

Lambeth Made: Education, Skills and Employment Programme

**Interim Evaluation - Technical Report
April 2023**

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Introduction

The London Borough of Lambeth is part of the thirteen local authorities which make up Inner London. Lambeth stretches from the South bank of the river Thames to the residential suburbs of Streatham and West Norwood. Lambeth is well known for its diverse rich cultural and ethnic mix. The borough is divided into 25 wards and made up of five town centres: North Lambeth, Streatham, Clapham & Stockwell, Norwood, and Brixton. In January 2023, Lambeth Council commissioned dmh associates to undertake an interim evaluation, including a cost benefit analysis, of the Lambeth Made: Education, Skills and Employment (LMESE) programme.

Lambeth 2030¹ vision (March 2023) highlights the borough has social and climate justice at its heart:

‘By harnessing the power and pride of our people and partnerships, we will proactively tackle inequalities so that children and young people can have the best start in life and so everyone can feel safe and thrive in a place of opportunity’ (Lambeth 2023 vision statement, Lambeth’s Borough Plan p.5).

Latest findings (p.6) show Lambeth has the 9th largest population in London (317,600). Lambeth’s population is diverse and multi-cultural comprising Asian, Asian British (7.3%), Black British, African or Caribbean (24.0%), Mixed or Multiple Ethnic groups (8.1%) White British (40%), White Other (15%) and All Other (5.7%). In 2022, 82% of employed residents were paid at least the London Living Wage – with the 2022 annual median gross weekly pay £749.40 (11th lowest in London). In January 2023, 11,950 residents (4.9% of the population) were on universal credit and 17% of the population indicate that their day-to-day activities are limited to some extent by health problems or a disability.

The borough has a high concentration of people between ages 20 and 40 making it a comparatively young borough², but there are signs of a decrease in children in the borough over time. There are 63,200 children (up to age 18) of which 43% live in poverty, after housing costs. 63% of children and young people are Black, Asian or Multi-Ethnic compared with 21% nationally. 83 schools in Lambeth are rated good and outstanding accounting for 93.3% of Lambeth schools. Lambeth Council continues to invest in local specialist provision, offering a mixed economy of inclusive mainstream schools, specialist resource bases, special schools and specialist colleges within Lambeth. The Youth Promise³ (aimed at 16 -30 year olds) and Special Educational Needs or Disability (SEND) Local Offer (up to the age of 25 years old)⁴ are promoted widely across the borough.

Lambeth’s existing strengths in the local economy include health sciences, low carbon, and creative and digital industries. The Lambeth’s Skills and Employability Strategy (2020-23)⁵ was developed during the Covid-19 pandemic as part of the borough’s emergency action towards social growth and recovery. The strategy set out a compelling vision for Lambeth as:

‘A place where industry, educational and cultural institutions, the voluntary and public sectors come together to deliver a world class skills system and agile employment support that provide opportunities for good quality work – responding to systemic inequities, the aspirations of our residents and the needs of the economy’ (p.4).

The LMESE programme

Lambeth Made Education, Skills and Employment (LMESE) is a four-year programme (2020 -2024) which seeks to support Lambeth’s young people between the ages of 11-30 to understand the opportunities available to them in business and work, explore how they can achieve their aspirations, and be equipped with the skills and knowledge needed to succeed. It has a strong focus on harnessing local specialist provision underpinned by equality, diversity and inclusion. This also supports Lambeth’s Skills and Employment Strategy, the Lambeth’s Economic Resilience Strategy⁶ and Lambeth Made Safer Strategy⁷.

Programme Objectives

- Reduction in unemployment rate for 18-30-year-olds
- Reduction in claimants in the unemployment count for 18-24-year-olds
- Increase in Lambeth’s young people’s academic and vocational achievement at age 19
- Increase in proportion of 16–18-year-olds participating in education, employment or training
- Increase in the employment rate for young people with special education needs and/or disabilities (SEND)

- Increase in the number of residents 18-30 completing an apprenticeship.

The programme has an intentional focus on involving Lambeth's young people, schools/colleges, local community providers and employers responding to local needs. LMESE is now in its third year. Since Covid-19 and the cost-of-living crisis, many challenges faced by young Lambeth residents (particularly those most vulnerable) have been exacerbated by the effect of lockdown, learning loss and a changing world of work. Our survey of 231 young people highlighted their concerns about a perceived lack of work experience opportunities, not enough information and advice, and a lack of available training opportunities⁸. Earlier, the LMESE programme definition report highlighted:

'The inequalities experienced by our Black communities have been increasingly exposed and exacerbated as a result of Covid-19. Young people from these communities now face additional challenges and pressures as they come out of education' (p.1).

The voices of the underrepresented in London - a report by the Runnymede Trust (2020)⁹ provides insight into what is stopping for example, young Black men getting on in the digital and construction sectors. Councils, educational institutions, community learning providers and business partners are key to addressing these problems. The programme was established during Covid. More recently, the cost-of-living crisis bears down heavily on the poorest households as they spend a greater share of their income in energy and food bills. The Resolution Foundation (2023) reports typical real household disposable incomes are on track to remain lower by the end of the forecast (2027-28) than they were before the pandemic (2019-20)¹⁰. This means the LMESE programme needs to focus on those most vulnerable and in need of support to access meaningful education, skills and employment pathways.

Our Focus

- **Delivery programme (September 2021 – January 2023):** What is the package of work that Lambeth has put together and how well are the four workstreams delivering against set aims, objectives, targets and outcomes? How effective is the engagement of young people, including their involvement in programme delivery? How well is the programme contributing towards meeting the objectives of the Lambeth Skills and Employability Strategy and Lambeth Made Safer Strategy? How can the four workstreams work more cohesively to ensure better outcomes for young people? How should the programme evolve to meet the future challenges for young people, particularly in a cost-of-living crisis?
- **Cost benefit analysis:** Is the current approach fit for purpose with evidence of returns on investment (ROI), including economic and societal impact?
- **Benchmarking:** How does Lambeth's programme compare against others? What is the impact of schools¹ having a Level 6 Career Adviser compared to schools that do not have that provision in place? Is there a linked increased possibility of students being at higher risk of becoming NEETs in the absence of an appropriately qualified Level 6 and above Careers Adviser?

Our Methodology

- 60+ reports reviewed - desk research to examine programme performance against the four workstreams
- 78 people consulted – including online and face-to-face 1:1 and group meetings with young people, community providers, youth hub staff, employers, teachers, senior managers in schools, careers leaders, SENCOs and Lambeth Council staff.
- 1 detailed cost-benefit analysis report (*See: Separate ROI and CBA findings*)
- 3 online surveys (*See: Separate Schools Survey Findings*)
 - 70 respondents from 19 schools, 83% of the 23 schools in scope for this evaluation.
 - 224 voices and experiences of young people from 7 schools²
 - 121 voices and experiences of parents/carers.
- 22 case studies (*See: Separate Case Studies report*)
- 2 new data capture tools.

¹ We use the generic terms schools which includes post-primary schools and colleges but excludes FE colleges.

² Of this total, 3 schools had less than 10 young people's responses.

From September 2021 – January 2023, the overall LMESE programme comprises 40 projects³ each at differing stages of completion. The nature and scale of the projects are reflective of the groups supported, with those residents facing the greatest challenges being helped through smaller and more intensive or localised interventions. Its range of activity extends further into the areas of youth and education services than many equivalent skills and employment programmes. It also gives a significant role to young people in the planning and development of the programme, whilst also providing the opportunity to tap into the talents and specialist expertise and experience of local organisations.

There are four specific targeted local Forums in place: the Youth Promise Providers Network, Youth Advisory Steering Group, Special Educational Needs and Disabilities (SEND) Supported Employment Partnership, and the Alumni Career Cluster network.

The LMESE team is well positioned in the Lambeth Council's Directorate for Sustainable Growth and Opportunities. Its staff are part of a wider Skills and Employment approach and influence and have direct access to employment opportunities linked to Section 106¹¹ construction developers, supply chain contractors, local employers in the supply chain. This presents both opportunities and challenges, particularly given that the programme is cross-cutting and contributes to other divisions within the Council who are also supporting the LMESE objectives.

LMESE: Four Workstreams

- Raising Aspirations and Skills (RAS)
- Lambeth Made Youth Promise
- Apprenticeships and Traineeships
- Connect and Engage.

Lambeth Council is highly commended by providers for its decision to focus on supporting a diverse range of young people, particularly those most vulnerable. They decided to commission the services of local providers (with a few exceptions) focusing on specific subjects or support for young people with barriers to engagement. Nearly all providers met or exceeded their set targets. Being local, these organisations are fully invested in achieving successful outcomes for Lambeth's young people and employers. All schools and providers are culturally aware and sensitive to the needs of the local population. Over the next year, the LMESE programme can go from strength to strength by building on success stories, celebrating achievements and learning from setbacks.

We set out below the programme performance to date and how this can evolve to meet the future challenges for young people particularly in a cost-of-living crisis. The recommendations set out in this report are designed to enable the LMESE management team to continue to be ambitious and impactful with quality assurance, skills development and careers support for Lambeth's young people featuring more explicitly across all programmes.

Findings

Making a positive difference

- The LMESE programme is making a positive contribution towards meeting the objectives of the Lambeth Skills and Employability Strategy specifically contributing to strategic goals (1) enabling young people to be more resilient and unlock their potential through upskilling and apprenticeships; and (2) supporting young people into employment pathways and entrepreneurial activity, with a particular focus on Black, young and disabled residents.
- Commissioned projects are nurturing and supporting vulnerable young people to improve their confidence, skills, preparation for work, employment and training.
- Targeted careers support, employability and enterprise activities, including 1:1 and group activities delivered by careers advisers, mentors, other specialist providers and employers are making a positive impact. Though survey findings from young people, teachers and parents show more needs to be done to improve the coordination and breadth of delivery of careers advice, work experience and vocational

³ This includes individual projects in Lambeth schools.

training for young people using approaches they can relate to which encourage ambition and personal growth.

- The LMESE team is well positioned in the Lambeth Council’s Directorate for Sustainable Growth and Opportunities. Its staff are part of a wider Skills and Employment approach and influence and have direct access to employment opportunities linked to Section 106 construction developers, supply chain contractors, local employers in the supply chain.

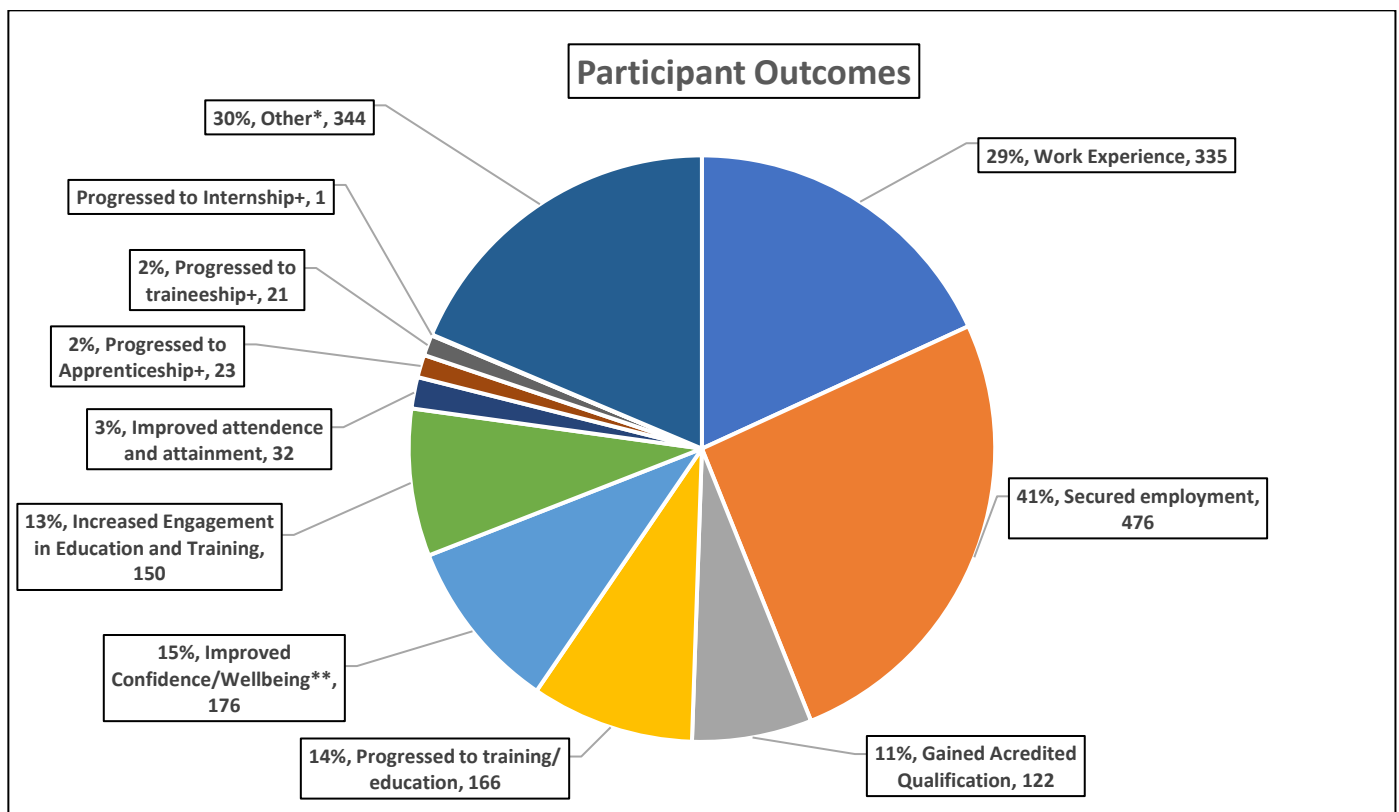
Participation

From September 2021 – January 2023, 3,245 young people across Lambeth were engaged in the programme. This overall figure includes 2,132 young people engaged in a ‘Worksmart’ careers and employability support project for school students⁴. This involves ‘light touch’ activities such as career fairs, as well as more intense support including interview skills, site visits, and work experience. Of the 1,112 participants engaged in LMESE commissioned projects within the four Workstreams:

- 946 (84%) young people were of Black, Asian and Minority-Ethnic origin
- 697 (63%) young people were of Black origin
- 265 (24%) had Special Educational Needs or Disabilities (SEND)
- 188 (17%) were Care Experienced.

Outcomes

Young people’s achieved outcomes are detailed in each of the four Workstreams below and summarised in Appendix 1⁵. Our overall findings show highly positive results with young people making good progress as a result of participating in the LMESE programme.



+ Workstream 3 – Apprenticeships and Traineeships

⁴ Figures not deduplicated across activities, since student data protection priorities prevented the collection of named attendees of activities in favour of total numbers. Likely to over-state unique student participants. Taking the maximum number of participants across all activities on a per school basis, we arrive at 1.2k, likely to be a floor estimate of unique participants. It is not targeted with employment/progression outcomes.

⁵ Worksmart ‘light touch activities’ are not included.

**Other – e.g. Receipt of IAG; support with managing money; progression to further provision etc.*

***This figure is likely to considerably under-estimate levels of improved confidence and wellbeing achieved.*

****These are Incidental outcomes delivered by the other Youth Promise Programmes rather than related to any apprenticeship specific delivery programmes*

Return on Investment

For those projects focused on young people not in education, employment or training (NEET re-engagement), our overall estimates identify a positive return on investment from the in-scope Lambeth Made programmes of about 2x, i.e. the benefits are about double the costs of the programme to end 2022. These benefits are split approximately half short-term fiscal gains, such as reduced benefits payment and increased taxes from employment, and half wellbeing gains from the improved EET outcomes. In other words, considering just the short-term fiscal gains for participants entering employment or education, the programmes are approximately breakeven. See separate Cost Benefit Analysis report, April 2023.

Benchmarking

How does Lambeth’s programme compare against others? Positive indications are found from examining recent NEET + Unknown rates in Lambeth and neighbouring councils, provided by the IYSS Data Management Shared Service (March 23 MI report). The data show significant improvements during the span of the programme (2021/22 and 2022/23 vs 2020/21). The Dec-Feb average rate drops from 5.7% in 2020/1 to 4.1% in 2022/23. This improvement is better than London or England as a whole over the same time frame, with England having a similar starting point to Lambeth. The improvement is however less rapid than in some London boroughs, such as Southwark and Wandsworth (refer to separate CBA report, April 2023).

Workstream 1: Raising Aspirations and Skills

Key findings: *The Lambeth Alumni Career Cluster is a model of longstanding good/interesting practice. However, there were concerns about the state of careers education, information, advice and guidance (CEIAG) for young people in schools. Features of effective practice are outlined. Each of the commissioned programmes met the needs of target specific groups well. There is evidence of diversity and inclusion in most programmes. We identified some good/interesting practices, challenges and recommendations. There is scope for the projects to review the impact of their work and consider how best to work with schools and vulnerable young people not participating going forward. The Summer activities programme had some success and setbacks. Overall, the RAS workstream has made a positive impact to young people’s transitions. See Appendix 2 for demographics.*

Aims: The Raising Skills and Aspirations Workstream (RAS) focuses on increasing the engagement of young people in subjects relevant to future careers in the Lambeth and London economy (e.g., STEM subjects, digital skills and entrepreneurship) by strengthening the links between schools and employers; addressing disproportionality, raising aspirations and engagement, and ensuring high achievers are supported into Higher Education or higher-level apprenticeships. This workstream has five elements.

1. **Alumni Career Cluster network** led by Lambeth Council providing one-to-one and group support to schools in partnership with the Careers and Enterprise Company (CEC)
2. **Employability and Life Skills project** - EET Group
3. **Sports and Mentoring project** - School of Hard Knocks (SOHKs)
4. **Schools’ Careers project** - Spiral Skills
5. **Create Your Future projects** – Multiple providers.

Alumni Career Cluster network

The Lambeth Alumni Career Cluster network is a longstanding model of good/interesting practice led by Lambeth Council. There are regular information-sharing and networking opportunities bringing together schools, colleges, the Careers and Enterprise Company (CEC)¹², providers and other community organisations. Lambeth Council ‘Back on Track’ team have a statutory duty to work with young people between the age of 16 – 18) at risk of not being in

education employment or training (NEET). Early intervention work in raising awareness of the service takes place in Lambeth schools. A small team of practitioners’ support and refer young people to relevant local provision. They are not directly part of the LMESE programme.

