



THE DIFFERENCE WE MAKE

2013/14





“AS ROYAL PATRON OF SKILLFORCE, I WOULD LIKE TO CONGRATULATE THE STUDENTS WHO HAVE SO IMPRESSIVELY COMPLETED THEIR AWARDS THIS YEAR, IN PARTICULAR THOSE UNDERTAKING THE FIRST JUNIOR PRINCE’S AWARD. THANKS TO THE VALUES OF TEAMWORK, DISCIPLINE AND RESPONSIBILITY IMPARTED BY SKILLFORCE INSTRUCTORS, AS WELL AS THE INVALUABLE SUPPORT OF SKILLFORCE PARTNERS, YOUNG LIVES CONTINUE TO BE ENRICHED AND THEIR COMMUNITIES ARE FOR THE BETTER. SKILLFORCE IS HERE TO HELP GIVE YOUNG PEOPLE THE BEST POSSIBLE CHANCE IN LIFE AND I AM VERY PROUD OF WHAT THEY CONTINUE TO ACHIEVE”

HRH THE DUKE OF CAMBRIDGE KG KT, ROYAL PATRON

llForce



SKILLFORCE

SKILLFORCE – A GREAT YEAR!

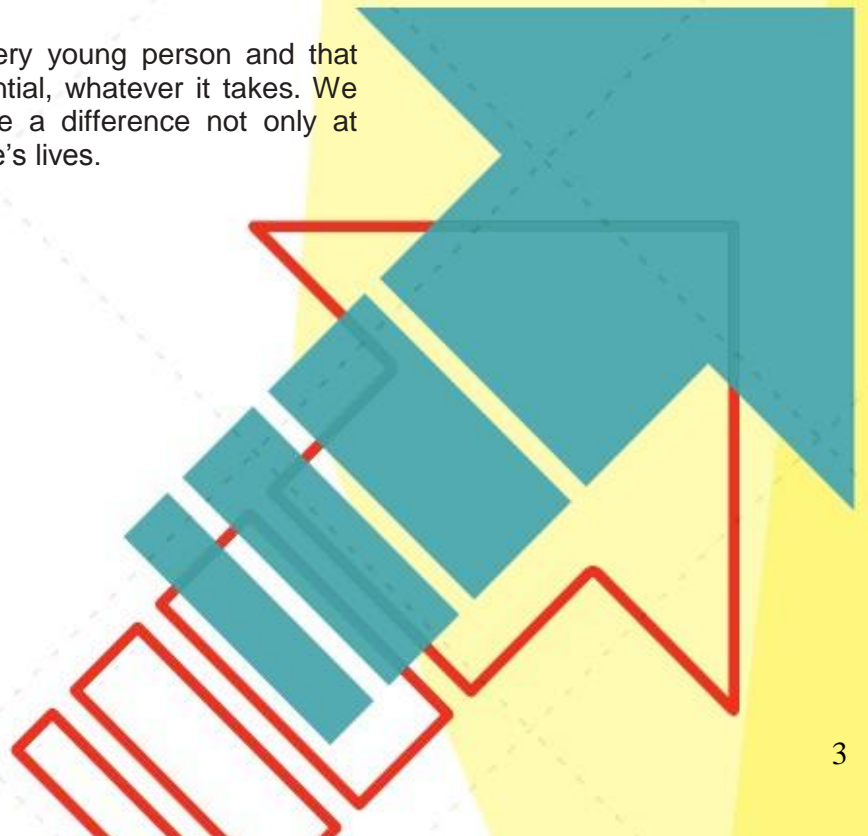
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IN 2014 SKILLFORCE, AN EDUCATION CHARITY, CELEBRATED **10 YEARS** OF INSPIRING YOUNG PEOPLE TO ACHIEVE IN LIFE AND SUCCEED AT SCHOOL USING THE VALUES AND SKILLS OF EX-MILITARY PERSONNEL TO DELIVER PROGRAMMES THROUGH OUR MILITARY ETHOS.

In this academic year we had an impact on the lives of more hard-to-reach children than ever before. We worked with more disadvantaged children, more children with Special Educational Needs, and yet even more of our students went on to positive destinations.

We diversified. We reached more students at primary level, taking on the challenge of early intervention. With the support of our Royal Patron HRH The Duke of Cambridge KG KT we piloted and launched the SkillForce Junior Prince's Award.

