Youth Clubs and Schools

A partnership worth building?

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Eleanor Bernardes, Charleen Chiong and Loic Menzies

Schools are currently facing intense pressure and struggling under the ever increasing pressure of accountability and intensive reform. Meanwhile in the wake of cuts and the protracted recession, youth organisations are seeking new ways of working and of deploying their considerable, and at times, untapped expertise.

This report examines three main questions.

1. What are schools' priorities in working with youth organisations?

2. What characteristics of youth provision matter for schools?

3. What are the barriers to partnership?

It finds that there are many areas that schools consider important but do not feel well placed to provide for. In some of these areas they recognise the youth sector's potential to provide support, in others, less so.

The report concludes that despite considerable resource constraints and lack of understanding there is far greater scope for partnership between schools and youth clubs. Such partnership stands to be highly mutually beneficial.

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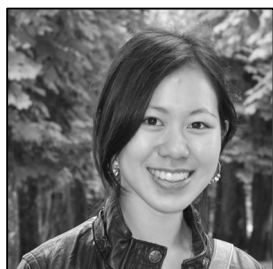
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This report was written by the education and youth development 'think and action tank' LKMco. LKMco is a social enterprise - we believe that society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood. We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.
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Foreward

At London Youth we have spent the past three years working with youth workers building an evidence base to show the impact of good youth work on young people's confidence, resilience and relationships. From 11,000 pieces of data, we can now demonstrate that good youth work leads to good outcomes for young people.

We also know that London's schools have improved dramatically in the past ten years. Young Londoners now achieve good grades, and are far more likely to leave school with basic skills and qualifications than they were a generation ago. But we hear from parents, teachers, education policymakers and even the Secretary of State that some young people are not developing the 'character' or life skills they need to navigate successful futures in London's rapidly changing environment. Employers want young people who are capable of adapting to a changing economy. And at the same time, young people face challenges – around more traditional issues such as sex and violence; and new emerging trends such as internet safety and tackling extremist influence. These are the kind of things we know quality youth work can help with.

So youth workers and school teachers could between them develop strong shared outcomes for young people. But this isn't currently what happens. Youth workers tell us of their frustration when teachers don't value the learning the children do outside the classroom. And while many teachers do in fact value good youth work, they sometimes think that youth workers don't understand or appreciate what happens in the school day.
Working with Ofsted in 2013 we looked at the potential for school and youth club partnerships. Since then have worked with a number of club and school initiatives to create some shared learning and joint approaches. These pieces of work confirmed the potential, but it is clear there are still barriers.

In commissioning this work, we wanted to know whether there really was an appetite for closer working, and how to break down the barriers between schools and community youth organisations – teachers and youth workers. We asked LKMCO to talk to teachers, school leaders and youth workers to look for where the early opportunities might be, and help us define a way forward so that more young people could have better life chances.
This report is the result. We want to thank those teachers and youth workers who took part in the research, and LKMCO for leading the project. We believe the report gives us some valuable insights: about what teachers value outside the classroom; and about the barriers that schools face. Crucially there is also learning about how we and others make the case for youth work in ways that schools can understand and relate to. But we are excited that this report gives us the potential to move forward. We hope that when you read it, whatever your background or perspective, it gives you the same sense of possibility. And that you'd like to join us in putting some of the findings and recommendations into practice.

Jim Minton, Director of Communications and Membership, London Youth

Executive Summary

Schools are busy environments. Reducing teachers' workload has become a central concern for policy makers, especially when teacher recruitment and retention is becoming increasingly challenging. Schools currently try to fulfil a multitude of different roles themselves: simultaneously trying to build pupils' subject knowledge; broaden their horizons; develop them as individuals and support them through times of crisis. Perhaps cutting workload means reducing some of this burden and in doing so, the variety of services offered by youth clubs and youth workers may represent a massively under-tapped resource for schools.

This research explores youth organisations' potential to support schools. It explores schools' appetite for support from youth clubs and the barriers that they face in accessing the provision youth organisations offer.

The place of youth organisations
London Youth's Learning Report for 2014-2015 demonstrates statistically significant impacts upon young people's confidence, resilience and relationship skills; areas that all fall under what the current government's has described as 'character' education. As the evidence base on 'what works' grows, through initiatives such as Project Oracle and The Social Innovation Partnership (TSIP), youth organisations will be in an exciting position to offer support to schools in meeting this priority area.

Collaboration between youth organisations and schools
The case study of Bishop Challoner School (see page 27) exemplifies some school leaders' efforts to find targeted programmes that meet the schools' and students' needs.

In this report we ague that schools' most acute and immediate needs are in areas where they face 'confidence deficits', i.e. areas which they perceive as important, but lack in confidence, such as:

> 1. Opportunities to learn about sex and relationships
> 2. Support with transitions to the workplace and careers
> 3. Opportunities to learn in a different setting (outside of the classroom)

However, schools do not always recognise youth organisations' potential to help them in these areas. This may be due to a 'branding' issue, or because school leaders hold misconceptions about what youth work, and youth clubs, are, something that was highlighted in interviews with senior leaders.

Key barriers to closer collaboration include:
- Perception and knowledge: understanding what youth clubs do, pre-conceptions and access to information
- Quality, culture and capacity: including resources, quality and difference of approach.

With this in mind it is vital that youth clubs ensure they:
- communicate their offers to schools in accurate and effective ways;
- make it easy for school leaders to find out what they offer;
- show how schools could collaborate with them.

In the shorter term, many schools do recognise Youth Clubs ability to help them with:
- opportunities to be active citizens in their local communities;
- access to support in periods of crisis;
- opportunities to develop 'non-cognitive' skills and character such as resilience and creativity.

We call these the 'quick wins' as they are areas in which there is both a perceived need, and an appetite to work with youth organisations.

Unfortunately it is the ultimate catch 22 that school leaders lack the time to investigate options that could ultimately reduce workload.

Recommendations
The following recommendations relate to what schools want from youth organisations, as opposed to what currently exists. To understand this second question would require research into existing provision amongst providers. Thus, some of the issues raised will be to do with perception rather than the reality of provision.

Resources
Schools are concerned that they do not have the physical space, money or time (both staff and student time) to resource closer links with youth organisations. These concerns may be based on previous negative experiences or poor information.

- ➢ When approaching schools, youth organisations should ensure that expectations around resourcing (time and financial) are made clear from the start, and any flexibility on time and space is clearly stated.
- ➢ Where 'off the shelf' programmes are being offered, they should be designed to minimise demands on teachers and leaders' time.
- ➢ Where possible, schools and youth organisations should work together from the outset of a project to identify a need, design a programme, and apply for funding together (for instance from trusts, foundations and charitable bodies)

Availability and logistics
In some cases geographic location was perceived as a barrier to school and youth organisation partnership, alongside problems that might arise from transferring a programme away from its original setting to another. There were also concerns raised about access for young people with complex needs.

> ➤ Where there is flexibility to deliver a programme in different settings and with access for all, youth organisations should highlight this, given schools' concerns in these areas.

Need
Secondary schools don't always perceive a need to collaborate with youth organisations, for instance when they offer an extended school day. However, where primary schools perceive a need, they sometimes struggle to find interventions available to their age range.

> ➤ Schools and youth organisations should work together to analyse their needs and offers in order to identify overlap and any gaps in provision.
> ➤ If and where primary provision is not offered, youth organisations should work in partnership with primary schools to understand their needs and develop programmes that help meet them.

Knowledge and Information
Schools are often unaware or do not understand what is on offer and can find it hard to find the right person to contact. Given that staff lack time to research programmes, this acts as an important barrier.

> ➤ When developing communication materials for schools, youth organisations should emphasise the following areas:
>   o If and how their programmes are targeted
>   o The needs the programme addresses
>   o How their approach sits with a school's ethos.

Quality
Schools perceived quality as a barrier to further involvement with youth organisations citing safeguarding, lack of evidence, and lack of internal capacity to monitor programmes as areas of concern.

> ➤ Youth organisations should use robust methods (preferably sector recognised and validated) to evaluate their impact. Programme evaluations should be widely disseminated and shared across both the youth and education sectors to develop a richer evidence base.

1. Introduction

Since 2013, London Youth have been exploring out of school educational provision in London's Youth clubs. Working with Ofsted, an initial action research project concluded that:

"while youth clubs did indeed try and work with young people to deliver outcomes that would support their mainstream education, this was generally done with limited contact with schools, and was only in very rare cases something that was done as a partnership with shared outcomes, clear funding and lines of accountability"

In 2014, a small pilot study was carried out to support three existing school/youth club partnerships in establishing:

a) A set of clear, shared outcomes.
b) A shared sense of delivery mechanisms.

This report follows on from London Youth's prior research, and seeks to develop a deeper understanding of how youth clubs might better support schools' wider priorities by focusing on the following four areas:

Priorities
- What need do schools see to deliver beyond educational attainment/achievement?
- What are their current strengths and weaknesses?

Solutions
- How to reach schools
- How to increase demand

Provision
- What are the patterns of need?
- What initiatives exist/how do they work?

