

September 2023 - July 2024

Dare to
Dream

Delivered by



Annual Impact Report



Changing the way young people
think about their future

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Introduction - The charity

The Love Local Jobs Foundation is a registered charity that inspires and equips young people with essential skills for the modern workforce, elevating their ambitions, and empowering them to unlock their full potential in all aspects of life. The charity not only raises aspirations but also tackles key barriers to success, such as happiness, confidence, and self-esteem, helping the next generation to overcome personal challenges to employability. The Foundation collaborates with socially responsible companies, governmental bodies, academic institutions, and youth organisations to deliver transformative opportunities that boost employability skills and prepare young people for the world of work. The types of students supported are often facing academic and personal challenges, struggling to engage in class, experiencing low self-esteem, and not fully realising their potential.



Since 2018

27,544



Young people
supported

400



Workplace volunteers
participating as mentors

61



Employers sponsoring
projects across Sussex

3,585



One to one mentoring
sessions facilitated

"It has been a pleasure to work as a mentor to three students, I have thoroughly enjoyed it and hope to have the opportunity again in the future. I also found Jack's assemblies very inspiring and would love to have the opportunity to do something like this again in the future."

Mentor testimonial,
American Express

The charity's outcomes

Boost
Confidence

Enhance
Happiness

Raise
Aspirations



Develop
Character

Build
Resilience

Improve
Choices

The charity aims to achieve six key outcomes: boosting confidence, enhancing happiness, raising aspirations, developing character, building resilience, and improving choices. These outcomes are accomplished through a variety of programmes and interactions that help young people realise their potential, both personally and professionally.

The Dare to Dream programme is currently the charity's primary initiative, designed to address all six outcomes for participating young people. As part of its evaluation process, the charity translated these outcomes into eight measurable statements to collect pre and post-programme feedback from students, schools, and mentors.

The eight statements and their corresponding outcomes:

1. I have lots of self-belief in myself and what I can achieve - **Confidence**
2. I feel excited about my future - **Aspirations**
3. I have confidence in my ability to overcome challenges life throws at me - **Resilience**
4. I am content with my life - **Happiness**
5. I achieve what I plan to do, take responsibility for my actions - **Character**
6. I have a range of options of what I'd like to do with my life - **Choices**
7. I feel positive about getting a good job in the future - **Aspirations**
8. I feel I have strengths that may appeal to future employers - **Confidence**

Programme delivery - Dare to Dream



Overview

Dare to Dream is an inspirational programme that challenges young people to change the way they think about themselves, their future and their place in the world.

By partnering with local employers, educational institutions, public sector entities, and community leaders, the programmes equip young people with the confidence they need to reach their full potential.

Inspirational speakers, and business mentors use their own experiences and extensive knowledge to drive and motivate the local next generation of talent.

The programme combines via a mixture of inspiration assemblies, interactive workshops, one to one mentoring and workplace visits.

Using themes of:

Identity & Self-Awareness

Comfort Zones & Overcoming Barriers

Self Belief & Resilience

Relationships & Choices

Employability & Character

Happiness & Dreaming BIG

Headlines 2023-2024

- ✓ 6120 Year 9 students from 26 schools
- ✓ 1168 Year 10 students from 4 schools
- ✓ 1350 One to one mentoring sessions
- ✓ 90 Interactive workshops
- ✓ 30 Workplace visits
- ✓ 21 Supporting employers
- ✓ 88 Inspirational Assemblies

"I have really enjoyed being part of this programme. I have felt so welcomed and accepted both as part of a group and during the mentoring. This programme has taught me to respect myself and believe in myself a lot more than I did before and it has taught me to go after my goals even if I feel that they are unachievable. I may not be the most confident person even after this programme but I definitely feel a lot more confident than I did before."