All the individuals we spoke to highly rated the network programme and described it as a well-organised and efficient way of supporting individuals and organisations to keep up to date with RAS developments across the Borough. The 14-25 Education and Careers Improvement Lead was highly praised by members for her dedication and commitment to making this a success. She also oversees the ‘Back on Track’ team’s work. However, there were some concerns about the state of careers education, information, advice and guidance (CEIAG) for young people in schools.

‘Some of the schools have a lack of information, advice and guidance. Some of the schools have a trained dedicated careers staff member and some not. For those without trained CEIAG staff, the students are losing transition support and without this some students are making the wrong decisions for themselves.’ (Provider)

Nearly all schools have received additional provider support through the LMESE programme and recently three schools have joined the Lambeth Alumni Career Cluster network. There are only two schools who have yet to benefit this additional support i.e. The Harris Academy and The Michael Tippett College. Latest results from the CEC Gatsby Benchmarks¹³ in Lambeth shows the Borough is below the national average in all benchmarks. Compared to other London LEP Benchmark averages, Lambeth performs slightly higher in GBM1⁶, GBM4⁷ and GBM5⁸.

	GBM1	GBM2	GBM3	GBM4	GBM5	GBM6	GBM7	GBM8
Number of schools with 100% in this Benchmark	8	8	6	11	12	8	3	9
Percentage of Secondary Schools achieving 100% in this Benchmark	47%	47%	35%	65%	71%	47%	18%	53%
Lambeth average in Benchmark Scores	87.7	78.8	88.2	87.7	88.2	77.9	76.3	77.1
London (LEO) School benchmark Average	87.1	84.6	88.7	87.0	85.1	78.3	79.3	81.7
National Average	89.57	89.77	90.7	90.49	88.09	81.4	86.15	85.55

Source: CEC, March 2023

We also reviewed other relevant data on CEIAG school performance both available from within the Council and school websites. In addition, we undertook three online surveys of school/college staff, young people and parents/carers between January – March 2023 to gain an up-to-date overview of careers support for young people in Lambeth’s secondary schools. (See: Separate report on Survey Findings from Schools/Colleges, Young People and Parents, April 2023). This includes:

- 70 respondents from 19 schools, 83% of the 23 schools in scope for this evaluation.
- 224 voices and experiences of young people from 7 schools⁹
- 121 voices and experiences of parents/carers.

Survey headlines¹⁰

⁶ Gatsby Benchmark 1: A stable careers programme

⁷ Gatsby Benchmark 4: All teachers should link curriculum learning with careers

⁸ Gatsby Benchmark 5: All learners should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

⁹ Of this total, 3 schools had less than 10 young people’s responses.

¹⁰ This evaluation also provided an updated spreadsheet on available CEIAG data and a template that can be used with Headteachers/Principals to verify and/or edit the actual self-reported findings in March 2023.

- **School staff were positive about the impact of the LMESE programme.** It has helped the students to explore their FE and HE options, helped them to gain new skills, helped them to find out more about apprenticeships and traineeships and helped them find work experience.
- **40% (69) of students reported they have careers activities at least once a fortnight.** Whereas 9% (16) claim they only have this once per year and a further 9% (15) none at all.
- **Young people want to have access to a Careers Adviser** to assist them with their career decisions in school and beyond. The most popular activity young people stated they found useful or extremely useful was individual sessions with a Careers Adviser (70% =112).
- **17 of 19 schools that responded to the survey were involved in the Alumni Career Cluster network.** Their feedback was highly positive.
- **There are pockets of good/interesting CEIAG policies and practices, particularly within SEND schools.** For example, the Special Educational Needs and Disabilities (SEND) Supported Employment Partnership, including SEND champions, promotes best practice and the sharing of resources. In Platanos College, a profile of all of the pupils, including CEIAG received (or otherwise) is provided to the EET Group provider, approved by the senior management team (SMT).
- **Schools level of financial investment, range and quality of CEIAG varies considerably.** This ranges from at the top end £50k - £60k per annum in one school to nil dedicated funds at the bottom end. Only 4 of the Lambeth schools volunteered their annual budget for CEIAG provision, 3 of which claimed the budget to be less than £5000. In a few cases, Careers Leaders did not know or specify the level of funds available to them. In some schools, high-quality CEIAG provision exists with priority given to preparing all students for their transitions. Others have new staff in post at the early stage of learning more about the Careers Leader and Careers Adviser roles.
- **13 of 19 schools have an independent Careers Adviser who comes into the school.** Only 1 is full-time, 1 is 30 hours per week, 3 are 16 hours per week, 7 are less than 10 hours per week. Impartial careers support for young people in schools is patchy and inequitable.
- **There is significant variation in the ratio of schools students to an independent Careers Adviser** e.g. 1 school has 1,766 students and a Level 6 Careers Adviser coming in less than 10 hours per week compared to another school with 600 students and a level 6 Careers Adviser attending 40 hours per week.
- **12 of the 19 schools either have or reported they are working towards the Quality in Careers Standard (QiCS).** There has been a decline over the last 12 months. Four of the schools stated that they need to renew this as it was awarded approximately 3 years ago. Also, 4 do not have the Quality in Careers Standard and staff who responded from the remaining schools do not know or did not answer the question.
- **67% (80) parents/carers agree or strongly agree their child(ren) are receiving career advice and guidance whilst at school.** 21% (26) are aware of the Lambeth Council's LMESE programme and only 8% (10) have used the Lambeth Made website.

A recent Sutton Trust report (2022)¹⁴ findings broadly align with Lambeth's schools experience. CEIAG can impact positively on attainment at school, engagement, successful transition to further learning and work, and longer-term life success (Hughes et al, 2016)¹⁵. It can offer benefits to young people from all backgrounds and across the attainment spectrum. Free School Meal (FSM) status is the most widely used and accessible individual-level indicator for identifying socio-economically disadvantaged young people who could benefit from targeted career support. However, it should be noted that FSM eligibility may not, alone, be sufficient to identify those most at risk of poor outcomes and in need of additional support (BIT, 2021, p.4)¹⁶. Earlier national research evidence (Hooley et al, 2014)¹⁷ shows:

- *At GCSE*, Quality in Careers Awards are associated with an improvement in GCSE performance and a decrease in persistent unexplained absences.
- *At A-level*, Quality in Careers Awards are associated with a decrease in persistent unexplained absences. For state schools and sixth-form colleges, Quality Awards are also associated with an increase in A-level performance. They are further associated with improved destinations, with a higher proportion of A-level

students destined for top-third higher education institutions and a lower proportion of A-level students with NEET outcomes.

The Youth Steering Group indicated young people want skills building, relatable mentors, specific information on industries and careers, opportunities to meet employers, clarity on pathways and options available to them and more support for young people in Pupil Referral Units and those with Special Educational Needs and/or Disabilities (SEND).

Features of effective practice

- **career reflection** – the individual should develop an understanding of their motivations and aptitudes, self-regulation, self-determination, and resilience to cope with unforeseen setbacks
- **career exploration** – exploring the options for study or work
- **career action** – opportunities to learn from differing types of interventions
- **networking** – building and maintaining a network of key contacts
- **learning environment** – stimulating real-life work experiences and talking about these experiences
- **career dialogue** – having meaningful conversations with teachers, parents or carers, employers and employees, alumni, and trained and qualified career development professionals
- **career conversations in the workplace** – giving students exposure to and experience of work in real-life situations.

We did not receive enough responses from schools or young people to fully investigate the impact of schools having a Level 6 Careers Advisor. This could be investigated further in the next evaluation phase.

RAS school & community projects (Employability and Life Skills project; Sports and Mentoring project; Schools' Careers project; and Create Your Future projects)

There is evidence of diversity and inclusion in most programmes. We identified some good/interesting practices, challenges and recommendations.

Direct and indirect benefits of the RAS projects

- Supporting the schools and Lambeth Council to identify the challenges and barriers to supporting youth participation and ways to work more effectively on this agenda.
- Preventing the risk of young people being not in education, employment or training (NEET) by targeting a selected cohort and feeding into the NEET tracking dataset managed by Lambeth Council.
- Sharing learning and emerging findings with Lambeth Council.
- Supporting Year 11 students within a selected cohort to September destinations.
- Working with employers to gain insight into how they can support local young people and how their companies also benefit from the experience.
- Mentoring, work experience, careers education, information, advice and guidance (CEIAG) and group activities making a positive impact on enabling Lambeth's young people to value their school learning too.

Employability and Life Skills Project (EET Group)

'The good thing about Lambeth is that best practice is shared. If there is a risk of NEETs in schools, this is supported by Lambeth. There is a real focus and any risks in any particular school are identified and actions taken.' (Mentor)

This programme focuses on the reintegration of young people who are at risk of becoming NEET. It engages with Year 10 and 11 students from across Lambeth providing practical support to make the most of staying in education sustainably and increase their chances of getting into future jobs and training. Support is put in place at key

transition points when young people are more likely to become disengaged. The programme also includes remote additional 1:1 sessions delivered out of school.

40 participants in total started September 2021.

Aims: Reintegrate young people at risk of becoming NEET by providing practical support to make the most of staying in education sustainably and increase their chances of getting into future jobs and training.

Schools: Elm Court, St Gabriel’s College, South Bank UTC, Platanos College and London Nautical.

Target Groups: Individuals have a high risk of becoming NEET, including those who: exhibit challenging behaviour; have special educational needs; are on the Children’s Services caseload; have had poor early educational experiences; have truancy issues, have had youth offending involvement, attend a Pupil Referral Unit or are eligible for Free School Meals.

Delivery: Students work with a mentor, a tutor, a learner coordinator, and an industry mentor/expert in on1:1 or groups sessions and workshops on employability skills; life skills and accredited training at levels 1 and 2, for example in team leadership.

USP: The range of relevant workshop subjects including CV building, job applications, confidence building, e-safety, entrepreneurship, money management, substance misuse; gang and knife crime and mental health awareness.

Key highlight: The majority of learners re-engaged back into the classroom with a gradual uplift towards school and positive wider social view of the world and greater confidence in making decisions about their learning and their future.

Outcomes: 32 improved attendance and attainment in education; 6 improved well-being; 8 improved grades.

Voices of young people

‘I haven’t yet got round to completing my CV. My mentor [Theo] reminds me that it’s important to do this and I believe him. He motivates me and gives me support.’

‘School is boring, and I can’t wait to leave. Life’s complicated at times and I don’t always make the time to think about my future plans. I keep changing my mind about what I want to do when I leave school. My teacher, careers adviser and mentor are all supporting me and I appreciate this.’

‘I haven’t heard of Lambeth Made but I know the Council is trying hard to reach out to young people like me. I haven’t used the website, maybe I should take a look at this. I don’t think my friends know about this.’

‘I’m glad someone from outside of school comes into see us. It would be good to know someone is always looking out for you after you’ve left school. Things aren’t very joined-up in Lambeth – lots of different things happening all over the place.’

Good/interesting practice

- Mentoring support for young people in schools, with additional follow-up support for their parent(s)/carer(s)
- Having a presence in schools lending support to teachers, particularly those working with young people ‘at risk’ and SEND pupils.
- Community networking with training providers, colleges and employers to advocate on behalf of young people.
- Small-sized groups and 1:1 highly personalised support built on trusting relationships and agreement on roles and responsibilities.

Challenges

- The number of vulnerable students has increased since the pandemic, particularly those with SEND, and this requires specialist expertise.

- Work experience for young people in Lambeth appears to be in decline, though many hope to gain this before they leave school, beyond relying on personal or family contacts. There is a strong indication that more needs to be done as the LMESE programme unfolds in the coming year.
- Schools report they are ‘bombarded’ with short-term initiatives and would ideally like more consistent and sustainable provision for young people, including those most vulnerable.

Sports and Mentoring Project (School of Hard Knocks (SOHKs))¹¹

SOHKs works with pupils at risk of exclusion or low educational attainment. Students commit to engaging and attend the programme voluntarily. SOHKs traditionally use a mixture of rugby and mentoring to engage students in changing their behaviour.

40 participants in total started September 2022.

Aims: To engage students in changing their behaviour through taking part in a mixture of rugby and mentoring activities.

Schools: St Martin’s in the Fields for Schools for Girls; Dunraven School, Park Campus (Pupil Referral Unit).

Target Groups: Pupils at risk of exclusion or low educational attainment. The pupils are identified by the school, commit to attending and engaging and attend the programme voluntarily.

Delivery: Rugby sessions and workshops that cover themes including peer pressure, managing anger, developing self-awareness and onward career options. Specific workshops also cover drug and alcohol use or sexual consent etc.

USP: The mix of sporting activity and one-to-one mentoring sessions with a dedicated mentor to enable young people to reflect on the impact of their behaviour.

Key highlight: The opportunities for the pupils to play in a rugby tournament and have a goal for all their efforts to date. This requires some students to step way beyond their comfort zone and this stimulates cohesiveness of the group as they work together to succeed. This has a huge impact on their developing their self-confidence.

Outcomes: A 50:50 split in male and female participants. Of this, 38 were identified as Black, Asian and Multi-Ethnic with 9 having special educational needs (SEND). Specific outcomes data not available.

Good/interesting practice

- Role models and rugby are combined in this project for young people to encourage teamwork, confidence-building and skills.
- Mentoring is provided on a one-to-one and/or group basis. Within the SOHKs a PhD-qualified employee monitors and evaluates the impact of key activities.
- Some young people are hampered by their exam grades and this impacts on their aspirations, therefore this programme boosts confidence and teamwork skills.
- A series of mock interviews and support in completing college applications and UCAS forms which builds and improves young people’s confidence and motivation.
- Referrals from Year heads and PE links in schools.

‘Lambeth are more vocal about their programme than some of the other boroughs. But many young people are only aware of what is on their doorstep.’ (Provider)

Challenges

- Finding local male and female role models to get involved in the programme.
- Connecting with careers leaders as most working links are with Year heads and PE staff in schools.
- Having opportunities to share best practice with other providers and learn from their work in Lambeth schools.

¹¹ This project was not included in the Cost Benefit Analysis given its start date compared to other projects.

Schools' Careers Project (Spiral Skills)

The Spiral Skills project supports students from Years 9 -11 to develop essential skills, identify the pathway that best suits their strengths and, most importantly, rebuild their belief that they can achieve their ambition and reach their potential. Students have the opportunity to attend sessions that engage and inspire them, take part in work experience and receive mentoring. The programme aims to increase the students' essential skills, aspirations and confidence, progress to education, employment or training after Year 11.

'Our school project has enabled us to offer a package of fully funded workshops, mentoring and work experience. In terms of impact, it has enabled us to work with 8 partner schools. Lambeth Made has brokered these arrangements, and this has worked really well.' (Spiral Skills Manager)

140 participants (September 2021) Year 1 and 140 in Year 2 (September 2022)

Programme Aims: Support Years 9-11 students to identify the pathway that best suits their strengths and most importantly rebuild their belief that they can achieve their ambition and reach their potential. Increase essential skills, aspirations and confidence; EET outcomes; engagement in EET through support, mentoring, training, workshops and work experience. Develop positive relationships with their peers and teachers to reduce exclusions. Work on 3 key essential skills: Teamwork, Aiming High and Staying Positive. All participants are at risk of exclusion and at risk of becoming NEET.

Schools: Evelyn Grace Academy; City Heights Academy; St Martin in the Fields; Lansdowne SEN school; Elm Court SEN school; Oasis Academy; Archbishop Tenison's; Dunraven School

Target Groups: Young people in Pupil Referral Units (PRUs) or at risk of exclusion from mainstream schooling.

Delivery: Each young person works on 3 key skills: staying positive, aiming high and teamwork. These are based on Skills Builder – level 4¹². Interactive activities are led by trusted and experienced youth workers. During the programme, each young person also receives 3 mentoring sessions from trained Spiral youth workers.

USP: Close working with the young people to develop their confidence and skills so that they can benefit from the curated work experience with specialists from a network of over 200 professions so they can put the skills they develop in the classroom into action.

Key highlight: How the young people develop their personal skills so that they have the confidence to engage with people from professions they would never find themselves.

Outcomes: 140 young people were involved in EET sessions, of which 90% showed improvement using Skills Builder. Therefore, 126 young people increased their engagement in EET sessions. Additionally, 53 young people gained work experience.

Voices of young people

'Working with Blue Array to improve the Lambeth made website because, I learned a new skill that I thought was very effective'

'Interacting with inspiring people'

'Meeting new people and developing my soft skills'

'Bringing ideas towards the team in order to market towards the youth groups'

What could be improved?

'I would like a residential'

'If we could advertise more in schools as there are so many people that would have benefited'

Good/interesting practices

- Targeted and tailored support for vulnerable young people.

¹² <https://www.skillsbuilder.org/>

- Level 4 Skills Builder Framework applied throughout the programme
- Access to work experience across a wide network of professions
- A combination of careers and employability support services, with brokerage from Lambeth Made.

Challenges

- The initial aim was to bring more exciting professionals into the classroom so that young people can learn from them, but Spiral Skills found that the target group are not quite ready to meet with professionals – *‘they need to build trusting relationships with youth workers before they meet with professionals.’*
- Developing the Work Experience offer which can be hard to manage but for the young people it is invaluable as it helps develop their skills etc.
- The task of getting approximately 90 under 16-year-olds into meaningful work experience - making sure they are well prepared, curating activities for them etc.

Create Your Future: Summer projects

Nine programmes were successfully awarded contracts as outlined below. Each project took place during a 4-6-week summer period 2022 and involved 170 participants.