Perceptions
- How do schools view youth clubs?
- Do schools want to collaborate with them?
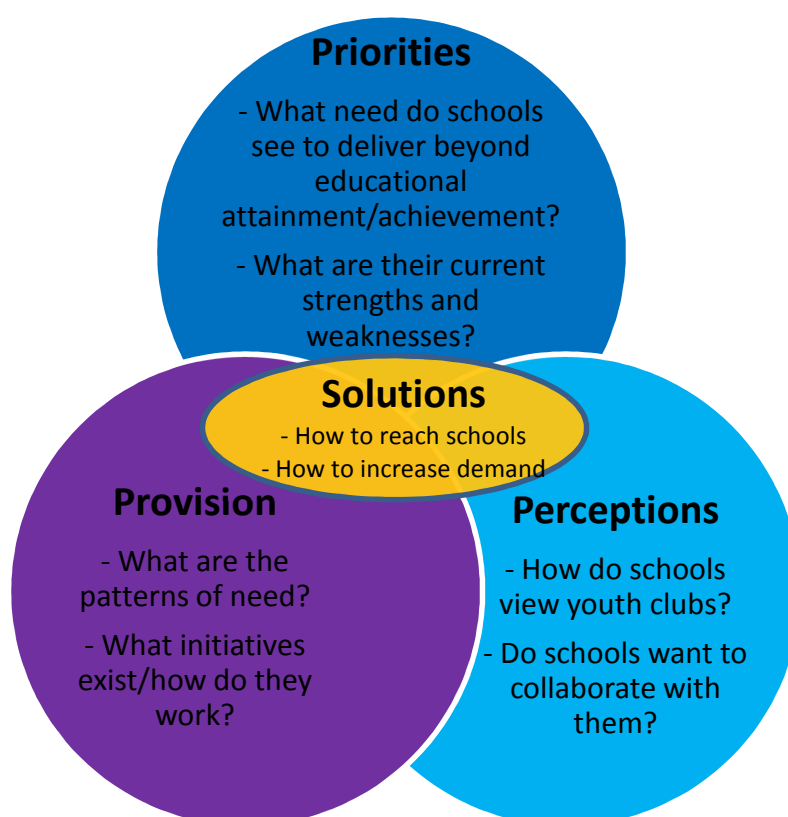
This research finds that schools are not always confident about their ability to deliver in certain key areas, despite the fact that they consider them important. In many cases these priorities overlap with the youth sector's areas of expertise (for example active citizenship, or learning in different settings) but schools are frequently unaware of how the youth sector can support them in addressing such priorities. On top of this, schools' misconceptions about youth clubs, youth work and the youth sector can further hinder collaboration.

1.2 Methodology

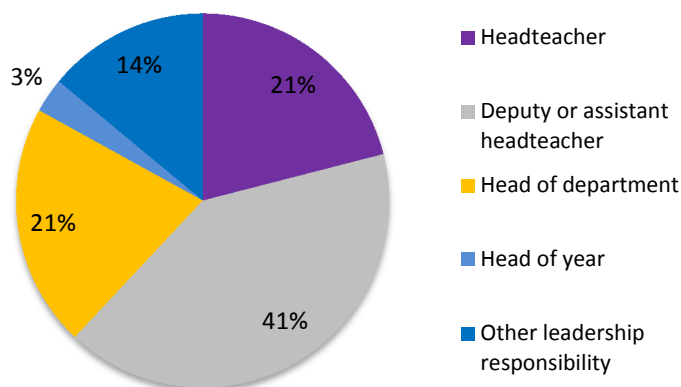This research was conducted using a mixed methods approach.
1. A literature review was conducted of both academic and grey literature.
2. A survey was designed to collect both quantitative and qualitative responses from school leaders about their perceptions and understanding of working with youth clubs. The survey was tested, piloted and then disseminated to senior leaders across schools in London and the UK via partner organisations and social media[1]. The response rate was as follows:
   a. 29 complete survey responses
   b. 84 partial responses
   c. 6 disqualified responses[2]
3. Partial responses are included in the data analysis wherever they completed a full section of the survey. Where a metric is a compound of different samples, approximate sample size is given (e.g. n~30)

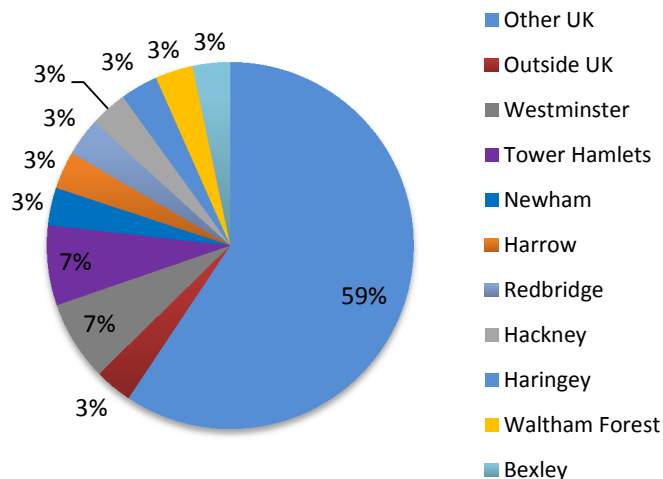|		
Partial responses (provided full answers to at least one section of the survey)	Total responses	47
	…of which London	*15*
	Head	6
	Deputy or Assistant	22
	Head of department	10
	Other leadership	5
Part 1: Open responses	Total responses	41
	…of which London	*15*
Part 2: Perceived importance and school's ability to provide	Total responses	40
	…of which London	*11*
Part 3: Willingness to engage with youth clubs	Total responses	35
	…of which London	*11*
Part 4: Non-cognitive Skills	Total responses	30
	…of which London	*11*

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[1] Organisations promoting the survey included: The Key for School Leaders, Future Leaders, Teaching Leaders, Teach First, The London Leadership Strategy, the National Association of Head Teachers and the Association of School and College Leaders

[2] Survey respondents were disqualified if they did not report holding school leadership positions.

Respondent's role: full responses
n=29

- Headteacher
- Deputy or assistant headteacher
- Head of department
- Head of year
- Other leadership responsibility

Respondent's location: Full responses
n=29

- Other UK
- Outside UK
- Westminster
- Tower Hamlets
- Newham
- Harrow
- Redbridge
- Hackney
- Haringey
- Waltham Forest
- Bexley

Clearly a larger sample would have been desirable and the response rate inevitably limits the reliability of our findings. Whilst we believe it is sufficient to justify our conclusions, particularly when combined with the more detailed qualitative element of this research, it should still be taken into account when acting on the recommendations.

4. Interviews were conducted with seven key informants: three of whom were school leaders, and four of whom were youth work providers. The interviewees included the following:
    a. Headteacher of a secondary maintained school, Tower Hamlets
    b. Deputy head of a secondary academy, Bedfordshire
    c. Vice principal of a sixth form college, Hackney
    d. Executive director of a youth organisation, Haringey
    e. Youth manager of a youth organisation, Hackney
    f. Director of partnerships and policy at a youth organisation, London
    g. Campaign manager of a youth organisation, London

5. The qualitative data was coded using Nvivo.

1.3 Youth Work and schools - history and context
What we currently think of as 'youth work' grew from the activities of people developing schooling initiatives in the mid-nineteenth century (Smith, 2013). Despite this, a contemporary understanding of how youth work and schools relate to one another is undermined by a tendency in the literature to set the two at odds. This can be traced back to the 1944 Education Act, which increased the focus in schools on educational outcomes during the period of economic retrenchment directly following the Second World War: this side-lined youth work into provision for young people "in their leisure hours" (Smith, 1996).

The 1969 Fairbairn-Milson Committee (DES) resulted in a commitment to integrate youth work more fully into schooling. The commission argued for a programme of work that would be indistinguishable from the school curriculum, involving more teacher-youth worker posts, and common approaches to delivery. The commission concluded that the "concept of youth services as a separate system should be allowed to atrophy" (Davies, 1986, cited in Smith, 1996). However, there was limited improvement in terms of collaboration and integration between the two sectors despite these recommendations.

New Labour's policies between 1997 and 2010 emphasised social issues, such as inclusion, anti-social behaviour and community cohesion. Increased resources were made available for youth work as it became embedded in the 'community cohesion' agenda (The Edinburgh youth work consortium and the University of Edinburgh, 2015, p9). However, the sector was pushed to refocus on youth work as a vehicle to address the perception of a crisis in relation to young people not in education, employment or training (NEET) (ibid). Essentially, this focus was a by-product of a new "target and outcomes-driven approach" (ibid) and made the youth sector responsible for young people failed (or at risk of being failed) by the formal education system.

These changes in the policy landscape represented a "significant challenge" (ibid) for universal youth work as summed up in Turner's overtly critical 2005 account:

"Traditional club and street based forms of provision…where 'curriculum' is often implicit, membership voluntary and open-ended, and 'programmes' largely developed over time through messy negotiation, do not readily comport with prevailing beliefs amongst policy makers …[based on] an obsession with consistency, risk-aversion and control." (p50-53)

The pressure of accountability increased in the wake of the 2008 financial crisis, and the coalition government's austerity measures drove many local authorities to reduce their investment in youth provision. It was anticipated that this hole in provision would be filled by the community and voluntary sector (NYA, 2013, p9), a move that Bradford and Cullen (2014) suggested could be interpreted as a threat to the professionalism of the sector itself.

During this period, the formal education sector also faced increasing accountability and financial pressures alongside huge reforms at all levels of the system. In 2013, responsibility for providing youth services moved from the Department of Education to the Cabinet Office, creating a schism between the educational nature of youth work and schools themselves.

In 2014, Nicky Morgan replaced Michael Gove as Secretary of State for Education, and added a 'fifth priority' to the department, which included: "emphasising character, resilience, grit" (Whittaker, 2014). Since then, Morgan has been asked repeatedly to clarify exactly what the department understood 'character' to mean. Speaking at the Floreat Character Symposium in January 2016, Morgan admitted that there is "no one clear definition of character" but she did provide a "long list of traits" that "enhance us as people" (Morgan, 2016):

- Persistence
- The ability to work with others

- To show humility in the joy of success and resilience in the face of failure
- Being self-aware
- Playing an active role within the community
- Selflessness
- Self-discipline
- Playing a full role in society

Alongside these, the DfE also list:
- perseverance, resilience and grit
- confidence and optimism
- motivation, drive and ambition
- neighbourliness and community spirit
- tolerance and respect
- honesty, integrity and dignity
- conscientiousness, curiosity and focus (DfE, 2015)

General Secretary of the NASUWT, Chris Keats, warned that whilst this priority should be welcomed, implementation would be difficult in an environment characterised by a "narrow academic agenda that is dictated by a punitive accountability regime" (Whittaker, 2014).

