

**DAMILOLA TAYLOR TRUST
REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MAY 2021**

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Company information for the year ended 31 May 2021

Supporters: We are grateful for support that we receive

Corporate supporters:

Lysis Financial

Norton Rose Fulbright

Shell Plc

The Co-op, Community Fund

BBC Children in Need

Youth Futures Foundation

The Worshipful Company of Weavers

Young Londoners Fund

Metropolitan Thames Valley Housing Association

Rio Ferdinand Foundation

Clarion Housing Group

Many others provide their support in kind and through attendance at events

Government, Trusts, Foundations and Partners:

The National Lottery –Awards for All, Communities Fund

London Community Response – The City Bridge Trust

Home Office – via VRU Commissioning

MOPAC – Mayor of London Policing and Crime/VRU

John Boyega

ACME Films Ltd

Skyway Charity

Paypal Giving Fund

Southwark Council

Kings College London –Extended Medical Degree Programme (EMDP)

Hudl CIC

Impact Accountants

Metropolitan Police

Legal and Administrative Information

Company name: Damilola Taylor Trust

Registered Office: 18 Barrington Villas
London
SE18 3SB

Company number: 04219111

Charity number: 1087597

Trustees: The trustees who are also directors under company law who served during the year and up to the date of this report were as follows:

Mr Richard Taylor OBE -Chair
Mr Tunde Taylor
Dr Olugbenga Coker
Mr Geoff Sheath

Every member of the Company agrees to contribute an amount not exceeding £1 if the Company is wound up while he or she is a member or within a year afterwards and the Company has debts and liabilities which it cannot meet out of its assets. The total number of such guarantees at 31 May 2021 was 4 (2020-4). The trustees are members of the Company but as directors have voting rights.

Bankers: CAF Bank Limited
25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

Accountants: Impact Accountants
Chartered Certified Accountants
124 Old School Place
Croydon
CR0 4GB

Independent
Examiner: Jenny Associates
Chartered Certified Accountants
73 Heathfield Drive
Mitcham
Surrey
CR4 3RD

Report of trustees for the year ended 31 May 2021

The trustees are pleased to present their annual directors' report together with the financial statements of the charity for the year ended 31 May 2021 which are also prepared to meet the requirements for the directors' report and accounts for Companies Acts purposes.

The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association and the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)

Our purposes and activities

The purposes of the charity are:

- The advancement of the education of children and young people, mainly but not exclusively through leisure time activities so as to develop their mental, physical and spiritual capacities that they may grow to full maturity as individuals and members of society and to provide for them facilities for recreation and leisure time occupations.
- The relief of suffering and disability caused by or associated with epilepsy particularly among children and young people in West Africa.
- Such other charitable purpose or purposes as the trustees at their discretion shall decide.

The vision that shapes our annual activities remains supporting young people of London, giving them the opportunity to live their lives free of fear and violence. In doing so our aim is that the young people ultimately fulfil their potential so that they face the future with confidence and optimism. In shaping our objectives for the year and planning our activities, the trustees have considered the Charity Commission's guidance on public benefit, including the guidance 'public benefit: running a charity (PB2).

Our approach is based on a number of core principles, which aim at ensuring that the personal and social development needs of vulnerable young people are met to enable them realise their potential. The following assumptions guide our vision and the interventions we make.

- The recognition that every child has a talent, which can be supported and encouraged by a caring supporting environment.
- Social problems such as youth on youth crime arise from and persist because of a complex combination of actions and omissions by players in all sectors –and therefore can be solved only by the coordinated efforts of those players, from businesses to government agencies, charities and members of affected populations
- A commitment to development of partnership approaches that allow collaborations with the community, media, other charities and institutions such as Kings College London School of Medical Education, Hudl CIC, Crying Sons Ltd and 2020 Change CIC to expand the charity's work so it would reach groups of young people from educationally and socially disadvantaged backgrounds.

