

Lambeth Made Education, Skills and Employment programme

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Interim Evaluation – Executive Summary **April 2023**

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Executive Summary

In January 2023, Lambeth Council commissioned dmh associates to undertake an interim evaluation and cost-benefit analysis of the Lambeth Made: Education, Skills and Employment (LMESE) programme. This 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. LMESE is now in its third year contributing to the goals of Lambeth's 2030 visionⁱ Lambeth's Skills and Employment Strategy, Economic Resilience Strategy and Lambeth Made Safer Strategy.



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)



This Executive Summary gives a brief overview of the focus, methodology and headline findings against the specified requirements for the evaluation. A separate full Technical Report, Survey Findings Report, Cost Benefit Analysis Report and Case Studies Report provides more in-depth results. The main requirement was to focus on the performance of the delivery programme (September 2021 – January 2023), cost benefit analysis and benchmarking for comparison purposes.

Evaluation Methodology

- 60+ reports reviewed - desk research to examine programme performance against the four workstreams
- 78 people consulted – including 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 CBA findings)
- 3 online surveys (See: Separate Schools/Colleges, Young People and Parent 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 schoolsⁱⁱ
 - » 121 voices and experiences of parents/carers.
 - » 22 case studies (See: Separate Case Studies report)
 - » 2 new data capture tools.

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 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.

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 opportunitiesⁱⁱⁱ. 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 programme has an intentional focus on actively involving Lambeth's young people, schools/colleges, local community providers and employers.

Four Workstreams

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

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

Headlines

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. Over the next year, the LMESE programme can go from strength to strength by building on success stories, celebrating achievements and learning from setbacks.



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)



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.

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 studentsⁱⁱⁱⁱ. 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.

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, low levels of confidence.



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

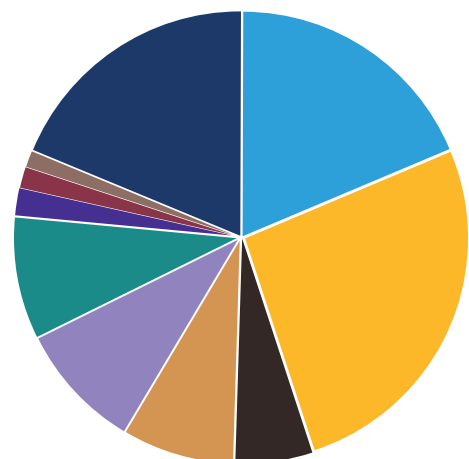
(Steering Group member)



Outcomes

Young people's achieved outcomes are fully detailed in each of the four Workstreams in the Technical Report^v. An overview of young people's achieved outcomes is provided below. Overall findings show highly positive results with young people making good progress as a result of participating in the LMESE programme.

- 335 (29%) work experience**
- 476 (41%) secured employment**
- 122 (11%) gained accredited qualification**
- 166 (14%) progressed to training/education**
- 176 (15%) improved confidence/wellbeing****
- 150 (13%) increased engagement in education and training**
- 32 (3%) improved attendance and attainment**
- 21 (2%) progressed to internships+**
- 1 (0.1%) progressed to traineeship+**
- 344 (30%) other***



+ Workstream 3 – Apprenticeships and Traineeships

*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.



I feel myself growing in confidence and looking forward to starting my apprenticeship in October' – Bounceback.

(Unheard Voices)



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.

(EET Group participant)



Cost Benefit Analysis

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).

We identified 8 examples of good/interesting relevant practices to assist the LMESE programme team from within and outside of London for benchmarking comparative purposes. Within the Technical report, a detailed overview is provided setting out each project's number of participants, aims, setting, target group, delivery USP, good/interesting practice and outcomes.

Workstream 1: Raising Aspirations and Skills (RAS)

- Each of the commissioned providers working in schools performed well (Employability & Life Skills project - EET Group; Sports and Mentoring project - School of Hard Knocks (SOHKs) and Schools' Careers project – Spiral Skills). They are each supporting vulnerable young people at risk of exclusion target with some good/interesting practices. For example:

Employability and Life Skills Project – EET Group

Over the course of the programme, we have a standout young person who, when initially engaging, was high on the radar for risk of NEET. Concerns were flagged in this case by Oceane School lead from Platanos College. Interventions were supported by intensive one-on-one information, advice and guidance (IAG) sessions, group workshops, and a tailored plan.

Initially, the student disengaged from having been placed with a mentor as he saw this as an extra teacher, someone that would be an extra person on his back. The young person initially was in low sets for core subjects and was often not in classroom settings due to poor behaviour and class disruptions. Over a set period and with direct support on the programme, the young person has gone up in sets, back into normal classroom settings and has become an example for others in his year group, Year 11. The young person took an interest in the money management workshops and viewed the areas of business as his main interest. Oceane - is pleased with his improvement and praised the young man for his turnaround, not just in his behaviour but also in his grades. Evidently, the programme's aid has transformed this young man's view towards school and has supported growth in his view of the world. Whilst he has improved and grown in maturity, he will continue to be on the programme and will be monitored closely to the September destination.

- 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.
- Results from the Gatsby Benchmarks^{vi} in Lambeth show the Borough is below the national average in all benchmarks. However, compared to other London LEP School benchmark averages, Lambeth performs slightly higher in benchmarks: 1. A stable careers programme; 4. Linking curriculum learning to careers; and 5. Encounters with employers and employees. 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.

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)

- Three online survey results show significant discrepancies in approach to schools' CEIAG resource allocation, young people's access to impartial career guidance and the involvement of parents. We also identified areas of good/interesting practice.
- 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.
- It is timely to showcase the RAS evidence-base and how this is impacting on Lambeth's youth, wider family networks and local economy.
- Nine programmes were successfully awarded contracts within the Create Your Future Summer Programme 2022. The majority performed well, and key lessons can be learned from this. For example, matched funding arrangements, national providers working more closely with local providers, and improve reporting on demographics etc.



I have been actively attending job interviews since leaving the summer course

Orange Bow (Create Your Future)



I enjoyed speaking to Event Planners working on real events and finding out how they made it in the industry

Ethical Events (Create Your Future)



Recommendations

- 1. Further support careers education, information, advice and guidance (CEIAG) in 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 Youth Promise

Within this Workstream projects include:

- Worksmart
- Steps to Success/Drive Forward
- Youth Hubs (Streatham Youth Hub, Brixton Youth Hub, Stockwell Youth Hub and Rathbone Youth Hub)
- Centrepont
- Project Search
- The Lambeth SEND Supported Employment Partnership
- Unheard Voices incl.
 - » RE:SOURCE - The Ascension Agency (supported by Career Ear Limited)
 - » Bounce Back Youth – Bounce Back
 - » Alternative Career Programme – Collab Training Academy
 - » Aspire To Achieve/Anger Management – Habits of London C.I.C.
 - » SYTC Streatham Youth and Community Trust
 - » The Bridge at Waterloo & Big Load Works.
- All projects have been effective in engaging young people from cohorts deemed to be furthest from the labour market and those marginalised and facing challenges in accessing employment.
- The majority of projects met or exceeded their set targets for engagement, increasing young people's confidence and support them into employment or further education or training.
- The separate programmes all have been successful in focusing on their identified and very distinctive aims.
- Inter-departmental working within Lambeth Council has developed well through the project.
- 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.

Centrepont has enjoyed being part of a programme that supports homeless young people into education, employment and training. We have built strong relationships with service staff and commissioners. Building trust and working in partnership has been key to the project's success...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))

- The providers' effective working with external partners enabled them to promote their provision to young people and engage those who are most disadvantaged.
- 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 the contract.
- Many of the providers, in particular Drive Forward and the Bridge at Waterloo and Big Load Works partnership are particularly effective at identifying and working with companies who want to be part of change.

I had been looking for work for 4 years and then I joined this programme and I found work in six weeks' - Big Load Works & The Bridge At Waterloo.

(Unheard Voice)

- The Project SEARCH programme is a successful example of internships for young people with SEND, with scope for extending to further employers in a wider range of vocational sectors.
- There is significant room for improvement in the Youth Hubs. Referrals and signposting to this provision are mainly (though not exclusively) through 'word of mouth'. The Youth Hubs are not highly visible in the communities and there lacks clear promotion of their strategy and purpose. Collectively, an agreed strategy with governance, accountability and quality assurance for Youth Hubs is essential.

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 and 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 Association of Accounting Technicians (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 in to 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 programme LP has also been referred onto 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.

- The providers of the 12-week Unheard Voices programmes identified a lack of lead in time and collaboration or networking to share good practice and tackle challenges as they emerge.

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 facilitating apprenticeship routes for young people and adults through S106 and social value commitments, predominately in the construction industry. There is scope to extend into digital, net zero and creative skills growth sectors, more level 2 and pre-apprenticeship courses.

- The workstream has supported the creation of apprenticeship opportunities for Lambeth businesses and/or Lambeth residents through the apprenticeship levy, **creating 19 apprenticeships across nine organisations to date.**
- Findings from surveys of young people, teachers and parents/carers and interviews with providers in Lambeth indicate promotion of apprenticeships is the main barrier to young people joining and their 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. In particular, information on apprenticeships as part of the Lambeth Local Offer is insufficiently detailed.
- 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.
- LMESE programme could be used to develop progression pathways to apprenticeships – by working with employers to create these pathways. More apprenticeships at levels 2 and 3 would also be needed.

‘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.’

(Previous Intern)

Recommendations

- 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.
- 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.
- 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.
- 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. This could also include developing the providers' contacts and networks to develop a database of employer-based opportunities.

Workstream 4: Connect and engage

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
- The Youth Steering Group suggested greater inclusion of SEND opportunities on the website and social media + more
 - » 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.

What works well is having a fertile space for our own development and being able to create that for others

(Youth Steering Group member)

- 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.

Engagement of young people and involvement in the programme

The Youth Steering Group is unique in its role in involving young people in designing and selecting the programmes. Those interviewed valued the opportunity to influence the provision for young people and many of them are planning careers in youth work or something similar. There is scope to broaden the access to the steering group, including as a progression route from other LMESE programmes.

- In their feedback, the young people have appreciated the individual support and bespoke provision that has enabled them to gain confidence, find direction and in many cases, move closer to the labour market or indeed find a job.

‘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.

(Steering Group member)

Recommendations

- 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.
- 2. 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.
- 3. 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.



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.

(Youth Hub participant)



- 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 voices of young people, tracking their progress and outcomes needs to be captured more consistently over the next 12 months.

Conclusion

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. The recommendations inform how the four workstreams can work more cohesively to ensure better outcomes for young people.

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 Technical Report, an analysis of 'Survey findings from schools/colleges, young people and parents' report and 'Case Studies' report.

- https://www.lambeth.gov.uk/sites/default/files/2023-03/Lambeth_2030-Our_Future_Our_Lambeth.pdf
- Of this total, 3 schools had fewer than 10 young people's responses.
- Refer to separate report on key findings from Lambeth Schools/Colleges Survey Results, April 2023.
- 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 in favour 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.
- Worksmart and Apprenticeship/Traineeship outcomes are not included in this Interim analysis.
- Gatsby Benchmarks (2014) – <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Appendix 1

Cost benefit analysis - Table 1. CBA summary by programme and major project (2021-22 and 2022-23 to Jan 23)

Programme/ Project	Participants	Outcomes for CBA	Spend (budget, £k)	Fiscal benefits (£k)	Wellbeing benefits (£k)	ROI
Youth Promise Programme						
Steps to Success	131	70	227	290	252	2.4
Youth Hubs	458	131	417	567	472	2.5
Centre Point	96	46	113	160	166	2.9
Unheard Voices	67	27	262	97	97	0.7
Project SEARCH	6	3	26	14	11	1.0
Worksmart*	2,132**	na	57	na	na	na
Raising Aspirations & Skills						
Create Your Future (all)	134	26	79	82	94	2.2
EET Group*	40	na	115	na	na	na
Spiral Skills*	140	na	115	na	na	na
Total	3204	303	1,410	1,209	1,091	na
Total (ex *'ed in education activities)	892	303	1,122	1,209	1,091	2.0

* Interventions delivered to those currently in school, typically KS4, i.e. no immediate NEET re-engagement outcomes to be costed in the CBA. Breakeven impact assumptions discussed below; ** 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. Please note that our evaluation does not include an auditing or external verification of the management information or business processes used to generate these figures. Nonetheless, in our fieldwork and document review, we have seen no reason to doubt the integrity of the figures, subject to the minor data entry and accuracy issues that occur in most operational databases of this type.

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