It could be argued that this priority has created new opportunities for the youth sector to work with schools, especially given the growing evidence base around its ability to address areas such as transitions to the workplace, non-cognitive skill development and active citizenship. Organisations such as Project Oracle, the Centre for Youth Impact and The Social Innovation Partnership (TSIP) are now making an important contribution to developing and disseminating this evidence further. Most recently, London Youth's own learning report presents three years of statistically significant data that demonstrates moderate to strong impact on young people's confidence, resilience and relationship skills.

2. Current Provision

At least 50% of survey respondents worked in schools that were either working with, or had previously worked with youth clubs or youth organisations.

Has your school ever worked with local youth clubs or youth organisations?
(n=44)

Yes - currently
27%

No
32%

Yes- in the past
23%

I don't know
18%
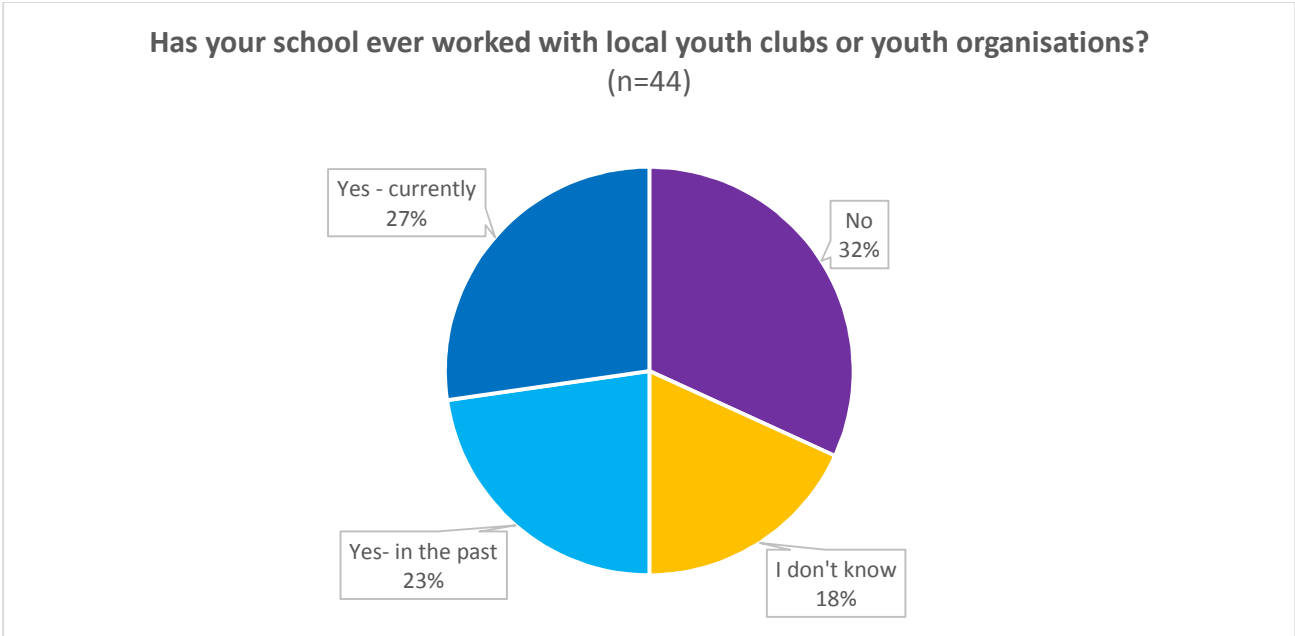
Figure 2.1- Schools currently (or previously) working with youth clubs [survey responses]

2.1 Wider links
Schools have a whole range of links with external organisations, whether youth organisations, faith groups or employers.

All three school leaders we interviewed reported links with secular and religious organisations in their local community whilst the assistant principal of a sixth form college in Hackney also reported strong links between the college and Local Authority run community services. These included GPs, social workers, counsellors, housing advisors and other local health providers.

Many programmes are designed to provide careers information, advice and guidance (IAG), and all three of the school leaders we spoke to employed a mixture of external packages and internally designed programmes, as well as links with employers (both local and national).

2.2 Types of provision
Schools reported working with youth clubs and other organisations in diverse ways:
1. **As 'Host':** where the school acts as a host to other organisations by providing (free of charge) resources such as space and platforms to promote programmes to young people.
2. **As 'Sign-poster':** where the school promotes a youth organisation's offer to its cohort.
3. **As 'Client':** where the school purchases a service from a youth organisation.

4. **As 'Collaborator':** where the school works with external organisations collaboratively.
5. **As 'Manager':** where a school manages youth provision itself through the school's own links. These activities are often offered on the school site.

Host

- Guest speakers
- Holiday clubs
- Sharing resources (ie office space)
- Sports clubs
- Taster sessions of activities
- Weekend activities
- Youth bus
- Youth workers based in school

Sign-poster

- Advertising
- Assemblies
- Refering targeted students to different programmes

Client

- Commissioning
- Outward bound centres
- Theatre in education

Collaborator

- Mutual interest projects
- Performing arts
- Study and revision with a youth club
- Jointly seeking funding opportunities
- Youth worker in school working on re-engagement
- Youth festivals

Manager

- Managing community links
- Own youth club on site
- Youth qualifications
- Social action
- Sports clubs
- Support for the local community
- Arranging support and access
- Volunteering

Figure 2.2- Types of provision

Summary of key points
Many schools have experience of working with youth clubs.
Schools also develop wider community links.
There are five main ways schools work with youth clubs:
   ➢ Host
   ➢ Sign-poster
   ➢ Client
   ➢ Collaborator
   ➢ Manager

3. Priorities

3.1 What sort of support do schools need?

Eight main areas that youth work seeks to address were identified in the literature and agreed as the focus for this research:
1. Support with transitions between key stages and phases
2. Opportunities to participate in sports and physical activities
3. Opportunities to learn about sex and relationships
4. Support with transitions to the workplace and careers
5. Opportunities to learn in a different setting (outside of the classroom)
6. Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity
7. Access to support in periods of crisis
8. Opportunities to be active citizens in their local communities

We begin by gauging how important schools consider each of these areas before identifying in which areas they feel least and most confident. We argue that schools are most likely to need support in areas where the disparities between these two measures are greatest.

Schools' priorities

The survey results in figures 3.1 and 3.2 show that schools consider all eight areas important but that some, such as transitions, sex and relationships education and access to support in periods of crisis, stand out.

Area	% respondents scoring 7 (very important)	Rank	% respondents scoring 7 and 6	Rank
Support with transitions between key stages and phases	61%	1	75%	6
Opportunities to participate in sports and physical activities	48%	5	76%	5
Opportunities to learn about sex and relationships	57%	=2	86%	1
Support with transitions to the workplace and careers	50%	4	78%	4
Opportunities to learn in a different setting (outside of the classroom)	33%	8	61%	8
Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity	45%	=6 (joint)	71%	7
Access to support in periods of crisis	57%	=2	80%	2
Opportunities to be active citizens in their local communities	45%	=6	79%	3

Figure 3.1- Importance that school leaders see in delivering beyond their core offer (survey responses)

This data indicates that schools see the most important areas (in order of importance) as:

1. Opportunities to learn about sex and relationships
2. Access to support in periods of crisis
3. Support with transitions between key stages and phases
4. Support with transitions to the workplace and careers

Other priorities

Schools were also asked if they had any other priorities beyond their core offers. The word cloud (right) highlights the frequency of words which occurred in responses. Despite being asked to think specifically beyond their core offer, the prevalence of 'academic' needs show how much of a priority these are for school leaders.

"Academic achievement, support with basic skills that facilitate academic achievement"
FE College Vice Principal, Hackney

Approximately 30% of school leaders surveyed cited some form of academic need, and all interviewees mentioned it during interviews (both school and provider based).

Six additional areas stand out as being important to school leaders based on their open-responses to our survey:

1. **Formal education:**
   a. Communication skills: especially reading and writing
   b. Curriculum enhancement (extension activities directly linked to the curriculum)
   c. Numeracy (and financial literacy)
   d. Extra tuition (eg. Tutoring for exams)

"Reading, writing and arithmetic"

Early years senior leader, Redbridge

2. **British values, including:**
   a. Religion
   b. Radicalisation
   c. SEND and inclusion
   d. Anti-misogyny workshops[3]

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[3] From interviews

"Sensitivity and understanding of other religions and cultural backgrounds"

Secondary school senior leader, Westminster

   3. Health and wellbeing, including:
      a. Mental health
      b. Female genital mutilation (FGM)
      c. Child sexual exploitation (CSE)
      d. Counselling[4]
   2. Advisory services and peer mentoring
   3. Global citizenship
   4. The Arts

Schools' confidence

School leaders were then asked to score how well placed their school was to offer provision in these areas (where 7 = very well placed, and 1 = not very well placed at all):

Area	% respondents scoring 6 or 7	Rank (most confident)	% respondents scoring 4 and below	Rank (least confident)
Support with transitions between key stages and phases	61%	2	14%	7
Opportunities to participate in sports and physical activities	**80%**	**1**	9%	8
Opportunities to learn about sex and relationships	33%	6	41%	2
Support with transitions to the workplace and careers	36%	5	33%	5
Opportunities to learn in a different setting (outside of the classroom)	25%	7 (joint)	**58%**	**1**
Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity	51%	4	31%	6
Access to support in periods of crisis	56%	3	34%	4
Opportunities to be active citizens in their local communities	25%	7 (joint)	35%	3

Figure 3.2 – How 'well placed' school leaders believe their schools are to deliver beyond their core offer

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[4] From interviews

	Areas of most confidence		Areas of least confidence
1	Opportunities to participate in sports and physical activities	1	Opportunities to learn in a different setting (outside of the classroom)
2	***Access to support in periods of crisis***	2	Opportunities to learn about sex and relationships
3	Support with transitions between key stages and phases	3	Opportunities to be active citizens in their local communities
4	Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity	**4**	***Access to support in periods of crisis***

Figure 3.3 – Areas of most and least confidence

Although many schools ranked 'Access to support in periods of crisis' as an area of high confidence, others saw it as an area of low confidence. It would therefore be a mistake to see schools as homogenous; instead needs need to be identified at school level and support tailored as appropriate.

