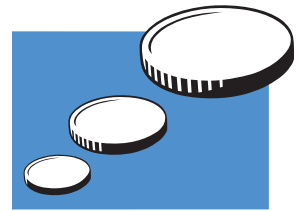


Getting back on track



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Helping young people not in education, employment or training in England

A guide for funders and charities



Getting back on track

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employment or training in England**

A guide for funders and charities

Summary

Think back to when you left school. How did you feel? Excited, confused, terrified?

Making your way in the adult world is daunting for anyone. For most young people—perhaps your own children—the support they receive from their home and school, and the motivation and skills they already have, helps them successfully navigate from school to the workplace. They may have a clear ambition—perhaps A-levels, university and then a professional career—and they may know that they can always fall back on their family for support if they do not succeed first time around.

But for many young people, this is not the case. They receive little support at home or through the education system, and struggle to make the transition from school to the workplace. This report is about what the charitable sector is doing to tackle the problem of young people not in education, employment or training (commonly referred to as NEET) in England. It is intended to help donors make informed decisions and to provide charities with a context for thinking about their work.

One in ten not in education, employment or training

More than one in ten young people aged 16–18 in England are NEET. This means that in 2008 almost 208,000 young people aged 16–18 struggled to make the transition from school to further education or the workplace.

Young people in the NEET group have a wide range of backgrounds and characteristics. For many, being NEET for a short period is a normal part of transition. But for others there are significant barriers to taking part in education or work—for example, having a behavioural or mental health problem, being a teenage parent, or lacking support from the home. Recent data suggests that by their eighteenth birthday, 4% of young people have been NEET for a year or more. It is this group that is of greatest concern.

The role of charities

Charities play a crucial part in helping young people who are NEET or at risk of becoming NEET get back on track. They provide a variety of approaches to help young people, including social and emotional support to children in primary school, mentoring, motivational activities and basic skills training, and intensive one-to-one guidance and support.

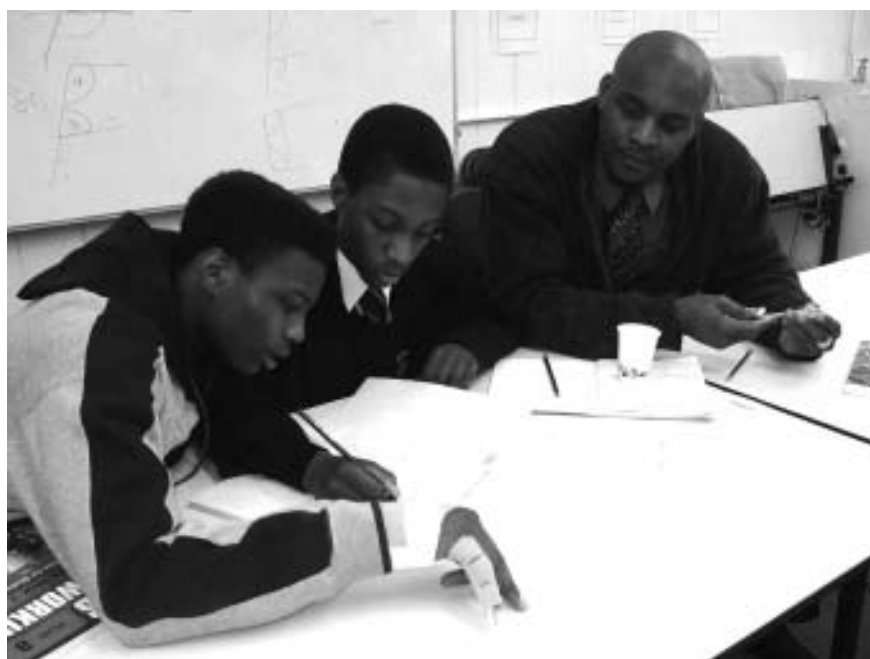
Schools, colleges, local authorities and other agencies all work to help young people to make a successful transition from school to the workplace. Although reducing the number of young people who are NEET is a top priority for the UK government, it does not have all the answers. In particular, services seem to fail the most at-risk children. Even before the recent recession, the proportion of young people who were NEET had remained stubbornly unchanged for more than a decade.

Understanding what works

Young people need a range of skills to succeed in the adult world. They require a basic level of social skills, they need to be literate and numerate, and they need to demonstrate their reliability as employees. Charities' approaches aim to build these skills and competencies.

Good quality evidence on what works is important for both charities and funders. Charities can use the information to understand their work better and improve. Funders can use the information to target resources to where they make the greatest difference.

But the evidence available to assess the success of charities' work is limited. Despite this, we know some of the characteristics of successful projects. Good projects are those that provide one-to-one support; involve fun, challenging activities; provide a reliable source of support; help young people work towards defined goals; and cultivate good relationships with families and schools.



Photograph supplied by Eastside Young Leaders' Academy



Photograph supplied by School-Home Support

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Introduction

Making the transition from school to the workplace is arguably tougher than it has ever been. In 2008, 10.3%—or almost 208,000—young people aged 16–18 in England failed to make this transition successfully.

This headline figure hides a mass of stories and experiences. A lack of support in the home, a bad experience of school, or a traumatic event can all lead to disruption in young people's lives, throwing them off course. Being out of education, employment or training is often a consequence of these events.

Whatever the cause, spending a long period of time out of education or work is harmful to a young person's future life chances and happiness. It can also cost taxpayers significant sums in benefit claims and costs to health, education and social services.

Alongside support provided by the government, charities play a vital role in helping young people. Understanding this role is important for both funders and charities themselves as they seek to improve what they do.

Purpose of this report

This report is about what the charitable sector is doing to tackle the problem of young people not in education, employment or training (commonly referred to as NEET). It is intended to help donors make informed decisions about giving and to provide charities with a context for thinking about their work. It discusses the scale of the problem, outlines the role of the government and charities, and explores how funders and charities can have the greatest impact.

This report is based on several years of experience looking at charities and approaches to supporting young people who are NEET. Throughout we quote examples from NPC's previous research. A full list of references is contained at the end of the report.

Structure of this report

This report has four chapters.

- The first chapter looks at what we know about young people not in education, employment and training in England. It looks at the scale of the problem, which groups are most at risk, and how the recession might affect the statistics.
- The second chapter looks at what the government is doing to tackle the problem. This includes the policies of central government, and services provided by schools and local authorities.
- The third chapter looks at what charities are doing to support young people. We consider approaches that work with young people before they leave school and approaches that work with those that have become part of the NEET group.
- The fourth chapter looks at what charities are achieving for young people and highlights some of the elements of a good project. It is intended to help donors decide which charities to support, and help charities better understand and improve their work.

NPC has also written a report on young people who are NEET in Scotland. This was published by Inspiring Scotland in 2008.



Photograph supplied by Fairbridge

The NEET problem

This chapter looks at what we know about young people not in education, employment and training in England. It looks at the scale of the problem, which groups are most at risk, and how the recession might affect the statistics.