At SkillForce we passionately believe in every young person and that every young person should reach their potential, whatever it takes. We know that our tailored approach does make a difference not only at school, but to the future of many young people's lives.



THE SKILLFORCE WAY

Military ethos

We draw our values from men and women who have served their country and now want to serve their community. In 2013/14 76% of our staff, volunteers and instructor teams had a services background; we spent £4.1million on their training and employment.

We passionately believe in the military ethos and we draw from it the values listed at the bottom of this page. Values such as discipline, resilience and courage provide a powerful learning environment and helps us make a difference to young people's lives.

Inspiring young people

We provide alternative provision in schools for 9–19 year olds who need a different approach. In 2013/14 52% of our students were at risk because of deprivation, Special Educational Needs or risk of exclusion. 81% of our Instructors working with schools had a services background; 23% of our team were Wounded, Injured or Sick personnel (as defined by the Forces). Our SkillForce instructors make a difference – they deliver programmes proven to improve attendance, behaviour and achievement in life. We shaped our programmes to align with the Young Foundation framework of outcomes (2012)¹ because “there is substantial and growing evidence that developing social and emotional capabilities supports the achievement of positive life outcomes, including educational attainment, employment and health”. We used this framework to evaluate more effectively the positive change we make to young people's lives.

Values

DISCIPLINE
SELFLESSNESS
COURAGE
RESILIENCE
DEDICATION
LOYALTY
DEPENDABILITY
RESPECT



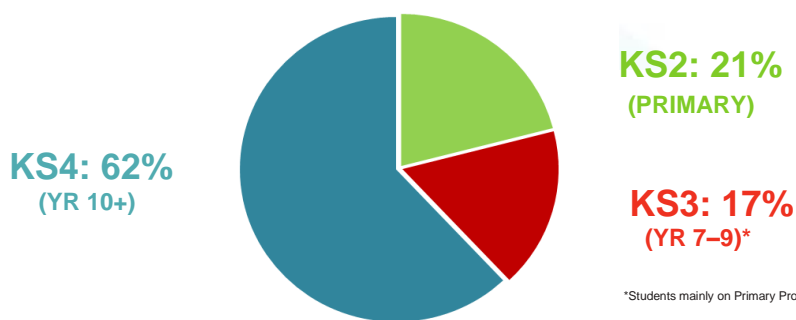
¹ A framework of Outcomes for Young People, The Young Foundation, Bethia McNeil, Neil Reeder & Julia Rich July 2012

WHO WE WORK WITH

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In 2013/14 we worked with 4,430 primary and secondary school children in England, Scotland and Wales.

OUR STUDENT GROUPS HAVE MORE THAN DOUBLE THE NATIONAL AVERAGE NUMBER OF FREE SCHOOL MEAL (FSM) AND SPECIAL EDUCATIONAL NEEDS (SEN).



The young people we support:

FREE SCHOOL MEALS

FSM is an indicator of economic disadvantage which remains strongly associated with poorer performance, on average, at every key stage.

IN 2013/14, STUDENTS RECEIVING FSM WERE 28.0 PERCENTAGE POINTS LESS LIKELY TO ATTAIN 5 A*-C GCSES THAN NON FSM STUDENTS

- In 2013/14, 37.1% of our students were eligible for FSM – more than twice the 16.3% national average²
- This was 11% more than last year, at a time when national FSM eligibility reduced.

SPECIAL EDUCATIONAL NEEDS (SEN)

Pupils with SEN are twice as likely to receive Free School Meals, and are 6 times more likely to miss school because of exclusion; 12.4% of pupils with an SEN statement are persistent absentees.

ATTAINMENT IS SIGNIFICANTLY LOWER IN CHILDREN WITH SEN ACROSS ALL KEY STAGES; ON AVERAGE 67% LOWER THAN CHILDREN WITHOUT SEN:

The need for alternative provision is compelling. In 2013/14, 39.1% of our students had SEN, more than double the national average number of SEN students of 17.9%.³

This was 7% more than last year, as SEN nationally fell by almost 1%.



² Department for Education GCSE and equivalent attainment by pupils characteristics, 2013 to 2014

³ Department for Education, SFR 31/2014, Children with Special Educational Needs 2014, An Analysis

SADDLEWORTH SCHOOL A HEADTEACHER'S PERSPECTIVE

SkillForce have a long standing relationship with Saddleworth School where I joined as Headteacher in September 2011.