Review of activities

Changing Context

The reporting period 1 June 2020 to 31 May 2021 was the first full financial year in which we experienced the impact of the Covid-19 pandemic on society. As governments around the world responded by shutting borders, and imposed social restrictions to mitigate the spread of the disease, social and economic activity stood still for a significant period in the year. The human and economic impacts have been stark.

Despite the challenges in wider society, we pursued our operating plans, worked with our delivery partners to adapt some of our programmes for delivery using remote/ online tools. As well as continuing delivery of our multi-year Career Pathway Programme for Schools (CPPFS), which started in March 2020, we implemented two other projects.

- I am Change Online
- Youth filming project; as well as our Hope 2020 Campaign.

We started delivery of I am Change Career Search and Skills Development programme in the last month of the financial year.

In the following paragraphs, we review the activities we performed, along with the challenges we faced in a post-Covid 19 pandemic year as we pursued our plans for supporting the young people we work with.

Career Pathway Programme for Schools

Our commitment to build on the success we have achieved with our Career Pathway Programmes for young adults drove us to take the programme to schools for the benefit of pupils who despite existing support are failing to reach potential.

Objectives

The Career Pathway Programme for Schools (CPPFS) is an ambitious programme that we were fortunate to obtain a three-year funding from the Greater London Authority Young Londoners Fund (YLF) to implement. We also received a grant from the Worshipful Company of the Weavers towards delivery of year one of the programme.

The programme is designed to support 120 pupils who are at risk of /have engaged in criminal activity to engage fully in education and commence on a journey towards professional careers. The programme seeks to address:

- Low mind-set, behaviours and goals by giving young people the necessary behaviours, attitude and tools to enable them to make positive choices and re-engage in learning, with career goals in place and the skills and the grit to persist, including through managing set-backs.
- Entrenched behaviours and attitudes by giving sustained exposure to positive, influential mentors from a variety of career sectors, at least two times per week after school, offering guidance, positive companionship and emotional support.
- Self-efficacy so that young people can set realistic goals.

The above activities are to enable a fundamental shift in mind-set that the target pupils require, in self-perception, and the skills to harness opportunities, to engage fully and maximise their potential.

Project Delivery Plans

We designed the programme to take two cohorts of 20 pupils from Harris City Academy Crystal Palace (HCACP) and Harris Academy Peckham (HAP) to experience a mix of issue-based and broad personal development activities:

- “I am Change” interactive workshops to build mental toughness, develop refusal skills and challenge cultural norms that support violence. (2 times a week after-school for 3 weeks)
- An extended period of group mentoring programme with dedicated peer/career mentors (once a week after-school for 12 weeks) covering:
 - Study-skills exercises; assistance with time management to support learning;
 - Discussion of self-control topics (problem solving, conflict resolution, stress, anger management);
 - Consideration of career opportunities;
 - Provision of recreational/social activities designed to increase social skills and creative/artistic expression.

For participants aged 16/17, the group mentoring programme will also include:

- the development of detailed career plans;
- support with essential employability skills including CV development, interview and presentation skills; and
- Opportunities for tours of target sector employers.

Activities performed

We started CPPFS programme promotion activities at the two schools week beginning 3 February 2020 by distributing flyers to pupils, staff and parents. We followed this with a short video outlining objectives of the programme and the benefits that participants are likely to achieve from exposure to it. While the promotion activities were in progress, we organised the first of two information sessions for parents and prospective participants on 11 February at HCACP. Thirty pupils (identified by the school as those likely to benefit) and their parents attended the session. The second information session was held at HAP on 2 March. The programme was well received, especially from parents who readily acknowledged that their wards needed such a system of support in order to achieve their potential.

On Monday 24 February delivery of the CPPFS programme at HCACP started as planned, with delivery of the first “I am Change” workshops from 3.30pm to 5.30 pm. Subsequent workshops were delivered twice a week –Monday and Wednesdays for three weeks at the school, the last session of which was held on Wednesday 11 March. Our plan was to continue phase two activities at HCACP, with delivery of the group mentoring module of the programme on Wednesday 18 March.