Not in education, employment or training

More than one in ten young people aged 16–18 in England are not in education, employment or training.¹ Table 1 gives the latest statistics on what young people are doing in the three years after compulsory education. Most are in some type of education or training, and some are already working. But a significant minority—almost 208,000 16–18 year olds—are not in any of these categories, and are therefore classified as NEET.

Why does being NEET matter?

What young people do in the years after compulsory schooling—the qualifications they get, the habits they develop, and the experiences they gain—has an impact for the rest of their lives.

Being NEET affects future earnings and employment. Someone who is NEET as a young person will earn substantially less over his or her lifetime.^{2,3} Lower earnings when employed, combined with a greater chance of unemployment, mean that being NEET imposes a ‘wage scar’ on a person. NPC calculates that someone who was NEET as a young person will have earned around £51,000 less by age 33 than someone who was not.^{4,*}

Being NEET is associated with poorer physical and mental health. Someone who is NEET as a young person has a greater chance of depression in early adulthood.⁵ He or she is also more likely to use drugs and alcohol.⁶ This means that being NEET imposes a significant burden on the healthcare, social care, and criminal justice systems.

As well as reducing a person’s well-being, these consequences have substantial financial costs attached. A 2007 study by The Prince’s Trust put the economic cost of youth unemployment alone at £4.80bn a year.^{7,†} A 2002 government study estimates that the lifetime costs to society of each young person out of school or work are over £90,000.^{8,‡}

A varied group

The statistics include young people in a wide range of circumstances. Some are just taking some time off before starting a course; for example, around 15% of 18 year olds who are NEET are taking a gap year before starting university.⁹ Others are moving between low-skilled jobs and unemployment, frustrated with their options after getting poor grades at GCSE. A significant minority are dealing with serious issues such as substance abuse that mean any type of employment is far out of reach.

The statistics also do not capture the sense of instability and unpredictability that characterises the lives of many young people.¹⁰ There is a lot of movement between the different options—often referred to as ‘churning’.

Table 1: Participation in education, training and employment in England

Status of young people aged 16–18	Percentage	Population (thousands)
In education or training	79.7%	1,607.9
<i>Of which in full-time education</i>	64.1%	1,293.2
In employment	10.0%	201.8
Not in any education, employment or training (NEET)	10.3%	207.8

Source: Table 1 in Department for Children, Schools and Families (2009) *Statistical First Release: Participation in education, training and employment by 16–18 year olds in England*.

* Based on Table 7 of Keen (2008), taking an average of the wage scars for men and women: (£67,761 + £34,485) / 2 = £51,123.

† Based p.17 table of this study, adding estimated forgone earnings and estimated benefits for all countries. This weekly figure of £92,324,602 is multiplied by 52 to arrive at an annual figure of £4,800,879,304.

‡ In 2001/2002 prices. The figure is made up of £45,000 resource costs and £52,000 public finance costs. Much of this cost results from the wage scar; other cost categories considered are poor physical and mental health or disability, substance abuse and homelessness. The study was honest about data not being available for some outcomes.

Box 1: The stories behind the statistics¹⁴

Behind the NEET statistics are real young people, each with a story of why school did not work out, or why finding something to do after leaving school was problematic. Examples include:

Dean, age 17, was expelled from school when he was 15. Despite meeting with his school and local authority, he was not offered anything except a two-week work placement and left without taking his GCSEs. He has done some work with his mates but now lives at home with his mum. Every day he goes down to the Jobcentre to see what work is available.

Darren, age 17, was taken into care when he was beginning primary school. His father was deported, and despite living with his mother initially, he and his brother were removed because of abuse and neglect. Darren had a poor experience of school and stopped attending when he was 14. He is frequently in trouble with the police.

Kirsty, age 18, was diagnosed with attention deficit hyperactivity disorder when she was 15. She did not get much help from her school and was kicked out in year 11. After school, she did an NVQ in customer relations at a further education college but now lives at home looking after her nan.

Callum, age 18, attended a private school paid for by his grandparents. It only offered academic subjects, which did not suit him, so he left without good grades. After leaving, he has applied for lots of jobs and has worked on short-term contracts, such as labouring for a builder. After a month of this, he feels demotivated and unhappy.

Sarah, age 18, became pregnant when she was 16. She was thrown out of her home by her dad, and is no longer in contact with the father of her child. She now lives in a small flat and is only visited by her mum and social worker. She does not work and struggles to make ends meet.

Some uncertainty about what to do after leaving school is to be expected. Between the ages of 16 and 18, about one fifth of young people will be out of school or work at some point.¹¹ Some options are more unstable than others: young people who have a job without training have the greatest chance of being NEET the following year.¹²

Although the experience of being NEET for a short period is quite common, being out of education or work for a long time is not. The most recent data shows that of those eligible to leave school in 2005/2006, 17% spent some time being NEET aged 16 and 17, but only 4% were NEET for a year or more.¹³ It is this latter group of young people that is of greatest concern.

Young people who are ‘at risk’

The reasons why young people fail to make the transition from school to the workplace are complex. However, it is possible to identify risk factors in predicting a young person’s chances of becoming NEET—related to their family background, attainment and behaviour in school, and other characteristics.

Whilst some young people succeed against the odds, for many these factors are formidable barriers. These factors also help to predict whether young people will be NEET for a long or short period of time. Anecdotal evidence suggests that the more complex the risk factors and the more risk factors present, the more likely a young person is to be NEET for more than a year.

Factors related to family background

- **Young people from low income households** are more likely to be not in education, employment or training. Seventeen percent of those who are eligible for free school meals are NEET at age 17, compared with 7% of those who are not eligible.¹⁵
- **Parents’ employment status and occupation** influence young people’s attitudes towards education. Young people from households where neither parent is employed are more than twice as likely to be not in employment, education or training aged 17 than those from households where at least one parent works.¹⁶ Eighty-seven percent of 17 year olds from managerial and professional families are in education or training, compared with 71% of 17 year olds from routine and manual backgrounds.^{17§}
- **Parents’ attitudes towards education.** Parents who are least knowledgeable about education and qualifications are most likely to have children in the NEET group.¹⁸

Factors related to attainment and behaviour in school

- **Attainment at school** is strongly linked with a young person’s chance of being NEET. Only 2% of those who achieve five GCSEs at A*–C are NEET the following year, compared with 36% of those who gain no qualifications at all.¹⁹

[§] Based on Table 5.1.1 in this report. Higher professional and lower professional are included in broader category of higher managerial and professional occupations and lower supervisory and routine are included in routine and manual occupations. We calculate 87.3% of seventeen year olds from managerial and professional backgrounds are in full-time education, a job with training or government supported training, compared with 71.0% of seventeen year olds from routine and manual backgrounds.