The confidence gap

Respondents' perceptions of importance of and schools' current ability to provide in different areas
(n~33)

Area	7	6	5	Other (4 and below)
Learning in a different setting (outside the classroom): How Important	33%	27%	21%	18%
Learning in a different setting: Schools' Ability	11%	14%	17%	58%
Being active citizens in local community: How Important	45%	33%	6%	15%
Being active citizens in local community: Schools' Ability	21%	24%	21%	35%
Transitions between key stages: How Important	61%	14%	11%	14%
Transitions between key stages: Schools' Ability	27%	33%	12%	27%
Non-cognitive skills development: How Important	45%	26%	16%	13%
Non-cognitive skills development: Schools' Ability	23%	29%	17%	31%
Support in crisis: How Important	57%	23%	7%	13%
Support in crisis: Schools' Ability	38%	19%	9%	34%
Sports and physical activity: How Important	48%	27%	12%	12%
Sports and physical activity: Schools' Ability	51%	29%	11%	9%
Workplace and careers: How Important	50%	28%	9%	13%
Workplace and careers: Schools' Ability	8%	28%	31%	33%
Sex and relationships: How Important	57%	29%	6%	9%
Sex and relationships: Schools' Ability	18%	15%	26%	41%

Figure 3.4 – Comparing the schools leaders' perceptions of 'importance' and their 'ability to deliver'

The gap between how confident schools feel in an area and how much they think it matters allows us to identify where the greatest gaps lie, something we refer to as "the confidence deficit".

| Area	Perceived importance average	Current ability average	Confidence deficit
Support with transitions between key stages and phases	6.1	5.4	.7
Opportunities to participate in sports and physical activities	5.9	6.1	-.2
Opportunities to learn about sex and relationships	6.3	4.6	1.6
Support with transitions to the workplace and careers	6.1	4.7	1.4
Opportunities to learn in a different setting (outside of the classroom)	5.5	4.4	1.1
Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity	5.9	5.3	.7
Access to support in periods of crisis	6.1	5.3	.8
Opportunities to be active citizens in their local communities	6	5	1

Figure 3.5 – confidence deficits

The largest confidence deficits occur in relation to:

1. Opportunities to learn about sex and relationships
2. Support with transitions to the workplace and careers
3. Opportunities to learn in a different setting (outside of the classroom)
4. Opportunities to be active citizens in their local communities

Interviewees made it clear that confidence gaps were often linked to funding and capacity:

"Schools definitely have an agenda of more pastoral support such as careers guidance, but they have little or no funding to be able to provide that."

Deputy head teacher, secondary academy, Bedfordshire
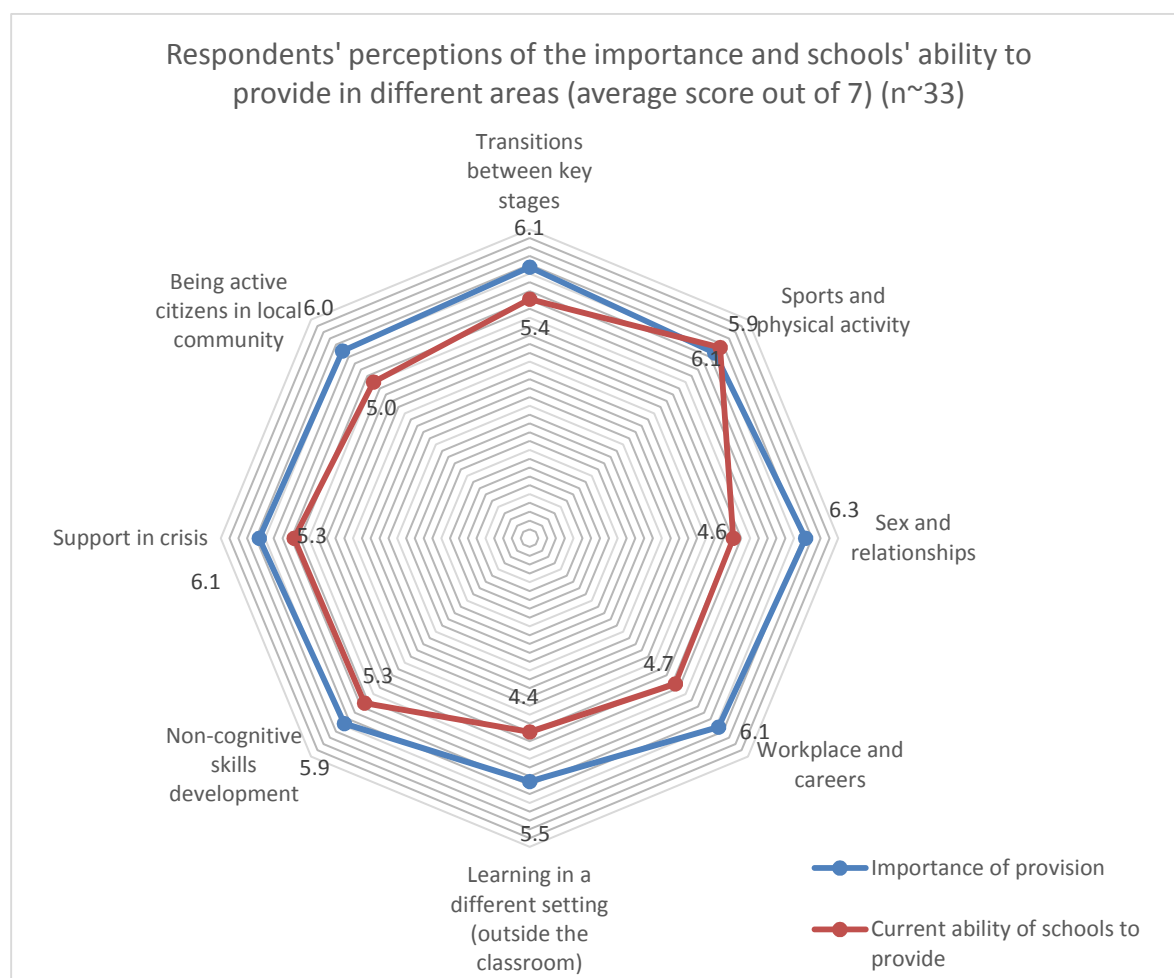
Figure 3.6 – respondents' perceptions of the importance, and schools' ability to provide in different areas

Non-cognitive skills

Although schools rated their overall confidence in their ability to develop pupils' non-cognitive skills highly, when these were broken down into constituent components (EEF[5]), disparities in the importance they accorded to different areas, as well as their confidence in addressing them, emerged.

Schools prioritise the following non cognitive skills (based on rankings of 6 and 7):

1. Self-control
2. Perseverance
3. Resilience

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[5] https://educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive_skills_Exec_summary.pdf

Respondents' perceptions of importance of different non-cognitive skills (n~30)

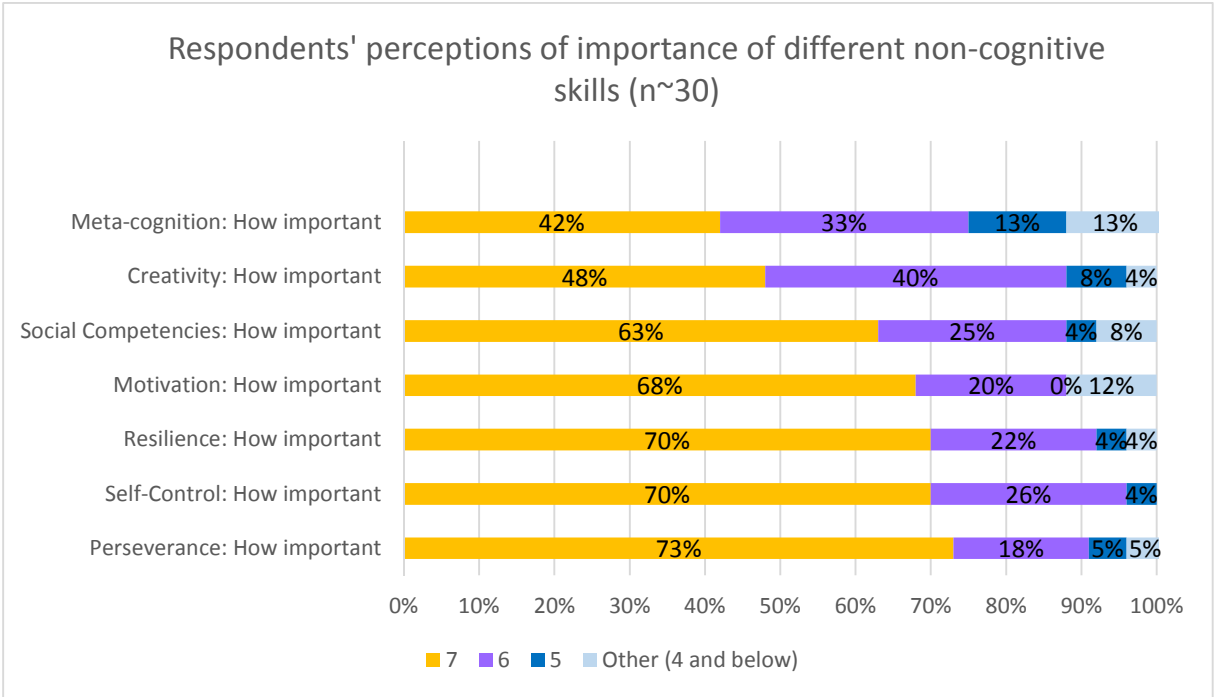| Skill	7	6	5	Other (4 and below)
Meta-cognition: How important	42%	33%	13%	13%
Creativity: How important	48%	40%	8%	4%
Social Competencies: How important	63%	25%	4%	8%
Motivation: How important	68%	20%	0%	12%
Resilience: How important	70%	22%	4%	4%
Self-Control: How important	70%	26%		4%
Perseverance: How important	73%	18%	5%	5%