My first impression of the instructors was that they get hard to reach students responding in a way our school teachers can't simply because of their genuine real life experiences.

We embed SkillForce into our school curriculum. Students who need something different have the option of a SkillForce programme. These students, many at risk of not completing Key Stage 4, stay engaged in school taking part in activities including community projects. For them, it's different, exciting and interesting.

The very fact that these students are in school is an impact in itself but they also pick up qualifications and awards boosting individual's confidence and self-esteem.

The knock on effect is that by staying in school, these students continue to access English, Maths and Science. SkillForce's additional pastoral support also nurtures and encourages performance keeping our students focused.

SkillForce, are critical for some of our students helping them stay engaged in learning and present in school where similar students in the past have drifted, suffering from absenteeism and disengagement with their academic studies.

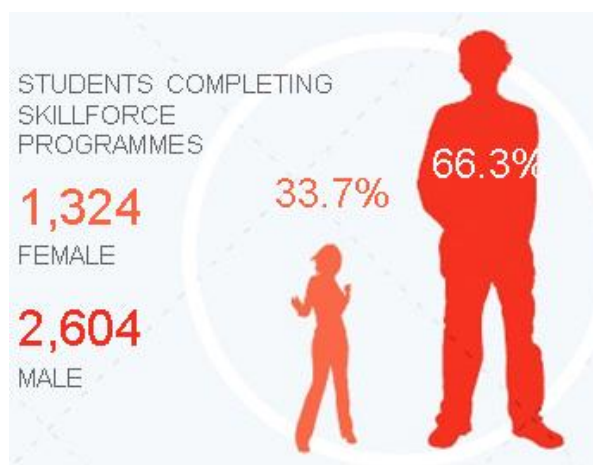
SkillForce is so important for Saddleworth School that we are now extending their support to also running aspects of the Duke of Edinburgh's Award.

BOYS

Two thirds of our students are boys. White British boys are the most persistent low educational achievers⁴ and are three times more likely than girls to have statements of SEN at secondary school; two and a half times more likely at primary school.⁵

2014'S GCSE RESULTS SHOW THE GENDER GAP IS WIDENING; GIRLS ARE ALMOST 20% MORE LIKELY TO ACHIEVE AT LEAST 5 A*-C GCSES THAN BOYS.

It stands to reason with the SEN risk factor and attainment gap, that two thirds of students nominated by schools for SkillForce programmes are male.



NEARLY HALF OF ALL LOW ACHIEVERS LEAVING SCHOOL ARE WHITE BRITISH MALES. BOYS GENERALLY OUTNUMBER GIRLS AS LOW ACHIEVERS BY THREE TO TWO AND HAVE POORER READING AND WRITING SKILLS IN PRIMARY SCHOOL. CHILDREN WITH EARLY READING AND WRITING PROBLEMS ARE MORE LIKELY TO BECOME LOW ACHIEVERS AT THE AGE OF 16.

Tackling Low Educational Achievement,
Joseph Rowntree Foundation

⁴ London: School of Economics and Political Science

⁵ Department for Education SFR 31/2014

WHAT WE DO

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SKILLFORCE PROGRAMMES

IN 2013/14 WE DELIVERED THREE TYPES OF PROGRAMMES WITH 4430 YOUNG PEOPLE ACROSS 173 SCHOOLS:

PRIMARY PATHWAY / SKILLFORCE JUNIOR PRINCE'S AWARD

To help primary-aged children prepare for transition to secondary school and improve attainment.



1,012

students

BACK ON TRACK

To help young people with challenging behaviours develop the confidence, skills and character traits to find success.



462

students

ONTO NEXT STEPS

To help young people make the transition to the next stage (education or work) by developing the skills and character traits required for success.



2,799

students

Excluding 157 'other' programmes

SKILLFORCE PRINCE'S AWARD

THE SKILLFORCE PRINCE'S AWARD IS UNIQUE TO OUR CHARITY.

In 2011 our Royal Patron HRH The Duke of Cambridge KG KT gave his name to a SkillForce programme to help secondary school children test their limits, explore new things and ways of working, and complete a challenging "24 Hours To Make A Difference" project in their community. This became the SkillForce Prince's Award and grows every year with 275 students taking part in 2013/14.

IN 2013/14 WE COMPLETED 3 TIMES AS MANY COMMUNITY AND ENVIRONMENT PROJECTS AS 2012/13, INVOLVING 30% OF OUR SECONDARY SCHOOL STUDENT GROUPS.