- **Persistent truants** are over five times as likely to become NEET at 16 than those who never played truant.²⁰ Of those excluded from school in years 10 or 11, 21% are then NEET at 16.²¹
- **Poor attitudes about school and aspirations for the future** can predict whether young people become NEET. More than two fifths (42%) of 14 year olds who disagree strongly that having a job or career is important are NEET four years later.²²
- Other factors relating to the school environment, such as **bullying, peer pressure, and lack of pastoral support**, can all make successful transitions hard.
- **Becoming a parent at a young age** will mean that caring responsibilities are paramount. Over 80% of 18-year-old women who are living with their own children are NEET, accounting for nearly a third of women who are NEET at 18.²⁸ These young women are disproportionately drawn from poor backgrounds and tend to have few qualifications.
- **Disabled or sick young people** are over-represented in the NEET group. Four percent of young men and 9% of young women say disability or health problems is their main barrier to education, employment or training.²⁹

Factors related to other characteristics

- **Misusing drugs or alcohol** can make young people's lives so chaotic that they cannot stay on in education or get a job. Seventy-one percent of young people who are NEET report using drugs compared with 47% of their peers.²³
- **Looked-after children** face a doubly difficult transition, often simultaneously leaving the education and care systems. At the end of year 11, 69% of looked-after children remained in full-time education, compared with 82% of all children.²⁴ Sixteen percent were unemployed by the following September, four times the proportion of all young people. Fourteen percent of children looked-after continuously for at least 12 months obtained five good GCSEs, compared with 65% of all children.²⁵
- **Caring for family members** can limit young people's ability to pay attention at school, affect their behaviour and prevent them from doing their homework. One in ten of those not in education, employment or training gave 'family caring responsibilities' as a reason for why they did not continue with education after age 16.²⁶
- **Children and young people with special educational needs** often struggle at school. This is particularly the case if their needs are not diagnosed or supported. Poor performance and dissatisfaction with school can make these young people less likely to go on to further education. Pupils with special educational needs, both with and without statements, are over eight times as likely to be excluded as those pupils without.²⁷

Alongside these risk factors, recent figures show two other notable characteristics of the NEET group. Firstly, the group is increasingly made up of 18 year olds. In 2008, 55% of those NEET were aged 18, compared with 45% ten years ago.^{30,**} Increasing participation rates in education and training for 16 and 17 year olds, and the worsening job market, help to explain this trend.³¹

Secondly, the NEET group is increasingly made up of boys. Ten years ago, the chance of being NEET was similar for boys and girls. Today, boys are 20% more likely to be NEET aged 16–18 than girls.^{32,††}

Trends in the NEET group

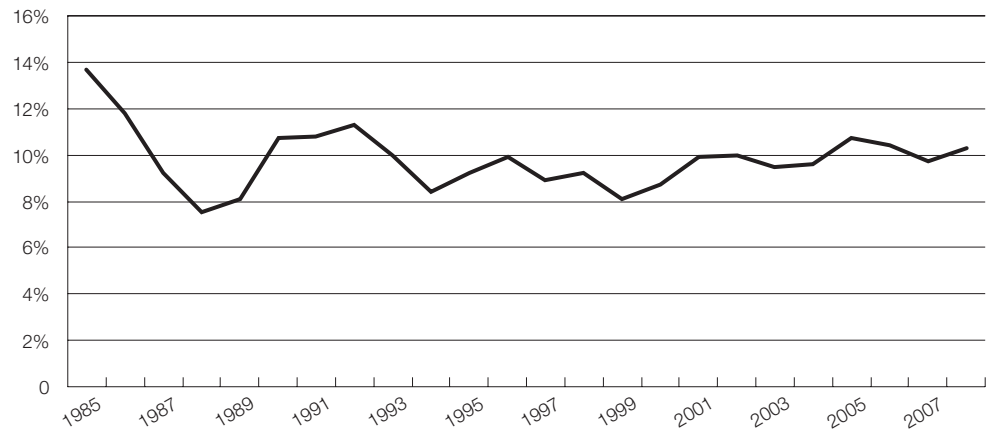
Young people not in education, employment or training is not a new problem. Arguably, the transition from school to the labour market has become more complicated since the late 1970s. There are more varied job opportunities than there were even a decade ago, and there are more challenges, particularly for those who leave school without good qualifications. This has led to greater concern about those young people who do not make a successful transition.³³

Figure 1 gives the historical trend in the proportion of young people who are NEET. Despite falling from a peak in the mid 1980s when youth unemployment was at its highest, the proportion of 16–18 year olds out of school or work has remained stubbornly unchanged for the past decade or so.

The most recent figures indicate a rise in the proportion of young people who are NEET, from 9.7% at the end of 2007 to 10.3% at the end of 2008.³⁴ Although this increase is small, historically young people have been disproportionately affected by recessions.³⁵ Box 2 discusses this in further detail.

** Based on Table 5 in this report. We calculate that 18 year olds made up 45.3% of the total in 2003, and 54.6% in 2008.

†† Based on Table A15 in this report. In 1998, 9.0% of boys aged 16–18 were NEET compared with 9.5% of girls. In 2008, 11.3% of boys aged 16–18 were NEET compared with 9.4% of girls.

Figure 1: Percentage of young people aged 16–18 NEET, 1985–2008

Source: Based on Table A15 of Department for Children, Schools and Families (2009) *Statistical First Release: Participation in education, training and employment by 16-18 year olds in England*. Note: 2008 figure is provisional, and the way of collecting data changed slightly in 1994.

Box 2: Effect of the recession on young people who are NEET

Young people are likely to be disproportionately affected by the recession.³⁶ The latest government figures show 11.9% of 16–18 year olds were NEET in summer 2009, an increase from 10.6% the previous summer.^{37,††} In the current economic climate, the government is unlikely to meet its target of reducing the proportion of young people who are NEET.

Looking at a wider age range, the numbers are even more worrying. The latest figures show 959,000 young people aged 16 to 24 are currently NEET—119,000 more than this time last year. Of this nearly one million young people, most are aged 18 to 24, which suggests that the recession is hitting those fresh out of education, searching for a job.³⁸

We cannot be sure how the recession will continue to affect the number of young people who are NEET, but as the recession continues over the next year, we might expect the following:

- School leavers, graduates and young people already out of work will struggle to find jobs, as companies put a freeze on recruitment or shy away from hiring someone with unproven ability in the labour market. A recent survey found that half of employers are not planning to recruit any school leavers or graduates this summer.³⁹
- Greater competition for each job will mean that less qualified or less experienced individuals are more likely to miss out.
- Young people in their first job are likely to be among the first to be fired, as many companies operate a 'last in, first out' policy.
- Industries that have traditionally attracted lower skilled employees, such as manufacturing, construction and retail, will continue to struggle, which is likely to have a greater impact on young people.
- Wealthier young people or those who live in cities are likely to have an advantage, as they can afford to begin their careers through agency work or low-paid internships.

These points highlight how damaging the current recession could be to a generation of young people. But it might also have a positive effect on participation in education among some groups. With the bleakest employment prospects for twenty years, there has been a 9.7% increase in applications to UK universities and colleges compared with last year.⁴⁰

The scale of these effects depends on how long the recession lasts, how rapidly the economy recovers, and what the government does to respond. Chapter 2 outlines how the government plans to support young people.

†† These percentages are slightly different from the previously quoted 10.3% young people aged 16 to 18 because they are based on quarterly data that is not seasonally adjusted. The 10.3% figure is from annual Statistical First Release, which the Department for Children, Schools and Families (DCSF) releases for the previous year every June. This is the statistic against which the target for reducing the proportion of young people who are NEET is actually judged, but the latest data is for 2008, which does not capture the effect of the recession.

