Impact Assessment of Skills Camps and Social Startup Labs in Loughborough Junction

Report to London Creative Labs

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1. Introduction

London Creative Labs (LCL) commissioned the Office for Public Management (OPM) to undertake an impact assessment of its Skills Camps and Social Startup Labs, delivered in Loughborough Junction between January and July 2012. The impact assessment was carried out over the course of October 2012 and involved:

- analysis of routine monitoring and impact data collected by the project, including feedback forms completed by Skills Camps participants;

- semi-structured telephone interviews with seven Skills Camps participants, lasting approximately one hour, to capture their views and experiences of the programme;

- development of 4 participant case study vignettes drawing on secondary data collected by the project. Participants' names have been changed to ensure anonymity;

- a telephone interview with the two founders of London Creative Labs who designed and delivered the programme of interventions, with the support of colleagues.

This report sets out our findings.

1.1 London Creative Labs: a brief overview

London Creative Labs is a Lambeth-based not for profit social enterprise, founded in July 2009.   Drawing on pilot work completed in 2010, it designed a 12-month programme of activity to be delivered in Loughborough Junction over 2011/12. In broad terms, the programme is designed to harness the skills and assets of the local community to increase local job opportunities; increase the social capital in the area; and address local social, economic and environmental challenges.

The programme comprises three inter-linked activities:

- **Skills Camps** to support local hard-to-reach, long-term unemployed people (or those on benefits) to become ready to enter, or re-enter, the labour market

- **Social Startup Labs** to guide and support a diverse range of local people, including Skills Camps participants, to form social startups that offer products and services that address local market opportunities

- **Social Startup Incubator** to provide funding and non-financial support to maximise the chances of success of the social startups, which will provide local employment opportunities.

At the time of writing (October 2012), LCL had run four Skills Camps and two Social Startup Labs, and so our impact assessment is limited to these two elements of the programme. Work is underway to progress the Social Startup Incubator.

1.2 This report

The remainder of this report is set out as follows:

Chapter 2: provides an overview of the Skills Camps and attendees, and sets out our analysis of the impact that Skills Camps delivered

Chapter 3: provides an overview of the Social Startup Labs and sets out our analysis of the impact that they delivered

Chapter 4: sets out our conclusions based on findings described in the previous two chapters.

2. Skills Camps

2.1 An overview of Skills Camps

The over-arching purpose of the Skills Camps is to facilitate meaningful participation in the labour market and the wider economy. The Skills Camps are designed to:

- help participants discover their transferrable skills, recognise their strengths, increase their confidence and improve their communication skills

- support participants to gain skills as career coaches, through practicing coaching on each other and on members from the local community

- offer opportunities for participants to further develop their coaching skills by participating in subsequent Skills Camps

- offer opportunities to develop any business ideas by participating in Social Startup Labs

- broker work placements, helping participants to gain work experience and providing testimonials

LCL ran four Skills Camps: two over January – March 2012 and two over May-July 2012. Each Skills Camp ran for 12 weeks and comprised a 1/2 day session per week of professional-grade life/career coaching to help people understand their personal offer in the world of work, while building up their confidence and communication skills.   Participants were introduced to a range of different tools to support their thinking and development, and during each session, they practiced coaching on each other. Participants were also required to do 'homework' between each session to encourage further reflection and help crystallize what they had learned.

2.2 The Participants

A total of 67 participants graduated from the four Skills Camp, with up to 18 participants at each camp.   LCL was able to collect demographic data from 59 of these participants including area of residency, age, gender, ethnicity, current living status, work living status, disabilities and how they heard about the Skills Camps. This data is set out in Appendix 1 and summarised below:

- 61% of participants were female and 37% male, with 2% not identifying their gender;

- the highest proportion of participants (30%) identified Brixton as their place of residence, followed by 18% of participants who indicated that they lived in Loughborough Junction. Participants from Coldharbour, Herne Hill and Stockwell each made up around 8-9% of the total.

- most participants (61%) were unemployed. Almost a quarter (23%) of the participants were either in employment or self-employed. A small proportion of participants were in education or training.

- 36% of participants were aged between 35-44, with 27% aged between 45-54, 19% aged between 25-34 and 14% aged 55-64. Small numbers of participants were aged under 25 or over 65.

- the most commonly represented ethnic group was Black African (19% of participants), followed by Black British (15%) and Black Caribbean (15%). The White British and 'White

Other' collectively formed 17% of the total. Other ethnic groups and dual heritage participants together made up 19% of the total, and 5% of participants were Asian.

- around 12% of participants indicated that they had learning difficulties, a physical disability, or sensory disabilities, the latter being the most common form of disability.

- 9 out of the 59 participants (15%) identified themselves as lone parents. One participant identified themselves as an ex-offender.

The most common way for participants to first hear about the Skills Camps was a leaflet through their door (36% of participants), which reveals the effectiveness of this type of awareness raising activity. Word of mouth was also important, drawing in 25% of participants. Around 22% of participants first heard about the skills camp through the Job Centre.

2.3 Participants' motivations and hopes

Our interviews with Skills Camps participants revealed that each had their own personal story and motivations for taking part. Some participants were interested in the content on offer, and others found the process itself appealing. The Camps also drew people who felt they were lacking direction and confidence, and others who were particularly interested in coaching. The varied motivations for taking are revealed in the section of quotations below.

> *"It was the process more than the content I was interested in. The way in which there were people with completely different kinds of experiences, abilities and backgrounds all linked together. It wasn't a one-off programme. It was a bit like a family grouping education system. You get the people in the programme helping each other. That's what interested me more than anything here."* (Interviewee 6)

> *"I don't really know. I just felt at a loss for something to do. I was unemployed for a year so thought why not do it?"* (Interviewee 2)

> *"I've been interested in coaching / counselling as a career for a long time. I was at a point in my job where I was really unhappy and wanted to do something different. Within a week of having that conversation in my head, the flyer came through the door! I thought it was a sign. It gave me the opportunity to do something I was already thinking of and to find out more."* (Interviewee 7)

> *"Because I thought it would give me a bit more direction and help me to target my job search and enhance my employability and also increase my confidence in pursuing work that was meaningful to me."* (Interviewee 3)

> *"I had been redundant from my job for a year and I was actually looking for a career change. I didn't want to go back to what I was doing – I was stressed and exhausted. The flyer appealed to me and it looked perfect. I didn't know what direction I was going in and this jumped out to me."* (Interviewee 5)

Interviewees' expectations and hopes about the Skills Camps differed depending on their personal situations and motivations for taking part. Almost all interviewees had hoped to gain

new skills, whether these were in terms of coaching others with their careers, or skills to help themselves progress in their own careers. For some interviewees, the skills they hoped to gain or improve were quite general, such as 'people skills' and 'career development', whilst others were much more specific for example 'writing a CV' or 'learning about coaching tools'.

Some participants talked about the difficult time they were having in their current jobs and hoped that the Skills Camps would provide them with new opportunities to help them do what it was they wanted to do. The unemployed participants expected the Skills Camps to provide them with greater hope and support by being with others who were in a similar situation, and that the programme would enhance their chances of finding work. Interviewees' tended to view the Camps as both a professional investment as well as a social and emotional one.

> *"What they advertised is what they delivered. They helped us learn new skills as well as learning skills to help others. They put down career development, identifying your skills as well as skills to help others. These were things I wanted to develop."* (Interviewee 1)

> *"I joined the Skills Camps to have contact with people in the same situation as myself, to meet them and share ideas with them and learn from other people. I wasn't getting anywhere with my job hunts so I thought I would see what other people were doing and open ways to doing new things. I have been doing menial, low paid jobs for a while so I thought this would enhance my chances of doing something that I wanted to do and would show my commitment."* (Interviewee 3)

2.4 Participants' satisfaction with the Skills Camps

Participants completed a satisfaction ratings feedback form at the end of their 12-week course, which asked them to rank various aspects of the course using a 5 point scale from extremely dissatisfied to extremely satisfied. We combined the rating scores for Skills Camps 1 and 2, and similarly for Skills Camps 3 and 4, to facilitate a comparison across the two cohorts. Given the evolving nature of the programme, we wanted to explore whether participants in later Skills Camps indicated a greater level of satisfaction than those in the earlier Camps. The raw data from the feedback forms is set out in Appendix 2 and summarised below.

The majority of participants (72%) in Skills Camps 1 and 2 were extremely satisfied with the course opportunity, whilst the remaining 28% were satisfied. The aspect of the course that participants were most satisfied with was the amount of support given to them, with 75% indicating that they were 'extremely satisfied' with this.

Overall, the majority of participants in Skills Camps 1 and 2 rated each element of Camps as extremely satisfying. The elements which were rated particularly highly were: the information provided about the programme, the level and quality of communication, opportunities for training/practice, availability of trainers and help with specific problems/issues. Those who weren't extremely satisfied were mainly satisfied, except for a few cases where participants were neither satisfied nor dissatisfied. There was only one element of the course, which was rated by a participant as dissatisfying and this related to opportunities for peer contact.

When asked whether they would refer other people to the course, 95% of participants responded positively, proving that they were more than satisfied with the course. Over 70%

of the participants said that they would continue coaching people after the course and most participants also said they would refer young people to the course.

Interestingly, the satisfaction ratings from Skills Camps 3 and 4 show more variation than those for Skills Camps 1 and 2. The majority of participants (64%) were extremely satisfied with the overall course opportunity, while the remaining 32% were satisfied, with the exception of one individual who felt extremely dissatisfied.

The satisfaction ratings illustrate that the majority of participants were extremely satisfied with most elements of the Skills Camps programme. In all but three cases, the course elements received 'extremely satisfied' ratings from over 60% of participants. The element with the highest satisfaction rating was the availability of trainers, with 75% of participants saying they were extremely satisfied with this. Other course elements which were rated highly include the level of communication, the quality of communication, training and practice given, the amount of support given during the course, the opportunities for peer contact and help with specific problems and issues.

A couple of the course elements received extremely dissatisfied ratings from single participants. These were: the amount of support given during the course and opportunities for peer contact. Similarly, one participant was dissatisfied with information provided about the programme, and another about the length of time between the course registration and the start of the course.

86% of participants would refer other people to the skills camps, and 75% said they would continue coaching people after the course. 79% of participants also said that they would refer young people to the course.

Case Study: Cheryl

Cheryl is a Black British resident of Brixton and is a lone parent, aged between 45 and 54. On joining the Skills Camps, Cheryl was unemployed for over a decade, trying to find a career path, and looking for work. She heard about the Skills Camps via a letter through her door, as well at the Job Centre, and decided to sign up as she felt she needed help with her confidence and a push to move forward. Cheryl's last job had been as a Saturday school tutor and she had ambitions to become an art teacher or school counsellor, however she rated her confidence of achieving her ambitions as 3.5 out of 10. Cheryl was particularly attracted to the coaching element of the course as she felt it was aligned with her interests in counselling.

Cheryl had a high level of satisfaction with all elements of the course and said that she 'loved' learning new coaching skills and would refer others to the Skills Camps, including young people. She described the work on transferable skills as 'very enlightening' and commented that:

"I have more experience than I thought. I don't give myself much credit….I know that I can

apply for more jobs than I thought I could."

At the end of the Skills Camps, Cheryl rated her confidence of achieving her goals as 8 out of 10 and she felt that she had come a lot further than she thought she would in terms of her own personal development.

As a result of the Skills Camps, Cheryl changed her views about the possibility of finding employment, and has gone on a work placement that she didn't think she would get as it was a management job. Cheryl has also applied for a job and been for an interview, although at the time of writing, we don't know the outcome. The Skills Camps have also helped Cheryl to become more resilient in the face of set backs and she feels that she is more likely to persist in her job search until she finds what's right for her. As she said:

"Every day is a new day."

Cheryl has subsequently gone onto teacher training and is now working as a teacher.

2.5 What participants enjoyed about the Skills Camps

In our interviews with Skills Camps participants, we asked them to tell us about the aspects of the Skills Camps that they particularly enjoyed. There was general consensus around the practical elements of the Camps, where participants could put into practice what they were being taught. This is illustrated by comments from three interviewees:

"It wasn't passive. We would meet with people in the local community and practice our life skills workshops, practicing what we learnt."

"Almost everything you were taught, you would do in a practical exercise straight away. So we were able to learn and employ these new skills we got straight away."

"Also loved the homework sessions where I could put the theory into practice. It was an uplifting experience and I always came back on a high!"

Comments from several interviewees illustrated some of the benefits of the practical aspects of the Camps which included:

- learning how to build a rapport with other people

- developing listening skills

- helping other people identify areas of their life or career that they have struggled with.

Interviewees also enjoyed the icebreakers at the start of the sessions, which in the words of one interviewee

"Got us into the mindset of being there. It also taught us how to be alongside others, as it was quite physical."

One interviewee commented on the personal development aspect of the course as being particularly powerful. This is where participants were helped to focus on removing their mental blocks and looking at where they wanted to be.

> *"Looking at who you are and where you came from on the timeline. I thought that was excellent. When you're unemployed you can develop depression and lack of self esteem and confidence, so it helps you remember that you are a human being, not only are you a human being, you're a fantastic human being with a lot to offer....It helped me identify my talents and skills and gave me a lot of confidence. There were quite a few of us with depression because of being broke, and rejected and having no confidence."*

Participants were asked to list their favourite coaching tools on their feedback forms, and their responses covered the full range of tools used on the course including the timeline, lifeline, coaching buddies, the career wheel, the life purpose mission statement, The Work (by Byron Katie), the hand of achievement, the S-Curve, work on values, the transferable skills exercise, deep listening and action learning. The variety of tools listed as favourites suggests that the course was designed to suit a range of different needs and interests, with something of appeal to everyone.

Case study: Alan

Alan is a White resident of Brixton aged between 45 and 54. On joining the Skills Camps, he was unemployed and claiming related benefits. Alan heard about the Skills Camps through his local Job Centre, and was attracted to the course as he wanted to learn new work skills and life skills. Alan would like to find an office/administration role in the charity sector.

Alan really enjoyed the practical coaching element of the course, saying:

"I've learned a lot and been given the opportunity to practice what I was taught. And support was there when I needed it."

Alan rated the Skills Camps very highly and would recommend them to others. One of the most tangible impacts of the Skills Camps for Alan was helping him clarify his personal interests, strengths and goals.

"I have a stronger sense of self and purpose."

This in turn helped Alan develop a clearer focus on his career goals and to be more determined in his search for work. He said:

"I feel that I am more purposeful, determined and less worried about making mistakes or wrong turnings….my career goals are clearer and more tangible."

Alan applied for jobs and attended interviews over the course of the Skills Camps, although at the time of writing, we do not know the result of these. Indeed, he noted that several Skills Camps sessions had specifically helped him prepare for forthcoming interviews by helping him feel more confident in his skills and gain greater clarity about his interests.

Alan now feels more confident about finding work, and has a greater determination to find work that he'll be good at and enjoy. He also feels better able to deal with set backs along the way, saying:

"I am more self compassionate and forgiving of my own frailties".

Alan is now working in the charity sector.

2.6 What participants least enjoyed about the Skills Camps

Interviewees who responded to our question about the elements of the Skills Camps they least enjoyed usually related them to their personal needs as individuals. Some interviewees commented on particular organisational aspects of the course including:

- having multiple instructors at a session, which could lead to *"too many instructions between the different assistant trainers."*

- an insufficient number of breaks "*The sessions within the session were sometimes too long. That's the only thing I can fault. The person delivering the session would get so into it that she would forget others need a break."*

One interviewee shared their frustration about other course members not turning up for sessions *"The Skills Camp wasn't unreliable, it was the fellow attendees."*

Due to the very personal nature of the coaching techniques and the exercises that required participants to think and talk about themselves, a few participants expressed this emotionally charged aspect of the course as quite challenging and the least enjoyable aspect of the course at the time. However, they all recognised the value of these activities.

> *"I suppose there were elements of the work that weren't as enjoyable because it was me thinking about things in my life that weren't necessarily that great. When dealing with a difficult personal situation, it's hard initially, but in the end it helped me focus more."*

Another participant had a similar experience and said:

> "*It was quite an emotional journey. Because we had to look into our past, our values, our experiences. It was sometimes quite difficult to be around other people when you felt that way.. It was amazing how deep it was for everyone! This was a challenging yet very necessary step."*

In most cases, where interviewees' identified aspects of the Skills Camps they were not happy with, the issue was resolved rapidly as the Skills Camps instructors regularly asked for, and responded to, feedback from participants.

2.7 Impact of the Skills Camps

Our analysis of main impacts of the Skills Camps draws on our interviews and the feedback forms completed by Skills Camps participants. The main impacts identified by participants are described in the following sections.

- **Greater clarity about their own personal value, skills and contribution to the labour market**

Participants talked about having a much greater awareness of their own value, strengths, interests and ambitions, and a clearer focus on what they want to achieve through work. This is illustrated by the following quotations:

> *"You understand who you are and what your place is in the world, in terms of what your passion is and what you can do with it. Not what job can you get, but what are you here to do and how can you help yourself to do that."*

> *"It helped me recognise the skills that I've got, and the skills that I'd like to use. The personal work that we did – digging into who we are, what our values are, what we want to offer – the personal journey was very powerful. It was helpful because these things are usually hidden from us..."*

Another participant said that the course made them *"more self aware and confident, more aware of their own strengths"* such that they were more willing to focus on what they were interested in when it came to a career. This is echoed in the words of another participant:

> *"The Skills Camps gave me a lot of confidence and that is what you need. If you have confidence you can go to any organisation and sell yourself because you recognise your skills and you have identified them and know who you are."*

Increased confidence in interacting with the job market was a recurrent theme in feedback from participants. One of our interviewees described how they had always felt insecure in previous jobs because they had not ticked every requirement of the job. They went on to say:

> *"It [the Skills Camp] made a huge impact in relation to how I see myself in the job market. It made a huge difference on how I view myself, and the world. It goes beyond 'I need the job because I need the money' – it's more about my values now."*

- **Changes to the ways in which participants think about themselves and about work**

Many participants identified a mental shift in the way that they think about themselves and about work, which has helped them gain clarity about the types of work they want to pursue, and encouraged them to take steps towards achieving their goals.

> *"The Skills Camp makes you start thinking in a different way – lateral thinking. It has motivated me and it has given me a purpose. Sometimes you wake up you don't want to go anywhere but it has made me feel different about things."*

> *"My Facebook profile now reads 'I'm dumb but I'm learning something new every day' The Skills Camp opened my eyes to new things. You have to make things happen for yourself. You know if you take a step back you can get up and get on with it."*

Many said that they now had the confidence to do what they were good at and what they would enjoy.

> *"It helped me find some concrete steps forward, which have been immensely beneficial to me and my health…."*

> *"Three weeks after I finished the Skills Camp, I signed up to a counselling course. It gave me the confidence to apply for things I really enjoyed and know that it's me and what I*

> *can do. The counselling course is part time, so I am still looking for work. The coaching course made me realise there are quite a few things I want to do which I have been putting under the carpet, I think maybe now's the time to do them."*

Another interviewee said that the Skills Camps had helped them to find employment in an area of their choice:

> *"Whereas before I was employed because I had to be, now I am employed because I want to be, which is great."*

- **Improved aspirations and motivation to find employment**

On their feedback forms, 74% of participants said the Skills Camps had changed their view on the possibility of finding employment, either by helping them broaden their search, giving them more power and confidence, or by helping them realise their full potential. 55% of participants said they had applied for jobs during the Skills Camps and 39% of participants had gone for interviews, some of whom said that they felt a lot more confident this time round and were successful. There were others who had been for interviews but had not yet heard back or were not successful.

79% of participants felt that the programme had made a difference to their prospects of finding employment. Some participants now felt they could be more creative with their jobs and 87% of participants said that they would now be able to better deal with setback in their search for work, as the course had made them more resilient. Several interviewees' said that they could now apply for jobs based on the transferable skills that the Skills Camps had helped them surface.

One interviewee talked about how the skills camp helped them counter the negative effects of having been on Job Seeker's Allowance:

> *"When you are on Job Seeker's for a certain time, they try to push you where you don't want to go. But now I know where I want to go. The DWP just want me to get off their list. But I want to get off their list for good, not for a temporary amount of time."*

- **A more enterprising attitude**

Approximately 68% of participants said that the Skills Camps had helped them think of new business ideas. One interviewee said:

> *"This time last year I wasn't thinking of doing that [starting a business]. But I would like to now. I think I have a better chance to learn from my mistakes even if I fail. No isn't an option. If I can't do it one way, I can do it another way."*

Other interviewees, who went on to attend the Social Startup Labs, indicated that they felt more confident about starting a business, even if they don't have short term plans to do so:

> *"Even finding out about it [starting a business] would not have been in my interests. But having done the course, I don't know if it's me, but I am more open and confident to the idea. It doesn't sound as scary. It's at the level of something which I could do."*

> *"It has helped identify lots of business opportunities. This is my long-term aim. I am in the process of developing that, with the help of LCL, even though I am in employment."*

Some participants said they had entered the Skills Camps wanting to start their own business and that the Skills Camp had inspired them to continue with their idea. Others, who already had a business, identified new skills that they had learned which would help them improve their business.

- **More positive attitudes towards others**

Several interviewees commented on how the Skills Camps have helped them develop more positive attitudes towards others. One interviewee talked about being better equipped with the skills needed to interact with other people, such as:

> *"…how to be positive, non-judgemental, a good listener, how to make things happen. It was a very inspiring experience and idealistic in a positive way."*

Learning to be non-judgemental of others was a common theme in interviewees' and participants' feedback, with one interview describing themselves as:

> *"…more humble, more responsible. It helped me become non-judgemental as that was one of my issues so I feel I am a better person for that."*

- **New coaching skills**

All participants who completed the feedback forms responded positively to the question about their new coaching skills. Many used terms such as 'brilliant' and 'wonderful, whilst others described their new skills as 'empowering'. Participants indicated that the process of acquiring a new skill, which can be used to help them move forward in every area of their lives, was very rewarding.

We found that some interviewees are continuing to coach others since completing the course:

> *"I am still coaching in my spare time but I am hoping to develop on the coaching. I want to be further qualified in that area. I have a fuller life. If I'd had that a year ago I wouldn't have wasted so much time in unemployment. I was bordering on depression and a lot of people are – it's ridiculous. If you go into the job centre the advisor can help you but only to a certain degree. You're just another number to them."*

Several interviewees who had coached before indicated that the Skills Camps had helped them hone their skills and provided them with new tools and techniques to use:

> *"I picked up some tools to use such as the career wheel, the process of helping people to turn around and expand their vision, and change their limiting beliefs about themselves."*

> *"I now ask more powerful questions to make people think about situations and also listen a lot more"*

One interviewee indicated that they had been applying these tools and techniques since the course finished and found them very helpful. In a similar respect, another interviewee said that Skills Camps made them more aware of the coaching skills they already had, such that they *"began to use their skills much more intentionally and honed in on them"* to really think about how they were applying them.

Participants' continued use of new or improved coaching skills is enabling the programme to have a positive impact which goes beyond the individuals who participated in the Camps.

- **Improved social network**

The social aspect of the course was a highlight for many, especially since the course brought together locals from nearby areas. Around 90% of participants from the skills camps said that coaching others from their community was a positive and rewarding experience, and through doing this, they have increased their social network.

> *"I have learned so much, made friends and found real kindred spirits"*

> *"It felt good to interact with people I would otherwise never have met.'*

> *"It felt fantastic – I never knew I had such talented, creative neighbours.'*

Most interviewees said that they were still in contact with some the people they met on the course, and that they would still meet up once a week to continue their learning and practicing coaching. One of the participants said:

> *"I'm from East London so I now have a new set of people I can talk to. I think what's good is that we have a new network of people with lots of skills. We are friends and have lots of skills we can tap into. LCL have tried to create a community, a family of people that we can all go back to."*

Another participant talked about having made friends who shared interests,

> *"I now have a whole new group of friends who are on the same page as me. We support each other, share ideas and nourish each other - I didn't really have that before."*

Case study: Jane

Jane lives in Clapham and is aged between 25-34. Jane is unemployed, and participating in training. She describes her ethnicity as 'White Other'. Jane's last employment was in an Educational Foundation in Chile, and she is looking for a job in which she can use her professional and personal skills. Jane found out about the Skills Camp through a leaflet in a local organisation and signed up because she wanted to feel more confident about her professional and personal skills as well as meet other people in a similar position.

Jane feels very positively about her experience on the Skills Camps, and particularly appreciated the opportunity to develop a new skill set in coaching. In fact she identifies her greatest achievement on the Skills Camps as:

"Having been able to coach someone and really feel that I did meaningful work for them and I could help them."

She also appreciated the opportunity to widen her social circle and has exited the Skills Camps feeling 'more empowered' as a result of her new coaching knowledge and experience.

On joining the Skills Camps, Jane was clear about her career goals but was lacking in confidence about how to achieve them. The Skills Camps have given her this confidence.

"Now I feel I have a better knowledge of my skills and I can see different ways to develop my career…I still have the same goals, but I know better how I can reach them."

Jane has applied for voluntary roles whilst participating in the Skills Camps, and has been inspired to start a career in career coaching and relationship coaching. She already has one client lined up.

Finally, the Skills Camps have given Jane more confidence in finding meaningful employment:

"Now I believe that I can find the kind of work I want and dream of."

Jane is now employed in the charity sector working with homeless people.

2.8 Potential to increase the positive impact of the Skills Camps

We asked interviewees to comment on any changes they would make to the course in order to ensure it had an even greater impact on themselves. The only area of consensus related to receiving support with CVs, as illustrated by the following comment:

"The only change I would make is that I would sit people down at the computer for one of the sessions and show participants each other's CVs. We were encouraged to develop our own personal values and agendas. The next step we could do with is as an opportunity to tweak and re-write our CV's."

This recommendation was echoed by others, who felt that a good, presentable and up-to-date CV would have added to their practical gains from the Skills Camps.

Other suggestions revealed the positive impression and impact that the Skills Camps had on interviewees, with one suggesting that the Skills Camps should be replicated in other communities and cities, and another suggesting that the course should be longer as they would have been happy to keep attending for another 5 weeks.

2.9 Critical success factors

Our analysis of the primary and secondary impact data suggests that the following aspects of the Skills Camps are critical to their success:

- **A dual focus on individuals and their community.** Participants highlighted the value of the Skills Camps in helping them to help themselves, fellow participants, and other members of the community. This is summed up by one interviewee:

"There were two parts. One part where you talk yourself, and think about where you are in different aspects of your life, in terms of your career, education, aspirations. Then you also thought about your fellow participants. In order to help ourselves we were there to help each other. It was very much a community-based ethos. I thought that was very positive."

- **Diversity of course participants**

"The most amazing thing is that there were people there from so many different types of backgrounds, languages and countries so it was a very rich environment – the breaks were really valuable because you would meet people from completely different perspectives to yourself. A real richness in having the break…."

- **A clear, coherent structure to the course**

"It was structured in a way to ensure that we got the most out of the course – the homework was very clear as well as the practicalities of getting your homework marked in order to get a certificate. There were very clear instructions about what was expected of us and how we could best get something out of the programme. Without being school-like it

created a good structure for us to be clear. It especially helped those who had language difficulties."

- **A safe environment.** The bond which participants made during the course as well as the safe environment which the organisers created was a widely appreciated element, which helped the programme be a success.

"We had a very close knit group, where people knew each others' stories and experiences quite intimately. We had a very safe environment to be able to discuss those kinds of things and got to know each other very well. In the end people were networking, and helping others to follow a lead and get work and find new opportunities – in a sense it was much better than the Job Centre."

- **The approach and skills of the instructors.** The Skills Camps instructors consciously interacted with participants in a compassionate, open and transparent way, whilst being clear about their expectations of those participating in the course and having clear boundaries. This was much appreciated by participants as illustrated in the following comments:

"…They were the most genuine people I had ever come across in that context. They cared about us so much, were transparent and made themselves available. It was very much 'we believe in this process, we are living it, and we are happy to walk this journey with you' – that level of personal involvement was very unique and powerful!"

"The Skills Camps organisers are a fantastic team, very supportive and are motivated about helping people and developing the community – a fantastic and unique course which needs to be supported, and needs to grow and be replicated throughout communities up and down the country. The more it grows, the more social good it will do and the more lives it will change."

2.10 How the Skills Camps compare to other courses

On the feedback forms completed by Skills Camps participants, 86% felt that that the programme was different to any others they had been on. A recurring reason for this was that the Skills Camps focussed more on the self and on internal values and measures of success. They helped people recognise who they are, while offering them support geared to their needs and personalities. Others said that the course helped them find their life purpose, rather than just doing a job for the sake of money.

Many participants said that the course was a spiritual and practical one. There was positive feedback on the genuine nature of the coaches, their dedication and unique empowering teaching styles, as compared to other courses.

Our interviews with Skills Camps participants supported these findings. They identified what they felt were the favourable features of the Skills Camps compared to other courses they had been on. These included:

- the practical element of the course, which enabled participants to practice what they learned

"Most of the courses I have been on are theoretical and didactic, with someone at the front teaching you while you listen and take notes, whereas this was very practical, providing lots of very good support and guidance around things. It was very flexible and had a very good way of delivering the training message for all different levels of people to understand, take part and learn."

- the style and delivery of the Skills Camps, which made participants feel like valued individuals *'rather than just a number'*

"The Skills Camps had more of a human element. They actually cared. We did things in a completely different way and it was more personalised to each of us."

- being given tools and techniques for coaching which participants could apply to themselves as well as others

"It helped me to help myself and to help other people. It wasn't just advice, it was helping us to develop respect and our understanding. It was an amazing environment."

- the length of the Skills Camps and overall coherence of the course

"It was useful doing it over a period of many weeks, so that it builds up and accumulates. A lot of the impact was having so much time to do it and add information and skills, so that it builds up and gains greater momentum."

2.11 Interviewees' final comments on the Skills Camps

We asked our interviewees whether they would recommend the Skills Camps to others, and to share their final thoughts and comments on their experience of attending the Camps. Many interviewees expressed their thanks and gratitude to the organisers of the programme, and indicated that they would recommend the Skills Camps to others:

> *"Yes, I would definitely recommend the skills camps programme. Although it could have been deeper, it varied enough and catered to a good level for those with no experience and those with some experience. If you had no experience at all then it was fantastic."*

> *"Most definitely I would recommend the Skills Camps. I think it's a really fantastic programme and can change people's views on life, their perspectives and how they approach things. It can have a transformational effect if people do it with an open mind. It also helps to build communities more, as well as individuals, because of the skills and discussions that take place."*

> *"I would definitely recommend the course and I always will because it changed my life. I can now identify weaknesses, both mine and other people's. It gives you the confidence to go out there and be ready to get the job that you want."*

Case study: Beth

Beth is a Brixton resident, aged between 35-44 and in part-time employment (14 hours/week), although is at risk of redundancy. She describes her ethnicity as 'Black African/White'. She first heard about the Skills Camps via a leaflet through her door and was motivated to sign up as she wants to find a career that matches her qualifications.

Beth has been on other employment-related courses but feels that the Skills Camps offered her something different:

"This course looked at yourself in relation to career and life in general in a much deeper sense than others."

Beth gained much from practising coaching with other participants. The way in which the course was structured encouraged Beth to identify what she was good at as she went along. Beth identified personal skills such as motivating others, demonstrating empathy, helping people to open up, and building the confidence of others.

The Skills Camps also helped Beth view herself and her career goals through different lenses. One of the important changes she feels she made was:

"The way I feel and interact with others, and putting things into different perspectives."

Beth's outlook and attitude changed dramatically over the duration of the Skills Camps, as she herself noted:

"There is no doubt about it [that I feel different]. Coming in at first was like empty. But now I am…feeling excited."

Beth now feels more confident about finding employment and has achieved greater clarity about her career goals. Beth summed up her satisfaction with the Skills Camps by saying:

"*A mission accomplished. It feels fantastic and looking forward to acting on my goals."*

Beth is continuing with her current employment but her communications skills and level of engagement is much increased.

3. Social Startup Labs

3.1 An overview of the Social Startup Labs

Social Startup Labs bring together a diverse range of people in a local community, including Skills Camps participants, to brainstorm, learn, and network with the purpose of creating new businesses that generate work for local people most in need of employment opportunities. A Social Startup Lab is a one-day workshop, where participants work together to identify their local assets and needs, and then explore enterprising ideas to harness the local assets to address local needs. It is intended that a number of the emerging social startups identified at the Labs will progress to the Social Startup Incubator to receive resources and support to turn ideas into reality.

3.2 The Participants

LCL delivered two Social Startup Labs in July 2012, the first attended by 24 participants and the second by 30 participants. Appendix 3 sets out the demographic data collected by LCL on Social Startup Lab 1 (SSL 1) participants, and Social Startup Lab 2 (SSL 2) participants, which is summarised below.

- 33% of participants at SSL 1 did not give their area of residence. Of those that did, 40% were from Brixton, with the remainder living in surrounding areas such as Coldharbour, Kennington, Loughborough Junction and Stockwell. A similar picture was found at SSL 2.

- a third of participants at SSL 1 were self-employed, a quarter unemployed and 21% employed. SSL 2 was equally well attended by employed, unemployed and self-employed participants, with each group making up around 27% of the overall attendance.

- 33% of the participants at SSL 1 were female and 54% male, with 13% not indicating their gender. This pattern was reversed at SSL 2, with 63% of participants being female, and 33% male.

- 76% of participants at SSL 1 were aged between 25 and 54. The least well represented age group was 55-64, making up only 4% of participants. Participants at SSL 2 represented a wider range of ages. The age-group best represented was 35-44, followed by 45-54 year olds. There was also greater representation from the 18-24 age group and the over 65s than in SSL 1.

- SSL 1 was predominantly made up of people who identified themselves as 'White other' 'Black African' and 'Black British' however there was also representation from Asian Pakistani, Indian and Chinese backgrounds. SSL 2 was less ethnically diverse, with White British and 'White Other' participants making up 60% of the total participants. 20% of the participants in SSL 2 were Black Africans and 7% were Black British.

3.3 Participants' satisfaction with the Social Startup Labs

The following table illustrates the satisfaction ratings that SSL 1 participants gave the different aspects of the workshop.

SSL1 participants' satisfaction with the workshop

No	Questions	Extremely Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied	No response	Total
1.	Overall satisfaction with workshop			2	11	10	1	24
2.	Satisfaction with accessibility to workshop				13	10	1	24
3.	Information provided about workshop			1	14	8	1	24
4.	Registration process			2	11	10	1	24
5.	Level of communication			2	11	10	1	24
6.	Quality of communication			2	11	10	1	24
7.	Training/practice		1	1	11	10	1	24
8.	Support given during workshop			2	9	12	1	24
9.	Opportunities for peer contact			2	10	11	1	24
10	Availability of trainers			1	8	14	1	24
11	Help with specific problems/issues			2	10	10	2	24
12	Information about progression			4	12	6	2	24

Referrals & Action

No	Questions	Yes	No	No response	Total
1.	Would you refer others to the workshop?	17	1	6	24
2.	Will you refer young people specifically to the workshop?	15	2	7	24
3.	Will you continue to work on your start up after the workshop?	18	0	6	24

The vast majority of SSL1 participants were either very satisfied or satisfied with their overall experience of the workshop. The two aspects of the workshop that participants were particularly happy with were the accessibility of the workshop and the availability of the trainers. Only one participant expressed dissatisfaction with an element of the workshop and that related to training/practice.

Around 70% of participants would refer other people to the workshop, and a slightly lower percentage (62%) would refer young people to the workshop. Three quarters of participants indicated that they would continue work on their startup after the workshop.

The following table illustrates the satisfaction ratings SSL 2 participants gave the different aspects of the workshop.

SSL2 participants' satisfaction with the workshop

No.	Questions	Extremely Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied	No response	Total
1	Overall satisfaction with workshop				13	16	1	30
2	Overall satisfaction with accessibility to workshop			1	11	17	1	30
3	Information provided about the workshop			5	11	12	2	30
4	Registration process			3	12	12	3	30
5	Level of communication			2	11	16	1	30
6	Quality of communication			2	14	13	1	30
7	Training / practice			4	11	13	2	30
8	Support given during workshop				12	16	2	30
9	Opportunities for peer contact			4	14	11	1	30
10	Availability of trainers			1	11	17	1	30
11	Help with specific problems / issues			4	12	11	3	30
12	Information about progression			4	15	9	2	30

No.	**Referrals & Action** Questions	Yes	No	No response	Total			
1	Would you refer other people to the workshop	20	1	9	30			
2	Will you refer young people specifically to the workshop	15	4	11	30			
3	Will you continue to work on your startup after the workshop	19	1	10	30			

96% of SSL2 participants were either very satisfied or satisfied with their overall experience of the workshop. The aspects of the workshop that participants were particularly happy with were: the availability of the trainers; the overall accessibility to the workshop; and the level of communication and support given during the workshop. No participants expressed any dissatisfaction with any aspects of the workshop.

Around two thirds of participants would refer other people to the workshop, however only 50% said they would refer young people to the workshop. 63% of participants said that they would continue work on their startup after the workshop.

3.4 Impact of Social Startup Labs

The data and analysis presented in this section is based on participant feedback forms. The vast majority of participants (92% at SSL 1 and 90% at SSL 2) felt they gained something of value from the workshops. Participants differed in what they gained from the workshop, which included:

- opportunities for networking, by either meeting interesting locals with similar interests, or meeting people who could offer new connections

- more clarity on how to develop and run a business and work in a team

- knowledge pertaining to business startup such as assets, needs, team formation, business planning etc

- a better insight into their local community, to appreciate the assets and strengths of the community as well as learning about other people

- tangible steps and actions needed to start a venture.

One interviewee who had attended the Skills Camps and then a SSL commented:

> *"It was a great thing to move onto. From there I got a concrete social business going, with people who understood what it was you were trying to do, which was just wonderful."*

92% of SSL 1 participants and 87% of SSL 2 participants mentioned ways in which the workshop had helped them to grow or change as individuals. This included:

- working with people of different backgrounds and learning from their experiences
- more confidence and clarity about their business ideas
- a greater appreciation and acceptance of their local community
- a greater desire to get actively involved in their local community
- new and/or more structured approaches to developing a business idea
- realising the importance of getting help and not being alone.
- listening and learning from the ideas of others.

Across the social startup labs, 19 potential ventures were identified. These comprised a wide range of business ideas aimed at different segments of the local community and are described in participants' own words below:

1. Connect skilled craft people with designers and marketing professionals.

2. Creative includes: writing, imagination, breaking the boundaries of realism. Making a concept possible to create a better way of living.

3. Food and nutrition advice. Create it – Cook it – Deliver it – Share it – Teach it.

4. Coaching. Form a team of coaches to help our communities.

5. Maths coaching, mentoring, counselling and web design project.

6. Community online TV. TV made by the people.

7. A virtual business advice service.

8. Brixton pound Skills-share. Help people to earn local money through their skills and talents (this includes our skills-share directory to connect people virtually at the skills-share open days to connect in real time)

9. Therapeutic life coaching over next 6 months define/refine model working with young people.

10. Collaboration and sharing ideas, skills. An alternative lifestyle (banking, housing..)

11. Creating a database of local resources (gps, individuals, orgs, companies, childcare, transport, recreation...)

12. A "drop-in" therapy/care centre for youth where they can get therapy, career lifeskills, healing, etc. (money/funds from big brands)

13. Made in Brixton retail space/shop/website. Supporting community by providing a space to sell what they have made.

14. Opportunities to use creative skills either in creating visuals for an existing idea (marketing/identity) or teaching within the local community/collaborating with other artists and finding new and interesting spaces to do this. Collaborative that produces creative visuals (for marketing identity) and teaches this skill -VISUAL IDENTITY COLLABORATIVE

15. Arts/craft shop. Promoting local artists/skills including my own. For the next 3 months.

16. Set up a work shop for the disabled to learn how to fix up motorcycles.

17. Collecting lots of clothes, books, shoes and jewellery even household items. My dream would be to make flyers and collect the items to give to the church and so people that don't have much money can get things at a low price or for free. And it can be extended to many charities.

18. Project to help people feel confident about their bodies - BODY CONFIDENCE PROJECT

19. After school club for young boys to help them with basic life skills and help disadvantaged boys to go back into education.

88% of SSL 1 participants and 93% of SSL 2 participants identified actions that they would take after the workshop. Most of these revolved around progressing their business idea/s, such as finding a team to work with, following up contacts from the workshop, making plans and undertaking research. Other actions included looking for further training opportunities, as well local projects to get involved in.

3.5 Improving the Social Startup Labs

Participants fed back ideas for how the workshops could be improved. Some of these reflected particular features of the venue, which were beyond the control of the organisers. Other suggestions concerned the way in which the event was run, the content of the course and suggestions for follow up support to maintain momentum. These are summarised below:

Workshop content

- Greater clarity about the definition of a social enterprise
- A dedicated networking session built into the workshop
- More explanation of the business model canvass
- Short presentations of success
- Providing examples for each exercise to help ground new concepts

Workshop organisation

- A timetable and agenda for the day circulated ahead of the workshop
- Advertise to draw more people to the workshop
- Less intrusive time-keeping

Follow up support

- More information on funding, loans and grants for startup businesses
- More contacts and links to other sources of support.

4. Conclusions

Our analysis of the primary and secondary data available for the impact assessment provides strong evidence that the programme has delivered positive results for Skills Camps participants as well as those involved in the Social Startup Labs. As would be expected, the outcomes for Skills Camps participants are greater and more tangible than those for Social Startup Lab participants, due to the time and commitment required.

London Creative Labs' unique approach to supporting individuals to identify unused transferable skills, recognise their personal offer to the world of work and gain coaching skills and experience, was extremely well received by participants, who expressed very high levels of satisfaction with the Camps. This was due, in no small part, to the approach and skills of LCL's facilitators, who combined enthusiasm, compassion and accessibility with clear communication about their expectations and boundaries. Other factors important to making the Camps a success were: a clear and coherent structure to the course, opportunities for participants to put their coaching knowledge and theory into practice, and opportunities for self reflection as part of every session.

The impact of the Skills Camps varied from participant to participant, and depended on a number of factors including their motivations for signing up to the course, their view of the world and of themselves, their previous experiences of work, and their ambitions for the future. There were some common themes however and these included:

- greater appreciation of, and confidence in, their own personal value, skills and contribution to the labour market;
- greater personal ambition and increased determination to find meaningful and lasting employment;
- new coaching skills which could be applied personally and to others;
- improved resilience in the face of set backs in their search for work;
- a more enterprising attitude; and
- an improved social network in their local community.

Over half the Skills Camps participants had applied for jobs whilst on the Camps, and nearly 40% had gone for job interviews. Importantly, around 80% felt that the programme had made a difference to their prospects of finding employment. When delivering Skills Camps in the future, LCL may wish to consider the inclusion of a CV workshop, otherwise the positive views and experiences expressed by participants indicates that LCL has 'got it right' in their eyes.

The Social Startup Labs brought together a diverse mix of people from across the local community and, despite some initial scepticism amongst some participants, lead to 19 potential social startups being identified. As well as this very tangible outcome, the Labs also provided opportunities for local people to network and make new connections; gain a better insight into the strengths, assets and needs across their local community; and improve their motivation to start up a new venture. The generally high levels of satisfaction expressed by participants is another indication of their value. The next step in the process is for LCL to progress its plans for a Social Startup Incubator, so it can capitalise on the outcomes of the Social Startup Labs, and facilitate the creation of new ventures in the local community which will increase employment opportunities.

Appendix 1: Raw data on Skills Camps participants

Table 1: Area of residence

Please note that the number of participants recorded in Table 1 is higher than the 59 people who participated in the Skills Camps. This is because some people selected more than one area of residence.

Area	Participants
Angell Town	3
Battersea	2
Brixton	19
Clapham	2
Coldharbour	5
East London	1
Herne Hill	6
Loughborough Junction	12
Oval	1
Peckham	1
Stockwell	5
Streatham	2
Thurlon Park	1
Vassall	1
Walthamstow	1
West Norwood	1
No response	3
Total	**66**

Table 2: Work / Learning Status

The number of participants exceeds the total number of 59, because a couple of participants were both in part-time employment and education/learning at the same time.

Work / Learning Status	Participants
Employed	4
Not working or learning under 25	1
Unemployed 25-65	37
Retired or economically inactive	1
In education/learning	3
In training	2
Self-employed	10
No response	3
Total	**61**

Table 3: Age

Age Group	Number of Participants
18-24	1
25-34	11
35-44	21
45-54	16
55-64	8
65+	1
No response	1
Total	**59**

Table 4: Ethnicity

Ethnicity	Participants
White British	4
White other Background	6
Black British	9
Black African	11
Black Caribbean	9
Other Black Background	1
Pakistani	1
Bangladeshi	1
Black Caribbean and White	1
Black African and White	3
Asian and White	1
Other Dual Heritage	5
Other Ethnic group	6
No response	1
Total	**59**

Table 5: How participants found out about the Skills Camps

Heard about Skills Camps	Participants
leaflet through door	21
word of mouth	15
Green Man Centre	4
Community Centre	1
Job Centre	13
Schools	1
Other	2
No response	3
Total	**60**

Appendix 2: Raw satisfaction data from Skills Camps' participants

Table 6: Satisfaction ratings from participants in Skills Camps 1 and 2.

	Questions	Extemely Dissatisfied	Dissatisfied	Neither Dissatisfied nor satisfied	Satisfied	Extremely satisfied	I have not volunteered before	No response	Total
1	If you have coached before, how did they rate your previous volunteering experience?		2	3	16	2	2	6	31
2	Please rate your overall satisfaction with this course opportunity				9	23			32
3	Please rate your overall satisfaction with the programme's accessiblity				9	23			32
	a) Information provided about the programme				10	22			32
	b) The registration Process				14	18			32
	c) Length of time between registration and course start			4	9	18			31
	d) Level of communication			1	8	23			32
	e) Quality of communication			1	9	21			31
	f) Training/Practice				7	22		2	31
	g) Amount of support given during the course				8	24			32
	h) Opportunities for peer contact		1		13	18			32
	i) Level of 1-1 support received			1	9	20		1	31
	j) Availability of trainers			1	6	23		1	31
	k) Help with specific problems/issues			3	5	22		1	31
	l) Information about progression			1	11	14		5	31
		No		**Maybe**		**Yes**			
4	Would you refer people to this course?					29		2	31
5	Would you continue to coach people after the course?			6		22		3	31
6	Will you refer Young People to the course?			2		26		3	31

Table 7: Satisfaction ratings from participants in Skills Camps 3 and 4

	Questions	Extemely Dissatisfied	Dissatisfied	Neither Dissatisfied nor satisfied	Satisfied	Extremely satisfied	I have not volunteered before	No response	Total
1	If you have coached before, how did they rate your previous volunteering experience?			4	11	6	3	4	28
2	Please rate your overall satisfaction with this course opportunity	1			9	18			28
3	Please rate your overall satisfaction with the programme's accessiblity				11	17			28
	a) Information provided about the programme		1		14	14			29
	b) The registration Process			1	16	11			28
	c) Length of time between registration and course start		1	2	8	17			28
	d) Level of communication			1	10	17			28
	e) Quality of communication				10	17		1	28
	f) Training/Practice				11	17			28
	g) Amount of support given during the course	1			6	21			28
	h) Opportunities for peer contact	1		4	8	17			30
	i) Level of 1-1 support received			3	7	18			28
	j) Availability of trainers			2	4	21		1	28
	k) Help with specific problems/issues			2	8	18			28
	l) Information about progression			1	12	11		4	28
		No		**Maybe**		**Yes**			
4	Would you refer people to this course?					24		4	28
5	Would you continue to coach people after the course?					21		7	28
6	Will you refer Young People to the course?					22		6	28

Appendix 3: Demographic data on Social Startup Lab participants

Table 9: Demographic data on participants in Startup Lab 1

No.	Area of Residency	Heard about SSL	Work / Learning Status	Disability	Sexual Orientation	Gender	Living / Current Status	Age	Ethnicity
1	Herne Hill	London Creative Labs Website	In Training		Heterosexual	Female	None of the above	45-54	Other Black Background
2	Stockwell	Green Champion	Employed		Heterosexual	Female	None of the above	45-54	Indian
3	No response	Word of Mouth / LCL Website	Self-employed		No response	No response	No response	No response	No response
4	No response	Other Website	In Education / Training		Heterosexual	Male	None of the above	25-34	White other Background
5	Kenningtron	London Creative Labs Website	Employed		Heterosexual	Male	None of the above	25-34	White other Background
6	Brixton	Flyer at Brixton Tube	Employed		Heterosexual	Male	None of the above	25-34	White British
7	No response	No response	No response		Heterosexual	Female	None of the above	25-34	Other Dual Heritage
8	Brixton	Other	Self-employed		No response	Female	None of the above		Black British /African/ Caribbean
9	Stockwell	Word of Mouth	Unemployed 25-65		Heterosexual	Female	None of the above	45-54	White British
10	Loughborough Junction	London Creative Labs Website	Unemployed 25-65		Heterosexual	Male	None of the above	45-54	Black African
11	Brixton	Word of Mouth	Self-employed		No response	Male	None of the above	35-44	White other Background
12	No response	No response	No response		Heterosexual	Male	None of the above	35-44	Black African
13	Brixton	Word of Mouth	Unemployed 25-65		No response	Male	None of the above	35-44	Pakistani
14	Brixton	Word of Mouth	Employed		Heterosexual	Male	Homeless	45-54	Black British
15	Brixton	Leaflet through the door	Self-employed		No response	Female	None of the above	55-64	Lithuanian
16	Brixton	Flyer at Brixton Tube	Self-employed		Lesbian	Female	None of the above	45-54	White other Background
17	Brixton	Word of Mouth	Self-employed		Heterosexual	Male	None of the above	45-54	Black British
18	No response	Word of Mouth	Self-employed		Heterosexual	Male	None of the above	25-34	Black African
19	Brixton	Twitter	Employed		Heterosexual	Male	None of the above	25-34	Chinese
20	No response	No response	No response		Gay	Male	Refugee / Asylum Seeker	25-34	White other Background
21	No response	Word of Mouth	Unemployed 25-35		No response	No response	No response	25-34	No response
22	No response	Word of Mouth	Unemployed 25-35		No response	No response	No response	25-34	No response
23	Angell Town	Leaflet through the door	Self-employed		No response	Female	No response	45-54	Black African
24	Loughborough Junction / Coldharbour / Brixton / Streatham / Stockwell / Kennington	Genesis Radio	Unemployed 25-35		No response	Male	None of the above	45-54	No response

Table 10 Area of Residency for participants on Social Startup Lab 1

The total number of participants adds up to greater than 24 here because one participant listed a total of six areas for their residency.