Figure 3.7 – School leaders' perceptions of the importance of different non-cognitive skills

As figure 3.8 shows, confidence deficits in non-cognitive skills vary less than those shown in figure 3.6 but are present in most areas though they are lowest in relation to meta-cognition and creativity.
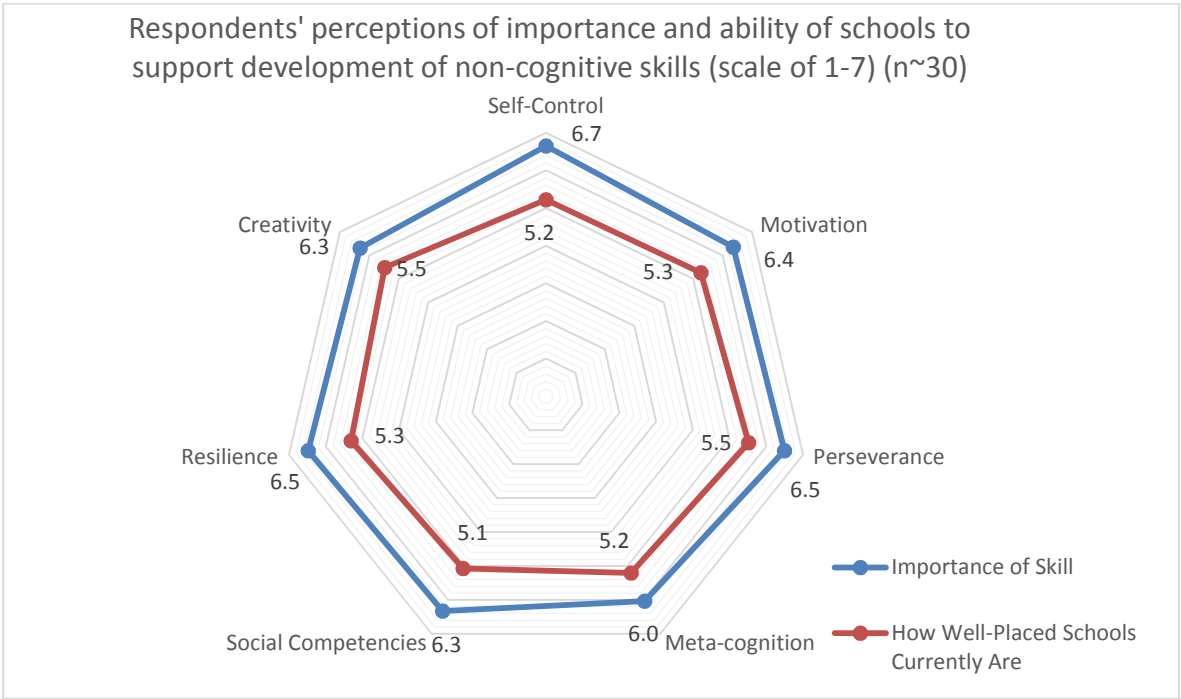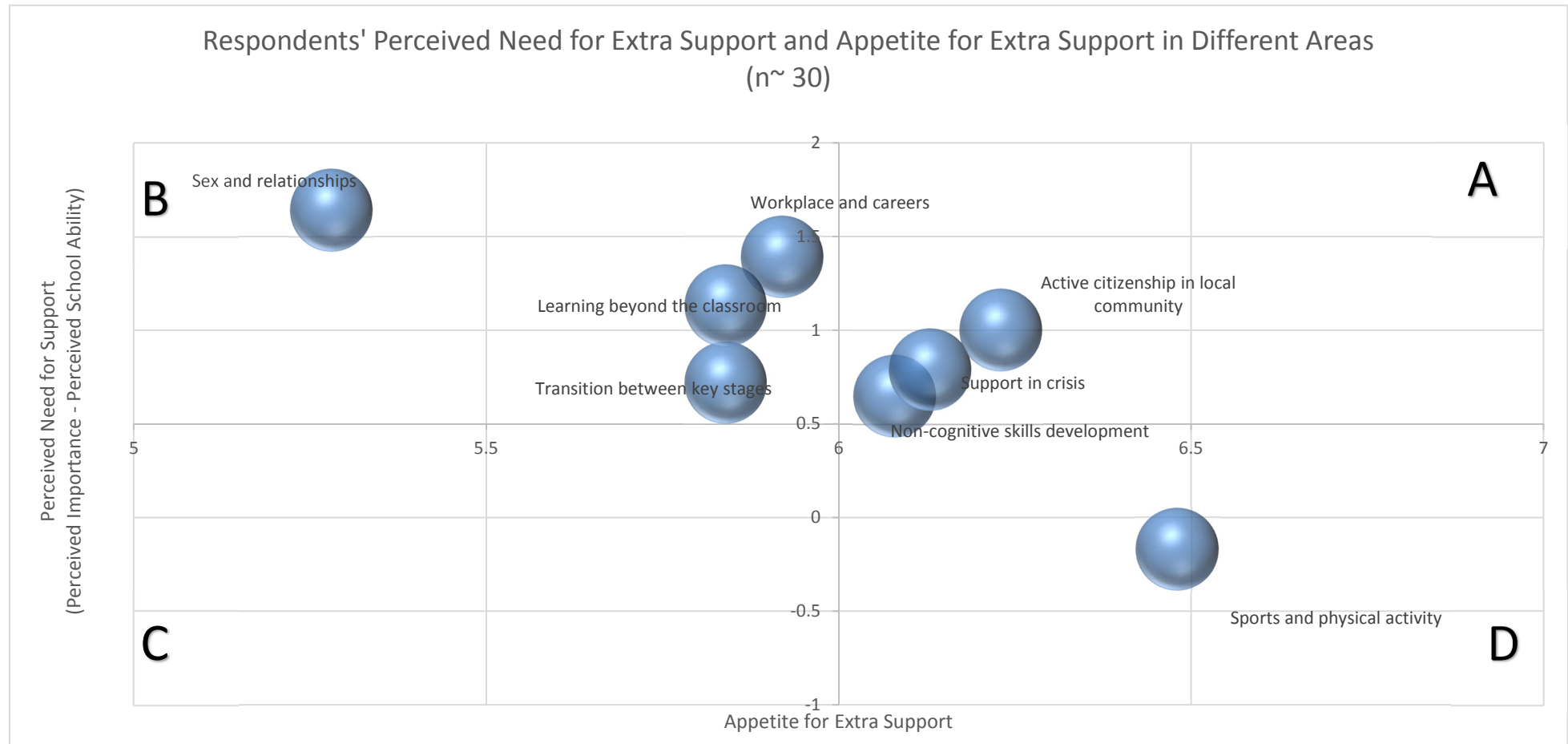

Respondents' perceptions of importance and ability of schools to support development of non-cognitive skills (scale of 1-7) (n~30)

Self-Control 6.7 / 5.2
Motivation 6.4 / 5.3
Perseverance 6.5 / 5.5
Meta-cognition 6.0 / 5.2
Social Competencies 6.3 / 5.1
Resilience 6.5 / 5.3
Creativity 6.3 / 5.5

Importance of Skill
How Well-Placed Schools Currently Are

Figure 3.8 – Confidence deficits for non-cognitive skills

3.2 Appetite for support

The survey data was analysed one step further, mapping confidence gaps against appetite for support (i.e. willingness of schools to collaborate with youth organisations in an area). This helps indicate in which areas youth organisations are likely to be knocking at an open door, and in which they may need to make their case more strongly.

Respondents' Perceived Need for Extra Support and Appetite for Extra Support in Different Areas (n~ 30)

Perceived Need for Support
(Perceived Importance - Perceived School Ability)

B

Sex and relationships

A

Workplace and careers

Active citizenship in local community

Learning beyond the classroom

Support in crisis

Transition between key stages

Non-cognitive skills development

C

Sports and physical activity

D

Appetite for Extra Support

Figure 3.9 – Needs and appetite matrix

The matrix in figure 3.9 also allows us to identify 'Quick Wins' (section A) and where there is a need to 'Make the Case' (section B).