What the government is doing

This chapter looks at what the government is doing to tackle the problem of young people who are not in education, employment or training. This includes the policies of central government, and services provided by schools and local authorities. It also highlights the limits of government action.

A government priority

The term NEET was coined in 1999 and was originally just an acronym used in government statistics.⁴¹ At the time, the new Labour government's focus on 'social exclusion' identified that young people who were NEET were one of the groups missing out on the economic prosperity the UK was enjoying. Ever since then, NEET has become shorthand for the many issues faced by young people included in this category.

Reducing the number of young people who are not in education, employment or training is a top priority for the UK government. The Department for Children, Schools and Families (DCSF) has a target to reduce the number of young people who are NEET by 2 percentage points by 2010.⁴² However, it looks like the recession will prevent it from achieving this target.

Before the recession hit, the DCSF published a strategy that outlined how it planned to address the problem.⁴³ The strategy acknowledges that more needs to be done to make school engaging, to provide a range of flexible options after compulsory schooling, and to work more with the most 'at risk' young people. Box 3 describes the strategy in more detail.

The NEET strategy fits with the government's wider aims of promoting opportunities for young people, increasing participation in education, and ensuring the UK remains competitive in the global economy. Government sees education and training as the primary means of social mobility as well as the lynchpin of future economic success.

Education is given a central place in the Every Child Matters framework and the Children's Plan for its role in improving the lives of disadvantaged children and helping everyone to reach their potential in adult life.⁴⁴ Lord Leitch's Review of Skills, which reported in December 2006, concluded that the UK must increase

participation in education and training and develop a higher skills level.⁴⁵

The UK has historically lagged behind other countries in rates of participation in post-16 education. Although participation has increased in recent years, the UK still ranks in the bottom third of the developed countries in the most recent comparison.⁴⁶

What the government does to prevent young people being NEET

As part of their education services, central government, local authorities, education institutions and other government agencies work in a variety of ways to reduce the number of young people who are NEET. This includes:

Legislation

The government is required by law to ensure that all children receive an education from the age of 5 to 16, whether in school or elsewhere. Local authorities have the responsibility for ensuring appropriate educational provision, which usually means a place in school, but may also mean specialist or alternative provision. Parents have a legal duty to ensure their child's regular attendance.

Box 3: The government's NEET strategy for England⁴⁷

The Department for Children, Schools and Families (DCSF) published a strategy in 2007 with the purpose of reducing the number of young people not in education, employment or training. Among the recommendations, it promised:

- to track young people more carefully so that young people who are NEET, or are at risk of becoming NEET, are better identified and helped;
- to provide a fuller range of courses so that young people are prevented from disengaging, or are re-engaged quickly when they do leave education;
- to extend the Education Maintenance Allowance, making more courses eligible and therefore reaching the most disadvantaged young people;
- to extend the promise that every young person is offered a suitable place in post-16 learning by the September after they leave compulsory education—known as the 'September Guarantee'—to include 17 year olds; and
- to ensure that 18 year olds with any history of being NEET are immediately eligible for programmes that will help them to find employment.

These commitments are being put in place throughout 2008 and 2009.



Photograph supplied by Family Action

Legislation passed in 2008 extended the age until which young people must be in full-time education or training. From 2015 all young people will be required to remain in school, college or an apprenticeship until they are 18.

Tackling disaffection early

Many of the problems that lead to young people becoming NEET have their roots earlier in a child's life. In principle, the government believes that it is most effective to address problems as early as possible. The pre-school Sure Start programme, which provides free childcare and education to families across England, is the most obvious example of this. This is also a principle underpinning the Every Child Matters framework.

Box 4: Connexions service

The government has a statutory duty to provide all young people with access to impartial careers advice and guidance.

Local Connexions Services work with schools to offer each pupil access to a 'personal adviser' and also support curriculum and staff development in careers work. Connexions has services in 47 areas, which are funded by local authorities. It blends in-house provision of services with services commissioned from external agencies. These are predominantly for-profit companies, such as Prospects or VT Careers, but also from charitable and non-profit organisations, such as the local Education Business Partnership. Connexions also runs a popular central advice line and website called Connexions Direct, which is available for young people requiring immediate advice.

The primary emphasis of Connexions is to help the most vulnerable young people, reflected in its target to reduce the number of young people who are NEET. Connexions does not focus wholly on careers advice, but aims to provide integrated advice and access to personal development opportunities in other areas including finance, housing and sexual health.

Information, advice and guidance

Whilst at school, it is important that young people have a clear idea of their options before they embark on the journey to the workplace. The government-funded careers advice service Connexions has a mandate to provide advice and guidance on learning and career options to all young people aged 13–19, and provide more intensive and personalised support to at-risk young people in this age group.⁴⁸ Box 4 describes the work of Connexions in more detail.

The government also offers young people incentives to continue learning at age 16. The Education Maintenance Allowance provides eligible young people with up to £30 a week to remain in school or college.

Providing routes to the workplace

Through schools, colleges, employers and other institutions, the government funds many different routes from school to the workplace. At age 16, young people can opt to remain in full-time education and pursue the traditional sixth form A-level route, enrol on vocational courses at further education colleges, or seek training 'on the job' as an apprentice.

The government has promised to increase the number of apprenticeships available. In 2007/2008, there were 225,000 apprenticeships offered. An additional 35,000 places will be provided in 2009/2010.⁴⁹ This will be achieved by increasing numbers across the public sector to the same proportion as offered by the private sector.

As the UK economy is in recession and unemployment increases, the government is redoubling its efforts to help young people. Box 5 describes the Future Jobs Fund, a £1bn commitment to provide job opportunities as the economy recovers.

The limits of government action

Despite being a top priority, the proportion of young people who are NEET has remained stubbornly unchanged for more than a decade.

The government clearly does not have all the answers. Problems of disaffection and low achievement that begin in the education system are unlikely to be solved by the same system. As a recent report noted, government policy has proved a blunt instrument for helping the most at-risk young people.⁵⁰ These young people require alternative options tailored towards their difficulties. In many cases, it is charities that fill this role.

Box 5: Future Jobs Fund

After the recessions of the 1980s and 1990s, many young people ended up out of work for years, partly because they failed to get a start in the job market. In response to the recent downturn in the economy, the government has created a £1bn investment fund designed to help young people enter the job market. The Future Jobs Fund opened in June 2009.

The fund aims to create 150,000 jobs and thousands of short-term placements for graduates and school leavers. It is available for all young people in England, Scotland and Wales but will particularly target young people that have been unemployed for more than a year and those in the areas with greatest poverty.

The government is encouraging businesses, local authorities and charities to apply to the fund. As well as creating full-time jobs, the fund aims to allow employers to offer internships and work placements. It has created a graduate talent pool website, with thousands of internships available to graduates. Other measures promised by the fund include job clubs and a mentoring network.

Together with the commitments in the NEET strategy, the Future Jobs Fund aims to provide more help for young people in the transition from school to the workplace.



