**Engaging white working class males**

Alex currently studying for his PhD at Wolverhampton - the research is on working with white working class males

Ice breaker: discussion groups re: what characterises white working class males for us

* More likely to study vocational courses
* Encompass all nationalities
* First generation HE, potentially less support or even actively discouraged from progressing into HE
* For some locations - curriculum doesn't match with their areas of interest
* More manual labour roles (historically, family)

Alex keen for Academic research to inform working practices within the sector. He has undertaken a qualitative study based in one school with 3-students over 4 months.

These consisted of semi-structured interviews with staff and students and members of their social networks (19 participants)

Info on the school:

* Judged inadequate with ofsted in 2017
* very high proportion of white working class males
* Students selected by pupil premium eligibility and working collaboratively with teachers to identify

Students were shown video about procrastination - Alex then asked the participants to find a video for their next session with the instruction that the video should teach him something:

* Video 1: film re: football
* Video 2: video for a computer game (quite dark) - about living with anxiety
* Video 3: youtube video for chocolate chip cookie

For consideration: as there were 1:2:1 sessions with Alex do we think the students would have picked the same video's if they were going to be showing to the wider class/their peers??

*S Roberts (2013) Boys will be Boys - the point we have reached is that some things that were seen as feminine no longer have the same connotations*

Recommendations for further reading/studies referenced/additional discussion areas:

Willis's Lads (Paul Willis)

* Seen as the breadwinner of the family
* Anti-school subculture
* Gained status by disrupting lessons, not doing homework and messing around
* Argued lads he observed were deliberately failing themselves in recognition of the menial work the awaited them
* Positioned other behaviours as effeminate and undesirable

We have a very defined class structure , Mike Savage recently did an analysis of class in the 21st century (The Great British Class Calculator)

Seven levels of class, rather than the three

where do the white working class males now sit in this - Traditional working class, precariat, or emergent service workers?

So when considering the work and activities that we now deliver needs to think about white working class males differently and consider where they now could potentially sit within the 'class system'

It is not the case that working class students lack aspiration (lots of studies proving this) so it's not enough to just say we need to raise their aspirations.

The definition of aspirations - a hope or ambition of achieving something

Change to **expectation** - a strong belief that something will happen

So what does this all mean in practice: some examples of work being undertaken specifically to target white, working class males:

**Southampton University - 15 week mentoring programme**

* Year 8 students at two Hampshire Schools
* 6 student ambassadors and 18 mentees
* All mentors had WP characteristics - had received contextualised offers from Soton
* Flexibility of the content - monitoring via shared targets, evaluation wheel and pre and post event questionnaires
* 1:2:1 working really allowed sessions to be tailored towards specific students
* 'Hot knowledge' - this target group were more likely to impactful if it was delivered in a more informal manner (study by Kings College)

**Cons:**significant cost implications, a lot of work to ensure the mentors are properly trained (ongoing), limited number of students that can be involved, locating appropriate role models in the mentors

**Through the Eyes of Boys: Shaping Futures NCOP (Lancaster)**

Phase 1: launches in 2017 with 67 students with Liverpool Schools

Phase 2: "Knowsley arm" of the project

* Co-production model with teachers, developing project with people who knew the 'lads', developed a programme which went beyond aspiration raising and piloted.
* Ran for over one year, began in Jan with introductory meeting with parents
* Feb: go-karting, university visit day (collaboration with other universities)
* March/April: Local employability including Goodison Park
* May/June - Jaguar to find find out about apprenticeships
* July - residential
* September - London visit to see MP

**Pro's:** senior level buy in from participating schools, leads from university had personal link with the schools, partnerships with Horizon +, project stimulated by council led activity "knowelsey better together"

**Cons:** had to navigate some red tape, workload meant some colleagues had to take elements of the programme who didn't have the same position in the community, no readymade pool of immediate role models

Fyi: Chris at Lancaster is happy to talk to anyone interested in finding out more