COMMUNITY PROJECT ROYAL GUNPOWDER MILLS, WALTHAM ABBEY

Students from three Essex schools came together to carry out their 24 HOURS TO MAKE A DIFFERENCE at the Royal Gunpowder Mills in Waltham Abbey; a national centre for historical and educational purposes. The Royal Gunpowder Mills would not be able to operate without the support of volunteers.

Despite the early start and the rain, 30 students and 6 instructors braved the weather to complete their challenge. Students were well prepared having written to local businesses for resources for the day and bringing their hand made bird boxes.

The students cleared verges of the woodland wildlife walk, hoed pathways, swept out buildings, and built and painted more bird boxes, before putting them in the trees.

The work ethic and achievements of the young people were outstanding. Teachers and parents commented how the volunteering, in their own time, had made a significant difference to their attitude.



"We were all impressed with the students' enthusiasm and interest in the site. We would like to thank the young volunteers for their hard work and for bringing us the bird boxes (especially the ones they made/decorated themselves). We will work with SkillForce again in the future."
Liz Went (Volunteer Manager, Royal Gunpowder Mills)

" THIS IS JUST FANTASTIC! YOU GUYS ARE DOING AN AMAZING JOB WITH OUR STUDENTS... THANK YOU."

Nick Farrow (Deputy Headteacher, Manningtree High)

"The students said how they found the experience much more enjoyable than they first thought, and how it was nice "to be a part of a team". A positive and enjoyable experience all round!"
Mark Jeffs (SkillForce Instructor)

SKILLFORCE JUNIOR PRINCE'S AWARD

The SkillForce Junior Prince's Award was launched by HRH The Duke of Cambridge KG KT in June 2014. Through a series of fun and engaging projects, the Award helps primary- aged students develop the skills and confidence needed to step up to secondary school. Projects include trying new things, working as a team, testing limits, camping out and learning about Remembrance.

4 NATIONALLY
RECOGNISED
AWARDS

1 SOCIAL ACTION
PROJECT

40 HOURS OF
LEARNING

1 OVERNIGHT
CAMP

1 REMEMBRANCE
PROJECT



“ THERE’S LESS OF, ‘I CAN’T DO IT’. IT’S ALL, ‘COME ON WE CAN DO THIS. WE CAN DO THIS TOGETHER.’ IT’S ALL VERY POSITIVE FROM THE CHILDREN.”

PARTNER SCHOOL TEACHER

“ IF IN THE PAST I COULDN’T DO A MATHS PROBLEM I WOULD JUST SHUT MY BOOK AND GIVE UP BUT NOW I JUST KEEP TRYING.”

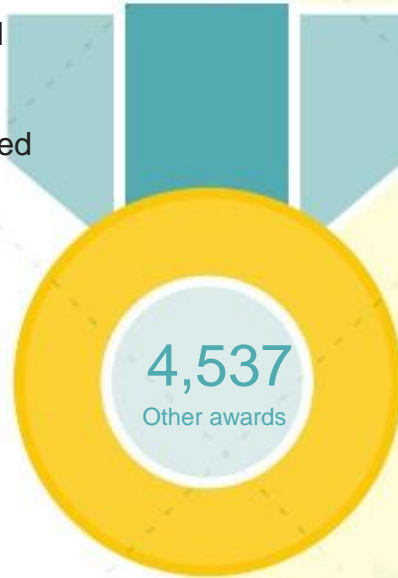
“ SKILLFORCE IS AWESOME, IT’S THE BOMB”

“ THEY ARE MINT. LET THE SKILLFORCE BE WITH YOU!”



NATIONALLY RECOGNISED AWARDS

Through our programmes we delivered 10,081 nationally recognised awards, of which 21% were accredited qualifications. 87% of children completed an award in first aid. Each student received an average of 2.6 awards.



Photograph courtesy of The Shields Gazette.

SKILLFORCE LITTLE LIFE SAVERS

Quick-thinking Millie Stephenson, nine, and little sister Erin, six, made a vital call to paramedics when 64-year-old Anne Jobling collapsed while making their tea.

Millie, a Year 5 pupil at St Matthew's School, Jarrow, was ready to rise to the challenge – because she'd recently been given first aid lessons in school by SkillForce.

Millie made sure her grandmother was in the recovery position and called 999, providing the address details to the emergency services before also contacting a neighbour.