Area of Residency	Number of Participants
Angell Town	1
Brixton	10
Coldharbour	1
Herne Hill	1
Kennington	2
Loughborough Junction	2
Stockwell	3
Streatham	1
No response	8
Total	29

Table 11 Work / Learning Status for participants on Social Startup Lab 1

The total number of participants adds up to 25 because one participant ticked two responses.

Work / Learning Status	Participants
Employed	5
Unemployed 25-65	6
In education/learning	1
In training	2
Self-employed	8
No response	3
Total	**25**

Table 12: Age of participants on Social Startup Lab 1

Age	Participants
25-34	9
35-44	3
45-54	9
55-64	1
No response	2

Table 13: Ethnicity of participants on Social Startup Lab 1

Ethnicity	Participants
White British	2
White Other Background	5
Black British	3
Black African	4
Other Black Background	1
Pakistani	1
Indian	1
Other Dual Heritage	1
Other Ethnic Group	2
No response	4
Total	**24**

Table 14: Demographic data on participants in Social Startup Lab 2

No.	Area of Residency	Heard about SSL	Work / Learning Status	Disability	Sexual Orientation	Gender	Living / Current Status	Age	Ethnicity
1	Coldharbour Brixton	Word of Mouth / Leaflet through door	Self-Employed	Learning Difficulties	Heterosexual	Female	None of the above	65+	Other Ethnic Group
2	Loughborough Junction / Coldharbour / Brixton	Word of Mouth / Job Centre	Unemployed 25-65	N/A	Heterosexual	Female	None of the above	45-54	White British
3	Brixton	Personal	Self-Employed	N/A	Heterosexual	Male	None of the above	35-44	White British
4	Kennington	Word of Mouth	Employed	N/A	Heterosexual	Female	None of the above	25-34	White British
5	Loughborough Junction / Brixton	Word of Mouth/LCL Website/ Leaflet through door/Other	In education / learning	N/A	Heterosexual	Female	None of the above	45-54	Black African
6	Stockwell	Leaflet through door	Employed	N/A	Heterosexual	Female	Lone parent	45-54	Black African
7	Brixton	Leaflet through door	Unemployed 25-65	Sensory Disability	Heterosexual	Female	Lone parent	25-34	Black British
8	Angell Town	Schools / Community Centre / Libraries	No response	N/A	No response	Female	No response	35-44	Black African
9	Brixton / Herne Hill	Word of Mouth / Leaflet through door	Unemployed 25-65	N/A	Heterosexual	Female	None of the above	55-64	No response
10	Loughborough Junction / Coldharbour	Skills Camp	Employed	N/A	Heterosexual	Female	None of the above	35-44	White British
11	Brixton	Word of Mouth	Unemployed 25-65	N/A	Other	Transgender	Homeless	35-44	White British
12	Brixton	Leaflet through door	Unemployed 25-65	N/A	Heterosexual	Female	None of the above	25-34	White British
13	Brixton	Other	Retired or economically inactive	Physical Disability	Other	Male	None of the above	65+	White other background
14	Loughborough Junction / Coldharbour	Leaflet through door	Self-Employed	N/A	Gay	Male	None of the above	25-34	White other background
15	No response	Libraries	Self-Employed	N/A	Heterosexual	Male	None of the above	35-44	Black African

No.	Area of Residency	Heard about SSL	Work / Learning Status	Disability	Sexual Orientation	Gender	Living / Current Status	Age	Ethnicity
16	Loughborough Junction	Other	Unemployed 25-65	N/A	No response	Female	None of the above	35-44	Other Dual Heritage
17	Thurlow Park	London Creative Labs Website	Unemployed 25-65	N/A	Heterosexual	Female	None of the above	45-54	Black African
18	No response	No response	No response	N/A	No response	Male	Lone parent	35-44	Black British
19	No response	No response	No response	N/A	Heterosexual	Male	None of the above	45-54	White other background
20	Loughborough Junction / Coldharbour / Brixton / Clapham / Stockwell	Word of Mouth / London Creative Website	Unemployed 25-65 and Self-employed	Sensory Disability	Heterosexual	Male	None of the above	18-24	Black African
21	Oval	London Creative Labs Website	Unemployed 25-65	N/A	Heterosexual	Female	None of the above	35-44	Black African and White
22	Loughborough Junction	Leaflet through door	Employed	N/A	Bisexual	Male	None of the above	45-54	White other background
23	No response	No response	No response	N/A	Heterosexual	Female	None of the above	18-24	White other background
24	Loughborough Junction	Leaflet through door	Self-Employed	N/A	Gay	Male	None of the above	35-44	White other background
25	Loughborough Junction	London Creative Labs Website	Employed	N/A	Heterosexual	Female	No response	25-34	White British
26	Loughborough Junction	Leaflet at work	Employed	N/A	Lesbian	Female	None of the above	35-44	White other background
27	Brixton / Clapham	Other	Employed / Self-employed	N/A	Bisexual	Female	None of the above	25-34	White other background
28	Loughborough Junction	London Creative Labs Website	Self-Employed	N/A	No response	Female	None of the above	35-44	White other background
29	Herne Hill	Other	Employed	N/A	Heterosexual	Male	None of the above	45-54	White British
30	Brixton	Leaflet outside Brixton Tube	Employed	N/A	Heterosexual	Female	None of the above	25-34	White British

Table 15: Area of Residency of participants on Social Startup Lab 2

The total number of participants adds up to greater than 30 here because a number of participants listed more than one area for their residency.

Area of Residency	Number of Participants
Angell Town	1
Brixton	12
Coldharbour	5
Herne Hill	2
Kennington	1
Loughborough Junction	11
Oval	1
Stockwell	2
Thurlow Park	1
No response	4
Total	**40**

Table 16 Work / Learning Status of participants on Social Startup Lab 2

Work / Learning Status	Participants
Employed	8
Unemployed 25-65	8
In education / learning	1
Retired or economically inactive	1
Self-employed	8
No response	4
Total	**30**

Table 17 Age of participants on Social Startup Lab 2

Age	Participants
18-24	2
25-34	7
35-44	11
45-54	7
55-64	1
65+	2
Total	**30**

Table 18 Ethnicity of participants on Social Startup Lab 2

Ethnicity	Participants
White British	9
White Other Background	9
Black British	2
Black African	6
Other Dual Heritage	2
Other Ethnic Group	1
No response	1
Total	**30**