1. **Areas in quadrant A - High need, high appetite (potential quick wins):** Schools recognise a need for support and have a high appetite for support from the youth sector in these areas. Youth organisations offering provision in these areas should be supported in immediately reaching out to schools. This could take the form of 'business development' work, or programme materials that articulate the sectors' offer appropriately.
2. **Areas in quadrant B - High need, low appetite:** Schools see these as high need, but there is a currently low recognition of the youth sector's ability to provide support. Therefore, efforts should be focused on increasing schools' confidence that the youth sector can support them in these areas, perhaps through research, evidence and campaigning.
3. **Areas in quadrant C - Low need, low appetite (not worth pursuing)**
4. **Areas in quadrant D - High appetite, low need (not worth pursuing)**

One of the most surprising findings is that there was limited appetite for, or perceived need for schools to collaborate with youth organisations around sports and physical activity. There could be a variety of reasons for this, and it goes against the anecdotal experience of many youth organisations. Further research would be necessary to understand this finding fully, but one reason could be that schools are taking a traditional reading of what sports might be offered (for example football and netball which they are currently able to provide). They may therefore not recognise the full range of physical and outdoor activities that a youth organisation can offer.

Summary of key points

Schools face a considerable 'confidence deficit' in the following areas:
1. Opportunities to learn about sex and relationships
2. Support with transitions to the workplace and careers
3. Opportunities to learn in a different setting (outside of the classroom)
4. Opportunities to be active citizens in their local communities

Although schools appeared to be confident in their overall ability to deliver non-cognitive skills, there is considerable variation here too with confidence deficits largest in the following areas:
1. Self-control
2. Social competencies
3. Motivation

The areas of both highest need and highest appetite (quick wins) are:
1. Opportunities to be active citizens in their local communities
2. Access to support in periods of crisis
3. Opportunities to develop *certain* 'non-cognitive' skills such as resilience and creativity.

The areas of high need, but lower appetite (development potential) are:
1. Opportunities to learn about sex and relationships
2. Support with transitions to the workplace and careers
3. Opportunities to learn in a different setting (outside of the classroom)
4. Support with transitions between key stages and phases

4. Desired characteristics of provision

During interviews, school leaders and youth sector providers identified four main desired characteristics for provision. These were also emphasised in survey responses:

> 1. Programmes should be targeted
> 2. A range of delivery models are needed
> 3. The nature of the provider does not matter
> 4. Impact data is valued but it is not a deciding factor for school involvement

4.1 Programmes should be targeted

School-based interviewees were primarily interested in targeted interventions aimed at specific groups of students. Two providers emphasised this: Matt Lent of UK Youth (formally Programme Lead at ThinkForward) explained that when developing partnership projects, schools were most interested when they were spoken to in the following terms:

"This is the target group, these are the young people we're going to be working with, and this is what we're going to achieve."

Matt Lent, UK Youth (formerly of ThinkForward)

4.2 A range of delivery models are needed

Survey respondents expressed conflicting views when it came to how to structure targeted youth interventions, including where they should be delivered, the level of school involvement and when provision should take place. This highlights the need to offer a range of models depending on a schools' preferences.

Two survey respondents were concerned that taking students off timetable might "comprise curriculum time":

"This is essentially a fear over accountability of time/resources when this work is expected in the duration of the school day."

Senior Leader, [phase/location unknown]

However, others thought that providing access to youth organisations during the school day would, on the contrary, encourage more schools to get involved because it would avoid what one London teacher called "the disparity between the school day and the youth organisation's hours":

"Where I think it would work really well is if youth work could work in tandem with schools during the school day."

Deputy Headteacher, secondary school, Bedfordshire

Meanwhile, a senior leader in Greenwich highlighted collaboration over the school holidays as being preferable so it did not "distract from our own club".

4.3 The nature of the provider does not matter
School leaders did not differentiate between youth organisations and other voluntary sector organisations, and an organisations' status did not seem to affect schools' willingness to engage with them. Ultimately it was the offer, rather than a type of organisation that mattered most. It is however worth noting the concerns about terminology noted in section 5.2.

4.4 Impact data is valued but it is not a deciding factor for school involvement
Gauging a programme's quality and effectiveness is key for schools and this is not always easy. When asked how his school judged the value and impact of one intervention (Reach Out) a London headteacher emphasised its 'audit trail'. He highlighted the collaborative element to Reach Out's internal evaluation that involved scrutinising results for the target cohort in partnership with the school. He believed that that this data sharing helped prove that the programme's impact was sustained over time.

Similarly, Matt Lent, from UK Youth (and formally of ThinkForward), explained that quality data collection and evaluation is one of ThinkForward's strengths when working with schools:

"The way ThinkForward evidences their outputs is collaborative with the school. At no point do [ThinkForward] turn around and say 'we've improved this young person's attendance' without first having the data from the school to back it up… It's about working really collaboratively and in partnership."

Fiona Ellison, from Step Up To Serve, also highlighted the importance of being able to demonstrate impact to schools, arguing that a major area that the #iwill campaign has been working on was the availability of research showing the positive impact that social action has on character development.

On the other hand, where programmes are well established, as in the case of the Duke of Edinburgh Award and Vinspired, interviews suggested that schools often assume impact is measured effectively and that value is already proven. They may also place greater weight on word of mouth from other schools with one Senior Leader in Hackney highlighting the importance of "testimony from other school leaders in similar contexts ". It is also worth noting that evidence of impact was not mentioned at all in the survey responses as either a motivating factor or a barrier. Furthermore, one youth provider's experience in Haringey was that whilst schools insist they need evidence and data, even having it is no guarantee of success:

"The response hasn't been brilliant even though the evidence is there and the research shows that it works. I haven't had anyone biting my hand off to get me in to talk about it."

This suggests that whilst providers and policy makers see evidence of impact as a major concern, it plays a less important part in securing school leaders' interest.

Case Study 1 – Bishop Challoner School, Tower Hamlets

The Bishop Challoner Catholic Girls' School is part of a federation of schools that has moved from fairly traditional, and predominantly placed based 'youth club' provision, to a highly targeted and academically rigorous 'youth service'.

The federation once ran eight youth clubs across Tower Hamlets providing a range of activities for young people in the evenings. These clubs hosted a range of activities such as DJing and computer games alongside one-to-one mentoring from city professionals.

The provision was not evaluated, and when the Local Authority approached the schools wanting to take the service back under their control, the schools agreed.

"We didn't have any arguments because they ended up being more of a handful than they were worth in terms of managing the staff there and managing the volunteers."

Nick Soar, head teacher, Bishop Challoner School

The school then began to work with "Reach Out", a youth service with a much stronger focus on academic work and standards. Reach Out provide a "mentoring type role" and *"make a direct link between the youth activities [students] have in the evenings and what's happening in the classrooms. They have very high standards and very high expectations."*

Reach Out also take students to high profile organisations and teach them to become "highly networked individuals", emphasising the relationship between where they are now and the importance of getting good academic results.

The school pay approximately £18,000 for the provision over the course of the year, with additional costs incurred for expeditions at about £2000-£3000. The school target these interventions at the most vulnerable students and use the pupil premium to fund it.

"We see a very high value in those sorts of activities that aren't really a youth club, but are more of a youth service."

Nick Soar, head teacher, Bishop Challoner School

Key Lessons
  ➢ Programmes should be targeted
  ➢ A range of delivery models are appropriate for, and desired by, different schools
  ➢ Schools are agnostic about the nature of the provider
  ➢ Impact data is valued but it is not a deciding factor for school involvement
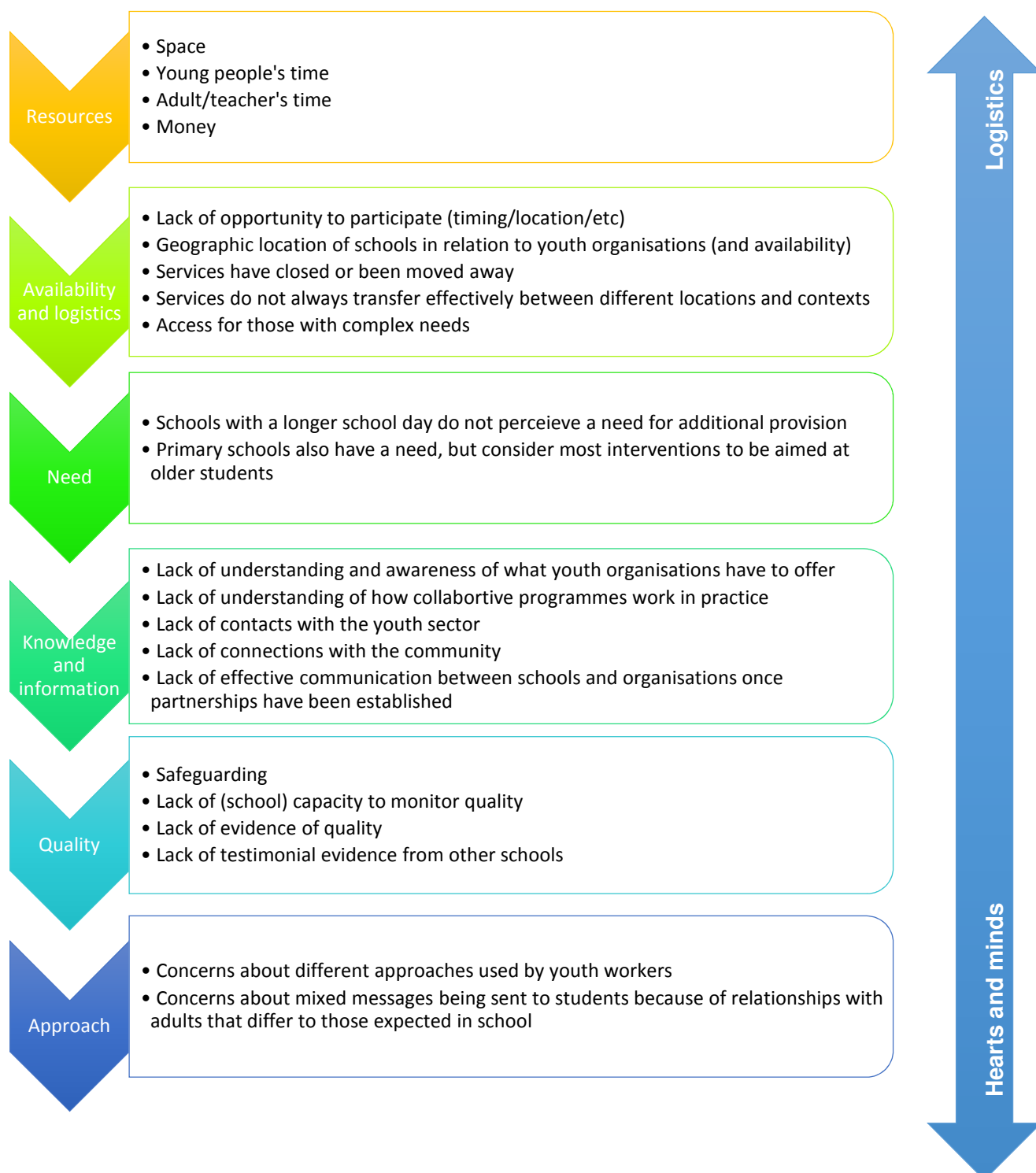
5. Barriers to provision

Survey respondents reported a range of barriers to partnerships. These ranged from relatively easily addressed questions of knowledge and information, to more challenging questions of resources, quality and difference of approach.