The Stephenson sisters were praised by their Headteacher, Martin Humble who calls them "little life-savers."

Mags Torley, Deputy Headteacher said: "SkillForce have taught non-academic skills, like navigation and first aid for the past 18 months. They are real-life skills and this goes to show it. It really is a direct result of what the children have been learning."

“ WE ARE VERY PROUD OF THE GIRLS.”

THE DIFFERENCE WE MAKE

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BY IMPROVING **BEHAVIOUR**, WE DEVELOP SKILLS, WHICH PRODUCE **BETTER RESULTS**, AND ULTIMATELY A **GREATER DESTINATION** IN LIFE.

BEHAVIOUR

Our SkillForce Back on Track programme focuses on improving the behaviour of the most challenging students within the school. We measure success by surveys across instructors, parents, teachers and of course the young people themselves.

INSTRUCTOR SURVEY

Behaviour is assessed against 11 areas such as “Abides by the rules, Arrives on Time and Uses Respectful Language,” comparing the first 6 weeks with the next 6 weeks.

Students behaviour improved by an average 13.4% which also increased their likelihood of attainment within the rest of their subjects and greatly improved the learning environment for all other pupils.

PARENTS AND STAFF SURVEY

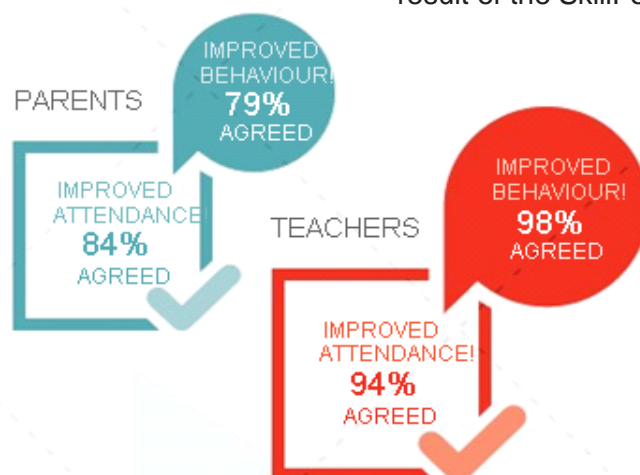
A study by the Institute Of Education, University College London asked parents and teachers if they agreed that children’s behaviour and school attendance were improved by a SkillForce programme.⁶ The diagram below shows the results.

YOUNG PEOPLE

67% of pupils felt that their behaviour had improved as a result of the SkillForce programme

60% of pupils felt that they attended school more as a result of the SkillForce programme

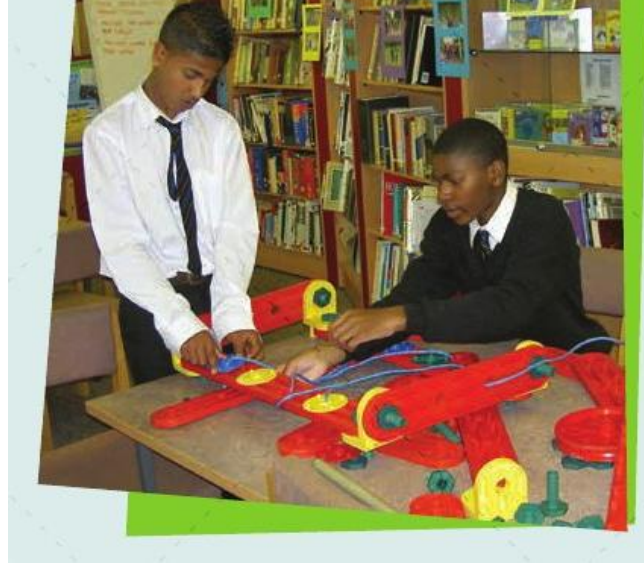
56% of pupils felt that there were excluded less as a result of the SkillForce programme



CHARACTER

In all 3 areas of character – resilience, confidence and self-esteem⁷ – students showed an improvement with

- Our most challenging students showing a 17% improvement in “resilience,” and “confidence.”
- The average improvement against all areas being 10 %.



