work readiness, to influence public debate, and steer public resources to where they might have most impact in these areas.

Within our active portfolio, 11 organisations have contributed their expertise and experience to this research:

City Year UK
(http://www.cityyear.org.uk/)
City Year UK recruits 18- to 25-year-olds for 11 months of full-time volunteering as near-peer role models, mentors and tutors in schools in deprived areas. This simple act of 'giving back' through a volunteer service year has a triple impact.

Greenhouse
(http://www.greenhousecharity.org/)
Greenhouse empowers young people in London's most disadvantaged communities to realise their potential through high quality, intensive sport and performing arts programmes delivered by inspirational coaches.

IntoUniversity
(http://www.intouniversity.org/)
IntoUniversity provides local learning centres where young people are inspired to achieve.

Onside North West
(http://www.onsidenorthwest.org/)
OnSide North West aims to build a network of 21st Century Youth Centres across the North West, giving young people quality, safe and affordable places to go in their leisure time.

Place2BE
(http://www.place2be.org.uk/)
Place2Be is the leading UK provider of school-based counselling services, working in 200 schools, and reaching 75,000 children, their parents and carers. Whether they are facing bereavement, family breakdown, domestic violence, trauma, or bullying, Place2Be helps children to grow up with prospects rather than problems.

Resurgo
(http://resurgo.org.uk/)
Resurgo's initiatives Spear and SpearHead provide coaching services to create sustainable employment for disadvantaged young people.

Street League
(http://www.streetleague.co.uk/)
Street League specialises in changing the lives of disadvantaged young people through the power of football.

Teens and Toddlers
(http://www.teensandtoddlers.org/)
Teens and Toddlers delivers an innovative, and evidence based, programme which fosters through intensive interaction with small children and classroom time, greater self-aspiration and hope for the future, as well as educational attainment.

ThinkForward
(http://www.think-forward.org.uk)
ThinkForward is a breakthrough early intervention programme which works with vulnerable 14-to-19 year olds to dramatically reduce their chances of becoming NEET (not in education, employment or training).

Unitas (http://www.unitas.uk.net/)
Unitas is a national charity that helps young people, including serious and persistent offenders, access, participate and progress in mainstream education and training.

Working Rite
(http://www.workingrite.co.uk/)
The Working Rite programme is a full-time placement for a young person lasting up to six months with local small-to-medium sized employers.

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