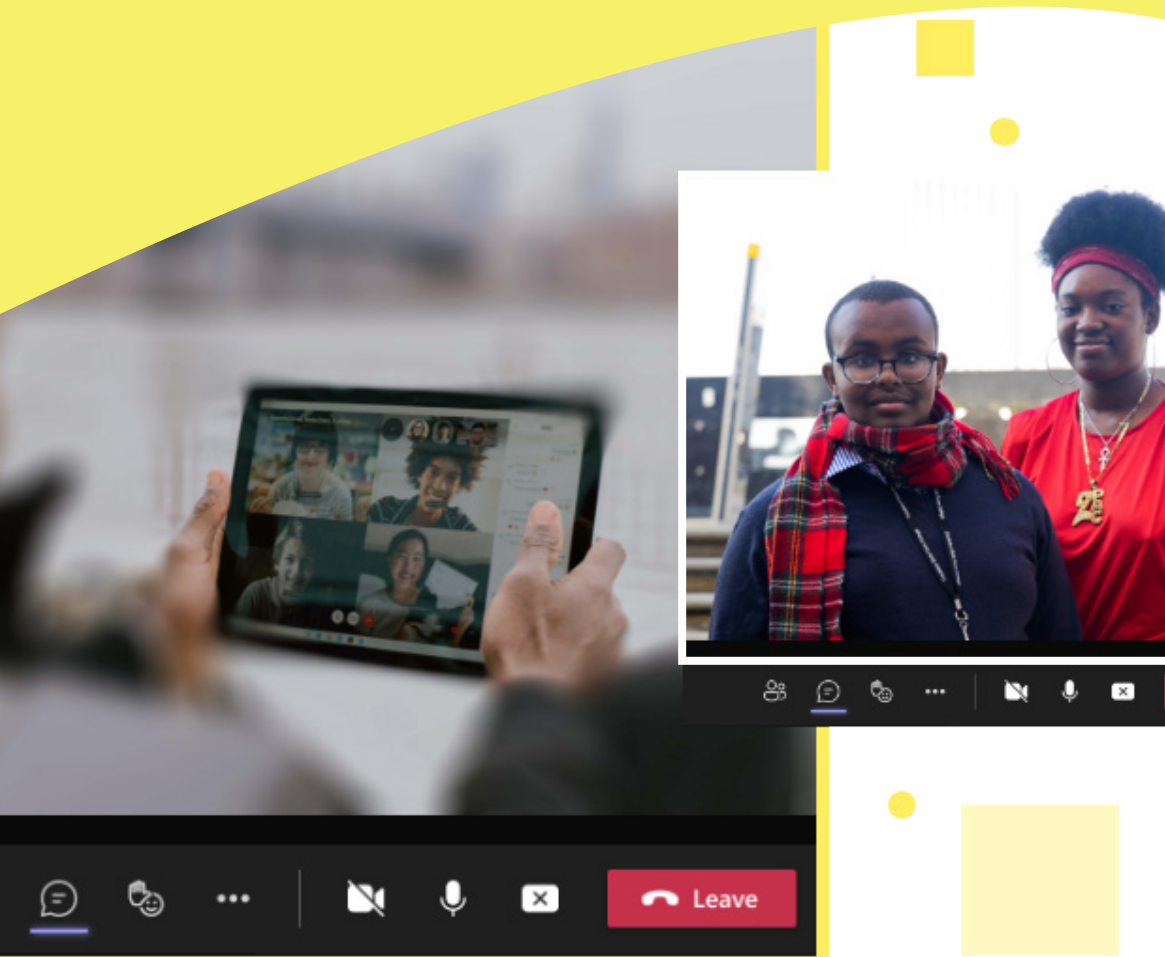




Project Rebuild Annual Report 2020-2021





Rebuilding Futures

Vulnerable people want to *enjoy* the best opportunities in LIFE. HCC WORKS with people who are in need of SUPPORT and guidance.

The impact of COVID-19 has invertedly impacted homeless and vulnerable young people aged 18-25 in addition, this particular age group continue to struggle to attain employment, whilst the consequences of COVID-9 continue to effect the livleyhoods of this age group, as well as the economy.

The estimated rate of homelessness amongst young people in the UK has risen by:

40.6% since 2016/17 with over 35,000 young people approaching their local authority for help in 2020/2021

...There is need for services to boost young people's confidence, enhance their skills and support them into employment, self-employment and education/training.



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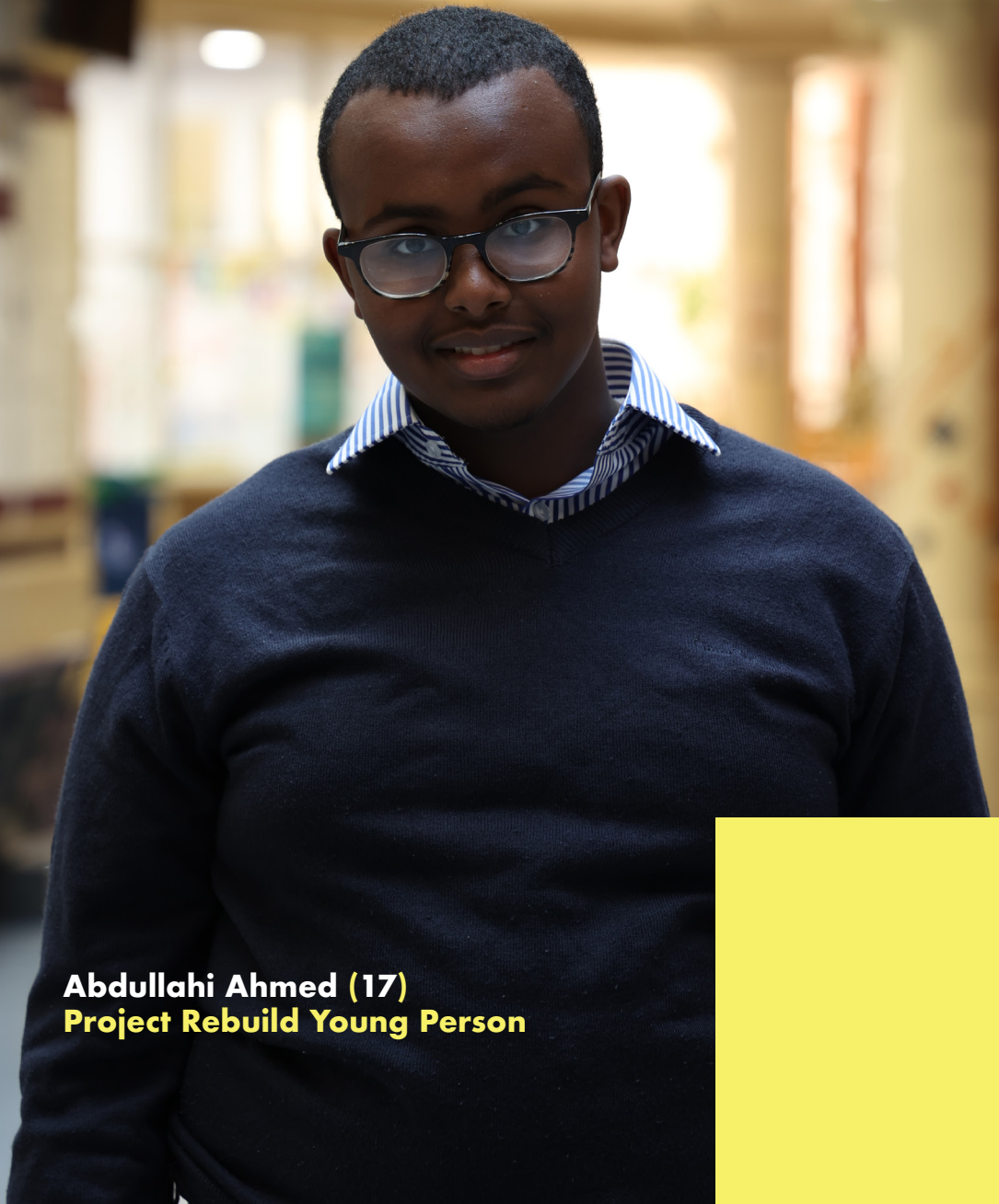
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THE PROJECT



Abdullahi Ahmed (17)
Project Rebuild Young Person

PROJECT

Funded by the European Social Fund and backed by the Mayor of London, Project Rebuild is an **online** 12-week early intervention community project for vulnerable young people aged 16-25. Its overall objective is to transition Not in Education, Employment, Training (NEET) young people to Employment, Education, Training (EET), reduce risk factors, provide protective factors through its core components and reduce the risk of anti-social behavior and criminality. The project also strives to improve outcomes related to emotional well-being, engagement to education, skills acquisition, employment opportunities and business start-up.

BENEFICIARIES

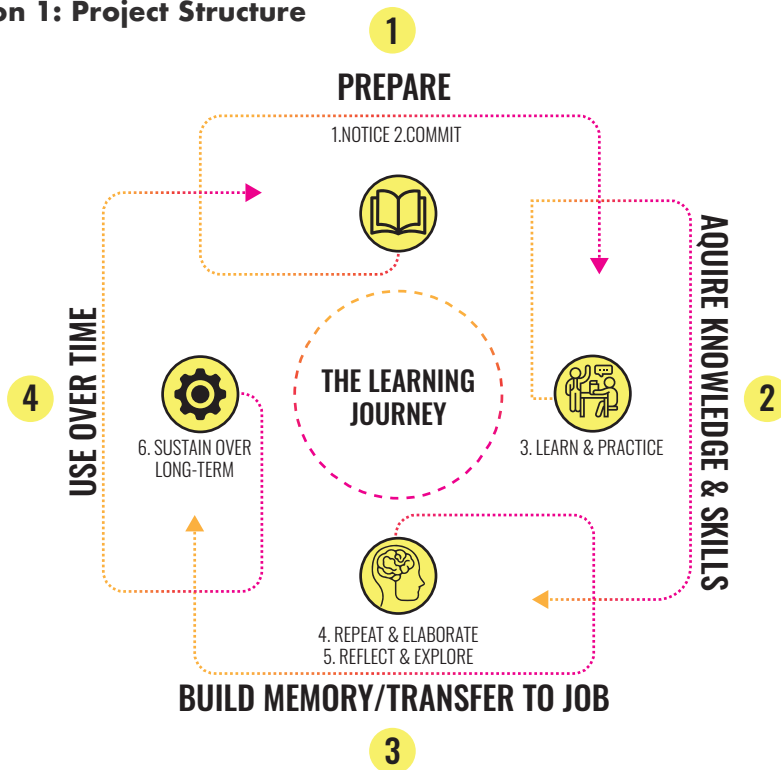
Direct beneficiaries were those identified as vulnerable which included BAME young people. Participants were identified through liaising with external organisations such as Croydon Children Services, supported living organisations such as CAYSH, Croydon Job Centre Plus, Legacy Youth Club and direct outreach work. An online marketing campaign to target NEET young people based in Croydon was also launched. Participants were aged 16-25, unemployed or faced an initial multitude of barriers such as: challenges that inhibit progress e.g: low self-esteem, confidence, aspiration, motivation, lack of career progression and direction. The other barriers include inability of how to manage stress, limited beliefs, mental health issues, physical needs, limited business know-how and limited access to professional networks/opportunities, amongst others. Beneficiaries of the project were not just the participants themselves, but included families, education establishments, employers, children services, the economy, and the wider community.

REPORT

The evaluation report focuses on the delivery of Project Rebuild, data was gathered from participants who were referred onto the project and onboarded and the use of pre and post questionnaires. The evaluation report was carried internally by input from HCC staff and the Project Manager.

Section 1: Project Structure

Figure 1



Project Rebuild is made up of 4 key components (see figure 1), which aims to prepare identified young people and support their emotional needs, build confidence and resilience to transition or sustain education and employment. The components were chosen and developed, following consultation and service user involvement within the Croydon community. Service user involvement allows independence, choice and decision making about what methods should be applied to enhance the life of young people and families (Offender Health Collaborative, 2015). HCC spent a significant amount of time working with the Social Research Unit (SRU) to revise and develop a 'Logic Model' to support Project Rebuild. The logic model was applied to the service delivery of this project.

MIND OVER MATTER

A 12-week online programme delivered via mentoring and life coaching provided by a qualified confidence and mindset coach and Mentor with 10 years + experience of supporting hard to reach young people. Weekly sessions provided practical steps to support young people to achieve short and long terms goals. The aim is that young people will discover what they want to achieve in life and how to go about accomplishing it. The programme was adapted as a response to the COVID-19 pandemic; thus, the project was delivered online.

TOPICS INCLUDED

- Goal setting
- Visualisation
- Confidence building and self-affirmation.
- Progress wheel
- Reflective practice and weekly homework
- Employability and Entrepreneurship
- Steps of action
- Mind and focus strategies

The tutors foster various methods to engage the young people:

- Group discussion
- Individual and group presentation
- Research and homework

EMPLOYABILITY AND EDUCATION PROGRAMME

Employability coaching took place once a week, covering the fundamental requirements for employability and business start-up. Each week a guest speaker from different industry discussed and shared their knowledge, providing insight to the different opportunities available to young people. Thus, motivating young people and inspiring them that it is possible to strive for a new career and not just secure any any job. Projected outcomes

- Transition young people from NEET to EET
- Enrol onto a college/training/development course
- Pursue entrepreneurship/self-employment
- Obtain employment
- Volunteer in order to further learn/develop/help the local community.

COHORT 1 KEY CHALLENGES

As delivery took place during a global pandemic and national lockdown, this without a doubt this impacted onboarding young people. HCC relied on an online strategy during lockdown to reach our target audience and build relationships with social services and other key organisations. Identifying NEET young people and registering them was a challenge. We found young people wanted to enrol, but did not want to go through the long-winded paperwork process, which unfortunately was a requirement from the ESF as we had to gather a bank of evidence to demonstrate young people were eligible for the programme.

Four young people disengaged whilst on the project, we found this was due to the collation of evidence that was required from the ESF.

POSITIVES

Young people provided continuous feedback and gratitude for Project Rebuild.

Participants found many benefits from attending the online sessions, such as the ability to create an impactful CV, interview techniques which led to securing employment, feeling more motivated and having a better understanding of career path and future ambition.



PARTNERSHIPS

During project delivery we partnered with BANG Edutainment, Brent based early intervention charity with over 25 years delivering evidenced based interventions to young people. We also partnered with CAYSH, Croydon supported accommodation provider, Youth Care Ltd, CDI, Legacy Youth Club, the Job Centre Plus and Croydon Children Services. Through working in partnership, we were able to gain referrals and build on young people's development needs by working collaboratively.

PROJECT PARTNERS

CROYDON | Delivering
www.croydon.gov.uk | for Croydon



Legacy

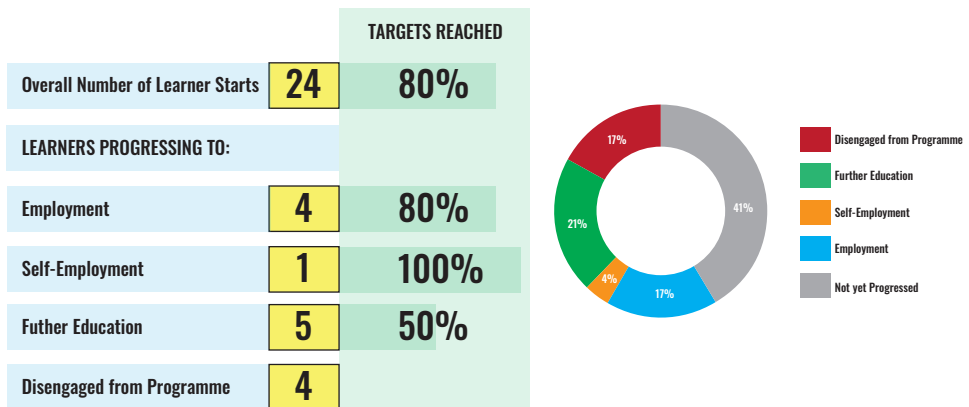


Section 2: Monitoring & Evaluation

MEASURING OUTCOMES/OUTCOMES OF PROJECT REBUILD

Pre and post questionnaires were conducted to gather data in establishing how learners felt and recording the skills gaps before they joined the project and new skills gained at the end of Project Rebuild. There are some learners who have yet to progress at the end of the project life cycle. By maintaining contact with learners Project Rebuild staff are still on hand to support learners' progress. In terms of employment, we found this can take longer to achieve due to the economic climate and impact from COVID.19.

Figure 2



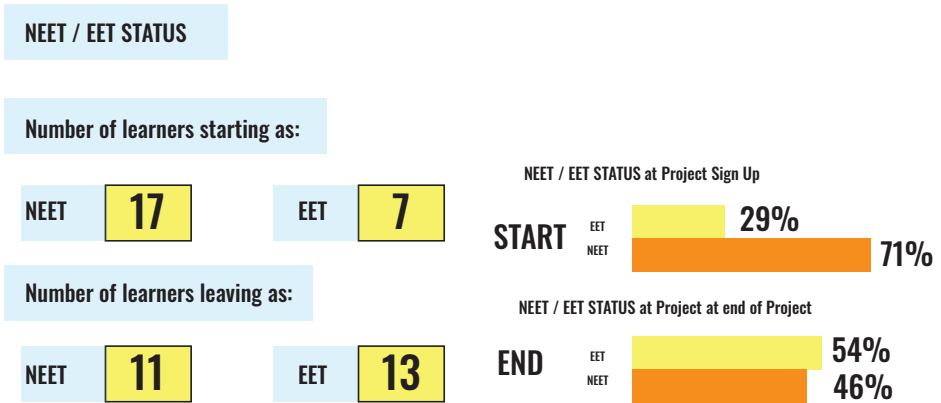
Tracking the progress of each young person enabled us to have an awareness of the outcomes achieved. During the lifespan of the project, we enrolled 24 young people. From the 24 learners, 4 progressed into employment and 1 into self-employment.

“Among people aged 16-24, unemployment rates were highest for people from a Black (36%) or Bangladeshi or Pakistani (22%) ethnic background in July 2020-June 2021. This compared to a rate of 13% for people from a White ethnic background.”¹

We saw that from the 5 learners in total that went into employment 4 were female, based on our statistics it was interesting to note males, in particular those from BAME communities found it more difficult to enter the labour market, this could be due to being prone to stereotyping and pre-existing barriers, such as labeling and racial profiling. 5 learners progressed into further education. As to be expected with any project some learners disengaged and this totaled to 4. We found in all four cases where learners disengaged, this was due to them not wishing to comply with all the necessary paperwork, which was unfortunate and a factor outside our control.

¹<https://researchbriefings.files.parliament.uk/documents/SN06385/SN06385.pdf>

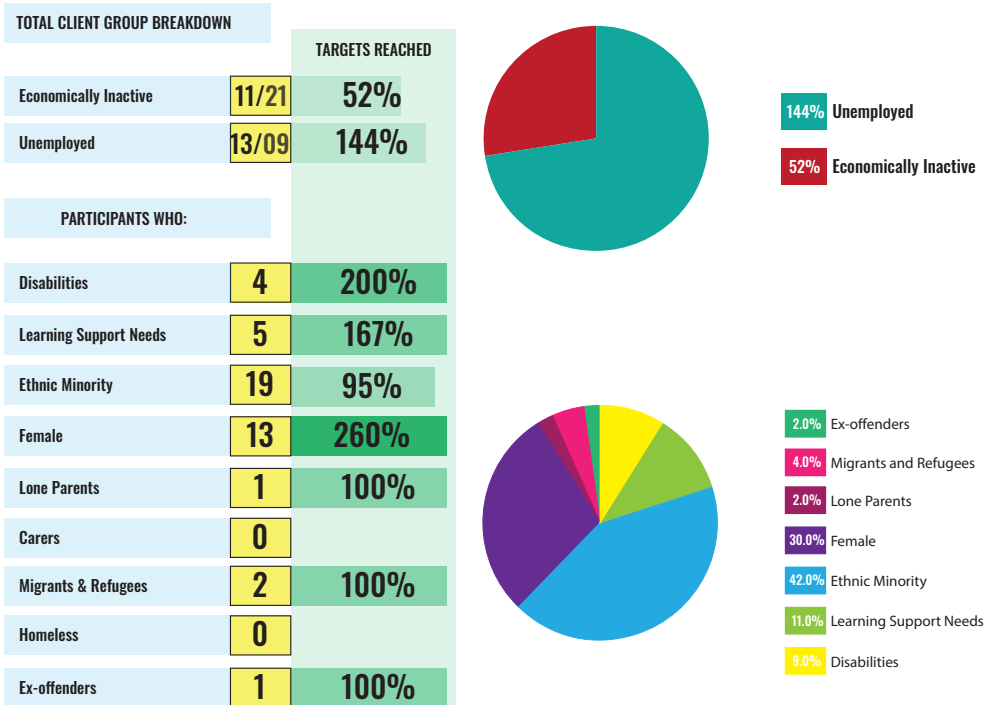
Figure 2.1



Out of the 24 young people 17 learners started off as NEET and 7 were EET. We found that EET learners that were already in education (college) when they started the programme, this encouraged and inspired NEET learners as they were already on course to achieve their set academic goals. EET learners had over come adversities such as limited beliefs, personal barriers and sharing their stories helped those who were NEET to develop.

Figure 2.3 illustrates the total learner breakdown. During cohort 1, we aimed to target 15 economically inactive young people and 15 unemployed. The learners that disengaged impacted our initial target being attained. We did achieve over 30 young people wanting to onboard to Project Rebuild, but they found the ESF compliance paperwork to daunting and were put off enrolling.

Figure 2.3

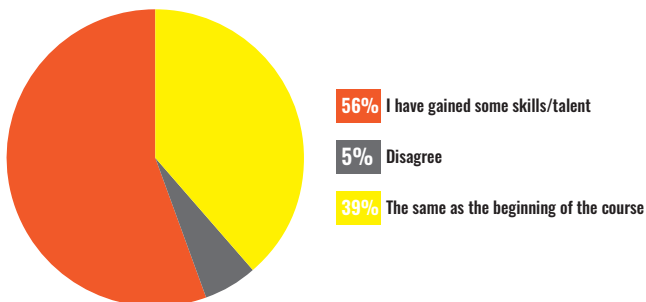


HEALTH & WELLBEING

Figures 3-3.2 are examples of how learners felt following completing Project Rebuild. In addition to learners obtaining employment or entering further education, there was an increase in emotional well-being. 56% of learners expressed they increased in confidence in their skills and what they have to offer the world. The Confidence & Mindset coach and mentor focused on learners identifying individual goals, both short term and long term, this was followed by an action plan of what they needed to do to achieve their goals. Learners were then held to account and had the opportunity to celebrate their wins weekly or explore how they felt when they did not accomplish an action that they had identified for themselves. This allowed learners to gain a sense of accountability and awareness of how it mentally and physically feels to achieve what they set out to do and the drawbacks when they did not. This allowed learners to take responsibility and accountability for their actions something some learners had never considered. As learners progressed through the weeks, they either accomplished their goal or felt they were making steps of progression towards their goal. By they end of the project confidence and skills sets had enhanced.

Figure 3

I am confident in my skills / talent / what I have to offer the world



63% of learners expressed their mental health felt better after completing the Project Rebuild. As the project took place during the national lockdown, learners shared that at the start of the programme some felt emotionally low, isolated and some experienced low moods. One learner was referred to CAHMS and Social Services, due to feelings that could have led to self-harm. Project Rebuild provided a safe space for learners to express their feelings within a group environment. The group felt like a family where they were able to share how they felt, whether it was to vent or find their own solutions to issues and problems they encountered during the project or gain support and advice from others in the group.

Figure 3.1

How is your mental health since starting the course?

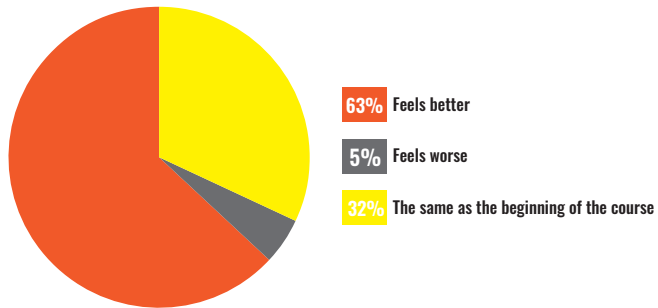
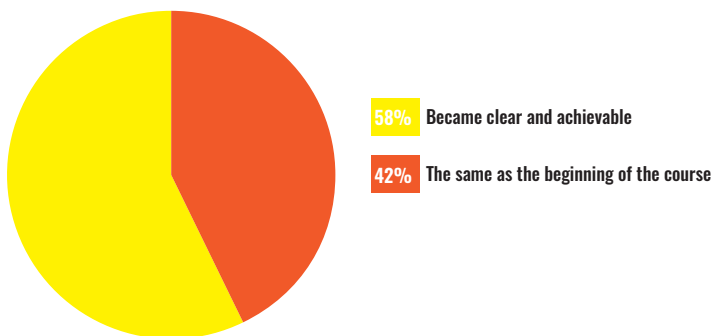


Figure 3.2

My hopes and dreams



58 % of learners reported their career and life aspirations became clearer and expressed after the project their career aspiration was more attainable. Learners were equipped to reflect about what they wanted as an individual, activities such as the 'Wheel of Life' allowed learners to identify areas they wanted to improve such as health, relationships with family/friends, and money management skills as a few examples. Once factors were identified, young people were better equipped to implement methods, routines and practical steps to improve such areas in their own personal life.

After, young people were better positioned to set goals such as to being self-employed in a area they are passionate about. So much so that one learner registered her own organic hair care business and went on to achieve a placement at university to help advance her knowledge to manage her own business.

LESSONS LEARNT

One of the key lesson learnt was the need for user friendly enrolment forms, we created online onboarding forms, which were shorter and found this led to a better conversion rate although the ESF enrollment forms and bank of evidence was mandatory for learners to be able to complete the project and was part of the ESF mandatory compliance regulations.

During the sessions learners found it less invasive to share their stories when cameras were turned off and felt empowered that they had the ability to turn their camera on or off.

Workbooks allowed learners to keep record of their notes, sessions were recorded and shared with participants so learners had a bank of information they could keep and go back to in their own time.

NEET and EET learners combined meant young people could learn from each other and aided learning, learners shared lived experiences of barriers holding learners back and created solutions as a group to overcome such barriers.

During lockdown we found learners struggled to maintain their health and well-being, meeting virtually as a group helped them gather their thoughts and express how they were feeling as opposed to keeping their feelings locked up. This acted as a positive influence to manage stress.

Practical support is key to achieving set goals and a space to help learners to be accountable for their actions. One to one sessions enabled individuals to focus on their initial goals set and enabled learners to discuss with the Confidence and Minset coach how they were doing privately.

We were able to sign post learners who would benefit from additional support to external organisations such as CAHMS, Social Services, Off the Record and MIND.

Celebrating wins no matter how small or insignificant it may appear is crucial for a sense of self worth and accomplishment.

END OF INTERVENTION

Conclusion

Project Rebuild overall objective is to transition NEET young people to EET, reduce risk factors, provide protective factors, and reduce the risk of anti-social behavior and criminality. Project Rebuild succeeded in these areas and has demonstrated scope to expand its reach and support to a greater number of vulnerable young people that need help and guidance to achieve their goals in either securing employment, or attain access to education institutions. Also, Project Rebuild has been beneficial in improving the health and well-being of young people, boosting their confidence and providing the evidence that young people have skillsets to offer in the employment sector and wider communities. The project strived to improve outcomes related to emotional well-being, engagement to education, skills acquisition, employment opportunities and business startup and cohort one of Project Rebuild achieved results in all areas.

FEEDBACK

I learned...

“how to be more resilient”

Abdullahi Ahmed

“I loved that... we had to **reflect** on our **wins** I struggle to **celebrate** my little wins so that was really really nice. **I loved the course** in general it **was amazing**”
Admya Dublin

“Being able to talk about **what’s wrong**”
Mustack Rahman

“I think **this course is needed** and I hope it runs for many more years to come. It was **absolutely amazing**”
Faith Agba-Butler

“I learned how to **handle my anxiety**
and be more open but also speaking to
professionals **opened my career choices**”
Ethan Hitchings

“I have more **confidence**
then I **realised**”
Tashira Wilson

“I **learned** about other people and their
experiences gave me **perspective**”
Derrick Ogole

I learned...
“that you **can achieve anything**
you put your mind to it”
Charlie Lockwood

Case Study

How did the participant learn about the project?

I learnt about the project through an organisation called Young Advisors.

Did the participants have any employment history/experience/qualifications?

I have 10 GCSEs, (A-C) English lit (6) English Lang (6) Maths (4) combined science (5-5) Spanish (4) Geography (5). A LEVELS 2.

What barriers did the participant face prior to starting the project?

Confidence and motivation to preserver with my goals

What were the goals of the participant when engaging with the project?

I want to be able to organise myself better. Improve my time management. Planning. Networking opportunities. Business start-up or go on to further education.

What did the Participant achieve?

Business start- up, further education and placement to university.

What activities did the participant undertake and how did these help them to achieve their goals?

During the sessions we discussed 'wins', counting wins holding yourself accountable for actions in the week. Each week we looked at different topics such as organisation, moving forward. This helped me to be clear on my goals and set actions to achieve my desired outcomes (Business Start Up or enter Further Education.

What activities did the participant undertake to build their confidence?

Talking about different topics e.g., goals and how to go about achieving them, confidence building. What skills have they learned to help them personally and in looking for employment or further

I would like to launch my business Essence by Faith this year. This programme has helped me by giving me the following skills: self-reflection, goal setting and planning and celebrating my success and wins. It has also helped me to look at things differently and to keep a positive mindset, I always feel good after the session is over and during the session

Outcomes for the Individual

What has the participant achieved since leaving the project?

I learnt how to be more confident, register my business and meet new friends.

Have they moved into employment, education, or training?

Yes

Have they achieved or exceeded their original goal?

Yes, registered new business and applied for further education and secured placement.

What did the participant consider the biggest benefit of the support/training?

Meeting the coaches and growing my belief to achieve what I set out to accomplish.

Have they experienced any additional benefits because of the support they have received such as an increase in confidence or improved mental health?

Yes, my confidence has grown, I have recommended the project to others. The support I received was life changing.

Would the participant consider further training in the future?

Yes

Confirmation that the Learner has given permission for their experience to be used as a case study I hereby give permission for my experience and progress on the ESF Community Grants Programme to be used as a case study and to promote the programme.

I also confirm that any photographic material can be used.

Name: **FAITH AGBA BUTLER** Date: **01/08/21**

PROJECT REBUILD

Steps To Success

ARE YOU?

- ▶ 16-24
- ▶ UNEMPLOYED
- ▶ IN CROYDON
- ▶ LOOK
- ▶ BELOW
- ▶ FOR DETAILS

WE CAN SUPPORT
YOU WITH JOB
OPPORTUNITIES

NOT IN EDUCATION, EMPLOYMENT OR
TRAINING?

We can help.
Call and speak to us

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34 St Andrews Cl,
London
SE28 8NZ



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PROJECT REBUILD



Faith Agba-Butler (19)
Project Rebuild Young Person