Photograph supplied by Joanne O' Brieny/Photofusion

The place for charities

This chapter looks at what charities are doing to support young people. We consider approaches that work with young people before they leave school and approaches that work with those who have become NEET.

An important part of the education system

Charities are a small but important part of the UK education system. They work alongside schools and colleges and often with the most marginalised groups, with whom the government does not have the ability or inclination to act.

Many charities have a role to play in supporting the transition from school to the labour market, and in helping those young people at risk of becoming part of the NEET group. Often their work is focused on specific issues, such as homelessness or offending. Often they pick up problems that parents or teachers are not in a position to help with, either because they do not have the skills or are seen as part of a system that already failed that young person.

Solving the NEET problems requires a variety of approaches

As Chapter 1 showed, the reasons why young people are not in education, employment or training are complex. The barriers individual young people face are very different. As such, there is no 'one size fits all' solution. An approach that helps a young person who is frustrated with their options after getting low grades at GCSE is unlikely to help a young person who did well at 16, but had to leave school the following year to care for a parent.

Below we discuss the work of charities in two broad categories:

- those that work with young people at risk of becoming part of the NEET group; and
- those that help young people who are already out of school or work.

The following examples intend to illustrate the range of different approaches taken by charities and how they contribute to tackling the NEET problem. Box 6 contains case studies of young people helped by charities mentioned below.

Helping young people at risk of becoming part of the NEET group

Much of childhood is spent in one of two places—home or school. Problems in either can lead to young people displaying signs of disaffection or 'switching off' from school. For some these problems are evident in primary school, perhaps in poor behaviour or consistent underachievement. For others, problems may emerge later, perhaps at the beginning of adolescence.

Helping children before they become NEET can help reduce many of the costly consequences of being out of school or work later in their life. The discussion below groups charities by whether they work with children of primary or secondary school age.

Examples of activities run for children at primary school

The Place2Be provides therapeutic counselling for primary school children with emotional and behavioural difficulties. It works in primary schools throughout the UK, reaching a population of around 51,000.

The charity uses volunteer counsellors to help children talk about their anxieties and build the resilience they need to overcome challenges in their lives. Its work ranges from one-to-one counselling to a self-referral drop-in service. The charity also helps parents and teachers to make sure that children's mental health needs are understood, so that children feel that they are being listened to by the important adults in their lives.

The Place2Be's internal evaluation shows that 65% of children show increased emotional well-being.

Every Child a Chance Trust is focused on improving young people's basic skills, as poor basic skills are a reason why many children 'switch off'. It runs two programmes: Every Child a Reader which promotes 'Reading Recovery', an approach designed to meet the literacy needs of the poorest readers in the second year of primary school, and Every Child Counts, a new approach to tackling early numeracy difficulties, which is in the middle of a three-year trial.

Box 6: Case studies*Matty and Simon's story: an example of School-Home Support's work*

Matty and Simon are 10-year-old twins. They went into care when they were four following an early childhood of neglect. Their birth mother lives locally and used to have regular contact, though recently this has been stopped. The boys spent two years with another foster family before moving to their current placement. Their foster father describes them as being very aggressive and having almost no social skills. Their behaviour in school was causing problems as they were getting into fights and being removed from the playground during lunch breaks.

Since working with School-Home Support (SHS), Matty and Simon have made dramatic progress. Through one-to-one sessions, their SHS worker helped them build self-esteem and control their anger. She worked with the school and foster carers to introduce practical strategies to tackle some of the behaviour problems—for example, by encouraging them to develop a consistent routine for the boys. She also supported the foster carers in their dealings with the school. She made links with the social worker to help to ensure that the contact arrangements with the children's mother were not undermining the work being done in the foster placement.

It is impossible to predict confidently what will happen as Matty and Simon make the transition to secondary school and beyond. Their challenging behaviour, whilst much improved, still poses a risk to their future. However, the fact that they have made progress in both their behaviour and learning means that their chances of making a successful transition are greatly enhanced.

Hannah's story: an example of Fairbridge's work

Hannah came to Fairbridge aged 19. She explains her situation in her own words:

'Last year I had a breakdown. I didn't have anywhere to live and ended up in supported housing because my doctor said I was at risk.'

Coming to Fairbridge has really helped sort my head out. I've never really had anyone take an interest in me before or ask how I'm feeling. It's quite strange at first but I got used to it!

Everyone being behind me and saying I could do whatever I wanted to do finally got me to think about going back to work. I talked to staff about the things I was scared about, like going back to work, and it didn't seem so scary.

*I'm now working as a chef in a pub. Sometimes I still feel like s**t but I come here and they help me sort things out, otherwise I'd just go back downhill. I wouldn't have gone back to work if I hadn't have come to Fairbridge and it's their support that helps to keep me working.'*

In Reading Recovery, children receive half an hour of intensive one-to-one reading support every day for 12 to 20 weeks. Instructors, who are also qualified teachers, are carefully trained in reading methods. They do not follow a set reading scheme but are trained to tailor their approach to suit each child.

The results from its most recent evaluation show that 86% of 7 year olds involved achieved the level expected of children their age in their National Curriculum reading assessments—two percentage points ahead

of the national average for all children, which is a significant improvement given their initial difficulties.⁵¹

Chance UK operates a year-long mentoring scheme for primary school children who have behavioural problems and are considered to be at risk of serious antisocial behaviour in the future. Trained mentors spend between two and four hours a week with the children. The charity's founding belief, still reflected in its work, is that these children benefit from having a strong relationship with a trusted adult—something that may be limited in their home lives.

Mentors help children set goals which gives definition and purpose to the time they spend together. These targets might include improving behaviour at school, or making new friends. Chance UK also has a dedicated parent worker who provides advice and support to the parents of some of the children being mentored. Overall, 98% of children show improvement after the mentoring and 51% show no behavioural difficulty.

Examples of activities run for children at secondary school

Skill Force uses ex-Armed Forces personnel to offer skills-based courses to young people between the ages of 14 and 16. It offers a two-year course that combines learning in a classroom with outdoor activities to motivate young people. The charity's aim is to raise the self-esteem and skills of disaffected young people in order to increase their employability on leaving school.

Most Skill Force 'lessons' happen in the classroom and involve a lot of interaction and discussion. Skill Force instructors help young people to gain valuable qualifications, including the Duke of Edinburgh Award, Young Navigator, and St. John's Ambulance Young Lifesaver. By doing so, young people build soft skills such as working in a team, and develop the confidence and manners to cope in the adult world.

Overall, 97% of young people who participate in Skill Force courses achieve a qualification. The charity also reports a reduced rate of exclusions, from a predicted 36% to around 7%.

Eastside Young Leaders' Academy (EYLA) runs an after-school programme for Afro-Caribbean boys in east London. The charity's founder had worked for many years in the prison service, and was struck by the negative patterns of poor academic achievement and offending behaviour that characterised the lives of many young black men.

EYLA aims to reverse these patterns by providing a rigorous leadership curriculum for boys. They receive extra academic tuition, weekend sessions on activities such as public speaking and community volunteering, and school holiday courses that combine fun with learning. The charity also works with parents and schools to ensure boys have a consistent network of support.