YOUNG PEOPLE’S PERCEPTIONS OF THE IMPACT ON THEIR SOCIAL SKILLS

- SkillForce has taught me to respect other people more – 75% agree
- SkillForce has helped me to work better within a team – 82% agree

Studies which have investigated the long term outcomes for children and young people with conduct or emotional problems, have shown a relationship with a future dependence on state benefits and earnings of up to 30% less when in work.⁸

RETENTION

OF 931 STUDENTS (PRIMARY AND SECONDARY) AT RISK OF EXCLUSION, ONLY 2% ON A SKILLFORCE PROGRAMME WERE ACTUALLY EXCLUDED FROM SCHOOL.

There were 254 pupils of school leaving age at risk of exclusion when they started their SkillForce course. Only 5% of those at risk, and less than 1% of all year 11 students were actually excluded.



⁷ Aligned with the Young Foundation framework of outcomes (2012)

⁸ Richards et al 2009, An Evaluation of Alternative Education Initiatives, Childhood mental health and life chances in post war Britain: Insights from three national birth studies

DESTINATION

DESPITE A HIGH PROPORTION OF SKILLFORCE STUDENTS FACING CHALLENGES HIGHLY LIKELY TO AFFECT THEIR OUTCOMES IN LIFE, 98.4% WENT ON TO A POSITIVE DESTINATION. THIS WAS 9.4% BETTER THAN THE NATIONAL AVERAGE OF 89%.

SKILLFORCE SPECIALISE IN SUPPORTING STUDENTS WHO NEED AN ALTERNATIVE APPROACH. OUR SUCCESS SHOWS IN THE ABOVE AVERAGE % OF STUDENTS WITH FSM AND SEN WHO GO ON TO POSITIVE DESTINATIONS AFTER SCHOOL. SKILLFORCE OUTPERFORMS NATIONAL AVERAGES BY OVER 15%.

- 4.4% of leavers had 3 factors of risk (SEN, FSM and high risk of exclusion).
- Of these, 95.5% reach a positive destination – 6.5% higher than all leavers nationally. An outstanding result!
- Comparatively, 50% of students in Pupil Referral Units or alternative provision at KS4 do not reach positive destinations.⁹

“SkillForce is a highly successful programme which has the potential to turn around the lives of disaffected young people. Participating young people demonstrate major improvements in attendance, behaviour, punctuality, and the use of bad language with fewer exclusions and fewer incidents of aggressive behaviour. There are improvements in their personal development, academic attainment and aspirations.”

Evaluation of SkillForce Zero Exclusions Pilot: Perceptions of SkillForce and school staff and parents. Institute of Education, University College London 2013

STEVE'S STORY*

Nottinghamshire

Steve was 14. His life had been tough from the day he was born. Today he believes in himself. After a difficult and lonely childhood, Steve was placed into Social Services care when even Foster care had not worked out for him. He was a drug user at just 14. Steve had incredibly low self-esteem. He didn't turn up for school, could not connect with his teachers, and the outlook for him as a young adult was grim.

In 2013, Steve joined a five-day-a-week SkillForce programme in Nottinghamshire. At first he was hostile to the instructors – adults who he believed were bound to let him down again. Eventually, he allowed the SkillForce instructors into his inner circle. They could commit more time to him than any teacher could have done and they were there no matter what. They connected, found a common bond and established trust.

Steve finished the course with five qualifications, including combating substance misuse. He was accepted into Further Education and is training to be a plasterer. His future is bright. His life has been changed by SkillForce.

*Name changed to protect identity

BETH'S STORY

Age 17, South Shields, Tyneside

"I didn't get along with my teachers one bit. It was horrible. I thought they looked down at me. I shouted and screamed. In primary it was fine but I hated secondary. I used to kick off, get kicked out. I was hitting teachers. Just horrible and I didn't even care. Then they offered me SkillForce."

Beth is 17 years old and was part of a SkillForce programme for two years. Her father was murdered in a drugs related incident shortly after she was born. She moved to a difficult estate in South Shields with her mother, who abandoned her aged 9. Beth went into care but struggled. Finally, she moved in with her grandparents but found it difficult to settle at school. They were weeks away from sending her back into care.

"I didn't want to go to SkillForce at first. But now I'm 10 times different. They treated you like an adult, talked to you like an adult. They didn't shout and they were a calming effect for me. You got more respect than in school. They earned your respect and we earned theirs'. Not like school.

"I thought it would be harder with the Forces guys. But they're nicer than I thought – tough but not hard.

"I've learnt to trust in myself. Believe in myself. It has given me courage to do things and try things and let me get on and make decisions for myself. If I had stayed in normal school, I would have been kicked out and wouldn't have gone to College."