"We want to [work with youth organisations] but need more information"

Head of department, Newham

Resources
- Space
- Young people's time
- Adult/teacher's time
- Money

Availability and logistics
- Lack of opportunity to participate (timing/location/etc)
- Geographic location of schools in relation to youth organisations (and availability)
- Services have closed or been moved away
- Services do not always transfer effectively between different locations and contexts
- Access for those with complex needs

Need
- Schools with a longer school day do not perceieve a need for additional provision
- Primary schools also have a need, but consider most interventions to be aimed at older students

Knowledge and information
- Lack of understanding and awareness of what youth organisations have to offer
- Lack of understanding of how collabortive programmes work in practice
- Lack of contacts with the youth sector
- Lack of connections with the community
- Lack of effective communication between schools and organisations once partnerships have been established

Quality
- Safeguarding
- Lack of (school) capacity to monitor quality
- Lack of evidence of quality
- Lack of testimonial evidence from other schools

Approach
- Concerns about different approaches used by youth workers
- Concerns about mixed messages being sent to students because of relationships with adults that differ to those expected in school

Logistics ↑

Hearts and minds ↓

We now go on to explore in more detail eight specific challenges highlighted by school leaders and providers.

1. Availability of resources
2. Perceptions and terminology around 'youth work' and 'youth clubs'
3. Incompatible priorities
4. Differences of approach and relationship
5. Poor transferability
6. Roles and responsibilities
7. Lack of senior advocates
8. Weak legacy

5.1 Resources

20% of survey respondents (n=29) saw money (in some way) as a potential barrier to schools working more closely with youth clubs:

"After hours premises manager's costs"

Headteacher, Bexley

"Time! Price"

Head of department, Haringey

Interviewees also emphasised this, with one school leader explaining that all of the programmes they have been involved in were provided for free: "we don't have the finances to pay for it ourselves". Another explained that in their context (a sixth form college) there were "less and less resources available" meaning that they were "looking for things for free".

Providers recognise this with Matt Lent explaining that "at this stage people don't charge schools", and another London based youth provider concluding that:

"I think the biggest barrier to them engaging with us is budget and them not having enough money"

However, views on how to respond to financial pressures vary. At Step Up To Serve, Fiona Ellison is trying to encourage people to be more creative in their approaches to funding, saying that "we can't do anything without funding" should not be an excuse for lack of growth. She suggests that organisations need to be "cleverer" about the platforms they use to involve young people, for example by utilising digital and online options. She also argues that the youth sector should look to developing alternative funding models to sustainably grow their services, tapping into where social action can support wider agendas.

Matt Lent notes that providing programmes for free is not necessarily a good idea, and that charging schools a nominal amount is worthwhile because it ensures they make a "practical and emotional investment in the project", even if there is currently a "massive hurdle" to be overcome when it comes to getting schools to pay.

Case Study 2 – The #iwill campaign

Since launching in 2013, Step Up To Serve, the charity that coordinates the #iwill campaign, have sought to raise awareness of the impact social action can have upon young people. By working with a group of headteachers and principals "united" by their commitment to putting social action at the centre of students' character development, they have successfully garnered buy-in from a large swathe of the education community. Utilising education routes is key for the #iwill campaign in growing engagement with social action, given that their Youth Social Action survey showed that 70% of young people involved in social action gained their first experiences through their school.

Voluntary and Public Sector Campaign Manager, Fiona Ellison, explained that a common complaint from head teachers is that they are "time poor"; "they simply don't have the time to be searching around for the right thing."

In Fiona's opinion, the #iwill campaign has been successful because it has not tried to do everything on its own. It has built a coalition that understand the education system, are passionate about social action and are looking at innovative ways to ensure it is sustainably embedded into the education system going forward.

5.2 Perceptions and terminology

Many schools lack knowledge and understanding of the youth sector. This at times extended to a negative perception and overlapped with difficulties with terminology highlighted both in this research and the wider literature.

"A youth club for me is a fun place to hang out in, whereas if you said youth worker or youth organisation I'd think that you'd have more serious aims. If you said you were a youth worker or an organisation I'd ask you what you do, whereas if you said you were a youth club, I'd assume I knew – you were a nice place for kids to go to keep them off the streets."

Vice Principal, sixth form college, Hackney

These pre-conceptions impacted on perceptions of what would be delivered:

"…youth clubs and schools can have very different atmospheres … What I would feel is that actually having boundaries is very important for these young people and they don't always see the difference between one thing and another…"

Deputy Head, secondary school, Bedfordshire

There is also a considerable degree of uncertainty in the sector as to what 'youth work' and a 'youth club' actually is (The Edinburgh youth work consortium, 2015; Forkyby, 2014; Robertson, 2000; Verschelden et al, 2009), as many survey responses confirmed:

"Lack of understanding of what they do and where they are."

Head of Department, Tower Hamlets

"More promotion of the youth club and understanding what they offer."

Head of Department, survey respondent, Tower Hamlets

All three of the school leaders we interviewed also emphasised this:

"If they described themselves as a youth club now, to be honest, if they used those two words I'd be quite suspicious because I think things have moved on from youth clubs."

Deputy Head, secondary school, Bedfordshire

"I think they are probably run by quite young people who are probably quite nice and caring and interested in the community but they are not trained professional is my perception."

Vice principal, sixth form college, Hackney

Problematic connotations of 'place-centred' approaches around the term 'youth club' are also highlighted in the literature, with youth clubs described as having "fallen out of favour over recent years" (Robertson, 2000, p71).

Case Study 3 – ThinkForward

ThinkForward place 'Progression Coaches' in schools to work one-to-one with young people identified as being at risk of 'dropping out' and becoming NEET (not in education, employment or training). Coaches support young people over five years to "navigate the often challenging journey through school and into their first job". The organisation sees one of its main strengths as the ability to "build bridges between the often disparate worlds of education and the workplace."

Former Programme Lead, Matt Lent, believes that the youth sector suffers from "all sorts of definition and branding issues" and that this can be challenging when building relationships with schools. To overcome this challenge, ThinkForward uses clear language and terminology when communicating with schools:

"We would not use the terminology 'youth work' in conversations with schools. In actual fact, our professionals don't even associate themselves as 'youth workers'. Technically they are, they are working with young people on a daily basis with a targeted focus. But we don't use that language because we feel that to a degree it undermines what we're trying to do and what we're trying to achieve."

Matt Lent, UK Youth (formally Programme Lead at ThinkForward)

5.3 Incompatible priorities

Both schools and youth service providers felt that schools' priorities were not always conducive to partnership or collaborative working:

"[Schools] want the young people in school and behaving well. It's really not that complicated. Attendance, behaviour and attainment are their main priorities."

Matt Lent, UK Youth (formerly of ThinkForward)

"[A school's] focus has to be on their outcomes and what they have to achieve and they are looking for vehicles to help them achieve their aims… I don't think they've got time to do anything else"

Executive director of a Youth Provider, Haringey

School leaders highlighted a similar perspective during interviews, describing themselves as "constrained" by the need to "get kids through exams". One deputy head in Bedfordshire explained that she thought it was "vital" for students to have a curriculum that was more than academic, where they can "try things out" and "experience success" but that despite the school's efforts, they did not have the "pathways" or staffing to provide those opportunities.

Another Senior Leader in Hackney echoed this view, explaining that whilst she felt she worked in a college that was "better at it (providing 'beyond' the curriculum) than any other place [she had] worked", it was still not good enough to meet the "extraordinary levels of need" they faced:

"We don't have either the man power or the money to [provide beyond the curriculum] as well as it probably needs to be done. Which is sad."

Vice Principal, sixth form college, Hackney

The concerns about time and prioritisation highlighted both in this section and 5.1 reveal a tension. On one hand, in order to meet individual schools' needs and build closer partnerships, youth clubs need to work more closely with schools and their leaders when designing and developing projects. On the other hand, schools are so time-pressed that they want a minimal effort solution; as one leader in Waltham Forest put it, it would be easier to collaborate "if the youth club did the majority of the organisation."

5.4 Differences of approach and relationship

Schools were often concerned that youth-workers' approach would be at odds with the school ethos and would undermine some of the school's core values. Interviewees and survey respondents both reported cases where this had happened, resulting in a breakdown in the school to youth-club relationship:

"Nerves about different approaches of youth workers (informal? Different methods/messages?)"