Although EYLA tracks individual boys' progress, it does not routinely collate this data so it is difficult to see the overall impact of the Academy. An external evaluation in 2006 concluded that the Academy was having a positive impact on the boys: all of the boys' behaviour improved, and 63% improved their scores in maths and English.

The Prince's Trust helps 14 to 25 year olds who are or are at risk of being NEET to make the step to further education, employment or training. It runs several programmes including XL, a two-year course run in schools combining team-building exercises and enterprise; Get Into, a six-week vocational course that develops skills and experience for use within the catering, hospitality or retail industry; and Team, a 12-week personal development course.

For those still at school, the XL programme aims to raise confidence, develop communications, teamwork and social skills, and encourage young people to continue in education or training. With supervision from an advisor, young people are given responsibility for the planning and running of activities.

The Prince's Trust surveys all participants that have taken part in its programmes. Across all programmes, the charity reports that 79% of young people move on to further education, employment or training, although this covers a wide variety of destinations. In addition, 88% of young people report an improvement in confidence and personal skills.

School-Home Support helps vulnerable children by providing a link between school and home to address problems that are affecting their lives. The charity trains school-home support workers, who are based in 155 primary and secondary schools in London, the East Midlands, and Yorkshire and the Humber.

School-Home Support workers spend time with children in school, visit families and do whatever they can to resolve problems. These include problems related to the home environment, such as family breakdown, financial problems, domestic violence and substance misuse, as well as problems in school, such as bullying.

Young people come to School-Home Support through referral by the school or self-referral at a drop-in centre. When they cannot help, School-Home Support workers refer families to other services, such as social services or Citizens Advice Bureaux.

School-Home Support keeps individual records on each young person, with examples of success such as improvements in attendance and behaviour. However, the charity does not aggregate this information.

Helping young people who are NEET

An effective strategy for reducing the number of young people who are NEET cannot ignore those who are already out of school or work. Preventing problems is important but no matter how successful these approaches are, there will always be young people who struggle. Often they will be experiencing complex problems such as drug misuse or homelessness, or be involved in crime.

Charities have an important role to play in helping those young people for whom the transition from compulsory education has already been troubled. Some examples of charities with effective approaches for helping those young people out of education or work include:

Fairbridge supports young people between the ages of 13 and 24 who are already NEET or at very high risk of dropping out of school. It provides one-to-one personal support, education in basic skills and challenging activities in 14 centres across the UK. All young people have some sort of complex need, from substance abuse to low self-esteem, and most young people are dealing with more than one issue.

Fairbridge describes itself as a 'first step' organisation. It works with young people who other organisations find difficult to engage. Young people are given one-to-one support to develop their confidence and motivation, and prepare them for education or employment. This tailored support is combined with a wide range of challenging courses and projects, such as making music and rock climbing, aimed at developing young people's skills.

Fairbridge tracks young people for two years after they leave the programme. Overall, 51% go on to find employment, or participate in further education or training. For others, progress is in other areas. Much of Fairbridge's initial work with young people is simply about building commitment, routine and stabilising young people's chaotic lifestyles. These outcomes are more difficult to articulate.

Box 7: Grant-makers who are tackling NEETs

There are a number of UK grant-makers that support charities working with young people who are NEET or at risk of becoming NEET.

The Private Equity Foundation (PEF) has been investing in charities since 2006. PEF has created a portfolio of 15 charities. Its investment includes not just money but also pro bono expertise from the private equity community. Its current portfolio includes Fairbridge, Vital Regeneration and The Place2Be.

Inspiring Scotland provides long-term funding and development support for charities in Scotland. Its income comes from a number of different sources—including trusts and foundations, businesses, the Scottish Government and individuals.

Its first fund, launched in January 2008, will deliver an anticipated £70–100m over 7–10 years to a portfolio of charities helping 14 to 19 year olds struggling to make a successful transition to adulthood. Other support to develop the charities is provided, such as strategic consultancy. Organisations in Inspiring Scotland's portfolio include The Prince's Trust Scotland and the London-based charity Street League, which uses football to help disadvantaged young people get their lives back on track.

Other grant-makers have programmes that address part of the NEET issue. This includes the **Paul Hamlyn Foundation's** fund to reduce truancy and exclusion in schools, and the **SHINE Trust's** focus on improving the literacy and numeracy skills of disadvantaged children.

Depaul UK is the largest charity for young homeless people in the UK. Much of its work supports homeless young people into employment, education and training, but it also runs programmes for a wider group of young people, including young offenders and those excluded from school. Depaul UK's training courses cover tutoring in motivation, life skills, assertiveness, communication and confidence building. For example, Drive Ahead is a six-week programme run in London, Newcastle and Birmingham that uses driving lessons to attract and enthuse young people and teaches them how to develop skills useful for job hunting.

Depaul UK records individual clients' progress through its courses but its overall understanding of its impact is limited. The results for Drive Ahead in 2008 show that 10% of the graduates of the London course moved into employment, and another 22% went into some form of education or training. Given the difficulties faced by the client group, NPC believes that this is a significant achievement.

Dance United uses dance to engage young offenders and young people at risk of offending. Its academy, based in Bradford, offers an intensive 12-week programme in which young people are treated as trainee professional dancers and must adhere to strict principles and routines. The academy's curriculum teaches them dance, discipline and public performance. It also runs courses to develop their literacy and numeracy skills.

An evaluation by the University of Manchester shows that academy participants have much higher rates of transfer into education, training and employment, and are less likely to reoffend than their peers. Of 51 academy participants who were traced, 80% had positive outcomes in terms of education, employment and training (15 could not be traced). Less than a third of young offenders who had significant engagement with the academy have subsequently reoffended, compared to overall recidivism rates locally of 70% on community sentence and 50% for less serious offenders.

Vital Regeneration organises a wide range of activities for young people in some of the most deprived areas of London. These include after-school activities, environmental and recycling projects, a community centre, and a learning and employment advice service. Part of its portfolio of work is Studio+, a programme that provides skills training based around the 'hook' of music recording and editing.

Studio+ is for young people who have achieved no qualifications, helping them develop the skills and motivation to find training and employment opportunities. Young people have the opportunity to earn creative media accreditations through thirty one-hour sessions. The charity's evaluation from June 2008 indicates that 38% of participants moved on to full time employment or trainee placements, and 29% moved on to further education.⁵²

Understanding what works

This chapter looks at what charities are achieving for young people and highlights some of the elements of a good project. It is intended to help donors decide which charities to support, and to help charities better understand and improve their work.

What are charities trying to achieve?

Young people need a range of skills to succeed in the adult world. They require a basic level of social skills, they need to be literate and numerate, and they need to demonstrate that they can be relied upon.^{53,55} As we pass from childhood to adulthood, we are expected to accumulate these qualities. However, young people not in education, employment or training often have failed to develop these skills and attributes and find themselves excluded from education and work opportunities.

The overall aim of charities working with young people who are NEET is the same: to improve their lives by putting them on a pathway to a sustainable and rewarding job. However, most young people are not ready to take this leap in one go, so charities help them to take steps towards it.