I am Change/Basic Skills Development Workshop Session at Harris City Academy Crystal Palace

Although “I am Change” workshops were delivered as planned at HCACP, only one of the six scheduled workshops was delivered at HAP when Covid-19 control measures led to closure of schools in the country. Because schools were closed, we were unable to continue delivery of the interactive workshops at HAP nor the group mentoring sessions, the first of which was scheduled to be delivered at HCACP on 18 March 2020.

When it became evident that the face-to-face method of delivering the programme would not be possible as the country battled with controlling Covid-19, we started work on adapting the workshop activities for online/remote delivery.

The development work progressed during the summer break with a view to resumption of delivery of the two components of the project in the September 2020 when schools were expected to re-open for the autumn term when the first lockdown ended. We agreed a process for performing the online delivery of project activities at the school with our contact at Harris Academy Peckham, having regard to the school’s safeguarding policies, procedures and standards, and scheduled delivery activities as follows:

Harris Academy Peckham:

- I am change workshops, 2 to 18 November
- Group mentoring activities once a week for 12 weeks, 25 Nov. to 16 December 2020 then 13 January to 3 March 2021

Harris City Academy Crystal Palace:

Group mentoring activities once a week for 12 weeks, 23 Nov. to 14 December 2020 then from 11 January to 1 March 2021

We consider parental figures as some of the most significant influencers in young people's lives. Although we held an initial information session with them prior to start of the programme in February 2020, we decided to re-engage with participants' parents again before project activities resumed in November. However, the school was unable to send invitation letters to parents on time so we couldn't resume delivery of the workshops on 2 November as planned. Although invitation letters to parents were eventually sent, no parent attended the re-scheduled parent's Zoom information session on 16 November.



Another session of CPPFS in progress

Furthermore, only 4 out of the 22 participants attended the first I am Change session at HAP when we resumed delivery using online tools on 16 November. Disappointed by the poor attendance figures on the 16 and 18 November, the project steering group (PSG) appealed to the school Principal to consider restructuring delivery of the workshops by having the youth workers (delivering team) come to the school to deliver the workshop in a building, with pupils attending the session socially distanced. We offered to have the delivery team members tested for Covid-19. The Principal agreed with our suggestion so, on 23 November the team resumed delivery of the “I am Change” workshop at the HAP in face-to-face setting.

Unsurprisingly, the attendance figures improved significantly, with all 22 participants attending the face-to-face workshop. Although there was a slight drop in numbers after this date, attendance at subsequent sessions was good, with an average of 17 participants showing up each week. Because of our experience at HAP, we delayed resumption of the group mentoring activities at HCACP in order to secure permission to deliver the activity there in face-to-face settings, too. Permission was eventually granted but we were only able to deliver one group mentoring session, which was held on 8 December 2020 before the school closed for the Christmas holiday.

In spite of the interruption, we made reasonable progress in implementing the CPPFS at HCACP and HAP by delivering the issue based I am Change workshops at both locations. Six workshops were delivered at HCACP over three weeks to 11 March 2020. In HAP these workshops were delivered on 16 March, 23 November to 9 December 2020. An average of 18 participants attended the workshops at the former while 15 attended at the latter location. When schools closed for the second time in January 2021 because of the Covid-19 pandemic, we paused delivery of the group mentoring activities again, with a view to resumption in March 2021 when the second lockdown was expected to end. By extending duration of the programme in response to the closure of schools, we were concerned that the risk of participants' interest waning would increase. When we resumed delivery of the group mentoring sessions in May 2021, attendance numbers fell significantly as we feared, especially at HAP.

None the less, we continued delivery of group mentoring sessions with dedicated career mentors twice a week after-school at HCACP. Each group mentoring session focused on a specific theme determined through discussion with participants. Delivery of the group mentoring sessions at HAP also resumed, although later than scheduled. However, when attendance numbers dropped significantly by early July, we asked that the remaining number of participants at HAP should join the face-face delivery activity at HCACP via Zoom link. On 19 July 2019 the final group mentoring session was delivered at HCACP to complete year one of the programme, just before the school summer break.