Student testimonial,
Bourne Community College



1. Summary of impacts

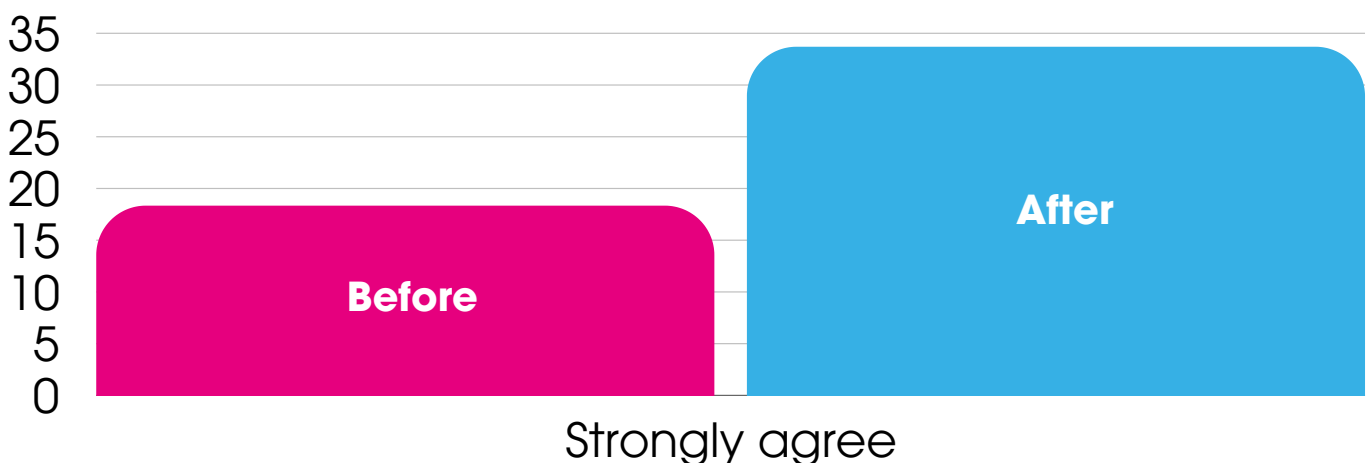
At the heart of the Dare to Dream Programme is its effect on the confidence and hope of a cohort of 15 students selected from each of the participating schools. The nature and scope of such effects are reflected by the statements students (and schools and mentors) respond to shown in Box 1 opposite.

The means to supporting students achieve these eight 'results' are made up of a mix of motivational content, interactions with each other and their mentors and workplace visits spread out over a period of three months.

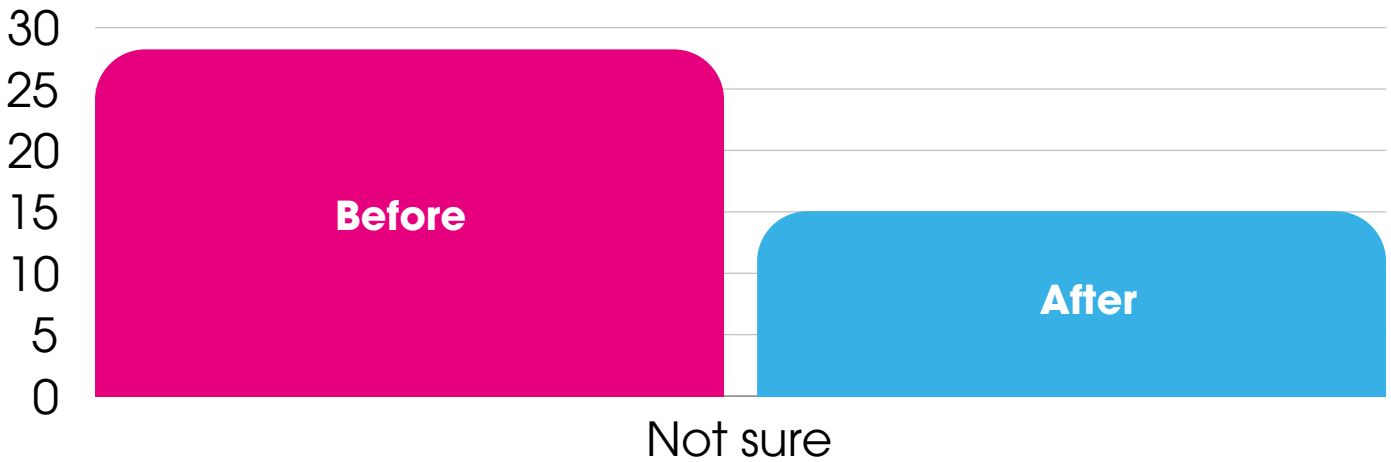
Box 1 - The Eight statements

1. I have lots of self-belief in myself and what I can achieve
2. I feel excited about my future
3. I have confidence in my ability to overcome challenges life throws at me
4. I am content with my life
5. I achieve what I plan to do, take responsibility for my actions
6. I have a range of options of what I'd like to do with my life
7. I feel positive about getting a good job in the future
8. I feel I have strengths that may appeal to future employers

The programme proved its relevance and effectiveness by passing two key tests. First, an overwhelming majority (**96.3%**) of students completed the programme, which is a significant achievement given the target group of students. This accomplishment should neither be underestimated nor taken for granted. Second, students experienced notable changes over the course of the programme. These changes are reflected in how strongly they agreed (or disagreed) with the statements shown in Box 1. Figure 1 and Figure 2 summarises the results across the eight statements, highlighting the main differences. Whilst, the evidence strongly suggests that the difference between starting and completing the programme is not linked to more students agreeing (or disagreeing) with the statements, **Figure 1 below reflects just under a doubling of students (18.34% to 33.7%) assessing how they strongly agree with the statements.**



Conversely Figure 2 below shows a similar reduction (28.23% to 15.05%) in students being unsure about how they feel.



These results vary yet are very consistent across all eight statements with stand-out increases in strongly agreeing in "having self-belief in myself and what I can achieve" (**13.23% to 29.13%**) and a striking decrease in "feeling unsure in having strengths appealing to future employers" (**35.96% to 11.68%**).

Triangulated with feedback from the schools and mentors reflects how the majority of schools (**87.5%**) and mentors (**88.4%**) either strongly agree or agree the majority of the eight statements.

Six key themes and insights extracted from feedback among Students and Mentors pointed to how the programme:

1) Enhanced confidence and self-belief:

Many students reported a significant boost in their confidence levels, particularly in public speaking, expressing themselves, and stepping out of their comfort zones. Phrases like "confident," "self-belief," and "comfort zone" were recurrent. Mentors also experienced increased self-confidence, often reflecting on their personal and professional lives. They acknowledged learning from the students and the programme's themes.

2) Raised the importance of positive relationships:

The programme emphasised the need for students to choose friends wisely. Students learned to surround themselves with supportive and positive individuals, leading to better decision-making and personal growth. Mentors reflected on their relationships, both personal and professional, recognising the value of positive influences and the impact they have on one's well-being.



3) Improved career awareness and employability:

Exposure to real workplace environments, such as visits to Gatwick Airport, PwC More London, The Goodwood plant at Rolls-Royce Motor Cars, Paxton Technology Centre and others experienced, provided students with valuable insights in a diverse range of potential career paths. They learned that personal qualities often weigh as heavily as qualifications in employment scenarios. By sharing their career journeys mentors had the opportunity to offer practical advice, emphasising that "people employ people," highlighting the significance of character and interpersonal skills.

4) Emphasised mental health and emotional well-being:

Discussions around resilience, dealing with emotions, and seeking happiness underscored the importance of mental health among students. Students felt safe to express themselves and recognised that it's okay to face challenges. The programme prompted mentors to introspect about their mental health, leading to personal revelations and a better understanding of the students' emotional landscapes.

5) Encouraged personal growth and reflection:

The activities and sessions encouraged students to reflect on their actions, choices, and future aspirations. They learned the value of gratitude, kindness, and self-love. Mentors found the experience therapeutic, often relating the lessons back to their own lives. The process allowed them to reassess their goals, relationships, and the impact they wish to have on others.

6) Left comfort zones:

Both students and mentors frequently mentioned stepping out of their comfort zones. This shift led to new experiences, growth opportunities, and the breaking of personal barriers.

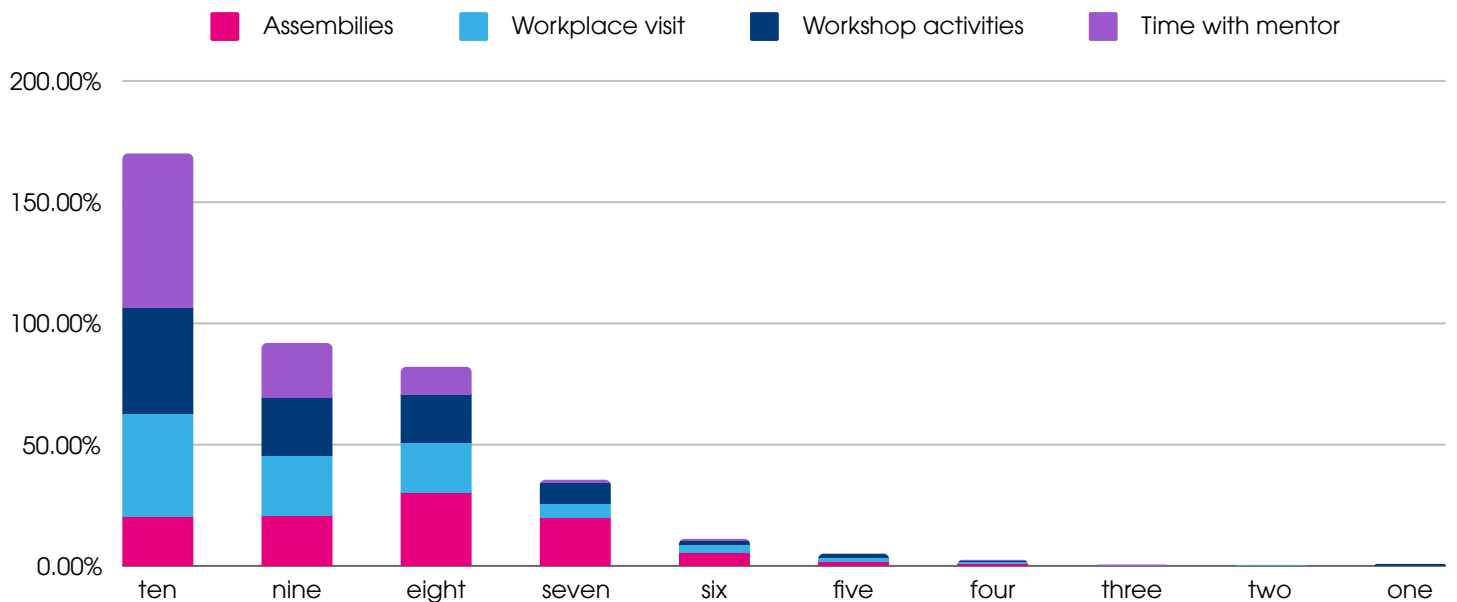
2. Main findings

The 2023 - 2024 Dare to Dream Programme has elicited a wealth of feedback from 368 students of whom 208 (56%) were male and 140 (38%) female (1). Evidence for this report was also generated through feedback from 154 mentors, highlighting its profound impact on participants and, in many cases, the mentors themselves. Moreover, and from a community perspective, 87% of schools, who provided feedback, strongly agreed how the programme led to a stronger relationship between them and the participating local employer.

(1) Eighteen students did not answer and 2 preferred to self-describe.

2.1 From students

Figure 3. Student performance rating by intervention



Note: The percentage columns reflect the percentage of students who gave scores across all four interventions. So in interpreting the value of each column, it is important to look at the distribution among the interventions.

1) Positive feedback:

- Many participants found the programme helpful, supportive, and well-organised. They appreciated the inclusiveness and the confidence-building aspects of the program.
- Several participants mentioned that they didn't think anything needed to be improved, with some even describing the programme as "perfect" or "amazing."



Student testimonials

"Thank you. This programme is what I would say to be one of the best things a school has done for it's pupils, Jack you are wonderful and have helped me in so many ways with the programme and I feel so comfortable during the mentoring because no matter what I say I know the team won't judge. It pains me to know that the programme is over because like I have said it helps me so much. It has been a pleasure to meet Jack and the team. The rolls Royce trip was unforgettable. I have built new skills with this programme that would have taken me years to build on my own. I just want to say thank you again. I could have wrote so much more but I know you don't like sitting at your computer Jack. So thank you once again I'll never forget you and the team."

Student, **Bourne Community College**

"This programme is very fun for me and I enjoyed listening to jacks assemblies because of the speeches I learned to be a public speaker and I don't feel full of fear speaking anymore. I truly loved the programme it helped me so much."

Student, **Bohunt School Worthing**

"It has taught me how to greet people and get into conversation more easily. Because of it I have contributed more in class. I will focus more on leaving my comfort zone."

Student, **Warden Park Academy**

"I am so grateful I got chosen to be part of this programme, it has been such a good opportunity and it has really taught me confidence and shown me that not everyone is constantly judging me. It has helped a lot with where I'm looking to go for when I am older and to search for happiness."

Student, **Chichester Free School**

"This programme has taught me to keep my confidence which has led to me playing for east Sussex County junior pool team. The team building exercises helped me make friends on these teams."

Student, **Eastbourne Academy**

"This programme has made me snap into reality and now I know what really is important. I am now determined to get the highest grade possible and if I don't put the work in I won't get where and what I want."

Student, **Oathall Comm. College**

"The programme helped me do more art and volunteer and talk more."

Student, **Durrington High**



2.2 From mentors

Student engagement and confidence:

- Many students improved their communication skills, self-belief, and awareness of career possibilities.
- Some students showed significant growth in confidence and clarity about their future goals, while others remained hesitant or disengaged.
- Some mentored students struggled with anxiety and low confidence, which affected their progress, but many showed improvement over time.

Impact of the mentoring program:

- The programme generally helped students reflect on their behaviour, increase self-awareness, and consider their future careers more seriously.
- Most mentors observed a positive impact, with students becoming more confident and open, though some students still needed additional support and reassurance.
- There were variations in student progress, with some mentees needing more sessions or follow-up to fully benefit from the program.

Challenges and observations:

- A small amount of students dropped out midway, due to illness or changes in circumstances, but those who completed the programme generally showed development.
- Mentors noticed that the students' engagement and mood could fluctuate, making it challenging to gauge the program's full impact.

Overall experience:

- Mentors appreciated the opportunity to work with the students and found it rewarding to see their growth, even if the impact was sometimes hard to measure.
- There was a consensus that while the programme had a positive effect, ongoing support and follow-up would be beneficial for sustained improvement.

Mentor testimonials

"This programme has opened my eyes more to what kids are dealing with and that has helped me with my own daughter. I also found it very rewarding to feel like I was making a difference and helped someone who might need someone to talk to."

Mentor, **Paxton**

"Happiness is everything. What I have to give and how am I clever as opposed to how clever are you. You can feel like you are not having much of an impact and then the next time you see the students you feel so proud of how far they have come. I wanted to help those going into the hardest years of their lives having already experienced that myself, I especially encouraged them to work on their self belief and resilience. It has been amazing; I only wish I could have had more time with them."

Mentor, **PwC**

"The programme has been amazing, seeing people grow into people I would hire has been great. To know I have been a tiny part of someone's life is great."

Mentor, **Rolls-Royce Motor Cars**

"Although a number of colleagues have been on the programme and found it rewarding I was unaware of some of the finer details in store. Going in blind allowed me to take away so much and to experience aspects without any preconceived ideas. This whole process has been inspiring, rewarding and something I know I will look back and reflect on. Every assembly and supporting booklets have been put together perfectly. I am grateful to have been given the opportunity to be involved I have grown from this experience and hope I have helped the students grow. I wish I had this when I was in year 9. Thank you.."

Mentor, **First Central**

"Impressed at the personal insights creativity and resilience of the kids particularly when they're supported and given a bit of self belief."

Mentor, **EDF**

"It has been a privilege being part of the journey with these kids learning about their hopes and dreams and hopefully being able to give them an extra boost of courage and motivation to believe in themselves. I have loved stepping away from the office to do something so meaningful with my time. Seeing how the students have reacted to Jack's assemblies and the messages he delivers about being a good human has been heart-warming."

Mentor, **Tillo**

2.3 From schools

Self-awareness and confidence: Students showed increased self-awareness, understanding of required skills, and confidence growth throughout the program.

Positive engagement: All students engaged positively, valuing insights into the workplace, which helped them think about life after school.

Workshops and mentorship: Workshops were well-received, with strong mentor-student relationships. Mentors were highly praised for their effectiveness, and students wanted continued interaction.

Assemblies and impact: The assemblies were impactful, motivating, and well-structured, leading to significant positive responses from students.

Skills development: Students developed new skills, with improvements in attendance, attitude, and readiness for exams like the GCSEs.

Teamwork and interaction: The programme fostered teamwork and interactions among students who wouldn't normally collaborate, further boosting confidence and self-belief.

Positive feedback:

- The program's content was perfect for the students and effectively conveyed the intended message.
- The content and flyers were informative and well-presented, helping students understand the material.
- Some respondents found the content excellent, requiring no changes.



School testimonials

"Our involvement in the Dare to Dream project once again has helped focus our year 9 cohort so that they are better prepared for GCSEs and life beyond our school. Jack and his team know how to cater for all needs, how to inspire a thought-provoking approach to future considerations, enable a resilient perspective to the difficulties life will throw everyone's way. The mentoring programme with Rolls-Royce is exceptional too; our 15 chosen pupils thoroughly enjoy their sessions with those employees that came into our school; they come away with a much clearer understanding of who they are and what they may want to go and do. And the tour of Rolls-Royce is the icing on the cake. Thank you to the Dare to Dream team, and Rolls-Royce for the time that they spend at our school enthusing and preparing our pupils about the world ahead of them."

Chichester Free School

"We have been fortunate over the last few years to build an exciting relationship with the Love Local Jobs Foundation and the Dare to Dream Journey. The programme has become an inspiration to Angmering students challenging them to think about their next steps. Lovelocaljobs partnerships with local employers and educational providers has created a programme where young people can embrace their future and feel more confident in themselves.

Jack and the mentors from Legal & General have engaged with all of our young people in a unique and memorable way and has helped support them in gaining an understanding of how to overcome barriers or challenges they are going to face in the future."

The Angmering School

"The Burgess Hill Academy has participated in the Dare to Dream programme for several years. It is constantly improved with workshops and individual mentoring. This programme is a key part of our Year 9 careers offer encouraging the whole year group to think about how they portray themselves and what this could look like to future employers, encouraging students to aim high and believe that they can achieve. Jack even tailored his final presentation to issues that we wished to be raised.

The individual mentoring on a 1-1 basis from our sponsors, First Central was incredible. The mentors pitched the mentoring at an appropriate level and the students really engaged and were encourage to reflect on their current behaviour/confidence and how they can improve.

I would not hesitate to recommend this programme to any school considering participating - you won't regret it!"

Burgess Hill Academy

"The Dare to Dream Team and the Business partner provide a fantastic opportunity to hear first-hand about employment and careers. It is great at making the students think about their futures and the qualities that make them different."

Oriel High School

"We have just completed our third Dare to Dream programme and we really see the change in the mentored students at the end. They have been heard and seen and they leave the programme walking an inch or taller than when they started. Thank you."

Warden Park Academy

3. Learnings

Overall, while the programme was well-received, participants provided constructive feedback for making it even more effective and engaging.

a. Longer sessions: Many respondents suggested that the workshop and mentoring sessions should be longer to allow for more in-depth discussion and learning with their mentors.

b. More frequent sessions: Some participants wanted more frequent meetings with mentors, suggesting that seeing them more often would be beneficial.

c. Shorter assemblies: There were several comments about assemblies being too long, with suggestions to make them shorter, with more movement or participation to help reach more students effectively.

d. More interactive activities: Participants suggested incorporating additional interactive elements into the programme, such as group activities, mini-games, and team-building exercises.

e. Workplace visits: A few respondents suggested extending the duration of workplace visits or increasing the number of visits to different workplaces. They also recommended greater involvement from mentors during visits.

f. Session content: Recapping key points at the end of sessions was recommended for better retention.

g. Ongoing supporting: Incorporating follow-up sessions or check-ins after a year to track student progress.



4. Conclusion

The Dare to Dream Programme has been instrumental in fostering growth, confidence, and self-awareness among its participants. Both students and mentors benefited immensely, gaining insights that transcend the confines of the programme. The recurring themes of confidence, positive relationships, career readiness, and mental well-being highlight the programme's comprehensive approach to personal development.

The feedback on the programme is overwhelmingly positive, with particular praise for its core themes, motivational quality, and structure. The programme effectively imparts important life lessons and fosters self-awareness, resonating well with both students and mentors. Participants appreciated the programme's structure, the engaging activities, and the supportive environment. The safe space provided by the mentors and organisers facilitated open communication and genuine connections.

Some minor concerns include the maturity of students handling certain themes, occasional technical issues, and the need for more content on employability and social media careers. Suggestions for improvement include adding more interactive elements, ensuring technical reliability, and possibly updating content to reflect current social media trends and career opportunities. Overall, the programme is considered very valuable and impactful.



5. Future outlook



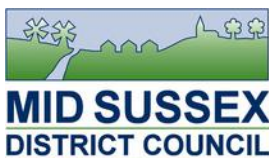
The Love Local Jobs Foundation is committed to continuously refining and enhancing its programmes, drawing on feedback from students, mentors, schools, and employers. These insights guide the charity in making improvements each summer ahead of the new academic year.

In line with the feedback outlined in this report, the Foundation will introduce a significant new development in 2024/25: **a Year 10 programme**. This initiative allows students from the current Year 9 cohort to continue working with their mentors, providing them with ongoing support through additional sessions, activities, and workplace experiences.

The Year 10 programme was successfully piloted in 2023/24 at Shoreham Academy in partnership with Focus Group. All five mentors from the previous year volunteered to continue, and 14 of the 15 students re-enrolled. Additionally, four Sixth Formers joined to support mentor-student interactions. All participants concluded the programme, ending with a celebration event at Shoreham Yacht Club, following four days of interactive workshops, group discussions, peer learning, and the creation of employer brand TikTok videos in a live workplace environment. Positive feedback was received from all participants.

Building on this success, the Foundation plans to expand the Year 10 programme in 2024/25 and introduce a **Year 11 provision**, potentially bridging to **further education and early career opportunities**. A one-off summer event for Rolls-Royce Motor Cars and their apprentices further showcased the charity's commitment to creating a connected journey of support, empowering young people to unlock their full potential and pursue rewarding career paths through the charity's employer network.

Sponsors and supporters



Thank you!



The team at the Love Local Jobs Foundation would like to say a huge thank you to all the amazing organisations and individuals who make it possible to deliver the Dare to Dream programme. Without the generosity of the supporting organisations and the dedication of the volunteers and participating schools, it simply wouldn't be possible to make such a positive and important impact on the local next generation of talent. The Foundation looks forward to further developing these meaningful relationships and continuing to strive to go further together.



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LLJF Ltd known as The Love Local Jobs Foundation is a Charity registered as a Charitable Company Limited by Guarantee. The Charity was formed in March 2023 as a continuation of the work previously delivered by the LoveLocalJobs Foundation C.I.C. which was formed in 2018 and has since supported over 27,000 young people in Sussex via its programmes. The Charity's activities advance, for the public benefit, the education of young people in the United Kingdom by enhancing the qualities needed for young people to be more employable and successful in life.