Figure 2 shows an ‘outcomes ladder’ that outlines how young people progress in developing skills and experience, ultimately leading to success in the workplace.^{***}

The bottom rung of the ladder is the most basic step—improving confidence so that the individual is willing to participate in other steps. The top rung of the ladder is the final outcome—success in employment. The rungs in between represent intermediate stages in the journey to employment, such as achieving formal qualifications or gaining work experience. Young people may start on different rungs of the ladder, but participation in education, training and other activities aims to move them up the ladder.

Charities work at different points along this ladder. For example, as a ‘first step’ organisation, Fairbridge helps the most disadvantaged young people improve their soft skills, including confidence, self-esteem and attitude to education and work. Skill Force has a different role: it helps young people still in education gain qualifications, as well as increasing their confidence and giving them new experiences.

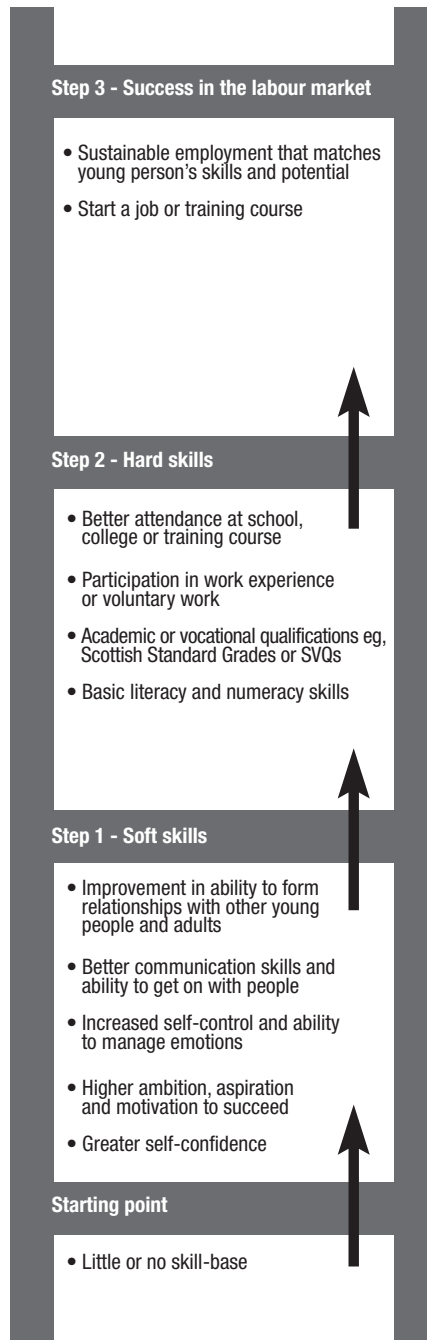


Photograph supplied by homeless link

⁵³ Over the last decade studies have suggested that non-cognitive skills such as self-esteem and a sense of control can be as, if not more, important for adult outcomes as cognitive skills such as literacy and numeracy.

^{***} The outcome ladder was originally published in NPC's 2008 baseline report for Inspiring Scotland's 14:19 Fund. The report can be downloaded free of charge at www.inspiringscotland.org.uk.

Figure 2: Outcomes ladder for describing young people’s progress



This figure was taken from NPC’s 2008 baseline report for Inspiring Scotland’s 14:19 Fund.

How do we know what works?

Good quality evidence is important for both charities and funders. Charities can use the information to understand their work better. They can compare the performance of similar projects, or identify which factors contribute most to success. They can then adapt their activities for even greater impact, and share what they have learned. Funders can use the information to target resources to those charities that are making the greatest difference.

The outcomes ladder is useful for understanding where each charity’s activities fall. However, it does not help us to work out whether these activities are successful in helping young people.

What evidence exists?

Unfortunately, the evidence available to assess whether charities’ approaches work is limited.

Some charities systematically collect data on what they achieve, but it is the exception rather than the rule. For example, both The Place2Be and Chance UK use the Goodman Strengths and Difficulties Questionnaire (SDQ), a behavioural screening questionnaire to assess the changes in the social behaviour and emotional well-being of children.

More commonly, charities commission one-off evaluations. There are many different approaches to evaluation, and they vary widely in quality. Often they are qualitative and provide no comparable data.

Another common source of information is questionnaires that give feedback on activities or indicate changes in young people’s circumstances or lifestyle. When collected systematically, ‘user feedback’ is a useful indication of what participants think of activities, and whether they believe they have benefited from them.

Almost all organisations collect basic data on what happens to young people immediately after they finish a programme, such as whether they re-enter education, find a job, or enrol in another programme. However, this rarely addresses the question of whether activities are successful in the longer term. Fairbridge has begun to track young people to find out what happens to them for two years after they leave the programme.

Box 8 discusses the reasons why evidence is limited.

How could charities better measure their impact?

Charities should have a better understanding of the difference that they are making to young people’s lives. At a minimum, NPC expects charities to collect data on:

- how many young people are participating in activities, and for how long;
- basic information about the needs of the young people who participate, to understand better who they are helping; and
- some sort of ‘before and after’ measurement at the beginning and end of each programme — for example, to see improvements in soft skills or behaviour at school.

Charities should be more ambitious in their attempt to measure and understand their results. Table 2 outlines in more detail some of the approaches that charities could use to measure their impact. The headings correspond with the main steps in the outcomes ladder presented earlier in the chapter.

What to look for in a charity

A consistent track record of successful outcomes is perhaps the best indicator of a good approach. However, lack of evidence means this can usually only be part of the judgement. Alongside evidence of results, our research suggests that successful projects share a number of common characteristics. These include:

Providing one-to-one support

Many young people who are NEET have complex problems. One-to-one support is necessary to give them the time and attention that is necessary to overcome these problems.

Young people can also benefit from developing relationships with responsible adults who are not their parents or teachers. This is particularly important when relationships with these traditional figures of support are poor. For example, many boys who are NEET are from single parent families and may lack a male role model in their lives.

Whether children develop these relationships depends largely on the characteristics of the staff and volunteers employed by projects. Staff should be able to inspire and challenge children, but also have an awareness of their needs and be seen as a safe person to talk to.⁵⁴

Involving fun, challenging activities

A recurring finding is the importance of fun, challenging activities in engaging those with a negative experience of education. Young people who are NEET need activities that motivate and excite them.

Sport, outdoor activities and creative activities such as dance, can all be used as a 'hook' to motivate young people to participate. As many young people have had a bad experience of formal education, alternatives need to be different. For example, Fairbridge combines courses in basic skills with outdoor activities such as rock climbing, and Vital Regeneration gives young people experience of recording and mixing their own music.

Box 8: Why is evidence limited?