Project evaluation

Evaluation is about being able to describe the impact or change that has happened during a programme or intervention. It typically involves aggregating results at a group level to show the impact of a programme as a whole on outcomes for young people. In evaluating the CPPFS programme, we used a variety of tools:

Table 1 – CPPFS programme outcome measuring tools

Outcome area	Measurement tool
1. Self-efficacy	Bandura's self-efficacy scale
2. Reduced violence	Buss & Perry's Aggression scale
3. Improved self-esteem	Rosenberg's self-esteem scale
4. Improved behaviour -attitude to own education	Longitudinal Study of Young People in Education
5. Improved grit and determination	Duckworth et Al Grit and Determination scale

As per our project evaluation plan, we collected data for measuring outcomes of the programme at two points. The first data collection point was in March 2020, which provided the baseline results. The second data collection activity in July 2021 provided data for the end point. By analysing the results at the start and end point we were able to establish progress participants had made in each outcome area. In table 2 below, we summarise results of evaluation of year one of the CPPFS programme.

Table 2 – Summary of CPPFS programme outcomes

Outcome area	Anticipated outcome	How measured?	What has changed	No. of YP that achieved outcome
Improved mental health & well-being	Improved self-efficacy	Participants completed Bandura's self-efficacy scale at the start and end of the programme to establish progress	Apart from the ability to enlist social resources, where there was decrease in efficacy, 75% of respondents reported improved self-efficacy in self-regulated learning, self-regulation/ability to resist peer pressure and self-assertiveness	12
Improved mental health & well-being	Improved self-esteem	Participants completed Rosenberg Self-esteem scale at the start and end of programme to establish progress	75% of respondents reported decrease in self-esteem, with only 25% reporting increase in self-esteem. This was not the result we anticipated	4
Reduced violence	Reduced level of participant aggression	Participants completed Buss & Perry Aggression questionnaire at the start and end of the project to establish progress	50% of respondents reported reduced violence, with a range of reduction from 29% to as much as 40%. The other 50% reported increased aggression levels, with a range from 16% increase to as much as 40%.	8
Improved behaviour	Improved attitude to own education	Participants completed the Longitudinal Study of Young People in education/understanding society questionnaire at the start and end of the programme to establish progress	100% of respondents reported their intention to stay in school to do A levels, with a view to going to university	16

Improved behaviour	Improved emotional capabilities -grit and determination	Participants completed Duckworth et Al Grit & Determination scale at the start and end of programme to establish progress	75% of respondents reported increase in exercising autonomy; in making decisions in areas of life that are important to them . Surprisingly, for grit and determination, the result was the other way, with 75% of respondents reporting a decrease in that capability/skill.	12
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Analysis of the results

Outcome measure 1 - Self-efficacy: All respondents reported increase in efficacy in self-regulated learning. Even though the measure of confidence in self-regulation was high at the baseline, all respondents reported increase in confidence in self-regulation at the end of the project. This is an important result, given the challenges pupils had to cope with during the Covid-19 pandemic.

Outcome measure 2 Improved self-esteem: The result of the change in self-esteem was not what we had anticipated to achieve. 75% of respondents reported decrease in self-esteem with only 25% reporting increase in self-esteem by end of the programme. We will look at this in years 2 and 3 of the programme, but we think the context of delivery of the programme (under the most challenging circumstances of the Covid-19 pandemic could have contributed to this outcome.

Outcome measure 3 Reduced violence: The results we achieved in this crucial area of outcome for the programme was mixed. Half of respondents reported reduced violence as measured by the Buss & Perry Aggression scale, with a range of reduction between 29 % to as much as 40% reduction. In contrast, the other half of respondents reported increased aggression levels, with a range of 16% increase to as much as 40%.

Outcome measure 4 Improved behaviour, attitude to own education: Results from measurement of this outcome was as we anticipated. 100% of respondents reported they intend to stay in school to do A levels, with a view to going to university. This would suggest that the programme has contributed to participants developing a positive attitude to their education.

Outcome measure 5 Improved grit and determination: Perseverance is an important personal skill that the programme is designed to help develop in participants. The thinking is that participants with grit and determination capabilities will pursue goals, especially in connection with their education that they set themselves, and would work to achieve those goals irrespective of obstacles they might face. As with the evaluation of self-esteem, the results for this outcome were mixed. Seventy-five per cent of respondents reported increase in exercising autonomy and will effectively resist peer pressure in areas of life that are important to them. On the other hand, when it came to grit and determination to set and pursue goals and be focused on achieving those goals, 75% of respondents reported a reduction in that capability. A strange result, as the very

fact of completing the programme should indicate that the respondents have indeed persevered in the face of the obstacles that Covid -19 threw at them.

Conclusion: Only 16 of the 40 YP (40%) who started the CPPFS programme completed it in July 2021. The drop in attendance at the group mentoring sessions post lockdown number two in May 2021 by participants from HAP adversely impacted the outcomes we have achieved in year one of the project. The group mentoring activities are designed to provide practical support, help participants develop essential skills and positive behaviours. Since many participants from HAP did not attend the group mentoring sessions, it is not surprising that we missed our retention target, as well as the number of participants that we expected to achieve the anticipated outcomes in the first year.

I am Change Online Project

The second project we implemented in the year under review is the I am Change Online project which was funded with grants from City Bridge Trust (London Community Response) and the National Lottery Community Fund. The “I am Change” was adapted for online delivery to reach disadvantaged young people isolated as a result of Government’s Corona virus Covid-19 pandemic restrictions. This emergency funding was given to support community organisations, including charities that work with dis-advantaged young people, who are likely to suffer most or be impacted adversely by the Covid-19 health crisis.

The aim was to help participants build resilience, set realistic goals with regards to employment in a labour market impacted by the Covid-19 pandemic. We expanded scope of the programme to explore topics made more relevant because of Covid-19 by adding digital skills training and mindfulness support. From the digital skills workshops, participants would get the opportunity to be exposed to the new digital economy. The mindfulness workshops would take participants through breathing exercises that will help them master the art of breathing to control emotions. These additional activities were expected to equip participants with appropriate knowledge and skills to improve their chances of coping better with disruptions caused by the pandemic and in accessing opportunities for gainful employment.

Participant recruitment

Having committed to reaching

a total of 78 young Londoners, we set out in November 2020 to recruit participants aged 17-30 for the project, with preference given to those living in the three south London boroughs of Southwark, Lambeth and Croydon.

Activities delivered

Delivery of the I am Change online project started as planned on 19 January 2021 with 68 participants, divided into three groups:

- Cohort 1 Attend sessions on Tuesdays 6pm – 8pm, total no. 22
- Cohort 2 Attend sessions on Thursday 1pm – 3pm, total no. 23
- Cohort 3 Attend sessions on Thursday 6pm - 8pm, total no. 23

The core I am change workshops were delivered by two live sessions per week for six weeks from 19 January to 25 February. Each session lasted for 1.5 hours. Participants were given exercises to work through on their own after each session. Attendance at the workshops was recorded, the results of which are summarised in table 3 below.

Table 3 Attendance at the core “I am Change” workshop activities

Session dates	Workshop Topic	Number of participants attended (68)	Attendance rate (%)
19 & 21 January	Understanding the Mind	59	87%
26 & 28 January	Thoughts- The Train of Actions	56	82%
2 & 4 February	Success Motivation	55	81%
9 & 11 February	Happiness	54	79%
16 & 18 February	Unique Identity	50	74%
23 & 25 February	Leadership Responsibility	48	71%
Average		54	79%

The attendance rate of 79% achieved compares favourably to the target of 75%. The core workshop activities were followed by other activities designed to provide additional support so participants could manage the mental stress the pandemic might be causing them. These supplementary sessions were delivered over four weeks in March by 2020 Change partner organisations.

In the Mindfulness workshops, participants were taken through breathing exercises and coached on how to master the art of breathing to control emotions. The activities included digital skills training delivered by Circus Street and sessions on employability skills development. From the digital skills workshops, participants got the opportunity to be exposed to the world of digital. Participants gained free access to Circus Streets catalogue of training courses for one year. Any participant that successfully completes up to 18 of the lessons will be granted a digital skills qualification which then gives them access to apply for roles within the 500+ global companies that currently use Circus Street training platform.

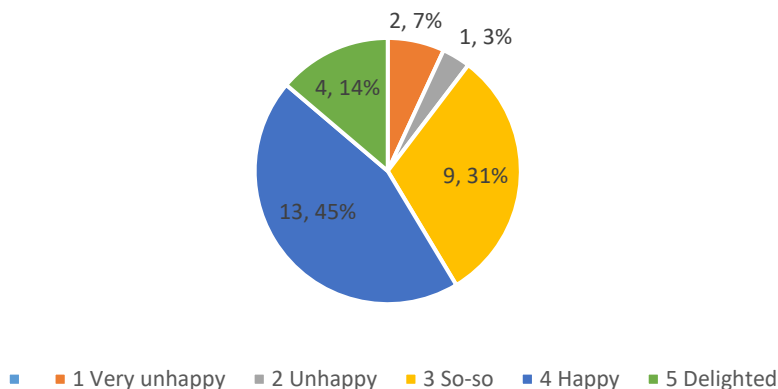
Participants were allocated mentors/coordinators at the start of the programme who provided guidance and on-going support over duration of the programme. The final two weeks of the programme was devoted to provision of mentoring support to participants. Mentors had one-to-one online sessions to help participants finalise their “video tapes”: a statement of where one envisions to be in five years, expressed in the present.

The project ended in early April 2021 just before the Easter holidays. A total of 58 participants representing 85% of the number enrolled successfully graduated from the “I am Change” Online programme. Their achievement was celebrated in a virtual graduation ceremony held on 20 May 2021.

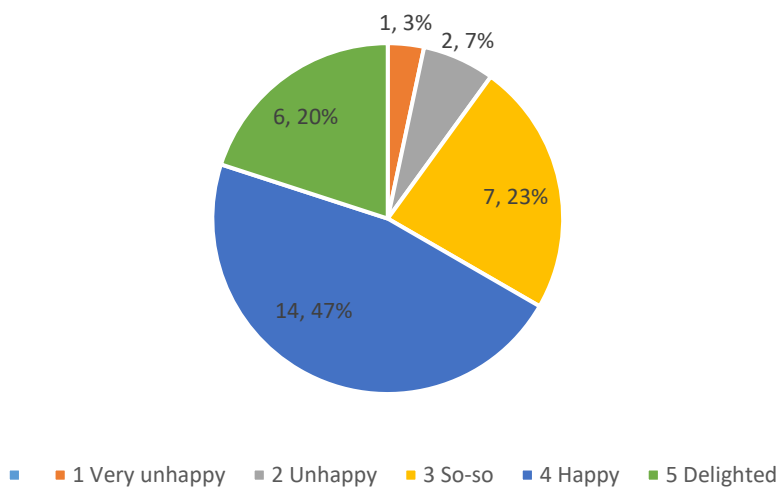
Participant Feedback

We embrace feedback as an opportunity to understand participants' experience of activities delivered on our programmes, as well as how they feel about specific aspects of the programme. We administered two separate satisfaction surveys, the first of which was issued on the 9th and 11th February. Thirty respondents completed this survey. The final end-of-project (EOP) survey which was administered in April received 29 -32 responses. Below we provide charts of the responses.

Q1.How are you this afternoon? EOP survey responses

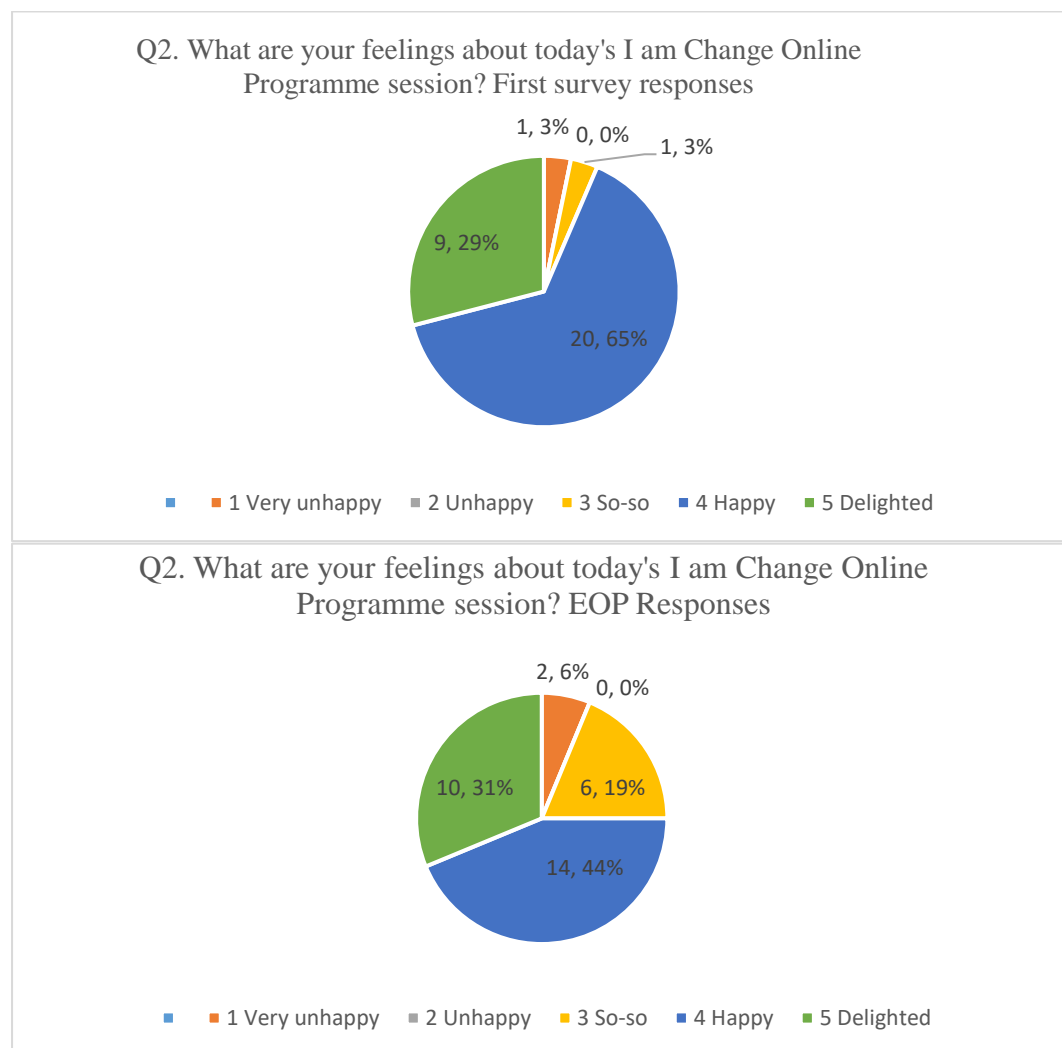


Q1. How are you this afternoon? First survey responses



We started by ascertaining the state of mind that participants were in on the day, with a view to determining how their state of mind or feeling changed after taking part in the “I am Change workshop session that day. In both surveys, over half of the respondents (67%, 59%) stated they were happy or delighted whilst 10% stated they were unhappy or very unhappy before starting the project activity on the day.