Assistant head, Hackney

One deputy head described meetings with youth workers in which she was told that "[students] might not want to talk to teachers" and she resented being made to feel like "the baddies":

"I'd like [youth workers] to know that schools aren't really the baddies. Sometimes I sit in meetings and I'm told that [students] might not want to talk to teachers but I don't necessarily find that to be true all the time, we're not always the baddies and they will talk and they do need that time, but we need to very gently push them into getting outcomes that are quite scary to reach"

Deputy Head, secondary school, Bedfordshire

5.5 Poor transferability

All three school leaders interviewed were concerned about a student's ability to transfer what they had learned between settings. Where interventions were delivered by youth workers away from the school site, students might not be able to see how the skills they developed during a project could be transferred to the school environment, because the behaviours expected of them in school were so different to those expected of them out of school.

"They find it very hard to transfer the skills and behaviours that they might be able to use in the youth club because they're not allowed to use them (the behaviours) in schools."

Deputy Head, secondary school, interview

5.6 Roles and responsibilities

Interviewees did not always agree when it came to whether teachers' should be involved in delivering projects themselves, or supporting delivery alongside youth workers. One secondary school head teacher from outside of London highlighted the importance of boundaries and the fact that young people "don't always see the difference between one thing and another if you have the same adults involved". Conversely, the vice principal of a sixth form college in Hackney spoke about how she valued one provider in particular because, alongside their programmes, they also offered teacher training so that school staff could use youth work methods in their own lessons to "extend the curriculum beyond the exam".

5.7 Lack of senior advocates

Interviewees from the youth sector continuously emphasised the risks of not securing buy-in from senior leaders in schools. In relation to the London Youth pilot, one provider explained:

"[The project] opened up a conversation with the school, but probably not with a major decision maker so that made things difficult… Consequently, we've had ideas about what we 'could' do, but none of that has actually come to fruition."

Matt Lent explained that during his time at ThinkForward, the organisation focussed on building a relationship with a senior leader at each partner school because they needed someone "on board" who had "the authority to tell other people how [the school's] priorities aligned with the vision of the programme".

Case Study 4 – Hackney Quest

Hackney Quest was part of London Youth's Mayor's Fund pilot looking at youth club and school collaboration.

Janita Halsey is Hackney Quest's Youth Manager and was involved with the pilot. She explained that the organisation had begun to work very closely with an "exceptional" teacher at their partner primary school who put a lot of time and effort into the project. The project was seen to have good potential for impact, especially because the teacher seemed well placed to address some of the ongoing issues between the community and the school by acting as a bridge. However, when the individual teacher left the school to take up a position elsewhere, the project came to an immediate end:

"The member of staff we had been working with was totally on board, but when he left there did not seem to be anyone at the school who had the time or capacity to continue the relationship with us."

Janita Halsey, Hackney Quest

5.8 Weak legacy

When projects finish without any follow up this can frustrate school leaders because they may have made a significant investment for limited return. This can create barriers for new providers that try to approach a school that has previously had a bad experience.

"They've [school leaders] been burned by school provisions with a more pastoral feel to them…they feel they parachute in, they do a piece of work, they don't necessarily align to the priorities or values of the school, and then they leave again without any sense of long term planning or strategic thought at all."

Matt Lent, UK Youth (formerly of ThinkForward)

Youth providers should therefore be careful that relationships with schools are invested in and nurtured over time.

There are several types of barriers to partnership between schools and youth organisations:
1. Resources
2. Availability and logistics
3. Need
4. Knowledge and Information
5. Quality
6. Approach

Interviews with youth sector providers and school leaders highlighted eight specific challenges:
1. Available resources
2. Perceptions and terminology around 'youth work' and 'youth clubs'
3. Incompatible priorities
4. Differences of approach and relationship
5. Poor transferability
6. Roles and responsibilities
7. Lack of senior advocates
8. Weak legacy

6. Conclusion

Schools believe that it is important to support children and young people in a multitude of ways that extend beyond the core curriculum including:

- Opportunities to learn about sex and relationships
- Access to support in periods of crisis
- Support with transitions between key stages and phases
- Support with transitions to the workplace and careers

However, they do not always feel confident about their ability to provide these forms of support, particularly when it comes to:

- Opportunities to learn about sex and relationships
- Support with transitions to the workplace and careers
- Opportunities to learn in a different setting (outside of the classroom)
- Opportunities to be active citizens in their local communities

Schools recognise the youth sector's expertise in some of these areas, (particularly with regard to learning in a different setting and providing opportunities for active citizenship). The youth sector stands to secure quick wins in these areas if it tackles the practical and logistical challenges that stand in the way of greater collaboration. A small number of high profile partnerships could help promote these approaches.
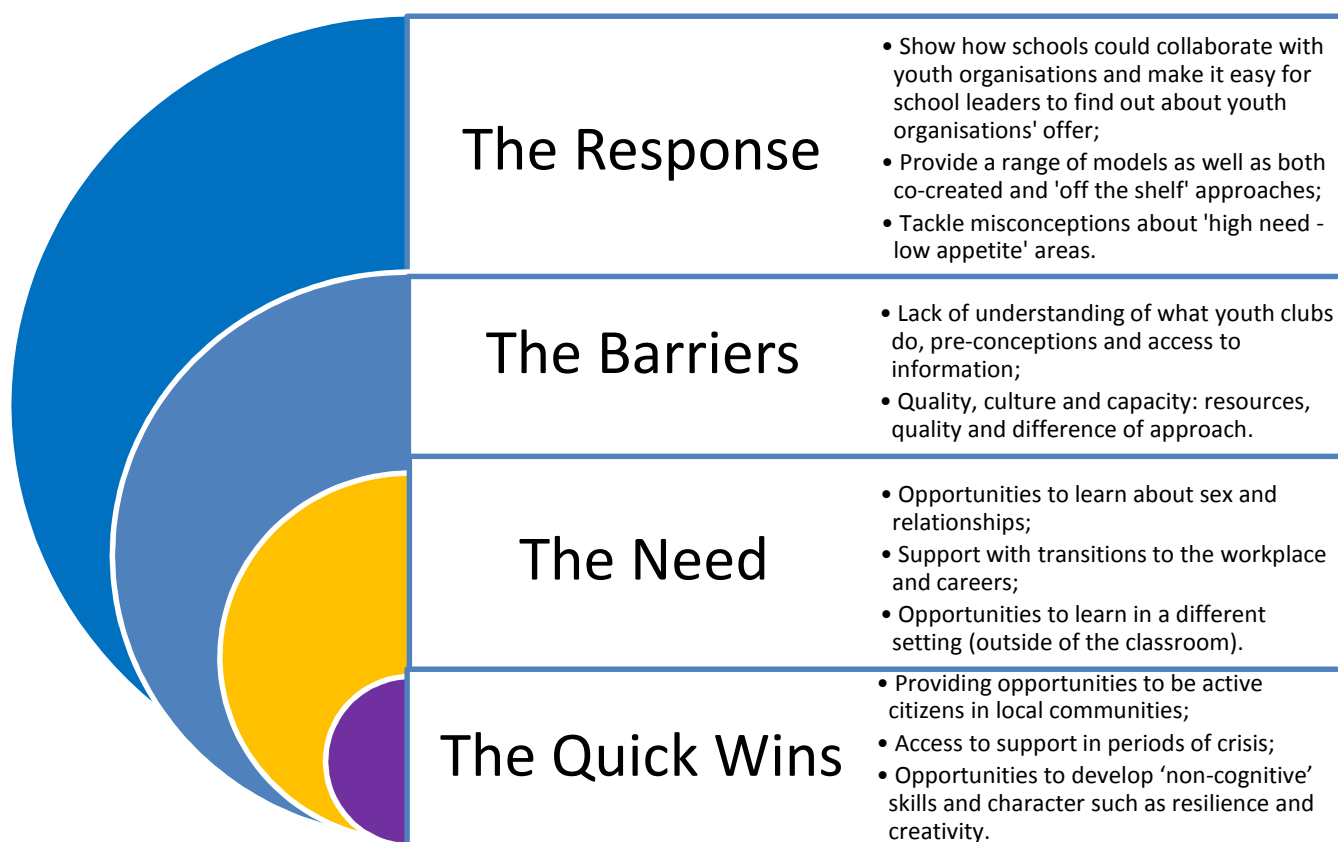
When it comes to other areas such as support with transitions to the workplace and careers, schools have less confidence in the youth sector's ability to provide support, yet in many cases these are areas in which the sector has built up significant expertise over the years. The youth sector should therefore enhance its expertise and develop and promote evidence based programmes in these areas.

Unfortunately, barriers remain which make it harder for partnership to flourish. Some of these (such as logistics and financial pressures) are practical, others are more to do with perception and trust. Yet these barriers are not insurmountable and we hope that this report will pave the way for the dialogue and research that is needed to make greater collaboration possible.

Both schools and youth organisations have a lot to gain from greater partnership and the evidence base for the youth sectors' offering is rapidly being developed. We hope that this report will provide the detailed understanding of the barriers and opportunities which both sectors need, if they are to work more closely together in the future.

Summary of findings

The Response
- Show how schools could collaborate with youth organisations and make it easy for school leaders to find out about youth organisations' offer;
- Provide a range of models as well as both co-created and 'off the shelf' approaches;
- Tackle misconceptions about 'high need - low appetite' areas.

The Barriers
- Lack of understanding of what youth clubs do, pre-conceptions and access to information;
- Quality, culture and capacity: resources, quality and difference of approach.

The Need
- Opportunities to learn about sex and relationships;
- Support with transitions to the workplace and careers;
- Opportunities to learn in a different setting (outside of the classroom).

The Quick Wins
- Providing opportunities to be active citizens in local communities;
- Access to support in periods of crisis;
- Opportunities to develop 'non-cognitive' skills and character such as resilience and creativity.

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"Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood"