

# Improving pathways to employment in Loughborough Junction

*This report is a summary of interviews, focus groups, and surveys of stakeholders and residents of Loughborough Junction carried out by the Young Foundation between March and October 2012 with funding from JPMorgan.*

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**October 2012**



**J.P.Morgan**

# Acknowledgements

We are grateful for the collaboration of our partners including Kings College Hospital, Lambeth College, London Borough of Lambeth, Helen Casey at the Institute of Education, the Loughborough Federation of Primary Schools, and support from the London Community Foundation and funding provided by JPMorgan.

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# Background

In early 2012, the Young Foundation was commissioned to conduct a feasibility study for the creation of a School of New Resources (SNR) - inspired by a New York City based community-education programme - in partnership with Kings College Hospital, Helen Casey at the Institute of Education, and the Loughborough Federation of Primary Schools. The Young Foundation expanded the partnership to include the London Borough of Lambeth and had support from the London Community Foundation.

The idea for a School of New Resources for Loughborough Junction was the inspiration of Richard Chambers who was then Principal of Lambeth College. Mr Chambers retired soon after the project was commissioned and because of this and other significant changes at the college they were unable engage as a key partner as was originally envisaged.

The theory of change for the School of New Resources was local residents having a stake in the economy and participating in civil society through improved educational attainment, employment, and volunteering rates of local residents, particularly those who are the most excluded. Our research for the feasibility of an adapted SNR tested the viability of the concept.

The first step in researching the viability of an SNR in Loughborough Junction was to understand and map existing pathways to employment (focussing on the local provision of education, skills training, and employment advice) and surfacing potential ideas to improve or create new pathways. Findings emerged early on from local residents and service providers that there is, generally, sufficient provision of education, skill training and employment advice in Loughborough Junction. In addition, a consensus emerged that pathways to employment locally could be improved and that local service providers need to be more aware of each others services and more connected and strategic in addressing the challenges local residents face when seeking employment.

Based on these findings, we convened stakeholders and members of the partnership in workshops utilising service design techniques including user journey mapping to identify four ideas for improving pathways to employment in Loughborough Junction. These ideas - mapped out through a user journey process - were presented in a final partnership meeting in October. The partnership decide how these ideas might be taken forward. The Young Foundation has no formal role in the process but can be a resource for supporting future collaboration.

# Executive Summary

Our research aimed to **understand and map existing pathways to employment** in Loughborough Junction (focussing on the local provision of education, skills training, and employment advice) and **surface potential ideas to improve or create new pathways** . This research was conducted in partnership with **Kings College Hospital, Lambeth College, London Borough of Lambeth**, Helen Casey at the **Institute of Education**, the **Loughborough Federation of Primary Schools**, and with support from the **London Community Foundation** .

Through the spring and summer 2012, the Young Foundation engaged with local stakeholders including residents and service providers in Loughborough Junction through focus groups, surveys, one-to-one interviews, deliberative workshops, and steering group meetings. Key themes emerged from engaging with local residents and a range of stakeholders. Generally, it was felt that sufficient and relevant skills training and education courses and opportunities are offered locally. However, major barriers to accessing existing skills training and education include lack of childcare, affordability, and lack of awareness of opportunities. Adult education provision in the area has been negatively affected by the cuts and there is a great deal of concern about the lack of local employment opportunities.

**Four ideas** were generated from a service design workshop held with key stakeholders from a range of local institutions using composite personas drawn from local resident and stakeholder engagement.

- **Apprenticeship Academy** in collaboration with Kings College Hospital (KCH) and London Borough of Lambeth. KCH has a successful and well-established Apprenticeship Programme. KCH to work in collaboration with other local institutions to create a pan-institutional Apprenticeship Programme with support from the LB Lambeth.
- **Service Providers Network** to be able to help people seeking training, skills and employment advice more effectively. The Network will aid local service providers in knowing each others services better and improve information sharing.
- **Local Mentor and Skills Camp**, a proposed model in which local residents are trained to become mentors to help others to access training, skills or employment. Before they begin mentoring people, they are employed to help run local skills camps which are designed to help residents come to an understanding about what skills/employment/volunteering they would like to do.
- **Adult Guidance Service** to provide personal guidance and support to help individuals in their own specific pathway to employment.

These ideas - mapped out through a user journey process - were presented in a final partnership meeting in October. The partnership will decide how these ideas might be taken forward. The Young Foundation has no formal role in this process but can be a resource for supporting future collaboration.

# We aimed to

- **understand and map existing pathways to employment** in Loughborough Junction (focussing on the local provision of education, skills training, and employment advice);
- Surface potential ideas to **improve or create new pathways.**



Over the spring and summer 2012, the Young Foundation engaged with local stakeholders, including residents and service providers, in Loughborough Junction.

## Our methods

<b>Focus groups</b>	<ul style="list-style-type: none"><li>• Ten local <b>residents</b> who are parents (Loughborough Children's Centre)</li><li>• Eight locally active <b>residents</b> (URH Loughborough Centre)</li></ul>
<b>Surveys</b>	<ul style="list-style-type: none"><li>• Conducted face-to-face surveys with forty Loughborough Junction <b>residents</b>.</li></ul>
<b>1:1 Interviews</b>	<ul style="list-style-type: none"><li>• Held seventeen interviews with <b>institutional stakeholders</b> about their service provision (see <i>appendix for full list</i>)</li></ul>
<b>Deliberative Workshop</b>	<ul style="list-style-type: none"><li>• Designed and delivered deliberative workshops with <b>stakeholders from local institutions</b> aimed at taking participants through user journey and interactive service design process.</li></ul>

# Key Findings

**These themes emerged from engaging with a range of stakeholders in Loughborough Junction:**

- Generally, sufficient and relevant skills training and education courses and opportunities are offered locally.
- However, major barriers to accessing existing skills training and education include **lack of childcare, affordability, and lack of awareness of opportunities.**
- Adult education provision in the area has been negatively affected by the cuts.
- There are not enough local employment opportunities.

# Loughborough Junction Asset Map

The following maps the community assets in and around Loughborough Junction in Lambeth related to employment, education and training for adults. The aim of this asset map is to identify various hubs, services and places in the area used by residents and also to identify organisations and networks offering employment support.

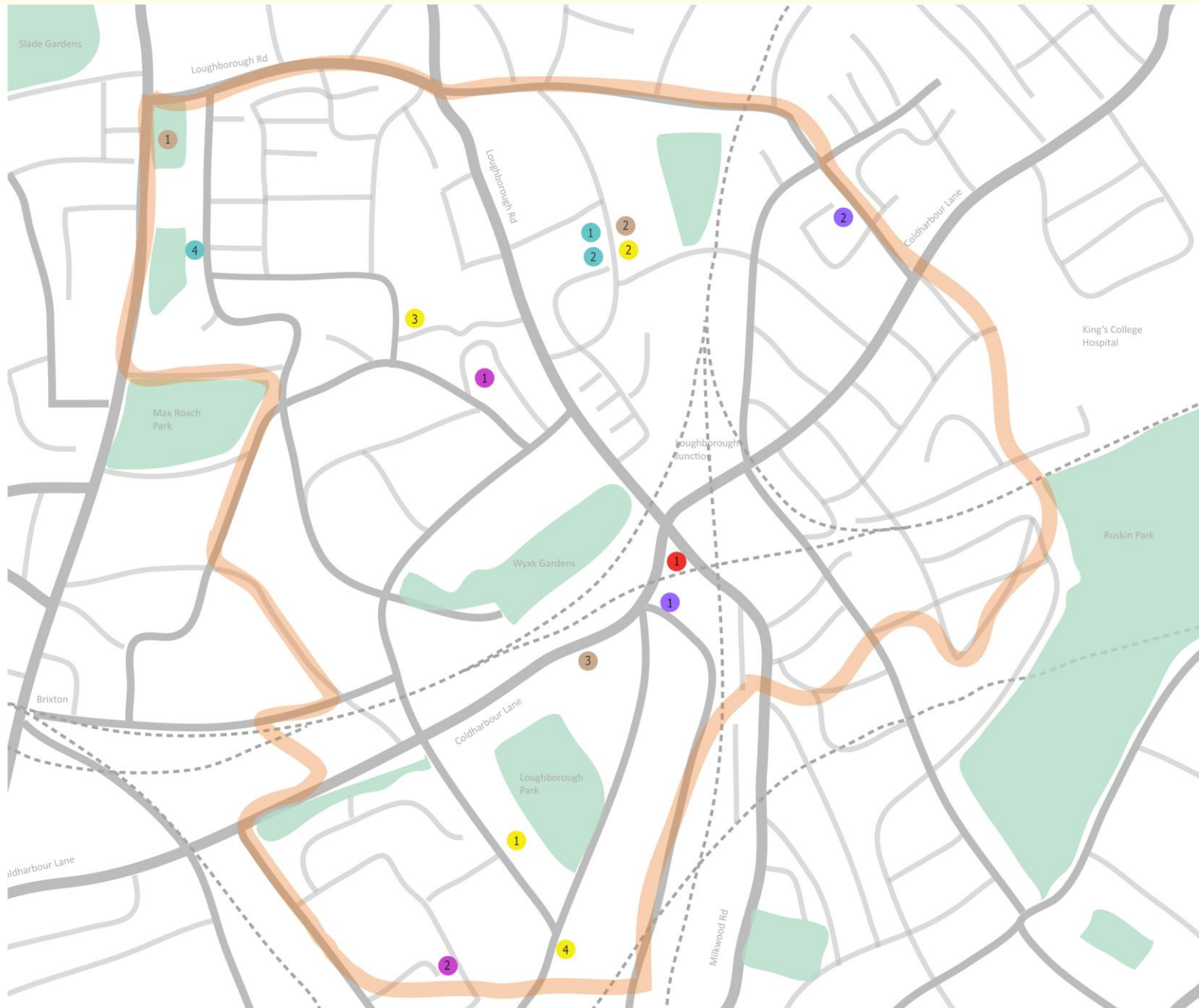
Loughborough Junction is a natural neighbourhood, meaning the boundaries have been defined by the perceptions of people in the community. The asset maps show the place-based organisations that operate in or provide services to Loughborough Junction residents, including assets that are based outside these boundaries. We have also included organisations and networks that do not have a physical base but that play a supportive role within the community.

August 2012





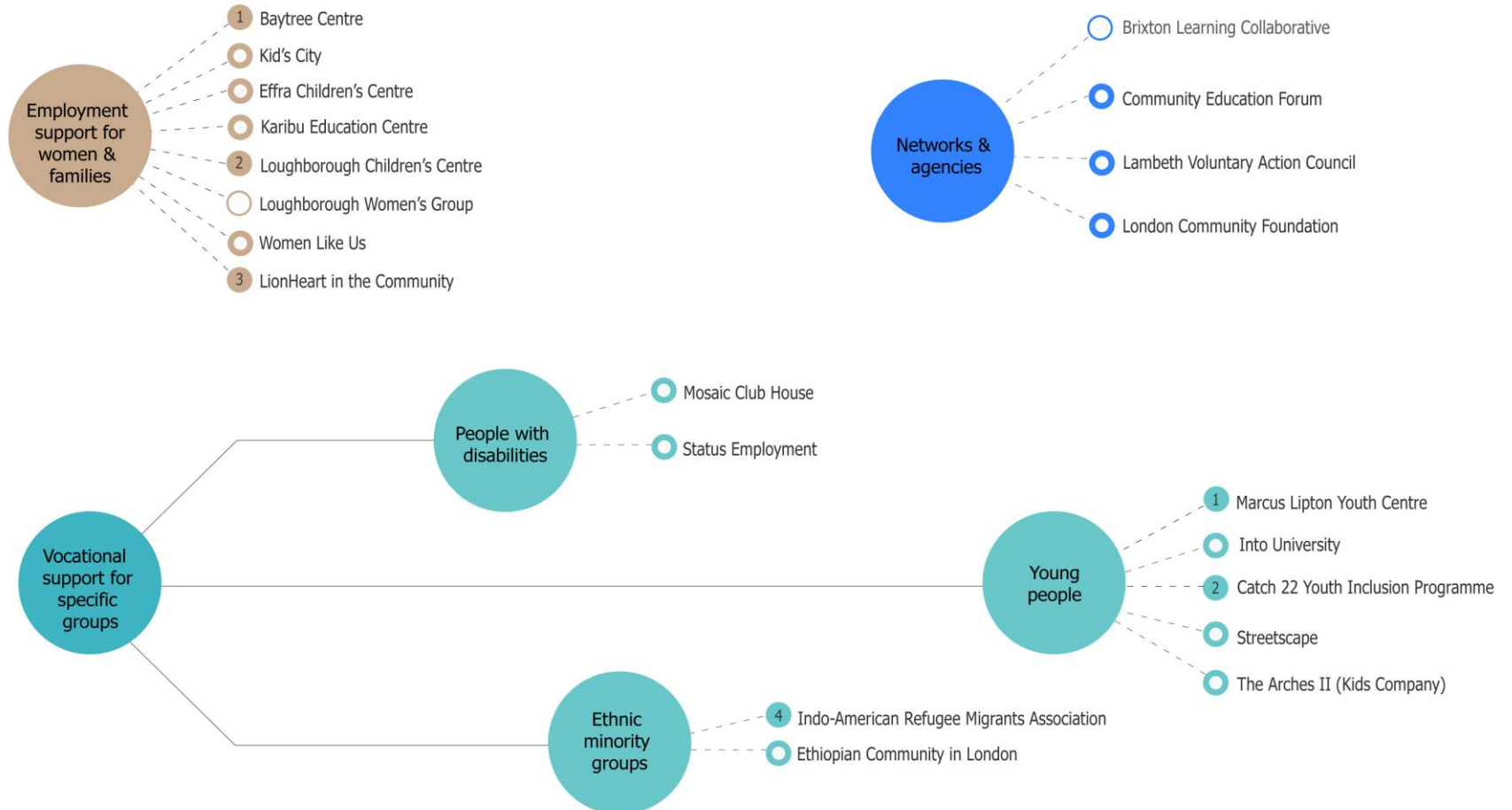
# Loughborough Junction



● Assets located in Loughborough Junction

○ Assets located outside Loughborough Junction

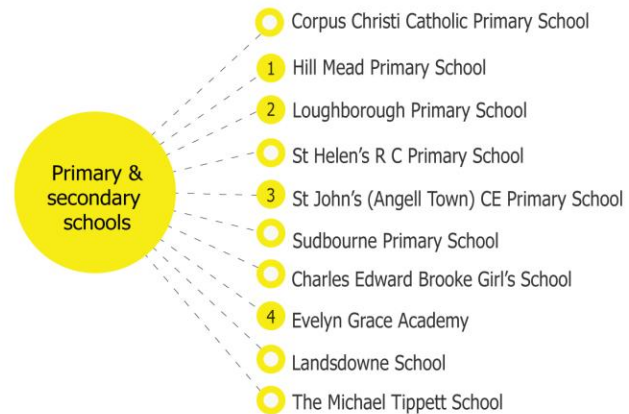
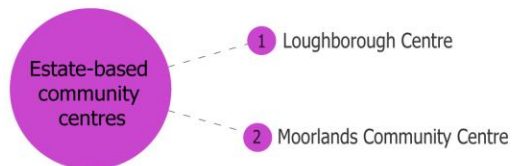
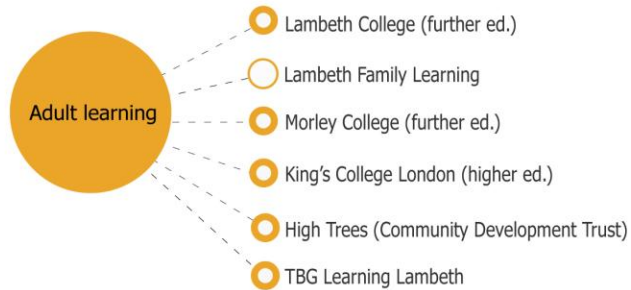
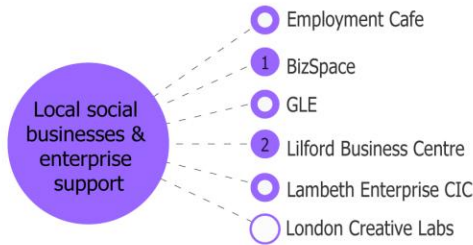
○ Non-physical assets



● Assets located in Loughborough Junction

○ Assets located outside Loughborough Junction

○ Non-physical assets



# Views from local parents

This section is a summary of the key findings from a focus group held on 12 June 2012 at Loughborough Children's Centre with eight local parents, a Children's Centre worker and Manager.



# We asked participants how they feel about the following statements and this is what they told us:

*I am proud to live and/or work in Loughborough Junction.*

- Majority said **'yes'**.
- “*Where you live is what you make it*” – some said that the area is considered to have a bad reputation but these mothers had a positive attitude about making the most of the area.
- Reasons to stay working and living in the area included: **nice neighbours, kids being happy, good staff at local schools, and wanting to work in the place where they or their children grew up.**
- A few wished to move away because they felt it was time for a change.

## *I have access and support to good local job opportunities and training.*

- *“There seems to be a lot of training/employment support going on around here.”*  
Some participants were already enrolled onto training and educational courses.
- However, barriers included: difficulty in securing childcare, inflexible working times, and not being able to afford to take courses.
- Green Man Skills Zone was not well-known.

## *I feel hopeful about the future for my children.*

- The majority **responded positively**.
- Children were seen as doing well at primary school, but there was some concern over children entering secondary school in the area, particularly boys. Experiences were mixed. Some blamed peer pressure within LJ secondary schools, others believed it was general attitude of teenagers everywhere, and some believed it was down to the individual child.
- Mothers wanted to set a good example for their children.
- *“Rather than move away, you should try and improve the area yourself.”*



# We explored with residents what they need for the future they want.

- A range of aspirations focussed on roles in caring professions (e.g. youth worker, childcare, midwifery). Other aspirations included becoming an electrician and a clothes designer.
- Participants were, for the most part, aware of the locally available skills and training required to realise these aspirations.
- However, several expressed concern about the barriers to achieving their aspirations (e.g. lack of childcare and cost for training and education).

# Views from local active residents

This section is a summary of the key findings from a focus group held on 5 July 2012 at Loughborough Centre with eight locally active residents which explored what local residents need for the future they want.





## Existing skill training and access to education in the area

- **Financial barriers:** some of the adult learning centres like Morley College and the Open University are unaffordable for some residents.
- Morley college and Lambeth college could run mobile taster sessions within the community.
- Lambeth College adult learning has an excellent project running in Stockwell Resource Centre – can it be replicated?

## Difficulties faced by mothers wishing to access training and employment

- School hours often don't coincide with training and work opportunities.
- The language barrier is a major issue for many women some of whom are highly skilled which can lead to isolation. Many ESOL courses have been cut.
- Inter-generational learning opportunities for families are needed.

# Improving pathways to employment

## *Sustainability and Self-empowerment*

- There was strong feeling that future projects need to be sustainable because short-term, top tier funding is often not effective.
- There is no short cut to sustainable urban development.
- Small grass-roots charities have been effective and need to be nurtured by a strong voluntary and community sector.
- Local enterprises need to be developed locally by residents who need the support and resources.
- The self-employed need structured support.

## Other ideas

### *Learning hubs and self-help:*

- Create a open-access learning hub in an existing community spaces.
- Learn from Peabody's best practice - pay and train ten people to teach ICT skills and then they can train others.
- Time-banking is a good way of promoting social capital.
- Support local social enterprise.
- Organisations, communities and people need to be resilient. Support initiatives that promote community resilience.

# Local Resident Survey

The Young Foundation surveyed 40 local residents to explore their aspirations and understand what barriers they may face in achieving their hopes for the future (*see Appendix 3 for survey questions and summary of key findings*).

On the basis of these findings, we created **six composite personas**.

We used these personas in the service design workshop with stakeholders to help think through what can be done differently to improve pathways to employment in Loughborough Junction.

## JOSEPH

- 19yrs
- Lives with parents
- Unemployed
- Few close relationships
- Spends most of the time "rolling with my crew"
- No income so dependent on parents



## BARRIERS

- Lack of connection to professional networks
- Hangs around with a "bad crowd"
- Poor lifestyle – drugs and alcohol

## PLACES I WOULD

### LIKE TO GO TO:

- Somewhere to learn locally – easy to get to that doesn't look or feel like school
- Another city or neighbourhood – get away from my crowd
- Google offices

## ASSETS

- ICT degree from London College
- PC/Web & mobile phone connected
- Personable and likeable
- Uses the internet heavily – enjoys gaming

## CAN EASILY DO:

- Anything physical
- Enjoys physical work and being outdoors
- Anything IT based

## CAN'T EASILY DO:

- Access professional networks
- Not independent and lacks structures and funding to do so

## PLACES

### I GO TO:

- Lots of time on the streets with friends – local parks
- Plays football occasionally
- Used to go to Job Centre (...but "a waste of time" ...)

Slide 2 The Young Foundation 2012

## MARCIA

- 48yrs old
- 2 children (15 and 3)
- Lives with husband
- Healthy
- Wants to be a clothes designer
- Long term unemployed due to child care responsibilities
- Financially stable



**"I want to be the next Armani!"**

## BARRIERS

- No drawing skills (for fashion design)
- Childcare
- Funds to get fabric
- The job centre: "people were really rude there"
- Wants to be her own boss

## PLACES I WOULD

### LIKE TO GO TO:

- Fashion Degree shows
- Aqua keep fit
- A foundation course in fashion drawing at the London School of Fashion

## ASSETS

- Experience in clothes design
- Numeracy skills
- Research skills in fashion
- Entrepreneurial
- Strong social networks

## CAN EASILY DO:

- Has some flexibility in her job
- Learns readily and quickly

## CAN'T EASILY DO:

- Find funding – connecting, becoming aware of funding opportunities, information on start up funding

## PLACES

### I GO TO:

- Shopping at Brixton market
- Car-boot sales
- Job centre

Slide 3 The Young Foundation 2012



## JULIA

- 40yrs old
- Resident in UK for 20 years
- Single
- 3 children – 13, 10, 16
- Social housing
- Unemployed for past 5yrs
- “gets by” financially
- Low level anxiety/depression
- Poor literacy



## BARRIERS

- Lack of flexibility due to child care
- Poor written English
- Lack of confidence
- No child care to assist with time needed to study

## PLACES I WOULD

### LIKE TO GO TO:

- Museums and galleries
- British Library
- Social club (which is not a pub)

## ASSETS

- Fluent in Portuguese
- Knows locality well
- Can use internet at basic level
- Volunteer
- Has own computer
- Has own mobile phone – basic texting

## CAN EASILY DO:

- Look after other children
- Volunteering within own community

## CAN'T EASILY DO:

- Anything that needs time
- Anything that needs well spoken English
- Not likely to do any manual work

## PLACES

### I GO TO:

- Community centre
- Brixton Market
- Pub

Slide 5 The Young Foundation 2012

## ALLIYAH

- 28yrs,
- Living on Estate in LBJ for past 12yrs
- Single, has a cat
- Very involved in local community: part of safer neighbourhoods team, set up neighbourhood growing
- Working as sales assistant at M&S

"The community is my family"



## BARRIERS

- Poor English (though improving)
- Money is tight
- Time scarce
- Concerned about safety in the area

## PLACES I WOULD

### LIKE TO GO TO:

- Places outside London : anywhere that I can link to people doing interesting stuff for their community

## ASSETS

- Motivated
- Confident
- Foundation degree
- Good neighbourhood support and strong social networks
- Internet/mobile phone

## CAN EASILY DO:

- Mobilise people and orgs to do things
- Runs a woman's group for Muslim women

## CAN'T EASILY DO:

- Access funding to scale things
- Find people to share skills and learn from

## PLACES

### I GO TO:

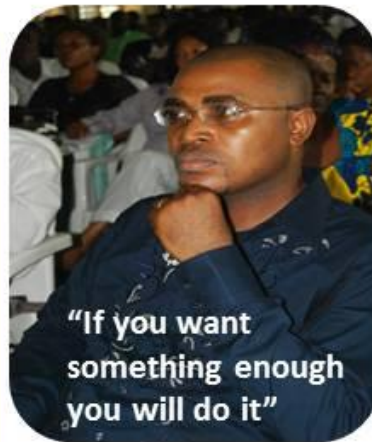
- Local shops
- Chatting to neighbours
- Library

Slide 6 | The Young Foundation 2012



## EDWARD

- 45yrs
- Ex teacher, now works as a security guard: shift work
- Studying during the day to do MBA
- Lives on the Estate with his 40yr wife (stay at home mum)
- 2 young children – attend school opposite home
- Private landlord threatening to evict
- Only been in LB for <1yr



## BARRIERS

- Family responsibilities
- Shift work
- High financial demands especially high rent

## PLACES I WOULD

### LIKE TO GO TO:

- Happy to move around the city: not tied to Loughborough Junction

## ASSETS

- Sees the MBA as the gateway
- Qualified teacher
- child care diploma
- Good people person
- Family man
- Ambitious & independent
- Strong belief in community and welfare state

## CAN EASILY DO:

- Intensive courses
- Freely mobile
- Able user of computers and internet

## CAN'T EASILY DO:

- Evening courses
- Full time education is challenging
- Can't find a job that matches skill set (hence why doing MBA)

## PLACES

### I GO TO:

- Library
- Market
- Work
- Church
- Home
- GP

Slide 7 The Young Foundation 2012

## CLAIRE

- 32yrs old, single (divorced)
- 3 children (10, 7, 1)
- Lives in social housing
- NVQ Carer qualification, massage therapist, nails & face-painting
- Unemployed for past year: full time caring for father (73yrs) who had a stroke
- Getting by financially



## BARRIERS

- Demands of caring
- Would like to do massage but lack of access to paying clients

## PLACES I WOULD

### LIKE TO GO TO:

- Cinema (for things I want to see, for a change..)
- Travel around UK, outside London
- Doing healthy stuff – cycling, gym, swimming
- Places to unwind – yoga

## ASSETS

- Qualifications and skills
- Strong social network
- “go getter”
- Web savvy
- Mobile phone
- Own transport

## CAN EASILY DO:

- Beautician and massage therapy work – ad hoc basis
- Good networker

## CAN'T EASILY DO:

- Fixed/contract work
- Can't even look for a job – no time

## PLACES

### I GO TO:

- Pub with friends, spend most of the time with family
- Shopping – mainly for groceries
- Takes father to hospital appointments and day centre

Slide 1 The Young Foundation 2012

# Service Design Workshop with Institutional Stakeholders

This section is a summary of the key ideas that were generated from a workshop held with key stakeholders from a range of local institutions (*see appendix 2 for complete list*) .



# Four ideas for improving pathways to employment in Loughborough Junction

1. **Apprenticeship Academy:** Joseph's Journey
2. **Service Providers Network:** Suzy's Journey
3. **Local Mentor and Skills Camp:** Alliyah's Journey
4. **Adult Guidance Service:** Julia's Journey

The following slides describe the rationale, idea, process and user journey to demonstrate how to each idea could potentially improve from pathways to employment in Loughborough Junction.

# 1. Apprenticeship Academy

## Idea

Pan-institutional **Apprenticeship Academy** in collaboration with Kings College Hospital (KCH) and London Borough of Lambeth. KCH has a successful and well-established Apprenticeship Programme. KCH to work in collaboration with other local institutions to create a pan-institutional Apprenticeship Programme with support from the LB Lambeth.

## Rationale

Apprenticeships are an excellent pathway to employment. An Apprenticeship Academy could be an excellent way for local institutions to be more directly joined up.

## Making it happen

Kings College Hospital, London Borough of Lambeth, and Lambeth College to explore the potential of collaborating on a pan-institutional apprenticeship scheme. LB Lambeth will be employing an Apprenticeship Coordinator who may be able to help facilitate making the Apprenticeship Academy happen.





# Apprenticeship Academy: Joseph's user journey map

An Apprenticeship Academy set up in collaboration with other local institutions to create a pan-institutional apprenticeship programme to benefit local people.

How does he find out about the Apprenticeship Academy

How does he commit, what's required for this to happen?

What happens as he starts the apprenticeship?

Key moments on his learning journey

How is his apprenticeship monitored and assessed?

What happens after he's finished it?

**Joseph:** what he does, thinks, knows, feels.

He would like to find a job in ICT but he lacks skills and experience. So far he hasn't been able to get an interview.

Joseph is excited by the scheme and follows up with an online application. He is accepted by the Academy.

Joseph is placed in a one year IT support role with the London Borough of Lambeth.

At the start, he struggles to find his place; finds support through his personal apprenticeship coach.

Joseph completes the one year apprenticeship and gets his qualification.

Joseph is inspired to go on an ICT degree course at Lambeth College. He also starts a part-time job offering IT support at Morley College.

**Touchpoints:** digital or physical things he interacts with

He gets an email from Lambeth College where he did his ICT BTECH diploma about an apprenticeship scheme at King's College Hospital.

He goes to an informal information session held at King's College Hospital with a friend. He chats with staff about the Apprenticeship Academy and meets other potential apprentices.

He has one day a week training courses coordinated through the Academy with apprentices from other institutions.

Joseph stays in touch with his apprenticeship coach who helps him with his college application.

**People that** Joseph interacts with

Other institutional members in the Academy provide dedicated staff to support local apprentices and liaise with KCH central support.

KCH provides Academy back office support.

Academy partners interact through email and shared website for the network.

All Academy apprentices are assessed using King's College Hospital monitoring and evaluation frameworks.

**Backstage staff** and structures

**Issues:** Getting buy-in from potential Academy members, funding, sustainability.

**Opportunities:** Improved pathway to employment, replicating and scaling a successful programme.

**Issues and opportunities** for making this a great experience

All Academy partners promote the apprenticeship opportunity through their networks.

3

4

5

6

2

1

## 2. Service Providers Network

### Idea

A **Service Providers Network** to be able to help people seeking training, skills and employment advice most effectively. The Network will aid local service providers to know each others services better and improve information sharing.

### Rationale

Improving pathways to employment in Loughborough Junction calls for more joined up thinking and connections made between institutions and more opportunities to work in partnership with each other. *The 'Improving pathways to employment'* project demonstrated that there is a strong appetite among local service providers to work more closely together and a better understanding of local services being offered by other institutions.

### Making it happen

The Network could join up with an existing community forum. Informal community leaders and organisers must be also be involved at some level. This is a forum for service providers to be able to get to know each other and the services that each institution is offering. This could be in an informal setting with meetings every so often so that people can meet. Perhaps after a few months it won't be needed anymore but that could also mean it has served its purpose. The Network needs to be maintained and sustained. It could be a simple resource database which would cost very little and need very little input to set up. It would be an easy effective way to find out what others are doing.



# Service Providers' Network: Suzy's user journey map

A network for local providers to get to know each other's services better and make them better placed to direct their services to local residents.

How does she become aware of training courses

How does Suzy find out about her options

What does Lambeth Family Learning do to support her

What happens in the interaction between Suzy and the service

What becomes possible for her as a result

What happens that is a positive impact for Suzy

**Suzie:** what she does, thinks, knows, feels.

Suzy lacks confidence and drive but she would like to become a nurse in the future.

**Suzy** sends Hubert the outreach worker an email explaining her situation and desire to volunteer.

Hubert meets with Suzy at her home and she talks about her **aspirations** and the **barriers** to achieving them. He gives her information about services, organises a meeting with King's College Volunteering coordinator.

Suzy becomes interested in volunteering at King's College Hospital.

Suzy becomes a volunteer at King's College Hospital and considers enrolling for Nurse Training at Lambeth College.

**Touchpoints:** digital or physical things she interacts with

Suzy's mum hears about Hubert an outreach worker for Lambeth Family Learning through the chaplain at her local church.

Hubert and Suzy stay in touch through SMS.

In response to Suzy's email, Hubert collects information about relevant services in the area that meet her needs and people whom she could talk to about volunteering.

Lambeth College Nurse Training

King's College Hospital Volunteer Programme

Morley College reading course

**People** that she interacts with

Within his role, Hubert has regular conversations with informal leaders in the community such as the vicar at St John's church.

**Backstage** staff and structures

The **Service Providers' Network** meet for their quarterly event which this time is hosted by Morely College. During the event they have a presentation from an external speaker, they all discuss policy, strategy and what they are currently working on.

**Issues and opportunities** for making this a great experience

**Issues:** Institutional buy-in, keeping momentum and energy, duplication, effective delivery and sustained engagement, involving new members, creating dynamic and interesting sessions

**Opportunities:** building new relationships and reinforcing existing ones, finding out about other services and opportunities in the area, empowering service providers, creative thinking



# 3. Local Mentors and Skills Camps

## Idea

**Local Mentors and Skills Camps** – a model in which local residents are trained to become mentors to help others to access training, skills or employment. The mentors are people who have been there before; they know how to access local training, how to find volunteering, and how to talk to professionals like careers advisors. Mentors are enthusiastic and motivated local residents. Before they begin mentoring people, they are employed to help run local skills camps which are designed to help residents come to an understanding about what skills/employment/volunteering they would like to do.

## Rational

Skills camps have been shown to be effective through work of London Creative Labs in helping improve pathways to employment in Loughborough Junction. The service design workshop surfaced the idea that adding a mentoring element would strengthen the existing Skills Camp model.

## Making it happen

Gather together a pool of mentors who are local residents and have positive experiences of local training and employment and run skills camps with them. These are to be based on people's assets and how they can use them to get where they want to in life. Assign mentors to help people through adult education and training process. Mentee gains training, volunteering or apprenticeships. A group of the mentees become mentors who will go through the process again. London Creative Labs and LB Lambeth are key to bringing this idea to life along with a robust funding model.



# Local Mentor and Skills Camp: Alliyah's user journey map

Skills camps in conjunction with local mentors based on people's assets and how they can use them to get where they want to in life.

How does she become aware of the scheme

How does she sign up & what's required for this to happen

What happens on arrival at the Skills Camp and during the day

What happens soon after the Skills Camp

What happens when she meets the mentor

What happens after her meetings with the mentor

**Alliyah:** what she does, thinks, knows, feels.

Alliyah found out about the Skills Camp at the local library. It's taking place in the community centre so she wants to go. She doesn't know what to expect.

Alliyah doesn't sign up in advance. She just turns up on the day.

She's a little nervous because she doesn't know what to expect. The camp is very energetic, reflective & positive.

Alliyah thinks about her options. She would love to build upon her community volunteering to work for a charity or the council. She decides to get in contact with the mentor she met at the skills camp.

Alliyah and the mentor find out they know lots of the same people. Over a few weeks they create a list of things she could do. Her mentor sets up some meetings with local charities. After learning more she applies for volunteer roles at 2 local charities.

Alliyah begins volunteering for a charity in Clapham. She keeps in touch with her mentor who thinks Alliyah would be a good mentor to others. The Skills Camp team meet Alliyah and decide to ask her to enrol on their mentor training course. Alliyah accepts as she feels her experience could help others.

**Touchpoints:** digital or physical things she interacts with

A3 poster in the library

Community centre

Mentor's business card

**People** that she interacts with

Alliyah is introduced to a **local mentor** who talks her through different options available to her.

Skills Camp staff; Fellow Skills Camp participants.

Charity volunteer coordinator

**Backstage** staff and structures

Skills Camp outreach workers; Skills Camp organising team; Mentor network & training.

Registration phone number & email address

Skills Camp facilitators; Trained pool of mentors Matching service for mentors and mentees.

Mentor network; Mentor network support programme

Mentor reports back to Skills Camp team after meeting

Assessment process for potential mentors; Enrollment process for new mentors.

**Issues and opportunities** for making this a great experience

Outreach needs to be very visual to cater for people with poor language skills.

Barriers to entry for skills camp needs to be low.

Skills Camps need to be vibrant, fun and informal events.

Mentor should be a local evangelist; someone the mentee can relate to.

Local mentor

Voluntary sector

# 4. Adult Guidance Service

## The Idea

An **Adult Guidance Service** would provide personal guidance and support to help individuals in their own specific pathway to employment. In this way support will be tailored to their specific needs.

## Rational

Effective adult Guidance helps people into employment.

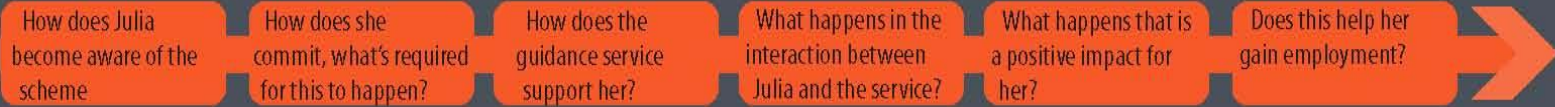
## Making it happen

Service users have to be enabled to find solutions themselves. The Adult Guidance Service could be a web-based support tool. This idea needs to be tested out further for feasibility and applicability.



# Adult Guidance Service: Julia's user journey map

Personal guidance and support to help individuals in their own specific pathway to employment.



**Julia:** what she does, thinks, knows, feels.

When Julie goes to pick up her kids from school, she finds out about a local career guidance service.

Julie has low confidence and has 3 children to support but she would like to get into work.

Julie and Sarah meet to have a conversation about her situation and her aspirations.

Julie decides to attend an adult literacy evening course held at the primary school of her children.

Now that Julie is more confident about her literacy skills, she works with the guidance service to find a part-time administrative job.

**Touchpoints:** digital or physical things she interacts with

Information leaflet distributed at front gates of local primary school.

Julie decides to give them a call to find out more. Julie is put in contact with Sarah who delivers this service and they arrange to meet up.

Julie's home becomes the meeting place for her and Sarah. She also uses her computer to find out about other support on the guidance service website.

Loughborough Primary School; childcare service at the primary school.

**People that she interacts with**

Julie talks to the woman distributing the leaflets, about the scheme and takes the information home to read.

Sarah meets with Julie on a monthly basis. Sarah helps Julie build her capacity and confidence and gives her information to help her find a job that meets her needs. She also shows her how to use the guidance service's website so that she can access information independently.

At the literacy course Julie meets other mothers from the area.

**Backstage staff and structures**

Sarah works with other service providers in the area to find Julie affordable child care and information on local employment through the council.

Local primary school works with local agencies to provide a space for parental support.

**Issues and opportunities for making this a great experience**

**Challenges:** The service users have to be enabled to find the solutions themselves, therefore the personal one-to-one guidance should be seen as a supporter but not a provider of the solutions. A web-based support tool can aid this process.

**Opportunities:** Finding out about other services and opportunities in the area, empowering local unemployed residents to overcome their barriers and find realistic solutions.



# Outcomes

The Young Foundation was commissioned by JPMorgan, in collaboration with key local partners, to explore the viability of an adapted School of New Resources for Loughborough Junction. Our research aimed to understand and map existing pathways to employment in Loughborough Junction (focussing on the local provision of education, skills training, and employment advice) and investigating the viability of the School of New Resources as a platform for improving pathways to employment.

The main outcomes of our research are the following:

- A School of New Resources for Loughborough Junction is not an idea that resonated well with local residents and institutional stakeholders;
- New relationships between local institutions have been formed and the collaborative approach of the research surfaced a strong appetite for local institutions to be more joined up in their approaches to supporting local people into work;
- Four ideas were developed through a co-designed process with local stakeholders;
- Active partners in this collaboration (Kings College Hospital and London Borough of Lambeth) may take forward two of the ideas on their own initiative. Funding remains a key barrier for local institutions to take any of the ideas forward as well as the challenges presented to reconfiguring their existing services.

# Appendix 1

## 1: 1 Interviews with Institutional Stakeholders:

- Cynthia Roomes, Community Development Manager, **London Community Fund**
- Sophia Livingston, CEO, **City Year**
- Dragana Jakovljevic , Community Learning Co-ordinator, **Morley College**
- Marie Sinclair, Children's Centre Manager, **Loughborough Children's Centre**
- Chris Johnson, **Community Education Forum & Lyncx (CEFI)**
- Sam Block, Volunteer Programme Manager, **Kings College Hospital Trust**
- Jemma Harris, Recruitment Manager, **Kings College Hospital Trust**
- Plaxy Wish, Community Partnerships Coordinator, **Brixton Learning Collaborative**
- Hubert Humphrey, Employment and Training Outreach Worker, **LB Lambeth**
- Chris Norris, **LB Lambeth**
- Kamal Motolib, Employment, Skills, and Training Manager **LB Lambeth**
- Vivian McKnight, Consultant working with **United Residents Housing**,
- Jackie Nunns, CEO, **Kids' City**

# Appendix 2

## Deliberative Workshop with Institutional Stakeholders held July, 2012

### ***Attendees:***

- Sam Block, **Kings College Hospital**
- Sarah James, **Kings College Hospital**
- Dawn Marie Benson, **Lambeth College**
- Helen Casey, **Institute of Education**
- Hubert Humphrey, **LB Lambeth**
- Chris Norris, **LB Lambeth**
- Dragana Jakovljevic, **Morley College**
- Mamading Casey, **London Creative Labs**
- Plaxy Wish, **Brixton Learning Collaborative**

### ***Regrets:***

- Chris Yiannakou, **Lambeth College**
- Cynthia Roomes, **London Community Foundation**
- Grace English, **Metropolitan Housing Trust**
- Marie Sinclair, **Loughborough Primary School and Children's Centre**

# Appendix 3

## 1. Views of local residents

This section is a summary of the key findings from surveying 40 local Loughborough Junction residents.

### **Demographics, home ownership, and length of residency**

- 68% Female, 32% Male
- Majority rent from social landlord (70%), while 9% rent from private landlord, 7% own their home, and 14% have other arrangements
- The length of local residency ranged from 2 weeks to 34 years.



# Financial and employment situation

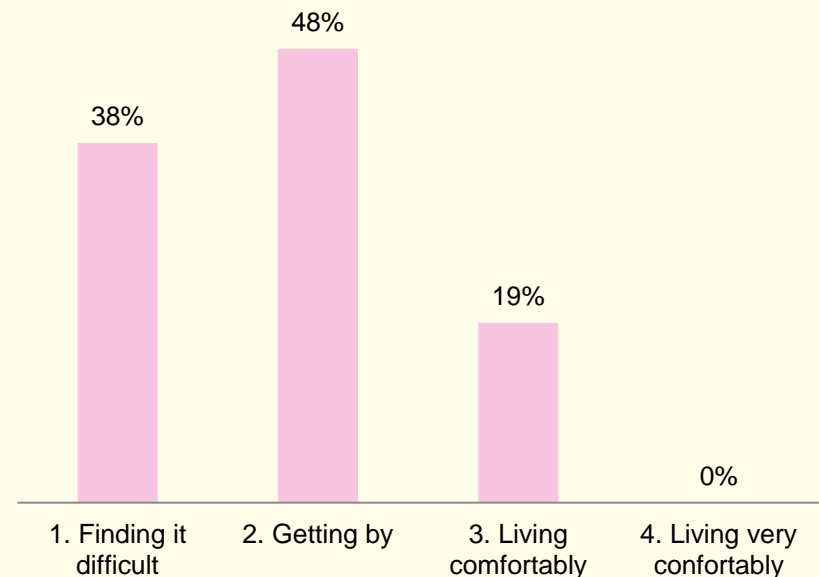
The vast majority of residents said they are ‘**getting by**’ or ‘**finding it difficult**’ financially. Only **19%** are ‘**living comfortably**’. When asked to describe their financial situation further some residents told us:

*“The rent is very high so they manage but have little money spare”*

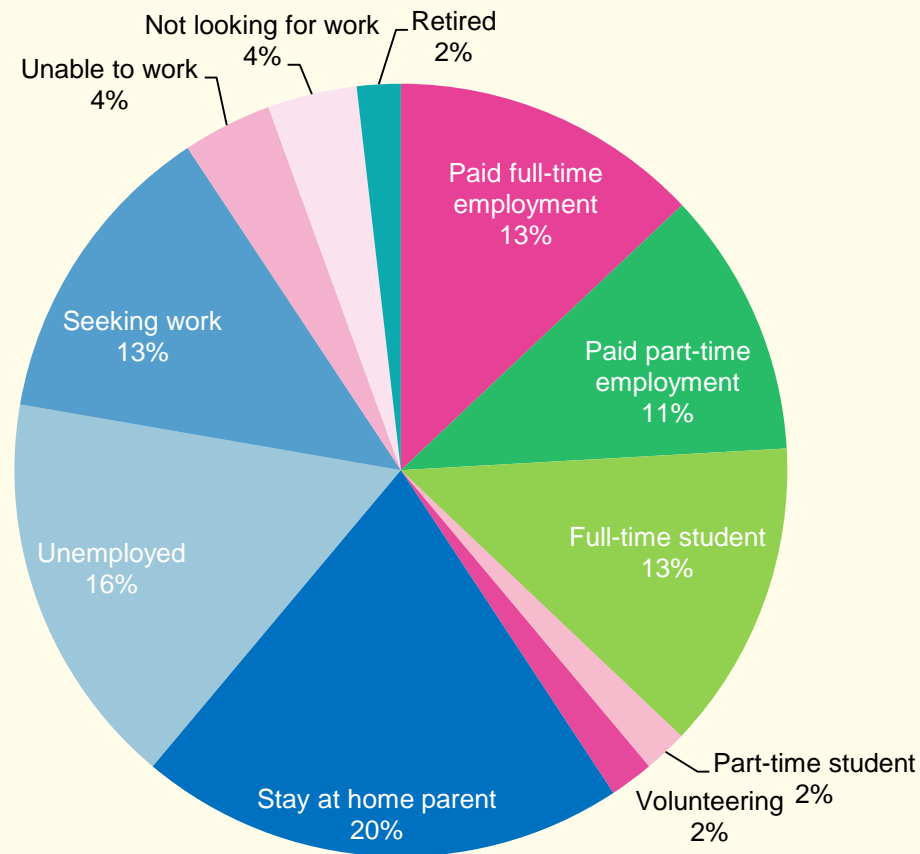
*“I am having a very tough time”*

*“Benefit cuts are very hard on us”*

**24%** of people that we spoke with are in full or part-time employment with **13%** actively seeking work.



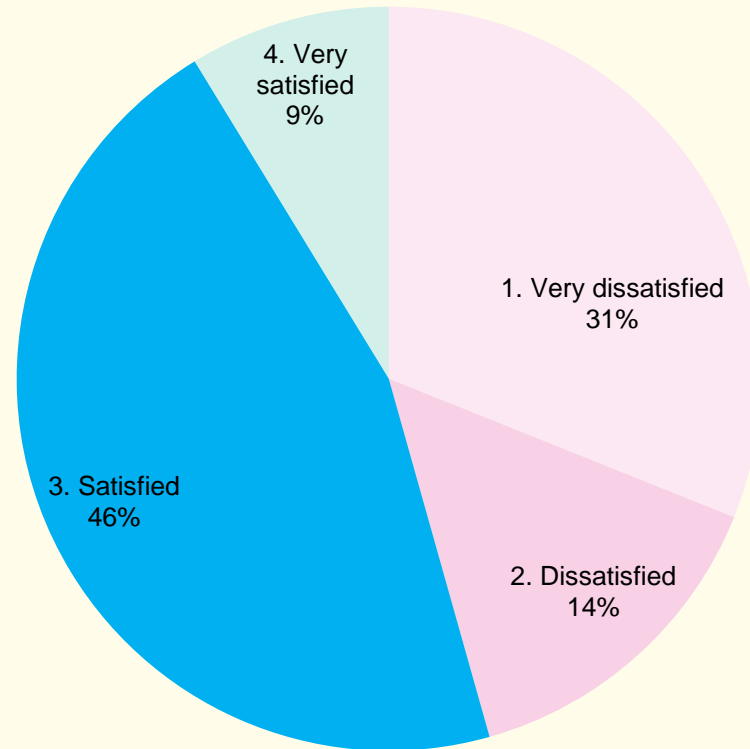
# Employment status



# Satisfaction with employment situation

A slight majority of respondents were satisfied with their current employment situation however **44%** said that they were either dissatisfied (15%) or very dissatisfied (32%).

This is reflected in the State of the Borough Report (2011) that shows that in Coldharbour ward, people are more concerned about a lack of jobs compared to in the borough as a whole (26% v 19%).



How satisfied are you with your current employment situation?

## Some of the concerns cited:

*“Need to find work as soon as possible, but still need to do work experience and study for my NVQ”*

*“I enjoy living and working within my community.”*

*“Trying to get on a course but can't get childcare. Courses should provide childcare”*

*“I've got a small baby and another at school so couldn't work right now”*

*“I sends application and have had some interviews but hasn't been able to get a job in ICT even though I am qualified.”*

# What would make you feel more satisfied with your employment situation?

*“Getting a job!”*

*“Getting a job is hard, I need help from my local area”*

*“If childcare was available”*

*“More access to childcare. Wants to work with kids”*

*“I have a great job but he would ideally like more money. He is taking a pay cut because it's a career change.”*

*“I would like to find something better - I would like to one day own my own restaurant.”*

*“Finding work (any work)”*

# Existing support and guidance

The majority of respondents said they would go to their **local Job Centre** or use the **internet** in order to find out about opportunities.

For support, guidance or advice the majority said they would talk to a **friend** or a **family** member with very few saying they would seek advice from a colleague, a professional advisor or a neighbour. Significantly, 8% said they would not seek advice from anyone.

## **The services that more than a 20% of respondents have heard of:**

- Green Man Skills Zone
- Jobcentre Plus
- Morley College
- Lambeth College
- Baytree Centre
- Brixton Advice Centre
- Effra Children's Centre
- Loughborough Children's Centre



# Barriers and challenges...

The main barrier that female residents faced to participation in training and employment was the availability of childcare.

Some other challenges were:

- Availability of financial support
- Lack of resources to set up a business
- Time

The factors that they felt could prevent people from taking part in courses or from seeking guidance:

- Not enough support e.g. from parents
- Lack of will power, self confidence and effort
- Not having enough experience or exposure to opportunities
- Money

# Preferences for the delivery of training and courses

The preferences for how training services and courses were delivered significantly varied for male and female respondents.

**Time of day:** the majority of male residents interviewed preferred courses in the early morning or in the evenings so it could fit around their working week. Many women said they were more flexible however others said it would be easiest to attend courses held during school hours and it would also depend on child care.

**Location:** male respondents were less concerned with where they would have to go to do a course. Some felt that it was preferable to attend a course outside of the local area or remotely through an online service. However, the majority of the female respondents would prefer these services to be located within the local area.

There was no preference for a particular type of service provider, be it a local school or a large institution, and most people preferred learning in groups.

# Aspirations

Many people that we spoke with could not identify anyone who has a job or lifestyle that they aspire to:

*“Everyone is struggling at the moment so I cannot think of anyone I know who has a job/lifestyle I would like. I am working towards my own dreams of becoming a nurse.”*

Among those who could, they said:

*“I would like to be a taxi driver, it's a fantastic job. much better than working in a restaurant.”*

*“I like the lifestyle of my son who is training to become a teacher.”*

*“My tutor - she worked hard as a **support worker**”*

*“A friend works in **childcare**”*

*“A friend who is a midwife and a cousin is a paramedic.”*

*“Richard Branson”*

## The particular skills that people would like to develop or training you would like to have:

- *Training for elder care (2)*
- *Public speaking*
- *Marketing and finance – university degree (2)*
- *Computational/technology based skills (3)*
- *Post-graduate degree (2)*
- *Driver's license/ driver (2)*
- *Network management*
- *Electrician (2)*
- *Childcare*
- *Decorator*
- *Sports*
- *Midwifery*
- *Learning better English*



## The Young Foundation

We are The Young Foundation and we are determined to make positive social change happen.

We pioneered the field of social innovation, with Open University, UpRising and Studio Schools.

We continue to work closely with individuals, communities and partners, building relationships to ensure that our thinking does something, our actions matter, and the change we make together will continue to grow.

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