Beth is now studying at Newcastle Further Education College studying Level 2 Applied Science. She wants to go to university and qualify to be a forensic scientist.

"My grandma and grandad are really proud of us and how far I have got, because of what I was like when I was at school."

"I know now I can do lots of things."

The Value of SkillForce

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SkillForce is a registered charity. Our fundraising meets part of the cost of our work and schools pay the remaining cost. We welcome donations and support from grant-making bodies.

THE AVERAGE COST TO SUPPORT A SKILLFORCE STUDENT IS £1,586, LESS THAN A FIFTH OF THE AVERAGE COST OF OTHER ALTERNATIVE PROVISION.

The average cost of SkillForce supporting 4430 students in the year was £1,586 per child. This is an average across programmes of different lengths, varying from 1 day per week to 3 days per week. In all instances, our students also successfully remained in mainstream education.



The average cost of full time alternative provision in the UK is £9,500 and a Pupil Referral Unit placement (PRUs, the institutions to which most excluded children are currently sent) is between £12,000 and £18,000 per year¹⁰; many of these students will not have remained in mainstream education.

£1.5K
SKILLFORCE
SUPPORT



£9.5K
ALTERNATIVE
PROVISION

£12-18K
PUPIL REFERRAL
UNIT (PRU)

TANGIBLE SAVINGS FOR SOCIETY



NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET) STUDENTS

8.6% of all 16 to 18 year old school leavers were NEET¹³ in 2013/14 versus compared to only 1.6% of SkillForce school leavers. The working lifetime cost of NEET is £56,300 in public finance costs and £104,300 in resource costs.¹⁴

Of the 2014 SkillForce students we tracked, this was a remarkable potential saving for society of £6,102,800; the cost of working with these students was just £60,268, 1% of the cost saving.

A young person who experiences a period NEET will, on average, lose up to £50,000 in earnings over their working life when compared to a peer who doesn't experience a period NEET. They will lose up to £225,000 over the same period when compared to a peer who has never been NEET and who has graduated from university.

EXCLUSION

The cost to society of a single exclusion is £64,000¹¹ of the 241 school leavers, at risk, who were not excluded, the cost saving is £15.4m.

Attaining 5 or more A–C grade GCSEs, translates into an average increase in productivity of around £100,000 for men and around £85,000 for women, over their working lifetime.¹²

¹¹ New Philanthropy Capital Miss-spent youth 2007, the costs of truancy and exclusion

¹² Greenwood, C. Jenkins, A. And Vignoles, A (2007): The Returns to Qualifications in England: Updating the Evidence Base on Level 2 and Level 3 Vocational Qualifications

¹³ Department for Education, SFR47/2014, NEET Quarterly Brief – July to September 2014

¹⁴ Estimating the life-time cost of NEET- 16-18 year olds not in Education Employment or Training – University of York, Research undertaken for the Audit Commission

THE FUTURE



I am thrilled to have been appointed as Chief Executive of SkillForce succeeding Peter Cross, OBE who, having founded SkillForce, has become our Honorary President. I bring a wealth of education experience to the post having been a teacher, head of department, Head of Faculty, Deputy Head, Headteacher and Executive Headteacher over 18 years

Revisions for 2015/16

All of our existing products have been refreshed for the 2015/16 academic year from Key Stage 2 to 4 in England. We have also launched a new suite of Scottish programmes for Primary to post 16 to dovetail with the Curriculum for Excellence. These include: *Primary Pathway*, *Broader Horizons*, *A World Beyond* and *Stepping On*. Looking ahead to 2016 we are remodelling our programmes to ensure that they better support the new Progress 6 and Progress 8 measures and promote employability.

Revised “Prince’s Award” for 2016

Following the overwhelming success of the Junior Prince’s Award we aim to develop a brand new award spanning Key Stage 1, 2 and 3 (and Primary 1 to Secondary 3 in Scotland) using the most successful and impactful elements of the Junior Prince’s Award and the Primary Pathway programme. This award will be developed and approved in 2015/16 with a launch date of September 2016 in schools. The new Award will promote mental resilience, character, ‘grit’, determination and develop physical and mental ‘fitness’. It will be progressive and developmental through the key stages. Our aspiration is for National recognition and longevity as well as making a significant contribution to raising standards and reducing fixed term exclusion across all of the schools we work with.