There are a number of reasons why we do not have good quality information on the work of charities. These include:

- **Not knowing what to measure.** Many charities are unclear about what information they should collect to demonstrate their impact.
- **Different approaches to measuring the same things.** Comparing even similar approaches is difficult as charities use different tools to evaluate their impact. Agreeing on a common, or at least comparable, set of metrics would help overcome this problem.
- **Linking immediate results with long-term outcomes.** It is difficult to record outcomes such as improvements in confidence and self-esteem, but it is even more tricky to prove an effect on reducing the proportion of young people not in education, employment or training. Charities such as The Place2Be that have a long-term preventative approach, or charities such as Fairbridge that are working at the bottom of the ladder, may find this particularly difficult. In the absence of rigorous long-term evaluations, this link often has to be inferred.
- **Proving the causal link between the work of charities and the outcomes.** Many other factors—the young person's family and friends or external events such as a recession—influence outcomes, and proving the true impact of a young person participating in a charity's activities is difficult. A control group is one way of overcoming this problem, although this may be hard to implement.

Providing a reliable source of support

Many young people who are NEET have spent their lives being let down—by their parents or by the education system. The best projects are those that young people can rely on.

Long-term projects, where young people know that they do not just have one chance, are more likely to help. Short-term projects may not succeed for the most difficult and hard to reach, as young people require a sustained relationship and time to develop a routine.

Helping young people work towards defined goals

Evidence suggests that it is beneficial for projects to set goals for young people.⁵⁵ This gives young people a purpose and something to work towards. Setting expectations also reduces the chance that the young person will become dependent on the project.

Cultivating good relationships with families and schools

Good relationships with families and schools are often critical to success, as these are traditional sources of support. Once they leave a programme, young people will be dependent on the support structure offered at home or at school.⁵⁶

Table 2: What could charities measure?

	Description	Potential measures
Soft skills	<ul style="list-style-type: none"> • Ability to form relationships with other young people and adults • Communication skills and ability to get on with people • Self-control and ability to manage emotions • Ambition, aspiration and motivation to succeed • Self-confidence 	<ul style="list-style-type: none"> • Self-reported changes using a questionnaire—eg, number of friends • Changes reported by parents, teachers and adults in contact with young person—eg, ability to succeed in tasks such as an unscripted telephone conversation or presentations to peers • Standard tests of self-esteem and coping skills, such as the Goodman Strengths and Difficulties Questionnaire
Hard skills	<ul style="list-style-type: none"> • Attendance at school, college or training course • Participation in work experience or voluntary work • Academic or vocational qualifications—eg, GCSEs or NVQs • Basic literacy and numeracy skills 	<ul style="list-style-type: none"> • Attendance and participation data provided by schools, colleges or training providers • Number of weeks spent in voluntary work or work experience, and level of commitment reported by place of work • Qualifications gained and grades attained—eg, GCSEs and ASDAN awards • Standard measures of literacy and numeracy, including the NFER tests and Hertfordshire or Norfolk reading tests
Success in the labour market	<ul style="list-style-type: none"> • Starting a job or training course • Sustainable employment that matches young person's skills and potential 	<ul style="list-style-type: none"> • Monitoring of the types of jobs (manual, semi-skilled or skilled) young people go on to do • Follow-up questionnaire six and twelve months after finding a job, asking whether the young person is still employed

This table was adapted from one originally published in NPC's 2008 baseline report for Inspiring Scotland's 14:19 Fund.

Conclusion

This report has shown how charities play an important role in helping young people who are not in education, employment and training.

A variety of approaches

There is no single solution to the NEET problem as the barriers individual young people face are very different. This is why charities are often best placed to help. They provide a range of approaches to help young people in very different circumstances, including social and emotional support to children in primary school, mentoring, basic skills training, and intensive one-to-one guidance and support.

Towards a better understanding of what works

Good quality evidence is important for both charities and funders. Charities need evidence to understand their work better and improve. Funders need evidence to target resources on those charities that are making the greatest difference.

But our understanding of how to solve the NEET problem is hindered by the lack of evidence. This needs to be improved. Despite this weakness, we know some of the characteristics of successful projects. Good projects are those that provide one-to-one support; involve fun, challenging activities; provide a reliable source of support; help young people work towards defined goals; and cultivate good relationships with families and schools.

As the recession sees an increase in the number of young people who are NEET, understanding the role of charities and what they achieve is more crucial than ever.



Photograph supplied by Spirit of Enniskillen Trust

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Other NPC publications

Published research

Research reports are focused on specific areas of charitable activity in the UK unless otherwise stated.

Community

- **Breaking the cycle:** *Charities working with people in prison and on release (2009)*
- **Short changed:** *Financial exclusion (2008)*
- **Lost property:** *Tackling homelessness in the UK (2008)*
- **Hard knock life:** *Violence against women (2008)*
- **When I'm 65:** *Ageing in 21st century Britain (2008)*
- **Not seen and not heard:** *Child abuse (2007)*
- **A long way to go:** *Young refugees and asylum seekers in the UK (2007)*
- **Home truths:** *Adult refugees and asylum seekers (2006)*
- **Inside and out:** *People in prison and life after release (2005)*
- **Grey matters:** *Growing older in deprived areas (2004)*
- **Side by side:** *Young people in divided communities (2004)*
- **Local action changing lives:** *Community organisations tackling poverty and social exclusion (2004)*
- **Charity begins at home:** *Domestic violence (2003)*

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- **After the bell:** *Out of school hours activities for children and young people (2007)*
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- **Misspent youth:** *The costs of truancy and exclusion (2007)*
- **Read on:** *Literacy skills of young people (2007)*
- **On your marks:** *Young people in education (2006)*
- **What next?:** *Careers education and guidance for young people (2005)*
- **School's out?:** *Truancy and exclusion (2005)*
- **Making sense of SEN:** *Special educational needs (2004)*

Health and disability

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- **What price an ordinary life?** *Financial costs and benefits of supporting disabled children and their families (2007)*
- **Don't mind me:** *Adults with mental health problems (2006)*
- **Valuing short lives:** *Children with terminal conditions (2005)*
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- **Caring about dying:** *Palliative care and support for the terminally ill (2004)*
- **Rhetoric to action:** *HIV/AIDS in South Africa (2003)*

Environment

- **Green philanthropy:** *Funding charity solutions to environment problems (2007)*

International

- **Philanthropists without borders:** *Supporting charities in developing countries (2008)*
- **Going global:** *A review of international development funding by UK trusts and foundations (2007)*

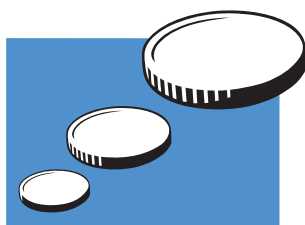
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- **Trading for the future:** *A five-year review of the work of the Execution Charitable Trust and New Philanthropy Capital (2007)*
- **Funding success:** *NPC's approach to analysing charities (2005)*
- **Surer Funding:** *Improving government funding of the voluntary sector (2004, published by acevo)*
- **Full cost recovery:** *A guide and toolkit on cost allocation (2004, published by NPC and acevo)*
- **Just the ticket:** *Understanding charity fundraising events (2003)*
- **Funding our future II:** *A manual to understand and allocate costs (2002, published by acevo)*

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Using this research it advises clients and their trusted advisors, and helps them think through issues such as:

- Where is my support most needed, and what results could it achieve?
- Which organisation could make the best use of my money?
- What is the best way to support these organisations?

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