Provider	Participant Nos	Programme Aim	Context	Outcomes
Ascension Agency & Career Ear	10	Support to set up their own businesses and/or become freelancers using their new skills	Creative technical skills and starting own business.	7 did further training via TAA, gaining a Level 2 Silver Arts Mark qualification. 10 reported aspiration/confidence gain.
Ethical Events Academy, Backstage Programme	15	Training, work experience and placements with partners	Event planning, co-ordination and management, graphic design, content creation, managing social media accounts, live/recorded broadcasts via online radio, YouTube and other streaming platforms. Music events.	15 completed work experience. 15 increased confidence/self-esteem
Lifelong Family Links (SEND)	7	To unlock the potential of young people aged 16-25 years old with SEND. Delivered through 6 coaching sessions and programme of visits and work experience.	Practical vocational setting - farm, café, gardening	7 visited Streatham Youth Hub and completed training, (First aid, resilience) with a 5-hour sessions of work experience Hive café.
Orange Bow CIC	15	Develop employability skills in digital marketing and express and hone their creativity.	How to use cameras – e.g. to film, take pictures etc. Digital skills and employability	15 mental health improvement. 1 attended job interviews since leaving the project 15 more confident in digital media skills
The Hebe Foundation - Make Your Way	44	An introduction to business environments through a series of Apprentice-style challenges.	Digital Disruptors - delivered in collaboration with corporate partners with a focus on social media, marketing strategies, and PR.	Brought match funding of £12k. 27 completed the Junior Apprentice an accredited course by AQA Award Scheme. 2 gained paid work experience not treated as an employment outcome.

Rio Ferdinand Foundation	19	Supports and empowers young people from working class communities, tackling racism and inequality, and provides opportunities and pathways to deliver social mobility and realise personal potential.	Work placement 2-3 days a week based on desired career, with the remaining days of the week spent with the Foundation working on the important employability skills	11 completed the programme with accredited training (unspecified).
Vauxhall City Farm	5	Develop personal and employability skills for young people who are NEET using the unique setting of an urban farm	Engage in new experiences through creative interventions that will support their confidence building, soft and employment skills and positive attitude for their future.	5 young people gained qualifications in animal care, first aid certification; skills in animal husbandry, how to feed and health check animals; an overview of available jobs in the farming industry.
Developers Challenge (Construction Youth Trust / Bounce Back)	40	Develop – the experience and skills to be attractive to an employer and move them closer to the labour market	3 different trade workshops where young people were able to gain practical hands-on experience of various trades. 5 different site visits to the local construction sites of companies	6 participants via Bounce Back 4 participants via CYT 12 S106 and supply chain contractors participated 40 NEET young people engaged on a 4-week training and work experience programme 12 NEET young people achieving Level 1 Health & Safety certificate 11 NEET young people achieving CSCS cards 6 NEET young people progressed into apprenticeships.
Simply Beauty Pamper Service	15	Salon Experience and a package of support, designed to encourage those interested in learning more about the Beauty Field gain the recognised qualification, that would enable them to progress in this sector.	Beauty therapy – starting with practical workshops in nail and eyelash skills	5 passed the Eyelash Exam 4 passed and completed the Nail (Manicure Exam). 1 participant's exam was extended. 1 young person was kept on at salon for further Training in Gel/Nail Extension training and part time employment. 1 of the Nail participants has signed up to a beauty course at Lambeth College.

Voices of young people

'Speaking to those actually working on events and finding out how they made it.' (Participant, Ethical Events Academy, Backstage Programme)

'I have gained more confidence in working with animals, so much so that I am now volunteering at VCF and I plan to further my studies in Veterinary Medicines.' (Participant, Vauxhall City Farm)

'For me I found learning about the Anatomy of the Hand very interesting and really enjoyed the learning environment. Completing this course has made me realise I would love to continue learning more about nails,

such as Gel Nails and Pedicures so I can use this skill on friends and family and possibly clients. The course has however, also encouraged me to continue my studies in Law and I now feel confident to return back to this to gain the qualification.’ (Participant, Simply Beauty Pamper Service)

Good/interesting practices

There was evidence of diverse and highly relevant sector specific opportunities for young people including:

- **Marketing** - to express and hone creativity
- **Digital** - delivered in collaboration with corporate partners with a focus on social media, marketing strategies, and PR, Accredited web development, Adobe Illustrator, Photoshop and Canva skills
- **Beauty** - eyelash techniques and nail extensions
- **Business start-up** - skills development
- **Construction and the Built Environment** - all aspects of construction work
- **Farming** – future in farming, animal care and administration
- **First Aid certification** - health and wellbeing.

For example, Ascension Agency and Career Ear made explicit the full range of activities on offer and they promoted this well from the very outset – their provision filled up quickly and was extremely popular. Lifelong Family Links had a clear focus on SEND and was well organised in connecting with highly vulnerable young people and parents. The Hebe Foundation: Make Your Way provided ‘matched funding’ which enable the team to extend its work. The Simply Beauty Pamper Service offered eye lash and nail extension accreditation to vulnerable young adults. They were willing to flex their arrangements to support young mothers with childcare responsibilities.

‘We engaged a lot of young people through our existing learner networks and advertising in Lambeth’s Youth and Play Newsletter.’ (Provider)

‘12 young people have already achieved their Level 1 Award in Health & Safety in a Construction Environment, 6 having passed their CSCS card test and 92% of young people reported that they understand what skills employers want.’ (Provider)

The Rio Ferdinand Foundation (a national provider) struggled to attract sufficient numbers of young people in Lambeth onto the programme. They had to continue after the Summer to achieve their agreed numbers of participants. A key lesson learnt was to consider the benefits of partnering with a local provider who can act as a broker into local communities. Vauxhall City Farm recruited 5 young people onto the ‘Future in Farming 2022’ programme but only 3 successfully completed the programme. To improve engagement and attendance the Farm would require a longer lead time for recruitment of participants. To increase attendance, they would change attendance times and make the training more accessible online. On a positive note, they gathered two case studies and made sure the programme was advertised on their website - <https://www.vauxhallcityfarm.org/future-in-farming-create-your-future-programme-august-2022/> The Ethical Events Academy, Backstage Programme provided popular hands-on work experience and skills workshops; however, the main event planned involving young people was cancelled unexpectedly. A risk assessment was needed earlier in the programme.

Lessons learnt

Lambeth has thriving businesses and great potential for future growth, and a vibrant community sector with local expertise. There is an opportunity to focus on growth sectors in Lambeth and target young people and summer programmes to meet employer needs. This also applies to all aspects of the programme.

Each of the programmes keep a record of key lessons based on their contrasting experiencing. The most effective way to share lessons learnt is for these providers to either join the Youth Forum Network and present their findings and/or for the testimonies from each of the providers, including success stories to be showcased on the Lambeth Made website. A celebratory event would enable all providers to learn from best practice and could affirm their continued commitment to supporting Lambeth’s residents. Some providers requested a longer lead up time with payments from LMESE not so close to the actual delivery start date. There is scope for the projects to review the

impact of their work and consider how best to work with schools and vulnerable young people not participating going forward.

Recommendations

1. Further support careers education, information, advice and guidance (CEIAG) support for schools to increase young people's experiences of and exposure to careers and the world of work. Assist all schools to work towards a Quality in Careers Standard (QICS) to meet Gatsby Benchmarks and increase young people's access to trained and qualified careers advisers.

2. Share the school, young people and parent/carer survey and providers findings at a roundtable with headteachers, principals and community leaders. Show them the RAS evidence-base and how this is impacting on Lambeth's youth, wider family networks and local economy. Before the end of the programme, repeat the surveys and include employers' responses to assess progress being made. Use the updated spreadsheet and template to validate latest CEIAG findings with schools and to support their efforts in achieving Gatsby benchmarks. Support all schools to develop, implement and adequately fund a strategy and action plan that provides the required level of CEIAG to all students.

3. Retain a diverse range of projects and build on successes to date. Any new replacement projects should be linked to sector specific growth areas in Lambeth.

4. Ensure close working links are established between the providers, Back on Track team and the Lambeth Youth Hubs.

Workstream 2: Lambeth Made Youth Promise

Key findings: *The majority of commissioned projects met the needs of target specific groups. All have been effective in engaging those marginalised young people facing additional challenges accessing employment. They have all been successful in focusing on their identified and very distinctive aims. Inter-departmental working within Lambeth Council has developed well through the projects. The majority of projects met or exceeded their set targets. We highlight good/interesting practices, benefits to participants and 'wish list', challenges and recommendations.*

The Lambeth Made Youth Promise represents Lambeth Council's commitment to ensuring that all young residents aged 16-25 are supported to access high quality education, training and employment support, linked to jobs and apprenticeships wherever possible. A key objective is to provide effective employment support for the most disaffected young people in Lambeth, including programmes targeting specific priority groups such as Black, Asian and Multi-Ethnic backgrounds, care experienced, and SEND young people. This workstream strand comprises 7 key elements:

1. Worksmart
2. Pathways to Employment (including Project SEARCH)
3. Steps to Success
4. Lambeth Made Youth Hubs
5. Unheard Voices
6. Centrepont
7. Youth Promise Provider Forum

The providers included those with expertise in working with the identified target groups, such as care experienced (Drive Forward), homeless young people (Centrepont) and those with an education, health and care plan, qualifying for a supported internship (Unity Works and Lambeth College). All the providers of Unheard Voices programmes gathered the voices of the young people as part of their end-of-course evaluation.

Worksmart

Participants: 2,132 in total, mostly in Key Stage 4 up to December 2022

Aims: To develop a comprehensive approach which provides a wide range of career inspiration, work experience and employability support to young people and educators in the Lambeth. The Lambeth Skills & Employment Team are working with Section 106¹⁸ construction developers, supply chain contractors, local employers. The programme is broken down into 5 key areas: 1. Careers inspiration 2. Employability and life skills 3. Curriculum and Labour Market Information (LMI) support 4. Work based learning 5. Enterprise & entrepreneurship.

Ways of working: A full-time Worksmart coordinator is funded through the LMESE programme and the Section 106 agreement for the council's subcontractors. It provides links to Lambeth schools and external partners. In schools, the Worksmart co-ordinator supports the careers leader or senior leader to implement a six-month career plan that focuses on links with construction-related employers. The Worksmart co-ordinator works with teams in Lambeth Council, including the youth offending team and external organisations such as the Department for Work and Pensions (DWP) to engage with young people and support them into employment or further training related to the construction industry.

Outcomes: A diverse support programme for school students, including some light touch activities like career fairs, as well as more intense support such as interview skills, site visits, and work experience.

What works well

- Worksmart has developed successful links with a wide range of internal and external referral sources. The support activities have given young people likely to face high levels of discrimination in the labour market greater exposure to and experiences of work and helps them make better informed career choices. For example, they are more aware of the requirements of employers in construction and built environment industries.
- The project is a good example of inter-departmental working within the council to support young people who are likely to face high levels of discrimination in the labour market, giving them exposure to work and to making them look at better informed choices in their careers. Council teams include: the Back on Track team, working with young people who are NEET; children's social care; and care experienced teams. External teams include: DWP, Drive Forward, supporting young people with SEND, Youth Offending teams.
- The project is also effective in its brokerage role to support the supply chain companies to comply with their contractual social value commitments by contributing to schools' career plans and providing support for individuals who are NEET to help them progress to work.
- Work in schools/colleges links well with the Raising Aspirations and Skills (RAS) workstream by supporting schools to introduce young people to the world of work. The employers use their high levels of specialist expertise to provide a wide range of support in schools, including presentations and insights into the different sectors in the construction industry, advice on curriculum planning, and work-related experiences and activities.
- Employers provide a wide range of activities that are successful in engaging those who are NEET and give them relevant and stimulating insights into different roles.

'Worksmart has enhanced local investment in skills for young people in the borough. Contractors are local and they have an invested interest in giving the time and resources to make each activity or experience a success for the young people. Similarly, the young people often see the activities such as work placements and workplace insights as an opportunity and are prepared to show what their potential. They know the employers could see them as future employees.' (Worksmart Co-ordinator)

Benefits to young people

- Young people in the schools involved and those referred to Worksmart from internal council departments and external partners gain insight into the wide range of roles related to the construction industry.

- Young people on the four-week programme by Construction Youth Trust can achieve a qualification at level 1 in health in social environment, which can lead to a construction skills certification scheme card, when they are old enough to work on site.
- The work-related learning, work experience, mentoring and short courses have enabled the young people to be more aware of their self-development in meeting the needs of employers in general and those in construction-related industries.
- Progression routes have included entry level jobs in construction companies or other industries and further education courses, including functional skills. Work trials for apprenticeship for apprenticeships have also been arranged.
- Continued individual support is often provided through Worksmart and by the employers after the end of a specific activity or intervention.

Challenges and key lessons learnt

- There is often a delay in the schools' involvement in developing the action plan, which is the starting point for Worksmart to bring in the employers and plan work-related activities for the pupils.
- Contractors' Challenge is a successful programme, but it could run twice a year to re-engage young people.
- More support is needed for young people with SEND, including those with an education, health and care plan to enable them to participate in work experience and other activities in the programme.
- There is an opportunity for more systematic data collection and analysis.

Benchmarking: Partnership for Young London - *Green Skills* in partnership with the Museum of London - <https://www.museumoflondon.org.uk/collections/about-our-collections/enhancing-our-collections/curating-london/calling-change-young-londoners-views-sustainable-future-their-city> *Levelling Up – Inequalities* <https://www.partnershipforyounglondon.org.uk/post/levelling-up-london-improving-london-to-meet-the-aspirations-needs-and-rights-of-young-people> *Social Value Procurement – The Covenant* <https://mycovenant.org.uk/wp-content/uploads/2020/05/Social-Value-Toolkit-Web.pdf> and *Care Leavers Opportunities* - <https://mycovenant.org.uk/for-care-leavers/care-leaver-opportunities/>. Also, The City of London's Green Skills Taskforce and its forthcoming publication may be highly relevant for Lambeth Council.

Suggested priorities for improvement

- The management of Worksmart has recently been brought into LMESE which should provide a better infrastructure and support to link it with the other projects that work with schools through the Raising Aspirations and Skills (RAS).
- Explore the potential for growth to other local sectors of the construction industry.
- Work closely with more schools/colleges and employers to enable more young people with SEND to benefit from Worksmart.

Pathways to Employment (including Project SEARCH)

Aims: Pathways to Employment is a Lambeth Council initiative to enable partners, such as providers, employers, and support agencies to come together to share opportunities and provide a more cohesive and robust support network for residents with SEND. Although there is no direct funding for the initiative from Lambeth Made, LMESE staff provide support and information to towards including a directory on the Local Offer – where young people, parents and carers can find local courses, training, and supported opportunities.

Good/interesting practice

- The Lambeth Local Offer website now includes information for young people and their parents/carers about Lambeth Made and there is a link to a page about training, work and volunteering for young people with SEND.

- LMESE has supported the development of the Local Offer website well, including through the Supported Employment Partnership Forum. However, the website lacks more specific detail on provision and many of the providers, including those on the forum, have not provided sufficiently detailed information.
- Young people with SEND and their parents/carers have fed back that the Local Offer website is useful in general, although specific information is hard to find as it often requires going through multiple links.
- The forum has good representation of internal departments and external organisations, such as Autism Voice, Mencap, Connecting Communities and Art4Space. Members have found it useful to understand the services available although attendance has been low recently.
- The inclusion of the Local Offer communications coordinator to the Supported Employment forum has been successful in keep SEND-related matters on the agenda with a useful contribution to the discussions from a SEND perspective.

Suggestions for further improvement

- There needs to be a more efficient way of sharing information about any up-coming LMESE programmes well in advance, so that they can also be specifically promoted to young people with SEND and any necessary adjustments can be incorporated.
- It was said that some providers need greater support to develop, adapt and market their programmes so that they provide greater equity for young people with SEND. Potential participants, and their parents or carers, need to know how these programmes will provide relevant opportunities for them build on their skills and ability to support the progress to training, employment or work-related activities.
- There also needs to be greater emphasis on promoting apprenticeships and pre-apprenticeship training and support for those with SEND.
- The interviewees reported that the Supported Employment Partnership Forum meeting should be in-person or face-to-face onsite to facilitate networking between organisations and departments. More specifically, there should be direct input from young people with SEND to lend their voices to the develop and promote LMESE provision.

Lambeth SEND Supported Employment Partnership Forum

Just under 1.5 million pupils in England have special educational needs. An increase of 77,000 from 2021¹³. Lambeth has an average SEND of 13.8% compared to the national average of 12.6%.¹⁹ LMESE coordinates and chairs the Lambeth SEND Supported Employment Partnership Forum, part of the Lambeth Made Youth Promise workstream, to share and disseminate opportunities for young people with SEND and learning disabilities across Lambeth and meets every six weeks. Lambeth Made commissioned a SENCO champion 2 days per week (from November 2022 - 2024) to provide tools and strategies to support SENCOs. School SENCOs have greatly welcomed this development. This role is also designed specifically to embed career guidance into SEND students' annual reviews in mainstream schools. She is developing and introducing a SEN students' career log and qualification map that can be shared across schools. Every SEN student should have a career action plan developed with the careers adviser.

'SENCOs have an important role in SEN schools and it is good to see that annual reviews for students in these schools include a trained careers adviser. However, this is not the case in most mainstream schools in Lambeth.' (Marion Schonberth, Independent Careers Adviser)

¹³ Source: Academic Year 2021/2022 Special Education Needs in England - 'Both the number of pupils with an EHC plan and the number of pupils with SEN support have increased: The percentage of pupils with an education, health and care (EHC) plan has increased to 4.0%. The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 12.6%. Both continue a trend since 2016. The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs' - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Benchmarking: The West London Alliance has developed interesting SEND support and resources which may be useful for the Partnership Forum. Also, Derby city 'Our Future' has produced high-quality careers support resources for SEND Co-ordinators and Careers Leaders in schools. The North East Ambitions initiative, led by the Local Enterprise Partnership, also has freely accessible resources that could feed into Lambeth's SEND Digital Toolkit.

DFN Project SEARCH¹⁴

(1st Year: 7 interns in total started September 2021. 2nd Year: 8 interns in total - September 2022.)

Aims: DFN Project SEARCH is designed to support young adults with a learning disability and/or autism into full time jobs that lead to rewarding careers. The main focus of the programme is to develop young people's skills and confidence through direct experience of the world of work through substantive work placements. A secondary, but equally significant aim, is to demonstrate to employers how young people with a learning disability can enrich the workforce and bring greater diversity to their businesses.