SkillForce Personal Learning Advisor (PLA)

To support the new programmes in Primary and Secondary schools listed on the previous page we are also developing a new assertive mentoring programme for children aged 10 to 18. This will involve 1: 1 sessions and small group work with other mentees designed to tackle the specific issues the group has, whether it be attendance and lateness, disengagement from school, obesity or a lack of support from home. These programmes will be bespoke to each school setting.

British Values and Prevent Programme

It is planned to roll out in partnership with a number of UK Police Forces, a British Values and Prevent programme for Primary and Secondary schools. Its primary focus will be on democracy and the rule of law.

Family SkillForce

A Family SkillForce programme aimed at families and students in primary and secondary schools to encourage positive communication and engagement between child, parent/carer and school will be extended to other UK regions from September. This approach is to provide an environment with which the child and parent/carer jointly participate in fun and challenging activities.

Your Future

The Your Future programme for post 16 young people will be piloted in Tower Hamlets from September 2015. The programme aims to help young people to enter the world of work, training or further education and develop employability and life skills. Working in partnership with OCR and Inspiring Futures, the programme will develop self-esteem, teamwork, communication and resilience that future employers require.

Traineeships

It is envisaged that a bespoke Traineeship-Employability programme will be piloted with Kent County Council in September 2015. This programme aims to provide young people with teamwork, life skills and leadership required in the workplace to be successful.

This is an exciting time for SkillForce and I very much look forward to working with you to help our heroes working in schools to transform young lives.

Ben Slade
Chief Executive

PARTNER WITH US

IN 2013/14 THERE WERE 10,000 ALTERNATIVE PROVISION PROVIDERS WITH 44,000 STUDENTS.

WE ARE JUST ONE ORGANISATION SUPPORTING 9.8% OF THOSE STUDENTS, AT THE COST OF JUST £1,586 PER CHILD. WE CAN IMPACT MORE STUDENTS WITH YOUR SUPPORT.

SCHOOLS AND COLLEGES

Learn more about SkillForce's programmes and how we could inspire your young people to succeed by contacting us on **01623 827 651** and we will connect you directly to a team in your area.

FUNDERS

Donate to SkillForce to extend the important and life-changing work we do. Please contact our Fundraising Team on **01623 827 631**.

SUPPORTERS AND THE MEDIA

Visit us and we will demonstrate to you the difference SkillForce makes. Please contact us on **01623 827 651** to organise a visit in your area.

THANK YOU

SkillForce would like to thank the following organisations and individuals for their support:

The Department For Education, ABF The Soldiers Charity, Ashley Head, Audi Polo, BGC Partners, Blagrave Trust, Blaine Tomlinson, CarVal Investors, Charles Dunstone, CHK Charities, Clyde & Co, Davenport Lyons, The Dulverton Trust, The Enid Linder Foundation, The Equitable Charitable Trust, Fidelity UK Foundation, Forth Radio (Cash for Kids), The Freemasons' Grand Charity, Garfield Weston Foundation, Goldsmiths' Company, Haremead Trust, Help for Heroes, Henry Smith Charity, The Linbury Trust, The Lovering Charitable Trust, The Man Group, Merchant Taylors, The Ocean Youth Trust, The Royal British Legion, Royal Foundation, The Royal Masonic Trust for Girls & Boys, The R S Macdonald Trust, Schrodgers, Sir Ronald Hobson, The Stone Foundation, The Taurus Foundation, Thomas Farr Charity, Thompson Family Charitable Trust

AND ALL THE SCHOOLS AND YOUNG PEOPLE WE HAVE WORKED WITH.

PATRONS AND AMBASSADORS

OUR ROYAL PATRON

HRH The Duke of Cambridge KG KT

OUR PATRONS

General The Lord Ramsbotham CB CBE
General The Lord Dannatt GCB CBE
MC DL

OUR AMBASSADORS

Air Vice Marshal Tony
Stables CBE
Lord Ashcroft KCMG PC
John Gellett
Keri-Anne Payne
Clive Hexton
Suzanne Neville
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Paul Cummings
Blondel Cluff
Vassos Alexander
Georgiades
Alice Paterson
Jim Royan OBE
Douglas Osler CB KSG

OUR TRUSTEES

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Jan Richardson MBE DL
Shelley Collins
David Courtley
David Dickinson
Michael Hatchwell
Gary Lewitt
Jane Liddell
Andrew McCully OBE
Amanda Pullinger
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