This is a one-year transition to work programme for young adults with a learning disability or autism spectrum conditions, or both. The licence with DFN Project SEARCH is for four cohorts running over each academic year up until September 2024. LMESE, in partnership with South Bank Colleges, Unity Works and Kings College Hospital (KCH) has a licence to deliver Project SEARCH as a support internship for young people with an EHCP. It is funded through the ESFA with additional funding from DWP's Access to Work which is used to provide travel to and from work, job coaching etc.

Outcomes: Of the six interns that completed in Year 1, from 7 starters, three have permanent jobs in and around the hospital, one is working at Royal Mail and two are still being supported by Unity Works. All eight interns who joined in Year 2 are still on the programme and making excellent progress towards their learning and development goals.

How it works

The interns are based at KCH five days a week during the college term time. After the induction period of about four weeks, they attend a work placement every day between 10.00 and 15.00, allowing an hour for lunch. They receive training and support from the college tutor and Unity Work's job coach and mentor during the first and last hour of each working day in the Project SEARCH office to develop their employability skills and record their progress in their logbooks.

The hospital departments currently offering placements include the chest unit, the post room, pharmacy, therapies, housekeeping, nursery and security. Each intern is assigned to a departmental supervisor who allocates the work activities, provides training and support and feeds back on their performance and progress. The job coach visits the interns at work to provide the agreed support and ongoing assessment of their progress.

All the training materials are based on the DFN Project SEARCH materials, which the tutor adapts so that they are relevant to the specific context at KCH. This includes the employability curriculum, training materials, assessment criteria and scoring, daily logbooks and templates for progress reviews.

Voices of interns

'I really like the feeling of being at work. I have learnt so much here and I hope to get a job in administration in one of the hospital departments.'

'I now feel more confident. I am always on time now and I am much better at speaking to people and being polite when I'm talking to patients and staff.'

'It is good to get more practice at a real workplace before moving on to a paid job. I would like to work in retail.'

'I feel I'm doing a responsible job in security. I have to watch the cameras and sign off keys. I'm learning how to pay attention to detail.'

¹⁴ <https://www.dfnprojectsearch.org/our-programme/>

'I'm much better at talking to strangers now and I know that this will help me get a job. I can also find my way round the hospital on my own so that I can deliver things to other departments. I'm proud of my progress. 'The best thing about Project SEARCH is that I have now got a permanent job at the hospital in housekeeping. I'm also receiving training towards an industrial cleaning qualification. The programme has changed me completely.'

Good/interesting practice

- The interns are integrated very well into the hospital with an honorary contract. This is an example of excellent practice. They receive a thorough induction into hospital procedures, including a detailed occupational health check, that identifies and records each intern's specific health needs and the agreed reasonable adjustments required when working in the hospital. They are proud to wear KCH tee-shirts and ID badges. They are guaranteed an interview for internal hospital jobs, once they have completed the application form. They receive good coaching and support prior to any job applications.
- The room/office designated to Project SEARCH at KCH is well-resourced with computers and provides an excellent base for the interns and staff. It shows the priority the hospital has given to this programme and raised its profile among staff, especially in the business unit.
- The work placements are of a very high quality where the interns carry out useful work, develop their employability skills to high standards and make a valuable contribution to the departments.
- The structure of the programme ensures that all learners work in three different departments across the year, allowing them to gain invaluable experience of working in three different environments, with different teams and set-ups, and to learn different skills.
- All the interns are making significant progress in their employability skills and practical vocational skills. They are very well supported by the tutor and job coach.
- The excellent partnership working is coordinated through a monthly steering group to ensure smooth running of the programme.

View of managers from LMESE, South Bank College and Unity Works

- All interviewees praised the partnership working that was involved in setting up the project and monitoring its progress.
- They also agreed that the significant strengths of the programme are that interns work five days a week in a real work setting, develop the professional conduct and skills that this requires and make substantial progress towards sustained paid employment.
- They praised the structure of Project SEARCH, including the interns' contribution to planning and reviewing their own development. Parents/carers are also present at the termly employment planning meetings with the tutors and KCH staff from the relevant departments.
- They all stressed the need to build on this successful model in hospitals to other local business to increase supported internships and apprenticeships for young people of Lambeth with SEND.
- There were concerns that although all the interns from Cohort 1 made good progress, some required longer-term continued job coaching and/or support with job applications after the end of the programme. DFN collects data for outcomes and progression nine months after a completion of an internship. Post-internship funding, currently mainly through college funding -, Access to Work or external grants, will not always be available, but some of the young people still require the support to benefit long-term from the internships.
- The college has developed an effective application and interview process that includes practical assessments to identify those ready to start an internship immediately. The college provides appropriate courses at pre-internship level to enable future progression to apprenticeships.

Views of hospital staff

The hospital staff interviewed identified the following benefits of being part of Project SEARCH:

- the opportunity to increase diversity within the departments and find different ways to work as a team

- the progress that the interns make in a short time and how the invaluable contribution they make is recognised and appreciated by all members of the department
- the excellent support and communication from the tutor and job coach to ensure that department staff understand any specific support needs or adjustments the interns require
- the employment planning meetings that allow managers to report on their interns' progress and also allow them to get feedback from the interns.

'Project SEARCH had encouraged department managers broaden their thinking when considering who they employ. They have seen how the interns flourish in their departments and how their confidence grows. Managers and their teams see people that want to learn and show gratitude and willingness to do so.'
(Business Unit Manager)

Steps to Success

131 participants September 2021 – December 2022

Aims: Drive Forward have been commissioned to deliver our care leaver employability programme since 2018. Its purpose is to support young people who are care experienced into education, training or employment, with the greater focus on employment. The yearly contract with Lambeth Made first started in 2018. This includes young unaccompanied refugees who have access to public resource.

How it works: Personal advisers or social workers refer the young people to the programme where they take part in 1:1 support, mentoring and work experience. Their educational background varies from having few or no formal school qualifications to graduate status. Drive Forward carries out the initial assessments, delivers the individual support and arranges the work experience and mentoring.

The main barrier to supporting care experienced young people into permanent roles, including apprenticeships, occurs when they do not have the required skills or qualifications in English or maths for their intended job or career plan. This is estimated to be about half of the care experienced cohort. Referrals to functional skills courses in English and maths have generally not been successful. The young people have often left the provision early or failed the exams. A shorter and more intensive courses may be more suitable in keeping them motivated and enabling them to develop the practical skills and knowledge they need for their careers.

Outcomes: The programme supported 131 care experienced: young people, securing the following outcomes - Progression into full time and part time jobs 60, Progression into Work Experience 18 and progression into education or training 10.

Good/interesting practice

- Drive Forward head of partnerships is particularly effective at identifying and working with companies who want to be part of change. Current employers involved in Steps to Success include a very wide range of corporate partners, such as Lloyds, John Lewis, NHS, and local charities which provide work experience and other work-related opportunities for care experienced young people.
- Drive Forward's partnership working to develop a mentoring service for care experienced young people has also successfully reached out to a very wide range companies and organisations. The mentors represent a wide variety of professions, and many are in high profile roles in their organisations. All the mentors are vetted thoroughly and the process to match mentors and young people seems to be comprehensive and highly effective, with good feedback from the mentors and mentees.
- All partners' staff who are mentors or are involved in providing work experience receive trauma training from Drive Forward to ensure that they have good understanding of what young people have been through and know how to support them and help them see their potential.
- LMESE and the Lambeth department working with care experienced young people work well with Drive Forward's staff. This has led to an effective system for referrals, with good communication and systems for referring young people to the Steps to Success programme. In particular, the Lambeth personal advisers are passionate about their work, and they are especially skilled at advocating for the young people they work with. The council also seems to be effective in finding housing for care experienced young people which helps provide

some of the stability they need when also looking for work. The only main challenge is that there is often a high turnover of personal advisors, and this can sometimes cause a break in communication and delay in providing support.

Case Study: Drive Forward

Drive Forward have excellent working relationships with employers to support care experienced into employment. For example, the employers agree to ringfence specific opportunities and vacancies to care experienced so that there are only 4 or 5 applicants for a job. These employers put care experienced at the front of the queue and Drive Forward's staff help these young people to be job ready. Some young people on Steps to Success have progressed to some high-profile internships, including those with different departments in the civil service.

Lambeth Made Youth Hubs

Aims: In 2021, four hubs were commissioned across the borough to support all young people in Lambeth to have access to high-quality employment and training opportunities.

How it works: There are four Youth Hubs in Lambeth. A total of 458 young people engaged with the Youth Hubs between September 2021/January 2023.

Streatham Youth Hub is run by Streatham Youth and Community Trust (SYCT) and is open Mon – Fri: 10.00 – 16.00. The Hub provides employability support for young people in Lambeth, 16- 30, including information, advice and guidance. It offers *'a wide range of activities focusing on education and training, personal development, support for disadvantaged groups, sport and the arts to support young people to reach their full potential'* (Extract from website). A fieldwork visit on 6th February 2023, found there were 105 reported current users, which is said to be a typical number of young people registered.

Brixton Youth Hub is facilitated by Spiral Skills (Central Brixton) and High Trees (Tulse Hill) a key partner who are part of the 'Building Young Brixton' Consortium. Access is by appointment only due to difficulties in securing space, with drop-in sessions at Brixton Castle. It offers *'an employability support service to connect young people with opportunities throughout Lambeth. After assessing their needs, their career mentors will work with young people to set their goals, develop skills and confidence, before matching them with opportunities in line with their interests.'* (Extract from website). An interview with Spiral Skills highlighted the need for personalised support for young people and booked appointments that meet young people's local needs.

Stockwell Youth Hub is run by LDN Apprenticeships and is open Mon – Fri: 9.30 – 17.00. It offers *'informal IAG sessions, information about the LDN apprenticeships offer; help with progression into other opportunities including Kickstart, Re/Start, traineeships, apprenticeships and further education opportunities in the Lambeth Made network; support to develop soft skills and confidence; apprenticeships and traineeships in the digital industries.'* (Extract from website). In Streatham, the co-location of the LDN premises for the Youth Hub, DWP, providers and other organisations who support young people with housing, drug and alcohol, mental health etc issues has the potential to create more referrals to the Youth Hub.

Rathbone Youth Hub is based in West Norwood and is open Mon – Fri: 12.00 – 15.00/16.00. The Hub targets young people aged 16-25 on their journey to employment. It offers: *'support with CV, advice and information to develop job search methods and practise interview skills; access to a diverse range of training, apprenticeship and job opportunities available through the Lambeth Made network; support with free wellbeing workshops, physical activity engagement and other wrap-around services'* (Extract from website).

In December 2022, of the young people supported: 18 young people were interested in working independently, 252 were looking for work, 117 need work experience and 109 work placements, 34 would like internship or full-time education and 70 are interested in mentoring, and 17 going to university.

Outcomes: 182 young people secured the following outcomes: -Progression into employment 122 of which 30 went into full time employment and 65 into part time work and 25 became self-employed; Progression into

apprenticeship: 12 - Progression into education 11 - Progression into traineeship 4 - Progression into work experience 25 and 1 entered into an internship.

Earlier LMESE evaluation findings indicated a lack of effective outreach activities and opportunities to engage with the wider community. Young people had largely been referred from the job centre and had otherwise been unaware of the youth hubs and what they offered. There were challenges to address such as supporting young people with mental health issues and being able to manage stress and anxiety.

Voices of young people

Young people reported ‘the youth hubs had a role in engaging with young people further from employment by offering peer-to-peer groups and activities to get young people off the streets and engaging with services more informally.’ Five young people interviewed particularly liked the comfortable space and friendly environment at LDN. They all praised the staff for being professional, engaging, calming and making them feel comfortable and valued. They found the support in developing their CV, carrying out job searches and getting information on apprenticeships useful. Their main challenges to finding employment was not knowing which job they wanted to do and coping with personal and daily life issues. Their reasons for recommending Youth Hubs to other young people included:

- ‘It’s a fun and inviting place’*
- ‘Helpful if you are looking for a job and need support’*
- ‘They offer support around benefits’*
- ‘They can help you look for work experience’*
- ‘Meet new friends’*
- ‘Good place to network and seek support’.*

They suggested that in order to attract more young people to the Youth Hubs, the Lambeth Made team should consider putting posters in schools and colleges, developing an Lambeth Made app; using social media more, such as Instagram and Tik Tok with the content designed by young people; use professional or famous people to promote the service; and to make the website brighter and clearer. They requested:

- having a central directory of services available to young people i.e. housing, counselling, medical, substance misuse support, job search support etc.
- having all the support in one place – that is well planned and with enough trained staff with good knowledge about the local opportunities.
- providing easy access to courses and vacancies.

The hub advisers highlighted the lack of access to job opportunities for young people and the need for a better approach to leverage the opportunities coming out of Lambeth Council’s supply chain and section 106 commitments. They also argued for financial support at key times for vulnerable young people to help them to move into employment, such as travel costs and support to purchase clothes for job interviews. It was suggested that the provision offered through the Connecting Communities programme will be able to address some of the main challenges facing young people. These points were reiterated during our fieldwork.

‘Having the right space is a big issue. Getting young people to commit to a time is the only way to get them to engage with the service. It was easier just to book, as and when needed, a room and a time and get the young people to come. This has been a loss-making issue for us because of monies spent on room bookings and admin staff.’ (Provider)

Based on our findings, including discussions with young people and Youth Hub provider staff, we have noted there would be a gap in services in providing employment-related advice for young people if the Youth Hubs no longer operated. They are situated in the right locations e.g. bus routes in close proximity. However, there is significant room for improvement in the Youth Hubs. Referrals and signposting to the Youth Hubs are mainly (though not exclusively) through ‘word of mouth’. The Youth Hubs are not highly visible in the communities. Collectively, an agreed strategy with governance, accountability and quality assurance is essential.

Greater clarity is needed on the purpose of the Youth Hubs so that they have a clear identity or purpose – to the staff running them and to the users. Ensure that they are marketed effectively as a concept and for what they provide, including through social media. Consider offering small financial hardship bursaries, where possible, for those young people most need of additional employability support.

Intended outcomes should be more closely linked to the related delivery model (and related funding), taking into account the target groups and different stages of provision: outreach, marketing, referrals, access (including drop-in facility) personal support; information, advice and guidance (IAG); employability skills; and job search support. We noted inconsistencies in the opening times of the four Youth Hubs.

The Youth Hubs are poorly marketed and there are staff training issues that need to be resolved. The most successful mechanisms for referrals, for example, at Stockwell and Streatham seem to be the co-location of local support agencies including JCP+, and job fairs or marketing events at the sites.

There should be a move to focus on the quality of provision – including the quality of the support given, its impact, qualifications and training of the staff etc. Greater engagement with young people is required, as well as raising awareness through schools, colleges and community locations.

Going forward the Youth Hubs need:

- **more frequent meetings between the Council and Youth Hub providers** to agree on clearer measurements of success for each stage of contract implementation and to jointly celebrate and profile success stories – management of the Youth Hubs, staff training in delivering effective careers coaching, mentoring and careers guidance, making effective referrals, developing young people’s employability skills, monitoring the quality of the actual information and support provided, employer engagement, and the sustainability of young people’s progress into education, employment and/or training.
- **central co-ordination of the marketing, outreach and promotion** of the provision, to avoid duplication of effort and funds, and promote collaboration instead of competition between providers.
- **drop-in facilities and all providers should be able to clearly demonstrate they meet access requirements**, with good signage and, most importantly, trained and qualified staff able to deliver person-centred and professional services.
- **greater use of careers information and digital technology** in the Youth Hubs to support young people with their career exploration.

Benchmarking: Models of good/interesting Youth Hubs approaches to consider: In Streatham, the use of the hub facilities by DWP and providers and other organisations who support young people with housing, drug and alcohol, mental health etc issues creates more referrals. The Library of Birmingham Youth Hub (Impetus Resurgo) and Futures Foundation could offer further inspiration. Further afield the highly successful Finnish one-stop shop centre multi-agency approach - <https://www.tampere.fi/en/organisation/ohjaamo-one-stop-guidance-center> - has successfully enshrined some key principles:

The One-Stop Guidance Centres adhere to a uniform visual identity and communication guidelines. The participation of the customers in the development of the operations is integral to the model. The One-Stop Guidance Centres are obliged to produce follow-up data for the assessment of national, regional and local impact. The national impact of the One-Stop Guidance Centres is evaluated by the joint steering group. Offer expertise in the assessment of service needs and service guidance:

- Career planning and job seeking
- Physical and mental well-being
- Competence development and learning paths
- Supporting participation
- Income, housing and life management.

The services provided are based on the customer’s individual needs as defined by themselves. The competence development of the service staff is structured, multi-professional and youth oriented. The One-Stop Guidance Centres carry out ongoing self-assessment and they consistently monitor their operations, goal attainment and the

implementation of the model. The self-assessment processes are supported and coordinated. In bilingual regions, the One-Stop Guidance Centres provide services in Finnish and Swedish.

Unheard Voices

Aims: The LMESE Unheard Voices innovation fund was designed to provide a greater degree of flexibility in terms of programme design than was typically available. **67 participants in total from September 2021 – December 2022.** The project aims to support young people facing often complex barriers to employment to move closer to the labour market. The focus was to be on engagement and progression, with less focus on employment outcomes due to the cohorts that will be supported. Lambeth Made was seeking active providers who would be able to share experience and shape service design. The Youth Steering Group members were involved in the selection process so that they could bring their experience of the challenges of being young people in Lambeth to inform the selection of the providers. Most of the 6 projects ran for an average of 12 weeks March/April to August/September 2022 and each had a target to engage at least 10 young people.

Outcome targets

- 70% of participants to complete the programme
- 60% of participants reporting increased aspirations on completion of the programme
- 60% of participants reporting an increase in confidence and self-esteem, motivated to pursue positive opportunities
- 40% of participants partaking in a skills and employment experience e.g. work taster, work experience, training
- 20% of participants entering in or sustaining EET status.

1. RE:SOURCE - The Ascension Agency (supported by Career Ear Limited)

Programme Aims: Raising young people's aspirations to support them to overcome barriers and move closer to the labour market, increasing confidence of participants, supporting participants to develop their interpersonal skills and to provide work experience opportunities.

Context: Digital, media and creative arts; IAG, pre-employment and employability support

Delivery: Individual support and mentoring; group sessions; project-based activities and expert support; visits to arts venues; work experience.

USP: Individualised projects and bespoke support from industry specialists

Outcomes: Of the 16 participants (exceeded target of 10): 14 (88%) completed and reported an increase in confidence and self-esteem, motivated to pursue positive opportunities; 6 (42%) progressed onto another course at the provider; 7 (50%) took part in employment experience: 12 (82%) achieved a certification for their Arts Award (Bronze and Silver); 5 (35%) progressed into employment.

2. Bounce Back Youth – Bounce Back

Programme Aims: Provide awareness to young people, with themes such as: knife awareness, gang affiliation; county lines and employability.

Context: Mostly construction and digital

Delivery: Each participant had a bespoke, individualised action plan that outlined their milestones. They attended workshops, began vocational training courses and met employers. They also attended workshops covering basic IT and self-employment/business startups.

USP: Specialist workshops: Be Your Own Boss on self-employment; Tech Aid on putting together laptop specs.; Trainer Customisation- how to use specialist digital tools to customise trainer footwear; Resilience workshops; Employer led workshops & insight sessions.

Outcomes: Of the 7 participants (below target of 10): 6 (88%) completed the project; 4 (63%) reported an increase in confidence and self-esteem, motivated to pursue positive opportunities; 6 (42%) continued with support services; 5 (75%) took part in an employment experience; 2 (25%) progressed to employment.

3. Alternative Career Programme – Collab Training Academy

Programme Aims: To enable participants to make substantive progress towards achieving their personal or professional goals.

Context: Digital - entertainment and gaming

Delivery: Development of a tailored career plan, vocational profiling individual sessions; projects, presentations and workshops covering social media & personal branding, financial education & budgeting, health & wellbeing, entrepreneurship & self-employment; work experience opportunities.

USP: Staff work with everyone in the young person's life including parents or friends. They observe them in different environments in order to provide 360° support. Experts & Guest speakers host workshops and get involved in the design and delivery of our training.

Outcomes: Of the 11 participants (above the target of 10): 7 (64%) completed the project and 7 (64%) reported an increase in confidence and self-esteem, motivated to pursue positive opportunities; 2 took part in an employment experience; and 3 (27%) progressed to employment or education.

4. Aspire To Achieve/Anger Management – Habits of London C.I.C.

Programme Aims: To enable participants to overcome the barriers preventing them from making changes towards a career they desire and meeting other life goals. Attending the programme was to give them the opportunity to become better versions of themselves by learning how to increase and enhance self-confidence, self-esteem, awareness and motivation.

Context: Mindfulness & Mental Wellbeing

Delivery: The programme comprised 10 x 3-hour group sessions and 2 x 1:1 sessions run over 12 weeks, with a two-fold agenda: 1. To increase motivation for preparing participants for holistic change fundamentally with the long-term goal towards a career of their choice; and 2. cultivating mindfulness for training the mind to take control of their life, and their career when the time arises.

USP: Helping participants take control of their mind so they can take control of their life and helping them learn and develop simple tools and techniques available to them even after the programme ends to help manage anger, anxiety, stress, pain and other life struggles more effectively.

Outcomes: Of the 10 participants that enrolled (meeting the target of 10): 9 (90%) completed the project and 6 of those (66%) reported an increase in confidence and self-esteem, motivated to pursue positive opportunities; 8 (88%) reported significantly lower levels of depression and 6 (66%) reported significantly lower levels of anxiety; 8 (88%) continued with support services; 7 (77%) took part in an employment experience; and 2 (22%) progressed to full-time employment.

5. The Bridge at Waterloo & Big Load Works

Programme Aims: To increase the overall quality of life of participants by increasing their self-confidence, resilience, employability and general life skills through engaging workshops, group activities and individual support.

Context: Music, cooking, money management, hospitality, self-employment, enterprise

Delivery: The programme covered employability and life skills training, information on local job opportunities, enterprise and start-up opportunities; welfare benefits information, mentoring; physical activities for improved physical and mental wellbeing; tailored individual information, advice and guidance and support.

USP: The embedding of extra-curricular elements (music, cooking, benefits support) into the overall programme, that provided different and interesting contexts that were successful in motivating the young people to participate.

Outcomes: Of the 14 participants that engaged over the 12 weeks (exceeding the target of 10): all (100%) reported an increase in confidence and improve mental health; 5 (36%) continued engagement with support services; 8 (56%) took part in employment experience; and 3 of those obtained employment during or on completion of the project and partaking in further careers skills training – and qualifications such a level 3 personal trainer course.

Good/interesting practice

- The young people on each of the programmes had bespoke support, identified through thorough initial assessments, resulting in individualised action plans and review of their progress throughout the programme.
- Each provider offered a different context or focus of support, providing a wide overall offer for young people in Lambeth. The programmes included access to industry specialists through employer-led workshops and insight sessions for the participants.
- Careers information, advice and guidance and mentoring were incorporated into most programmes. The providers generally used their network of partners well, including the DWP, Lambeth Youth Hubs, DIVERT, Probation, youth clubs to attract participants.

A provider cited the following benefits the programmes brought the participants:

- Confidence and practise in speaking to new people in a different environment
- Ability to build and sustain relationships with young people in similar/ different situations to them
- Recognising their abilities – seeing themselves in a more positive light and building self-belief
- Raising their general aspirations
- Learning to trust others
- Improved punctuality and accountability
- Achieving personal goals/ self- satisfaction.

‘LMESE’s funding for Road to Success enabled us to engage young people who would not normally see this type of provision for them. Even in such a short time, they had experiences that have helped them see possibilities for their future. They liked that there were no hidden catches or costs; they quickly realised that this programme genuinely had their interests at heart. It was game-changing for most of the young people who took part.’ (Rose Hayles, Streatham Youth & Community Trust)

‘One very important observation highlighted through the topics presented during the programme and the presentation of the participants enrolled, was the sensitivity and vulnerability experienced. This evidenced that this programme is predominantly for a particular and specific group of young people. All the participants on the programme presented with complex needs including mental and emotional health issues... familial breakdown or dysfunction at home. Through the 1:1 screening and the taster sessions all understood the importance of developing awareness and insight into their own habits of mind and the holistic benefits that could be achieved as a subsequence. The opportunity to engage with partnership organisations at this level of insight and through these approaches would have precipitated an increase in referrals and consequently higher participant numbers.’ (Helen Raphael, Habits.)

‘We have shared other Lambeth Made opportunities with the group during our last sessions, but we have found that there has been more limited interest in taking up other offers due to trust and relationships built with us - we will need to do more work in future to find ways to get more familiar with other services so that we can better cross-sell them to our participants.’ (The Ascension Agency)

Benefits to young people

Providers reported the following benefits:

- Confidence and practise in speaking to new people in a different environment
- Ability to build and sustain relationships with young people in similar/ different situations to them
- Recognising their abilities – seeing themselves in a more positive light and building self-belief
- Raising their general aspirations
- Learning to trust others
- Improved punctuality and accountability
- Achieving personal goals/ self- satisfaction.

Case Study: SYTC Streatham Youth and Community Trust - Road to Success

LP has been in the UK since 2021 and is currently residing in a refuge after fleeing domestic violence. LP was interested in becoming an accountant and was studying accounting before coming to the UK. She continued her studies in the UK until she separated from her partner after becoming a victim of domestic abuse. LP was unable to fund her last AAT exam in order to complete her level 2 qualification and wanted to explore her options with finding an apprenticeship to complete this. LP was referred on to the 12-week employability programme Road To Success where she would be supported into employment along with other work experience and employability skills. As part of the programme LP was able to have her last AAT exam funded so she can successfully complete her Level 2 in accounting and progress on to her level 3 qualification.

LP did not have a CV and was supported with creating one by Streatham Youth Hub and explored apprenticeships. However, LP would not be eligible for an apprenticeship as she has not been in the UK long enough. LP did not have a provisional licence so with the help of the Road to Success programme LP was supported with the application and Road to Success funded this provisional licence. Through the Road to Success programme LP has also been referred on to other programmes called Aspire to Achieve who support young people reaching their potential through mindfulness and has been referred for work experience with Hadley Property Group.

By engaging with the Youth Hub and the Road to Success Programme LP has connected with several different opportunities and is able to progress with her aspirations of being a chartered accountant. LP did not know anyone and has no family in London and has been able to make new friends whilst on the programme.

Case Study: The Bridge at Waterloo and Big Load Works

BG came to Big Local Works not knowing where else to turn. He was so isolated when I was unemployed, and the job centre didn't offer me the support and the mentoring I needed to find work. Daniel and Luds gave me so much of their time and together we broke down all the barriers I was facing in my search for work. I am now in full time employment and loving life. I feel like I can start planning my future again after so much uncertainty. I can't thank you both enough!"

'My overall experience of the programme has been brilliant. I am so glad that I managed to come out my comfort zone and attend that job fair otherwise if I didn't, I would not have known anything about this. Also, it's nice knowing that there are a lot of opportunities out here for us young people even though it's not highly advertised and it's more of a word-of-mouth thing, it's so beneficial and a great way to help boost confidence going further.' (Participant)

Young people's 'wish list' for future provision includes:

- 'More information to more young people on what is on offer - so that more people can benefit'
- 'More work experience or links with employers'
- 'Interview practice'
- 'Change the title of 'Unheard Voices'

Points to consider

- Many of the providers commented that they would want to be able to offer even greater support/progression beyond the end of the course and they felt that providing a highly personalised programme required a longer running programme.
- They also commented that more time was needed with the participants to build on the rapport and trust that they had developed with them and ensure that they followed through with the next steps of their action plans/milestones, especially for those with more complex and specific support needs.
- Although there was a useful meeting at the start of the programme, the providers were generally working in isolation of one another, so that there was little collaboration and sharing of resources, information and progression pathways. Habits and SYCT was one example of effective partnership working.

Many of the providers spent the first few weeks after the contract was agreed raising awareness of the programme and building up their database of referral partners. In particular, one provider commented that potential referral partners were more likely to refer their clients to the programme if they had direct experience or a deep understanding of the type of support or interventions offered, and this understanding took time to establish.

'We have shared other Lambeth Made opportunities with the group during our last sessions, but we have found that there has been more limited interest in taking up other offers due to trust and relationships built with us - we will need to do more work in future to find ways to get more familiar with other services so that we can better cross-sell them to our participants.' (A provider)

'One very important observation the programme highlighted was the sensitivity and vulnerability the young people experienced. This evidenced that this programme is predominantly for a particular and specific group of young people. All the participants on the programme presented with complex needs including mental and emotional health issues... familial breakdown or dysfunction at home. Through the 1:1 screening and the taster sessions they all understood the importance of developing awareness and insight into their own habits of mind and the holistic benefits that could be achieved as a subsequence. The opportunity to engage with partnership organisations at this level of insight and through these approaches would have precipitated an increase in referrals and consequently higher participant numbers.' (Habits)

Providers were unanimous in wanting ways to continue to support the young people beyond the programme through their networks, partner opportunities and new programmes with Lambeth Made. They suggested:

- developing the partnership network by facilitation organisational induction sessions and monthly follow up partnership meetings
- working and collaborating closely with partnership organisation prior to the launch of the programme to build rapport, understanding of the objectives and develop strategies should increase recruitment and reduce competition
- making support services more visible to the young people on the programmes so that they can self-refer or seek support from other agencies without having to disclose anything to the programme to ensure everyone feels fully supported and all support is accessible to everyone
- having a centralised employer engagement, or a database of employers offering different types of work-related learning should provide a network of employers across the borough who can opt in for being involved in this specialised support for local young people.

The programmes seem to be labour intensive as they involve developing bespoke individualised programmes. There is potential for scaling up the provision through more centralised marketing and promotion, standardised initial assessments and records of progress that can be adapted slightly to capture the different focus of each programme and the creation of a network of pathways.

Centrepoint

Aims: The aims of the Centrepoint programme are to support young homeless people in Lambeth who are NEET secure and maintain employment. **96 participants in total from November 2021.** The focus is on informing these young people about the opportunities available to them and supporting them to reach their goals and aspirations around education and employment. The overall goal is to upskill young people, so they feel confident to return to or engage with mainstream education, training, and employment opportunities and ultimately enable them to leave supported housing with good quality, secure work, and a sustainable income.

How it works: Lambeth housing commissions its supported housing services to four organisations, such as Evolve, to provide supported housing (225 beds) for homeless young people in the borough and three floating support services in their own homes. In November 2021, LMESE commissioned Centrepoint to deliver a pilot programme to provide careers information, advice and guidance and individual support to inspire the young people and develop their skills and confidence to take up education or training to secure a job. Individual and group face-to-face and online sessions provide:

- impartial information, advice and guidance on local education and training opportunities, including gaining an understand of their current qualifications and experience to determine their next steps – including signposting to a wide range of support agencies, institutions and providers
- support with GCSE maths and English; how to explore further education opportunities at colleges, and vocational training opportunities, such as Centrepoint’s own Get Set programme on construction, catering, etc.
- training tasters, such Get Into programmes linked to employers, such a ‘Pret’ to support young people to determine pathways into vocational training that can lead to employment
- promotion of employment through work experience, training, apprenticeships and employment opportunities for homeless and disadvantaged young people
- input from Moneywise for young people who struggle to understand and manage money and budget their income
- access to staff from high profile companies that provide money mentoring for about 6 to 8 weeks.

Outcomes: Of the 96 young people who participated in Centrepoint 24 secured employment; 25 progressed into education and training and 1 completed work experience; 29 gained a qualification. 95 of the young people also received IAG and a further 17 support with money management.

Interviews took place with a member of staff from Lambeth Council housing and Evolve (housing provider) and two from Centrepoint (EET provider).

- For the Lambeth housing team, working with colleagues from another part of the council (LMESE) has provided a different perspective. This has successfully broadened the focus of the support for homeless young people through a more holistic approach, rather than just housing.
- The quality of working relationships between the partners has translated into positive outcomes towards education, employment and training for the young people. For example, the service provided by Centrepoint at Evolve is fully integrated and seamless for the young people. This seems to be down to the expertise and experience of the Centrepoint staff in providing support and advice to the young people at Evolve.
- Staff at Evolve have found that having an external person from Centrepoint that focusses on education, training and employment enables them to improve the overall quality of the service they provide.

‘Having an external advocate for the young people we work with at Evolve helps us understand their needs better and what we need to improve relationships with individuals. (Evolve manager)

Good/interesting practice

This is an excellent example of internal partnership working within Lambeth Council and effective collaboration with partner charities across the services in the new housing pathway. The pilot was put together through a scoping exercise to identify the gaps for young people, the difficulties in providing this additional education, employment and training support and what they would need.

The senior Centrepoint adviser working at Evolve uses a well-designed initial assessment process with the young people to identify their skills and abilities and the type of support they need. The process involves:

1. **Induction:** engagement with keyworkers and young people, relationship building.
2. **Assessment** – understanding the young person’s EET history, where their strengths, motivation and interest lie as well as capturing areas of challenge to put support in place around this.
3. **Activities** – fun and engaging sessions that empower the young person to take their ‘next steps’ and assist them through challenges or failures.
4. **Action Plan** – creating a short, medium and long term EET plan with the young person.
5. **Education, Employment and/or Training (EET)** – keeping an open-door policy for young people to access drop in support post EET or if they become NEET.

‘Centrepoint has enjoyed being part of a programme that supports homeless young people into EET. We have built strong relationships with service staff and commissioners. Building trust and working in partnership has

been key to the project's success. As an organisation we work diligently to provide job outcomes with a minimum LLW/RLW (or above) and working in line with our moneywise team we identify positions that will not cause young people in supported accommodation to be evicted because they are in work.' (Head of CPW (National))

'From the moment I met Elaine at Evolve she has had her heart set on helping me and other people from the hostel, she helped me to get a job at an agency I am still with and has just generally been there to support me, she is the only one who has been there for me throughout all of this so I'm thankful for that. I can see she is passionate about what she does and it's more than just a job to her.' (Participant)

'During my time out of work Elaine was able to get me in contact with a group that put you on a free course in order to acquire your CSCS card. I did training with them and Elaine helped with travel to get the first half of my training completed. I passed the first half of the process and now I am one step closer to my CSCS card. Still jobless; Elaine helped me look for work and within 2 weeks of her help I secured a job as a book keeper. I'm now full time and back in the workplace.' (Participant)

This is an example where the workstream has successfully added another service to young homeless people that is not housing-based. LMESE is now building a business case for the future of this service by demonstrating its impact through outcome reporting. Centrepoint was selected because it has the infrastructure and networks for supporting homeless people as well as the expertise working young with people with housing issues.

The Centrepoint Senior Job and Education Adviser working at Evolve three days a week has a very wide range of direct experience with young people with social issues. They are particularly skilled at providing an appropriate mix of support and challenge to help the young people benefit from the opportunities for work placements, worksite visits and job interviews arranged through their network with employers from a wide range of sectors.

Points to consider

The recording of the impact of the inclusion of Centrepoint's EET-related advice and support at Evolve still needs to be recorded better, including data on the specific outcomes for the young people involved.

In particular, there need to be systems for capturing the young people's voice on the impact of this additional service.

- Lack of English and maths skills is a barrier to employment for some of the young people and they are often reluctant to take up this provision and /or there does not seem to be links to providers that could meet the specific learning needs of these young people.
- Continue to support IAG advisers in gaining higher level qualifications.

Youth Promise Provider Forum

The Youth Promise Forum has met twice in the last 12 months. A recent online meeting attracted 35 participants, many of whom were keen to learn more about the LMESE programme. There was unanimous agreement that providers want to meet more regularly to move beyond fortnightly reporting on take-up rates and outputs and focus more on learning from each other and quality assurance. It was also noted this would decrease the level of churn in attendance and competition between providers.

Summary

- The providers' effective working with external partners enabled them to promote their provision to young people and engage those who are most disadvantaged. However, this was not the case with the Youth Hubs who tended to work separately rather than a collective community of practice.
- Nearly all the providers offer continued individual support after the end of a specific activity or intervention or programme – even though this may not be included in their contract.
- Many of the providers, in particular Drive Forward and The Bridge at Waterloo are particularly effective at identifying and working with corporate partners who want to be part of change. Nearly all the providers praised the LMESE staff for their support and effective communications.

Recommendations

1. **Support young people’s progression to build on the benefits from participating in Youth Promise projects by ensuring that they have a validated record of their skills, progress and achievements.** This could be a testimonial from providers and/or employers that have first-hand evidence of the impact of the young person’s performance e.g. through work experience or training and guidance sessions. Ensure borough-wide agreed systems for measuring young people’s starting and leaving points that show their development of employability skills, increased confidence etc. It could also provide a standardised measure of the impact of the provision as a whole.
2. **Set out a route map making more explicit pathways to progression for young people that takes account of all aspects of the LMESE programme offer.** Monitor pathways for young people and their progress within the LMESE programme (on an incremental basis) from across all providers, progression from summer programmes into other complementary LMESE and other CEIAG activities. Ensure all youth participants record their personal and social development that they could build on as they moved from one programme to another or applied for employment or further education and training.
3. **Establish more collective responsibility for raising the profile of the Youth Hubs in Lambeth to serve more young people in need of support.** Greater clarity is needed on the purpose of the Youth Hubs so that they have a clear identity or purpose – to the staff running them and to the users. Ensure that they are marketed effectively as a concept and for what they provide, including through social media. Consider offering small financial hardship bursaries, where possible, for those young people most need of additional employability support.
4. **Co-develop and implement a framework for evaluating and developing LMESE provision with providers and other stakeholders.** This should include observing activities, including individual and group sessions and gathering the views of young people, providers and employers though could include surveys, feedback forms, focus groups led by LMESE staff etc. The main Youth Promise programmes should adopt similar approaches to Unheard Voices to gather the views of young people involved to lend their voices to the development and promotion of the LMESE provision. Activities could include surveys, feedback forms, focus groups led by LMESE staff etc.
5. **Review young people’s access to short and more intensive courses in English and maths to build confidence, motivation, skills and knowledge needed for successful transitions.** There is scope to draw on provision from Lambeth’s adult and community learning, including Multiply, where there are short-themed courses on budgeting, understanding percentages in everyday life etc. Provide awareness training for providers on how they can promote English and maths as an employability skills and embed everyday and work-related skills into their programmes.

Workstream 3: – Apprenticeships and Traineeships

Key findings: Lambeth Council has made good progress in providing and facilitating apprenticeship routes for young people and adults. There is scope to extend beyond the construction sector introducing more digital, net zero and creative skills growth sector opportunities and more level 2 and pre-apprenticeship courses.

Aim: The Apprenticeship and Traineeships workstream aims to increase the number of young people starting and completing across all levels from entry level to higher level degree, increase the supply of apprenticeships from local employers, and to support and develop young people's entrepreneurial aspirations and ambitions. The workstream has supported the creation of apprenticeship opportunities for Lambeth businesses and/or Lambeth residents through apprenticeship levy, **creating 19 apprenticeships across nine organisations to date.**

‘The profile of apprenticeships has improved among young people, but getting onto an apprenticeship is hard competitive and tricky. There is a lack of local 2 apprenticeships in vocational careers. Lambeth needs more level 2 and take it to schools. Lambeth needs to fund people to run apprenticeship guidance sessions for young people, prepare them for an apprenticeship and then support the application/recruitment process to

fill them up: Find out about the opportunity, have a taster, and do application together. Take apprenticeships to the young people – but you would need more level 2 apprenticeships first.’ (Feedback from a provider)

Previous external research of the apprenticeship provision in Lambeth was carried out in November 2020 by Saltigy. The research comprised interviews with five London boroughs, West Midlands Combined Authority (WMCA), London Progression Collaboration (LCP)3 apprenticeship providers and 3 large employers in Lambeth, and a review of the 2015/16-2018/19 data for apprenticeships. It focused on the impact of Covid on the availability of apprenticeships and the recruitment of apprentices and their progress and achievement during this period.

The workstream is working to bring forward recommendations from other research, seeking to increase the supply, uptake, and completion of apprenticeship in Lambeth, and for Lambeth residents. This includes the development of an online resource to provide information and guidance around apprenticeships to young people, employers, parents/carers, and careers advisers. This resource will include a digital toolkit for employers to support the creation, fulfilment, and sustainment of apprentices (with a focus on young people).

We recognise that Lambeth Council is taking this issue seriously and is committed to continuous improvement in this regard. We have set out some observations based mainly on desk research and some stakeholder interviews, including Council perspectives:

- There is scope to do more to promote apprenticeships for young people with SEND, in particular, information on apprenticeships as part of the Lambeth Local Offer is currently insufficiently detailed.
- More level 2 apprenticeships and pre-apprenticeship courses are critical to providing young people with SEND with equal opportunities to develop to their potential. (SEND coordinator)
- There seems to be good apprenticeship opportunities in construction, with regular updates from the council’s construction team on work experience, jobs and apprenticeships. However, little information is available on opportunities in the other sectors. (Hub provider)
- LMESE could be used to develop progression pathways to apprenticeships – by working with employers to create these pathways. (Hub provider)

Voices of Lambeth’s young people, parents/carers and school staff

The main barrier to young people joining apprenticeships tend to be their continued lack of awareness of the apprenticeship route to careers at all levels. Parents/careers also need to be better informed about how apprenticeship work and the opportunities available. For example:

- Of the 224 young people in (7) schools who answered the survey, **32 (19%) were considering an apprenticeship.**
- **54% (89) young people stated insufficient access to work experience and a lack of information and advice** about opportunities were the big challenges for them in schools.
- **29% of teaching staff (circa 1 in 4) said that LMESE had helped their students find out more about apprenticeships and traineeships.**
- **19% (32) students who responded to the question "What are your thoughts about apprenticeships?" want to join an apprenticeship programme.** A further 42% (71) stated they want to know more about apprenticeships. 19% (31) are not interested in apprenticeships and 20% (34) are unsure.

Good apprenticeship provision

- Strong emphasis of promoting apprenticeships and pre-apprenticeship training and support for those with SEND.
- Good progressions pathways to apprenticeships, especially when developed with employers, enable young people to develop the wrap-around employability skills so that they are ready fit into a working environment.

- Employers' thorough understanding of their role and commitment in being a partner in the apprenticeship tripartite arrangements involving the apprentice, the employer and the provider.
- Clear guidance on the council's roles and responsibilities on quality monitoring and quality improvement vis-à-vis those for commissioned training providers or direct delivery teams.
- Continued impartial advice on career options throughout the apprenticeship to enable the apprentices know how the programme is contributing to their career plans. This is particularly important for apprentices on fixed-term contracts who need to be supporting into appropriate relevant permanent employment by the end of their apprenticeships.

Traineeships are being funded from 2022 to 2023 as for previous years. The last start date for traineeships under the current programme is 31 July 2023. Traineeships started on or before this date will continue to be funded.¹⁵ From 1 August 2023, the ESFA will no longer fund a standalone national traineeships programme. Traineeships can continue to be offered as part of its general skills offer. All the elements of the Traineeship programme - English and maths, work experience, employability and occupational skills, and qualifications - will continue to be funded for 16–19-year-olds as part of the national 16-19 study programme, and for adults through the adult education budget. This means that providers with access to funding can choose to continue to offer Traineeship programmes for young people who need support to get into work, apprenticeships or further learning.

Outcomes: 1 progressed to a Traineeship, 21 progressed to an Internship¹⁶, and 23 progressed to an Apprenticeship.

Recommendations

<p>1. Continue to increase the promotion of apprenticeships and supported internships, including to young people with SEND. In particular, information on apprenticeships as part of the Lambeth Local Offer is currently insufficiently detailed. Work with the Lambeth SEND Supported Employment Partnership to help address this issue.</p>
<p>2. Work with providers and employers to develop more level 2 apprenticeships and pre-apprenticeship courses. These are critical to providing young people who may not have attained school qualifications and need more equal opportunities to develop to their potential, including in sectors other than construction. For example, work with local employers, including large employers and/ the Council's supply chains, which have identified a skills shortage and training gap and match these local providers specialising in the relevant sectors.</p>
<p>3. Make more explicit progression pathways to apprenticeships – by working with employers to create these pathways. Use the LMESE provision to prepare Lambeth's young people for these opportunities.</p>
<p>4. Build on current links with employers to extend work experience and work-related insights across the LMESE provision. Broaden the range of vocational areas, including through links with the Council's supply chain and local employer networks, such as the Chamber of Commerce etc. This could also include developing the providers' contacts and networks to develop a database of employer-based opportunities.</p>

Workstream 4: Connect and Engage

Key findings: The LMESE programme has published on its website the voices of young people from across Lambeth. There is no shortage of testimonies and videos. The LMESE programme met or exceeded set targets with help and support from the Youth Steering Group. The Lambeth Made website sits alongside the new Opportunity Lambeth portal. The inter-relationships and connectivity should be communicated to all schools, parents/carers, providers and employers to maximise usage and high-quality resources.

¹⁵ <https://www.gov.uk/government/publications/supporting-young-people-to-develop-the-skills-for-apprenticeships-and-sustainable-employment-framework-for-delivery/traineeships-framework-for-delivery-2020-to-2021-web-accessible-version>

¹⁶ Civil Service alternative to Apprenticeships including career leavers.

Aims: To engage and communicate successfully with young people, internal and external stakeholders, to work in a co-productive way so that they are fully aware of Lambeth Made Education, Skills and Employment programme initiatives and are able to actively participate in opportunities available to them. It is important that the voices of young people are heard and that they feel like their opinions matter. This includes the effectiveness of youth engagement with a focus on Lambeth Made and social media platforms - <https://lambethmade.org/> and Instagram, Facebook etc.

This workstream has four elements:

1. Youth Steering Group
2. Lambeth Made website and social media
3. LMESE programme youth interviews
4. LMESE programme live provider interviews

Lambeth Made Youth Steering Group

The Youth Steering Group was set up to meet once a month to support the LMESE programme with its input from young people consultations (October 2021 – September 2022). It is managed well by Spiral Skills and provides young people in Lambeth with a voice and an opportunity to positively impact programme delivery. It acts as a scrutiny group involved in decision making and supporting Lambeth Council to ensure that communication and social media channels are engaging for young people. In February 2023, a new cohort of young people joined the Youth Steering Group.

Its purpose

- To ensure up to 20 young people in Lambeth are involved, with a core group of 10 young people regularly in attendance
- To have a representation of young people in Lambeth readily available to consult with on projects within the LMESE programme
- To ensure that a core group of young people in Lambeth are trained and understand the Lambeth commissioning process enabling them to get involved in the commissioning of the Unheard Voices providers and feel empowered to make decisions that impact young people in Lambeth.
- Positive promotion of the youth steering group to attract the involvement of young people from Lambeth
- Young people regularly checking the LMESE social media channels and providing feedback on ways to improve engagement.

Young people are recruited mainly (though not exclusively) from Unheard Voices and the Create Your Future projects. The table below shows the demographics for the 2021-2022 youth cohort.

Age	13 – 16 = 2	17 -18 = 5	19 – 20 = 4	21 – 25 = 4	25 – 30 = 3
Gender	Young Men = 11			Young Women = 7	
Other services	Youth Justice Experienced = 2		Experienced Homelessness = 2		
LAC	Experienced Supported Housing = 2		Experienced Children’s Services = 3		
SEND	1 YP with Autism	2 YP with MLD			
NEET	2 currently NEET		4 with experience of being NEET		
Ethnicity	Black African = 5	Black Caribbean	Mixed Race = 1	Arabic = 2	Portuguese = 1
ESOL	Arabic = 2	Portuguese = 1			
Lambeth Locality	Clapham Common	Vassal = 3	West Norwood = 2	Coldharbour = 6	Streatham hill = 2

Each 3-hour workshop focuses on topics selected by Lambeth Made in line with their strategy and blended skills training with youth insights. The main objectives were to recruit a diverse group of young people to analyse Lambeth Made's social media and marketing; to evaluate applications to the Unheard Voices Innovation Fund and create targeted promotional material for Lambeth Made funded Summer programmes.

Training the young leaders on social media marketing enabled them to analyse and feedback on Lambeth Made's online presence. For example, young leader Shauna's analysis of Lambeth Made's social media was presented to the Lambeth Made Strategic Programme Board and reflected in Instagram content. The second session introduced the leaders to Search Engine Optimisation with website specialists Blue Array who trained them on evaluating the Lambeth Made website.

Over two sessions Spiral Skills and the Lambeth Made team trained the group on Commissioning and empowered them to score videos and application forms for over £100k of funding to agree on Unheard Voices programmes. Four sessions were delivered in partnership with Find Your Feet Digital who upskilled the leaders on producing engaging campaigns. The leaders interviewed their target group, then designed and produced promotional videos for the Summer Programmes. Some excellent promotional content was produced after 3 Video Production masterclasses.

The final Celebration session celebrated the achievements of the group, showcased their finished videos and included spoken word and motivational speaking. This was held at the inspiring Roots & Shoots and hosted by Find Your Feet and Spiral and was a big success. Young leaders met with the spoken word artist Nego True and motivated by Tech Entrepreneur Harvey before the showcase of their videos. This is Spiral Skills' second year of delivering. They were commissioned because of their experience of delivering on Youth Voices and on the youth work they carried out. A lot of the content delivered and focus on has been influenced by Lambeth Made.

Voices of young people

'I Joined the steering group because it was community orientated – and I was interested in working with young people. It's all about creating somewhere where young people feel safe and whether they can connect with the people. They can quickly sense whether if it is authentic – and Spiral Skills is authentic.' What did he gain from this experience? *'Excellent skills from training in youth work, life skills, networking skills, and **professionalism**'*. The latter word featured in nearly all conversations with young people.

'My involvement has broadened my horizons. The Steering Group has changed the blueprint by providing young people with meaningful involvement. The group united as a community to ensure that the programmes are for the right people – those difficult to engage. Being on the steering group involved us in an opportunity to change the community – as well as involvement, we also develop a sense of accountability and responsibility. that was game changing'.

'This is peer pressuring in the right way – we've been motivated to be better people professional people, and this is what we're doing for others now.' This programme now needs more testimonies – there are so many good stories that can motivate others.'

'What's special is the openness to which we are given the decision making – because we have direct experience of many of the issues young people face. In the steering group, we have developed a genuine culture and like mindedness.'

What works well

'Having a fertile space for our own development and being able to create that for others' (Young Person Leader)

- The members of the first steering group (2021-2022) appreciated the very wide range of workshops that were open to them as members of the group. In particular, they agreed that although the activities were fun, they also helped develop them as 'professional people' with decision making responsibilities for provision and capturing the voices of young people in Lambeth.

- Many joined because the Steering Group is community orientated. *'It's important for local young people to know their culture and identity and keep their identity. Spiral Skills and the LMESE Steering Advisory Group creates more chances and opportunities for young people who may feel that they will never achieve anything.'* (Young Person Leader)
- *The group united as a community to ensure that the programmes are for the right people – those difficult to engage. 'Being on the steering group involved us in an opportunity to change the community – as well as involvement, we also develop a sense of accountability and responsibility. that was game changing'.* (Young Person Leader)
- Gathering testimonies worked well to help inspire and motivate young people e.g. testimonies were captured in video recordings, podcasts, Instagram and inspirational quotes.
- Young people were empowered to take action and maximise their skills as part of the process. There is scope to consider accreditation options going forward.

Challenges

- Finding adequate, safe and affordable space to deliver the workshops was a challenge throughout the project. This meant sessions were delivered at 4 different locations which had an impact on attendance and engagement.
- Not enough celebration and showcasing of the Steering Group's work and achievements both within and outside of the Council. It was felt that Covid and lockdown had prevented this from taking place.
- The brand Lambeth Made is a great concept, but many young people are not fully interacting with the Education, Skills and Employment offer, particularly via the website and social media. There was a strong preference for having champions at a local level rather than an over reliance on social media.
- More work is needed to make explicit the linkage between the Youth Steering Group and the wider programme.

Steering group members were consulted on the idea of the LMESE programme hosting webinars that combine local best practice with other examples outside of Lambeth to stimulate new ideas for action. They suggested a focus on (1) the need for consistent work experience opportunities, particularly for Year 10 students; careers fairs, where young people can interact with employers; apprenticeships ("most people do not know how to get into them"). More information is needed to show: How to apply for an apprenticeship and how the different levels affect applications; Information on how to start an apprenticeship; understanding which ones are reputable; support for parents – educating them on apprenticeships and how competitive apprenticeships are and what are the best ones to apply for.

They also suggested raising aspirations and the passions of young people in schools through working with teachers to help them build that relationship with students; supporting students in discovering careers that they would enjoy; and exposure to relatable role models during webinars – or the option for them to visit schools and deliver talks.

Ideas on how to encourage young people's input include:

- Create young Lambeth Made ambassadors for outreach – testimonies that show young successful people
- Use incentives to get young people to do talks in schools and explain their experience on the Lambeth Made programmes
- Provide vouchers/memberships i.e., gym sessions, food, restaurants.
- Lambeth Made promotions inside leisure centres.
- Have a young ambassador to promote Lambeth Made.

Lambeth Made Website and social media

Aims: The Lambeth Made website was developed as a tool to let the public, parents and young people in Lambeth (16-30) including the SEND cohort, know about training and support for education, health and social care practitioners, young people and adults. It is also a tool for accessing apprenticeship and employment opportunities as well as information on past, present and future work of Lambeth Made. It is set up in a way that allows people to sign up to a mailing list and send email queries directly to the Lambeth Made inbox making it easier for queries to be responded to.

- From September 2021 to December 2022, on social media there were 1,404 followers and 367 photos on the Lambeth Instagram account. This can be compared with Croydon (1,918 followers and 43 posts) and Wandsworth's Youth Council (996 followers and 193 posts). The website contains a multitude of information and resources such as: podcasts, multiple video, clips, the YOS Youth Offer (18+ year olds), The Elevators (18–30-year-olds), Care experienced with experience of housing and semi-independent living, Visions of Success (13–24-year-olds), and Early Help Community Offer. Resourcing for the Lambeth Made website and social media presence has been limited. The team have done their best to keep the information up to date with the support of an intern.
- Live interviews and provider interviews have regularly taken place in Instagram.



The website contains a multitude of information and practical resources. For example, the Youth Steering Group generated multiple video clips and podcasts to feed into the website. Resourcing for the Lambeth Made website and social media presence has been limited. The team have done their best to keep the information up to date with the support of an intern.

It was highlighted in interviews there is not a lot of connectivity to what is available in terms of local provision. A provider indicated: *'When someone wants to go for an actual job opportunity they are directed to "Opportunity Lambeth" which screams Job Centre and puts young people off because it is ugly, white and sterile. It has limited jobs on there and only the ones that Lambeth know about, so it is off putting for young people.'*

The Youth Steering Group suggested greater inclusion of SEND opportunities on the website and social media

- More contact information on the website i.e., direct emails and phone numbers
- Include enquires about writing a CV, e.g., automated CV builder
- Access to study route information
- Include opportunities for WEX, short courses and placements – but not always focused on the cliché ones but different sports and other niche areas like creative industries.
- Live/interactive Q&A page
- Link live stories to opportunities and keep them active.

Live Interviews

Aims: To directly capture the experiences of young people in Lambeth - To positively impact and influence the work of LMESE - To give young people an opportunity to speak candidly about their experiences - To support decision

making on programmes commissioned by LMESE - To enhance the experiences of young people based on direct feedback. The LMESE youth interviews was designed as a mechanism for directly capturing the experiences of young people in Lambeth impacted by the LMESE workstream projects. The voice of young people is a key feature at the LMESE programme board and gives board members direct feedback of young people's experiences across the workstreams.

8 young people were interviewed on their experience across the LMESE programmes. This was designed to find out the direct impact of the LMESE on young people interviewed. Also, findings fed into the improvements made to the Lambeth Council Kickstart programme. The latter is outside the scope of this evaluation.

The LMESE exceeded the set targets with help and support from the Youth Steering Group. The website and Instagram account show a wide range of inspiration stories and quotes designed to motivate and encourage Lambeth's young people. The Youth Steering group members recommended having short interviews that highlight successful completions of projects within the LMESE programme.

Suggestions on mapping progression pathways and capturing this on the Lambeth Made website:

- Access to career/study routes on website.
- Make finding progression pathways engaging i.e., quizzes.
- Study routes suggestions should show links to local college courses.
- Would like to be able to 'log in' and save progress.
- Small survey on the website around what their interests are to help inform what opportunities are included on the website.

Live Provider Interviews

Instagram live provider interviews (x8) were started as a method to inspire young people and for providers to showcase their services and actively promote their upcoming projects. Also, to generate interest amongst young Lambeth residents and increase the number of young Lambeth based followers on the LMESE Instagram page. The Instagram live interviews were key in young people finding out what Lambeth based providers do as well as ask direct questions during the live stream. This method was designed to:

- give Lambeth based youth service providers the opportunity to showcase their service and projects
- increase the interest of young people in the Lambeth Made Instagram page
- increase young Lambeth based followers on the LMESE Instagram page and programme
- promote opportunities across the LMESE programme to young people
- actively support the promotion of LMESE commissioned programmes
- facilitate an awareness of opportunities between Lambeth based youth organisations.

Live provider interviews have taken place in Instagram - the last one was held on 30th January 2023.

Challenges

- The website needs to be user-friendly and easy to navigate. Ensuring the website meets the needs of all users, including those with disabilities or who are less familiar with technology, can be challenging.
- Updating content can be a complex and time-consuming process, especially when it involves collaboration with multiple departments, stakeholders and use of social media. Ensuring that all content is accurate and up to date can also be difficult when there is a shortage of staff dedicated to this task.
- Digital advancements such as the use of AI and machine learning to make information, advice and guidance more readily available and accessible 24:7 have yet to be fully harnessed.

- The authentic voices of young people and providers are captured by Lambeth Made but not fully visible to schools, community agencies, employers, parents and to many young people themselves.

Recommendations

<p>1. Further develop the Lambeth Made website, social media and communications strategy and action plan to co-ordinate and enhance the promotion of all LMESE provision. Communicate clearly to all schools, providers and other stakeholders, including employers and council departments, the aims and content of all network meetings, such as for the Youth Promise Network Group, the Alumni Career Cluster, the Lambeth SEND Supported Employment Partnership. Agree and communicate the inter-relationship between the Lambeth Made, Alumni Career Cluster and new Lambeth Opportunities portal websites.</p>
<p>2. Further develop the Lambeth Made website, social media and communications strategy and action plan to co-ordinate and enhance the promotion of all LMESE provision. Communicate clearly to all schools, providers and other stakeholders, including employers and council departments, the aims and content of all network meetings, such as for the Youth Promise Network Group, the Alumni Career Cluster, the Lambeth SEND Supported Employment Partnership. Agree and communicate the inter-relationship between the Lambeth Made, Alumni Career Cluster and new Lambeth Opportunities portal websites.</p>
<p>3. Consider accreditation options for Youth Steering Group members. This will help recognise their skills development and the knowledge gained that can be transferred to other new learning and work environments.</p>
<p>4. Take forward revisions to and management of the Lambeth Made website by: (a) inviting the new Youth Steering Group to formally review options for an updated website and Instagram account; (b) considering how the present LMESE programme within dedicated pages and/or create a map for the end user to better understand the various offers and provision on the website; (c) making sure the contact details are up-to-date and accurate; (d) gathering intelligence on the website usage and social media using data analytics, and feed this into the Youth Steering Group meetings.</p>

There is scope to consider accreditation options for Steering Group members in recognition of their skills development and the knowledge gained that can be transferred to other new learning and work environments. The Youth Steering Group expressed a willingness to any courses alongside their time as part of the steering group, but they wanted this to be accredited. Capturing the voices of young people is central to the success of the LMESE programme. *A total of 22 case studies are provided in a separate paper, April 2023.*

Conclusion

Lambeth Council is to be commended highly for its decision to focus on supporting a diverse range of young people, particularly those most vulnerable.

The LMESE team has a large volume of work to manage and consequently this small team may find themselves spread rather thinly. They should consider focusing resources on the most successful projects and eliminate those few projects that have not made sufficient impact. Closer monitoring and reporting from project participants and capturing outcomes is required, ideally set within a new quality assurance framework. This will improve the intelligence gathering and analysis of what works best with differing groups in the community.

In raising aspirations and skills within schools, the Alumni Career Cluster network and additional support provided to vulnerable young people in schools through the programme is highly valued by teachers, SENCOs and young people alike. There is a need for further support for schools to increase young people's experiences of and exposure to careers and the world of work. Evidence from the schools' young people and parents survey shows significant variation in schools' investment in CEIAG. Also, some schools have newly appointed careers leaders who are learning on-the-job. It is essential to support all schools to work towards a quality Standard to meet Gatsby Benchmarks and increase young people's access to trained and qualified careers advisers. This will help support the validation of latest CEIAG findings and support efforts in the higher achievement of Gatsby Benchmarks. It is timely to showcase the RAS evidence-base and how this is impacting on Lambeth's youth, wider family networks and local economy.

The EET Group, SOHKs and Spiral Skills each have well managed projects that are making a positive difference to young people's lives. Their work in schools is reaching those most vulnerable young people and giving them hope and raising their aspirations. They have achieved their aims, objectives and targets but evidence on outcomes needs to be strengthened.

The Create Your Future summer projects had some worthy successes, and some failed to attract local young people. Lessons can be learnt from this, including the benefits of match-funding and drawbacks in commissioning a national provider with more limited local knowledge. Whilst the latter can bring ideas and innovation, the Council should require a link up with a local community provider to ensure young people can be reached in their communities. Providers interviewed reported often feeling isolated in their work and they would like to build their knowledge of tackling mental health and wellbeing issues, digital skills, knowledge of digital advancements, and changes in the world of work. The network meetings and/ or a series of LMESE webinars and monthly newsletter that combines local best practice with other examples from outside of Lambeth could address this and stimulate new ideas for action.

The Youth Promise providers included those with expertise in working with identified target groups, such as care experienced, homeless young people and those with an education, health and care plan, qualifying for a supported internship, and specialist expertise for those not in education, employment and /training (NEET), young mothers, those with drug dependency or clinical mental health disorders, autism etc. It is vital to support young people's progression to build on the benefits from participating in Youth Promise projects by ensuring that they have a validated record of their skills, progress and achievements. This would enable them to build on their sense of self-purpose and contribute to future opportunities for more young people. Promote the Youth Promise to young people through relevant and targeted marketing, but also ensure that parents, carers and families are aware of the local offer.

Many of providers commented that they would want to be able to offer even greater support/progression beyond the end of the project. They felt that providing a highly personalised programme required a longer running programme. They also commented that more time was needed with the participants to build on the rapport and trust that they had developed with them and ensure that they followed through with the next steps of their action plans/milestones, especially for those with more complex and specific support needs. Each provider performed well and met or exceeded their set targets.

The concept and locations of the Youth Hubs are good; however, there were concerns about their profile, visibility and they need to have greater impact on local young people and other providers. Moving forward collective responsibility is required when it comes to sharing what works, and consistently reporting on outcomes. The Back on Track team should also be connected into the Youth Hubs. Lessons learnt from other areas outside of Lambeth can also feed into the development plans.

Some young people's confidence and motivation has been affected badly by Covid and the cost-of-living crisis. Consider offering small financial hardship bursaries, where possible, for those young people most in need of additional employability support. More generally, young people's access to short and more intensive courses in English and maths is limited. There is a need to build confidence, motivation, skills and knowledge needed for successful transitions. Therefore, Lambeth could be innovative and draw on provision from Lambeth's adult and community learning, including Multiply, to offer a range of courses that are highly relevant for young people.

Apprenticeship recruitment facilitated by Lambeth Council has achieved more than most other London Boroughs in its effort and success stories. In this workstream (and all others) there are opportunities to increase and diversify the range of employers and sectors participating in the programme e.g. moving beyond construction and extending this further to other sectors, such as social care, hospitality, digital, net zero, green skills, and creative growth areas, thereby contributing to the achievement of Lambeth's 2030 vision.

The Connect and Engage workstream has pro-actively kept the website updated, captured live interviews and harnessed social media. Given there are at least three Lambeth portals inter-connected in some way to this programme, communications on their inter-relationship are required to raise awareness and improve usage.

The Youth Steering Group plays a pro-active role in the LMESE programme and is well managed. There is merit in the Group developing a route map for Lambeth's young people making more explicit pathways to progression that takes account of all aspects of the LMESE programme offer. Also, they may wish to consider how best for young people to record the personal and social development that they could build on if they moved from one programme to another. The skills and experience members gain from this should not be under-estimated, alongside that of other young people participating in the programme. Recruitment is so far mostly through Create Your Future projects and Unheard Voices and could be extended. There is scope to have more direct input from young people who have attended the breadth of Lambeth Made programmes, including those with SEND.

Programme providers and the LMESE Council team have an opportunity to co-develop and jointly implement a framework for evaluating and developing LMESE provision. Some ideas are set out our recommendations and the Cost Benefit Analysis findings. Good practice in evaluation and measuring impact exists and this should be shared more widely between and across all providers.

The programme of work that Lambeth has put together in each of the four workstreams is impressive for its diverse projects, personalised approach and focus on harnessing local providers' expertise. The content of the workstreams has worked well, delivering against set aims, objectives and targets. Further work is needed to focus more on capturing young people's skills acquisition and outcomes as a result of participation on the programme. Also, progression pathways between projects needs to be articulated more clearly to young people and providers.

How effective is the engagement of young people, including their involvement in programme delivery? Our findings show a diverse range of young people have benefitted from the programme, particularly priority groups such as Black, Asian and Multi-Ethnic backgrounds, care experienced, homeless young people, those with special educational needs and/or disabilities (SEND) and specialist expertise for those not in education, employment and /training (NEET), young mothers, those with drug dependency or clinical mental health disorders, autism etc.

It is vital to support all young people's progression to build on the benefits from participating in the programme by ensuring that they have a validated record of their skills, progress and achievements. The Youth Promise to young people has worked well, though there is scope to improve targeted marketing, and to ensure parents, carers and families are aware of the local offer. The Youth Steering Group is a model of good practice directly influencing the programme content and continuous improvement of the programme. More work is needed on raising the visibility of the four Youth Hubs so that more young people are made aware of their services. The voices of young people, tracking their progress and outcomes needs to be captured more consistently over the next 12 months.

The programme is making a positive contribution towards meeting the objectives of the Lambeth Skills and Employability Strategy specifically contributing to strategic goals (1) enabling young people to be more resilient and unlock their potential through upskilling and apprenticeships; and (2) supporting young people into employment pathways and entrepreneurial activity, with a particular focus on Black, Asian and Multi-ethnic youth and disabled residents.

Commissioned projects are nurturing and supporting vulnerable young people to improve their confidence, skills, preparation for work, employment and training. Targeted careers support, employability and enterprise activities, including 1:1 and group activities delivered by careers advisers, mentors, other specialist providers and employers, are making a positive impact. Though survey findings from young people, teachers and parents show more needs to be done to improve the coordination and breadth of delivery of careers advice, work experience and vocational training for young people using approaches they can relate to which encourage ambition and personal growth. **Our recommendations inform how the four workstreams can work more cohesively to ensure better outcomes for young people.**

Overall, referral mechanisms seem to be effective, particularly between schools and providers and local community agencies with a particular focus on specific target groups highlighted in the Technical Report. Referrals between and across providers are rather limited, as well as sharing good practice. The latter can be explained by infrequent Provider network meetings and high churn in participation.

The Lambeth SEND Supported Employment Partnership is in the early stage of development and has ambitions to create a SEND Digital Toolkit as part of its championing SEND approach. The West London Alliance has developed interesting SEND support and resources which may be useful for the Partnership Forum. Also, Derby city ‘Our Future’ has produced high-quality careers support resources for SEND Co-ordinators and Careers Leaders in schools. The North East Ambitions initiative, led by the Local Enterprise Partnership, also has freely accessible resources that could feed into Lambeth’s SEND Digital Toolkit.

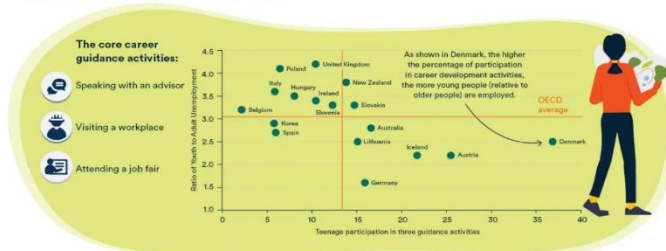
Models of good/interesting Youth Hubs approaches include the Streatham Youth Hub and the co-location of the hub facilities by DWP and providers and other organisations who support young people with housing, drug and alcohol, mental health etc issues creates more referrals. The Library of Birmingham Youth Hub (Impetus Resurgo) and Futures Foundation could offer further inspiration. Further afield the highly successful Finnish one-stop shop centre multi-agency approach - <https://www.tampere.fi/en/organisation/ohjaamo-one-stop-guidance-center> - has successfully enshrined key principles and a strong evidence-base underpinning its impact. Lessons can be learnt from these exemplars.

What is the impact of schools¹⁷ having a Level 6 Career Adviser compared to schools that do not have that provision in place? During the 12-week period of this evaluation, not enough responses were provided by schools and young people to fully answer this question. However, schools that have a Level 6 careers adviser are likely to have a more comprehensive and impartial career guidance programme for their students. This can result in more specialised guidance and in-depth support to students. While career guidance and employability support are good for everyone, it is even better for those who do not have other forms of support. Considering how disconnected youth aspirations are from future job projections, the reality of youth NEET rates and low productivity as a nation there is a significant opportunity to invest in careers and work-related activities to prepare this generation of young people to be agile and resilient in an uncertain future.

Quality Awards can make a positive difference. Earlier research evidence (Hooley et al, 2014)²⁰ shows at GCSE level, Quality in Careers Awards are associated with an improvement in GCSE performance and a decrease in persistent unexplained absences. At A-level, Quality in Careers Awards are associated with a decrease in persistent unexplained absences. For state schools and sixth-form colleges, Quality Awards are also associated with an increase in A-level performance. They are further associated with improved destinations, with a higher proportion of A-level students destined for top-third higher education institutions and a lower proportion of A-level students with NEET outcomes. Hence, the recommendation to invest in Quality Awards to support schools to improve CEIAG support to all young people.

Is there a linked increased possibility of students being at higher risk of becoming NEETs in the absence of an appropriately qualified Level 6 and above Careers Adviser? We do not have sufficient data from this interim evaluation to robustly answer this set question. This is mainly due to the short timeline in completing a wide-ranging programme assessment. However, further work can be done on this. The OECD Career Readiness programme²¹ findings show:

Students find it easier to find work in countries where there is more guidance available in schools



Source: OCED
Career Readiness
Programme, Paris
(2021)

How youth explore, experience and think about their future #CareerReadiness OECD

What this means in practice is that teenagers who took part in such activities and exhibited more mature career thinking can very often be expected to experience lower rates of unemployment, higher wages and greater job satisfaction as young adults. They can be seen as gaining access to the tools and resources that make it easier for them to navigate their school to work transitions.

¹⁷ We use the generic terms schools which includes post-primary schools and colleges but excludes FE colleges.

Overarching recommendations

1. **Set up a system for quality assurance across all aspects of the programme.** Bring together volunteers from the Provider Network, the SEND Employment Supported Partnership Forum and Alumni Career Cluster Network to agree clearer measurements of success – for each stage of implementation – signposting, referrals, development of employability and other skills, careers support, monitoring and reporting. Build in high profile celebratory events to acknowledge achievements of participants and providers alike and share good/interesting practice that can potentially be replicated and sustained.
2. **Increase and diversify the range of employers and sectors participating in LMESE programme.** Move beyond construction extending this further to other sectors, including social care, hospitality, digital, net zero, green skills, and creative growth areas, contributing to the achievement of Lambeth’s 2030 vision. Connect young people with role models and mentors who represent their lived experience.
3. **Have more direct input from young people who have attended the breadth of Lambeth Made programmes, including those with SEND, to lend their voices to the development and promotion of LMESE provision, as a progression pathway.** This would enable them to build on their sense of self-purpose and contribute to future opportunities for more young people. Promote the Youth Promise to young people through relevant and targeted marketing, but also ensure parents, carers and families are aware of what is on offer. Create young Lambeth Made ambassadors for outreach and testimonies that show young successful people. Use incentives to get young people to do talks in schools and in the local community settings to explain their experience on the Lambeth Made programme and the positive impact it has had on their lives.
4. **Build workforce capacity across careers, employability and skills providers involved in delivering and support LMESE’s provision by offering continuous professional development (CPD) and support.** Many providers’ staff interviewed reported often feeling isolated in their work and that they would like to build their knowledge of tackling mental health and wellbeing issues, digital skills, knowledge of digital advancements, and changes in the world of work. Implement this through the network meetings and/ or a series of LMESE webinars and monthly newsletter that combine local best practice with other examples from outside of Lambeth to stimulate new ideas for action.
5. **Host a series of LMESE webinars that combine local best practice with other examples outside of Lambeth to stimulate new ideas for action.** Effective practice in work-related learning and work experience (including virtual experiences), support for parents, raising aspirations, employer engagement, supporting vulnerable youth etc.
6. **Standardise and improve the integration of participant and outcome data collection across projects, especially for NEET re-engagement projects.** All projects that work more intensively with participants, such as NEET re-engagement or personalised support to at-risk students (but not necessarily mass audience activities like classroom career talks or careers fairs), should report data into Lambeth’s CRM database, with key data entry fields being mandatory and adequate completion (e.g. 90%+) being written into contracts. Ideally, this should be integrated with the NEET tracking system, where significant effort has gone into improved tracking in recent years but greater system potential exists, e.g. for recording individuals’ circumstances and journeys between support providers.

Data and tracking progress

Focus on:

1. **Consistent participant tracking data by beneficiary category. For instance, youth NEET programme participation and outcome data could potentially be tracked via Core+ (which has significant functionality currently under-used) or some other system.** One benefit of integrating Lambeth Made programme tracking with all NEET tracking is that insights on young person characteristics could be used to form an approximate comparison group, similar the quasi-experimental propensity score matching methods favoured by DWP in recent CBA impact analyses (subject to sample sizes and quality of background data).
2. **Even if Core+ integration is not possible, Lambeth could consider what appropriate benchmarks might be expected for NEET outcomes for these beneficiary groups, based ideally on previous years or neighbouring boroughs without similar programmes.**

3. **Wherever possible, more consistent pre/post data should be collected by providers on participants, both to enable better comparison between projects and also to result in better sample sizes and more outcome insights for the overall work.** Such data might be sought only after an initial conversation/taster session to decide if they wish to be involved (works less well for drop-in or very light touch support). It can also be incorporated into support provision to help the providers understand and engage with participants, rather than being an anonymous survey that feels like burdensome admin with no value add. Questions should include some wellbeing, skills, confidence, career decision making and work readiness related questions; where numerically scaled answers are used, narrative/descriptive guidance should be available to anchor the meaning of each answer to support more consistent completion.
4. **A 3- or 6-month follow-up (e.g. by message, then by phone if no response) with all EET outcome participants** to assess sustainment levels and ask for their reflections on the extent to which the project helped them achieve this. Ideally follow-up would also include non-EET outcome participants, as they may have made progress into EET in the meantime and may credit Lambeth Made for some of that progress.

Thinking ahead to future end of programme evaluation, a series of further options are set out in the separate Cost-Benefit Analysis paper. We also provide a detailed analysis of 'Survey findings from schools/colleges, young people and parents' report and a 'Case Studies' report.

Appendix 1 – Participant Outcomes

Project/provider	Total participants	Work Experience /Internships	Secured employment (Full time/Part time)	Gained Accredited Qualification	Progressed to training/ education	Improved Confidence & Wellbeing	Increased Engagement in Education and Training	Improved attendance and attainment	Other
<i>Raising Aspirations & Skills</i>									
EET	40			8		6		32	
School of Hard Knocks*	40								
Spiral Skills	140	53					126		
Create Your Future									
<i>Ascension Agency & Career Ear</i>	10					10	7		
<i>Ethical Events Academy</i>	15	15				15			
<i>Lifelong Family Links</i>	7	1		7					7
<i>Orange Bow CIC</i>	15					15			1
<i>The Hebe Foundation</i>	13	2							
<i>Rio Ferdinand Foundation</i>	19			11					
<i>Vauxhall City Farm</i>	5			5					
<i>Developers Challenge</i>	40	40		12	6				11
<i>Simply Beauty Pamper Service</i>	10		1	10	1				
<i>Lambeth Youth Promise</i>									
Project Search	6 Cohort 1 8 cohort 2		3						
Steps to Success/Drive Forward	131	18	64		13				
Youth Hubs	458	35	122		25				
Centrepoint	96	1	24		25				112
Unheard Voices									
<i>Ascension Agency & Career Ear</i>	16	7	5	12	6	14		16	6
<i>Bounce Back</i>	7	5	2			4			6
<i>Colab Training Academy</i>	11	2	3		3	7			
<i>Habits of London</i>	10	7	2			6			8
<i>SYTC Streatham Youth and Community Trust</i>	9		9		1			9	7
<i>The Bridge at Waterloo and Big Load Works</i>	14	8	3		3	14	5		14
Total	1112	194	238	65	83	91	138	57	172

Outcomes for Workstream 3 – Apprenticeships/Traineeships

Progressed into an Apprenticeship	23
Progressed into an Internship	21
Progressed into a Traineeship	1
Total	45

Note: There is no breakdown available by age, gender or ethnicity

Appendix 2 – Breakdowns of project demographics

Workstream 1 - Raising Aspirations and Skills (RAS) projects

Programme	Schools	Age range & nos.	Gender	Black, Asian and Multi-Ethnic	SEND
EET (Employment and risk of NEET)	Elm Court School (SEND) South Bank UTC Platanos College	Year 10 (18)	Male (24)	(39)	(9)
		Year 11 (22)	Female (16)		
		(40)	(40)	(39)	(9)
Spiral Skills	Evelyn Grace Academy	Year 9 (37)	Male (45)	(117) (11) not known	Learning Disability (10) Physical Disability (1) ADHD (16) Autism/Aspergers (6) Other (18) Not known (8)
	City Heights Academy	Year 10 (67)	Female (64)		
	St Martin's in the Fields	Year 11 (36)	Unknown (31)		
	Oasis Academy				
	Archbishop Tenison's				
	Dunraven				
	Elm Court (SEND) Lansdown (SEND)				
		(140)	(140)	(117)	(51)
School of Hard Knocks (SOHK) ¹⁸	St Martin's in the Fields Dunraven	Year 8 (25)	Male (20)	(38)	(9)
		Year 9 (15)	Female (20)		
		(40)	(40)	(38)	(9)
		Total = (220) – Year 8 (25), Year 9 (52), Year 10 (85), Year 11 (58)	Total = Male (89) Female (100) Unknown (31)	Total = (194) Unknown (11)	Total = (69)

¹⁸ Not included in the Cost Benefit Analysis report as the project commenced September 2022.

Create Your Future projects

	Create Your Future projects	Total	Age	Gender	Black, Asian and Minority Ethnic	SEND	NEET or at risk of NEET
1.	Ascension Agency & Career Ear	10	1 (17) 2 (18) 4 (19) 3 (20-25)	Male (6) Female (4)	(9)	(2)	(10)
2.	Ethical Events Academy: Backstage Programme	15	10 (16-19) 5 (19-25)	Male (5) Female (9) Preferred not to say (1)	(13)	(1)	(9)
3.	Lifelong Family Links (SEND focus)	7	3 (18-19) 4 (20-25)	<i>Not disclosed</i>	(6)	(7)	(7)
4.	Orange Bow CIC	15	12 (16-19) 3 (20-25)	Male (7) Female (8)	(15)	(12)	(13)
5.	The Hebe Foundation: Make Your Way	13	4 (15) 7 (16) 2 (17)	Male (4) Female (9)	(13)	(3)	(13)
6.	Rio Ferdinand Foundation	19	3 (17) 3 (18) 3 (19) 10 (20-25)	Male (13) Female (6)	(6)	(1)	(19)
7.	Vauxhall City Farm	5	4 (16-19) 1 (20-25)	Male (2) Female (3)	(3)	(2)	(2)
8.	Developers Challenge* (Construction Youth Trust + Bounce Back)	40	Bounce Back 6 (18-25) Construction Trust 34 (18-25)	Male (5) Female (1) <i>Not disclosed (ND)</i>	(6) (26)	(2) <i>Not disclosed (ND)</i>	(6) (34)
9.	Simply Beauty Pamper Service	10	10 (16-19)	Female (10)	(8)	(0)	(10)
		Total (134)	4 (15) 64 (16-19) 66 (19-25)	Total – (134) Male (42) Female (50) Prefer not to say (1) ND (41)	Total (105)	Total (30)	Total (123)

Workstream 2 - Lambeth Made Youth Promise projects (minus Unheard Voices): Demographics & referrals

Projects	Age	Gender	SEND	NEET or at risk of NEET	Black, Asian and Multi-Ethnic	Referrals
Worksmart ¹⁹ Schools involved: <ul style="list-style-type: none"> Lillian Baylis Woodmansterne Evolve Academy 	N/A	N/A	N/A	N/A	N/A	This includes a diverse support programme for school students, including some light touch activities like career fairs, as well as more intense support such as interview skills, site visits, and work experience. It is not targeted with employment/progression outcomes.
	Total (2,132)					

¹⁹ These were 'light touch' activities and events in schools.

Steps to Success / Drive Forward	131	Male (67) Female (64)	9	131	112	Drive Forward - 7 Every Pound Counts - 1 Lambeth College - 1 Lambeth Housing Management - 1 Leaving Care / Virtual School - 186 London Youth - Build It – 1 None - 17 Self-referral - 2
	Total (131)	Male (67) Female (64)	9	Total 131	Total 112	
Youth Hubs	16-18 (99) 19-25 (312) 26-49 (47)	Male (189) Female (269)	(26)	Not disclosed	(435) (23 preferred not to say)	Not known 313 Leaving care/Virtual School 4 CVS etc. 3 Early Help 1 Job Centre 54 Other 33 Parent/carer 2 SEND support 3 YOS 3 Youth Service 4 From marketing 1 Other 3 Family/carer 3 Signposted 4 Word of mouth 4 Youth Hub 24
	Total (458)	Male (189) Female (269)	(26)	(ND)	Total (435) Prefer not to say (23)	
Centrepont	(69)	Male (21) Female (48)	(0)	(69)	(53)	Ekaya (22), Evolve (54) and Look Ahead (19) to support their young people into learning and work activities and to help them manage their money.
	Total (69)	Male (21) Female (48)	(0)	Total (69)	Total (53)	
Project Search* Cohort 1 – 7 Cohort 2 – 8 ²⁰	16-18 (3) 19-25 (12)	Data not available	(14)	0	10	Referrals from schools or directly from college
	Total (14)		Total (14)	Total (0)	Total (10)	
	Total (672) Excludes WorkSmart	Male (210) Female (317) Unknown (145)	Total (49)	Total (284) ND (2520)	Total (498) ND (174)	

*8 interns who joined in Year 2 are still on the programme and all are making excellent progress towards their learning and development goals. No data available as yet for cohort 2

Unheard Voices projects: Demographics

	Projects	Total	Age	Gender	Black, Asian and Multi-Ethnic	SEND	NEET or at risk of NEET
1.	The Ascension Agency (supported by Career Ear Limited)	16	1 (17) 2 (18) 4 (19) 3 (20-25) 6 (Unknown)	Male (6) Female (4) Unknown (6)	(9)	(2)	(16)

²⁰ Not included in the Cost Benefit Analysis report due to start date of the second cohort.

2.	Bounce Back	7	1(16-18) 6 (19-25)	Male (5) Female (1) Transgender (1)	(6)	(1)	(Vulnerable Individuals) 1 autism, 2 ex-offenders, 1 young mother
3.	Collab Training Agency	11	8 (19 -25) 3 (25+)	Male (9) Female (1) Preferred not to say (2)	(4)	(7)	(7)
4.	Habits of London*	10	8 (19-25) 1 (25+) 1 (Unknown)	Male (5) Female (4) Unknown (1)	(6)	(7) Clinical mental health disorders	(9)
5.	SYTC Streatham Youth and Community Trust	9	2 (16 -19) 7 (19-25)	Male (5) Female (4)	(4)	(1)	(9)
6.	The Bridge at Waterloo and Big Load Works	14	5 (16-18) 9 (19-25)	Male (9) Female (5)	(8)	(0)	(14)
	Total	67	15(16-19) 41 (19-25) 4(25+) 7 unknown	Male (39) Female (19) Prefer not to say (1) Transgender (1) Unknown (7)	37 (55%)	18	59

Results: Black, Asian and Multi-Ethnic Participant Engagement

Projects*	Total Number	No. Black, Asian and Multi-Ethnic	% Black, Asian and Multi-Ethnic
Raising Aspirations and Skills			
EET	40	39	98%
Spiral Skills	140	117	84%
School of Hard Knocks	40	38	95%
Total	220	194	88%
Create Your Future: Summer project			
Ascension & Career Ear	10	9	90%
Ethical Events Academy	15	13	87%
Lifelong Family Links	7	6	88%
Orange Bow	15	15	100%
HEBE (Make Your Way)	13	13	100%
Rio Ferdinand Foundation	19	6	32%
Vauxhall City Farm	5	3	60%
Developers Challenge* (Construction Youth Trust + Bounce Back)	40	26	80%
Simply Beauty	10	8	80%
Total	134	105	78%
*Workstream features in RAS & Youth Promise – total figures below			
Lambeth Made Youth Promise			
Steps to Success (Drive Forward)	131	112	85%
Youth Hubs	458	435	95%
Unheard Voices	67	37	55%
Centrepont	96	53	55%
Project Search*	6 cohort 1 + (8 cohort 2)	10	71%
Total	766	647	84%
Overall Total	1112	946	84%

*8 interns who joined in Year 2 are still on the programme and making excellent progress towards their learning and development goals.
Data not available for 2nd cohort

Results SEND and NEET or at risk of NEET

	SEND		NEET or at risk of NEET		Experience of being NEET	
Lambeth Youth Steering Group	Number	Percentage	Number	Percentage	Number	Percentage
	3	17%	2	11%	4	22%
	SEND		NEET or at risk of NEET		Experience of being NEET	
Raising Aspirations and Skills*	Number	Percentage	Number	Percentage	Number	Percentage
EET	9	23%				
Spiral Skills	51	36%				
School of Hard Knocks	9	23%				
*All 220 participants were NEET						
	SEND		NEET or at risk of NEET		Experience of being NEET	
Create Your Future Projects	Number	Percentage	Number	Percentage	Number	Percentage
Ascension Agency & Career Ear	2	20%	10	100%		
Ethical Events Academy: Backstage Programme	1	7%	9	60%		
Lifelong Family Link (SEND Focus)	7	100%	7	100%		
Orange Bow CIC	12	80%	13	87%		
The Hebe Foundation: Make Your Way	3	23%	13	100%		
Rio Ferdinand Foundation	1	5%	Not disclosed	N/A		
Vauxhall City Farm	2	40%	2	40%		
Developers Challenge** (Construction Youth Trust + Bounce Back)	2	5%	40	100%		
Simply Beauty Pamper Service	0	0%	10	100%		
	SEND		NEET		Experience of being NEET	
Lambeth Youth Promise projects:	Number	Percentage	Number	Percentage	Number	Percentage
Steps to Success / Drive Forward	9	7%	131	100%		
Youth Hubs	26	6%	26	100%		
Unheard Voices	18	29%	18	100%		
Centrepont	96	100%	96	100%		
Project Search*	6+8	100%	4	100%		

*8 interns who joined in cohort 2 are still on the programme and making excellent progress towards their learning and development goals. Figures not included in the Cost Benefit Analysis report.

Endnotes

- ¹ Lambeth 2030 Vision (March 2023) - https://www.lambeth.gov.uk/sites/default/files/2023-03/Lambeth_2030-Our_Future_Our_Lambeth.pdf
- ² Extract from Lambeth 20230: Population ages: 4.8% aged 0 – 4 14.3% aged 5 – 19 42.5% aged 20 – 39 29.8% aged 40 – 64 8.6% aged 65+.
- ³ Lambeth’s Youth Promise - <https://www.lambeth.gov.uk/youth-promise>
- ⁴ Lambeth’s SEND Local Offer - <https://www.lambeth.gov.uk/lambeths-send-local-offer> See also: HM Government (2023) Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan: Right Support, Right Place, Right Time, CP800, London, March 2023 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf
- ⁵ Lambeth Council Skills and Employment Strategy 2020 - [https://moderngov.lambeth.gov.uk/\(S\(dq4jsh55his3ej55hd3fwb2d\)\)/documents/s122910/Appendix%20%20-%20Skills%20and%20Employment%20Strategy.pdf](https://moderngov.lambeth.gov.uk/(S(dq4jsh55his3ej55hd3fwb2d))/documents/s122910/Appendix%20%20-%20Skills%20and%20Employment%20Strategy.pdf)
- ⁶ Lambeth Economic and Resilience Strategy 2022 - <https://love.lambeth.gov.uk/economic-resilience-strategy/>
- ⁷ Lambeth Made Safer Strategy 2020 - <https://moderngov.lambeth.gov.uk/ieDecisionDetails.aspx?ID=6721>
- ⁸ Refer to separate report on key findings from Lambeth Schools/Colleges Survey Results, April 2023.
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- ¹⁰ <https://www.resolutionfoundation.org/press-releases/budget-succeeds-in-boosting-employment-but-leaves-household-incomes-stagnant-as-citizens-pay-higher-taxes-to-see-many-services-cut/>
- ¹¹ Section 106 Lambeth Planning Obligations – <https://www.lambeth.gov.uk/planning-building-control/developer-contributions/section-106-planning-obligations>
- ¹² Careers and Enterprise Company (2023). – <https://www.careersandenterprise.co.uk/media/y1vfabyd/cec-ready-for-the-future-2022.pdf>
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