When we asked, “What are your feelings about today’s I am Change Online session”, a greater number of participants stated they felt better after taking part in the session, as shown by the charts of question 2 below in the first as well as the EOP survey. The number of respondents that stated they felt happy or delighted during the first survey increased from 20/30 to 29/31 (69% to 94% of respondents). At the EOP survey, this number increased from 17/29 to 24/32 (59% to 77% of respondents).



Similarly, the numbers that felt unhappy or very unhappy before and after the session decreased during each survey. In the first survey a total of 3/30 felt unhappy or very unhappy before the session. After the session this number fell to 1/29 (10% to 3% of respondents). At the EOP survey this number reduced from 3/29 to 2/32 (from 10% to 6% of respondents) suggesting that participants on the whole felt good taking part in the programme.

What did you learn?

Having established how participants felt about the workshops, we asked in question number 3 if they learned anything new during the session.

A total of 25 respondents representing 86% said yes in the EOP survey. In the first survey 26 out of the 27 respondents (93%) said yes.

A sample of the responses we received when participants were asked to state what they learned are listed below:

- *What it takes to be a leader*
- *I understood the true motive on why one should change and how it can lead to effective long-lasting change*
- *I learnt about the significant amount of responsibility that leaders have, which emphasised the importance of self-development*
- *Responsibility means you have a duty to deal with something*
- *CUBE - was really useful when delivering my video tape*
- *The 3 ways to stay happy*
- *The different heat signatures for each emotion*
- *The different temperatures that are associated to our emotions*
- *Compassion, love and dignity are the ingredients for a happy life*

Relationship with youth workers

Environment and relationship between a youth worker and a young person are thought to be crucial in enabling learning and developmental experiences as well as being critical in engaging young people. Important dimension to this relationship includes that both parties “trust” each other and that young people are treated with respect and feel a fundamental sense of safety and security. So, in the fourth and final question, we tried to find out if the young people on the programme had strong relationships with the youth workers. The responses are very useful. In the first survey held just three weeks of starting the programme unsurprisingly only 3 (10%) of the 30 respondents said yes, they had a strong relationship with the youth workers (see charts below). However, by the end of the project the number reporting that they had a strong relationship with the youth workers delivering the programme increased from 3 to 16 (57%) of the 28 respondents. What is useful however, is the participants’ response when we asked them to explain why they felt a relationship was strong or not.

If you answered yes, please explain the relationship

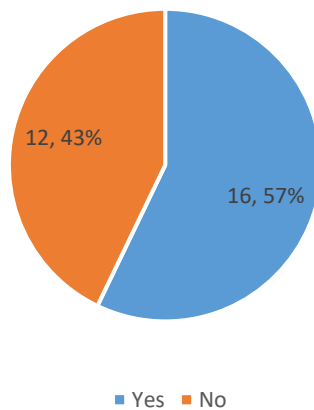
Why is it strong? What type of characteristics do the youth workers have to make it a strong relationship?

- Open and honest communication, very friendly and don’t beat around the bush when it comes to calling us out.
- All of the coordinators are so friendly and welcoming they also make sure that we are well informed, genuinely a joy to attend sessions
- We are communicating a bit better now

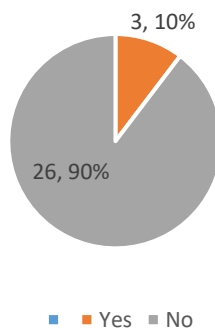
If you answered no, please explain what is missing in the relationship?

- *I wasn't contacted by anyone throughout my time at 2020 change*
- *I haven't gotten to talk to them enough.*
- *There needs to be trust built which takes time and authenticity*
- *Haven't managed to speak much one on one*
- *Nothings missing, just don't know them that well.*
- *I haven't really had the chance to speak to them one on one*

Do you believe to have a strong relationship to the Youth worker(s) delivering the I am Change Online Programme sessions? EOP survey responses



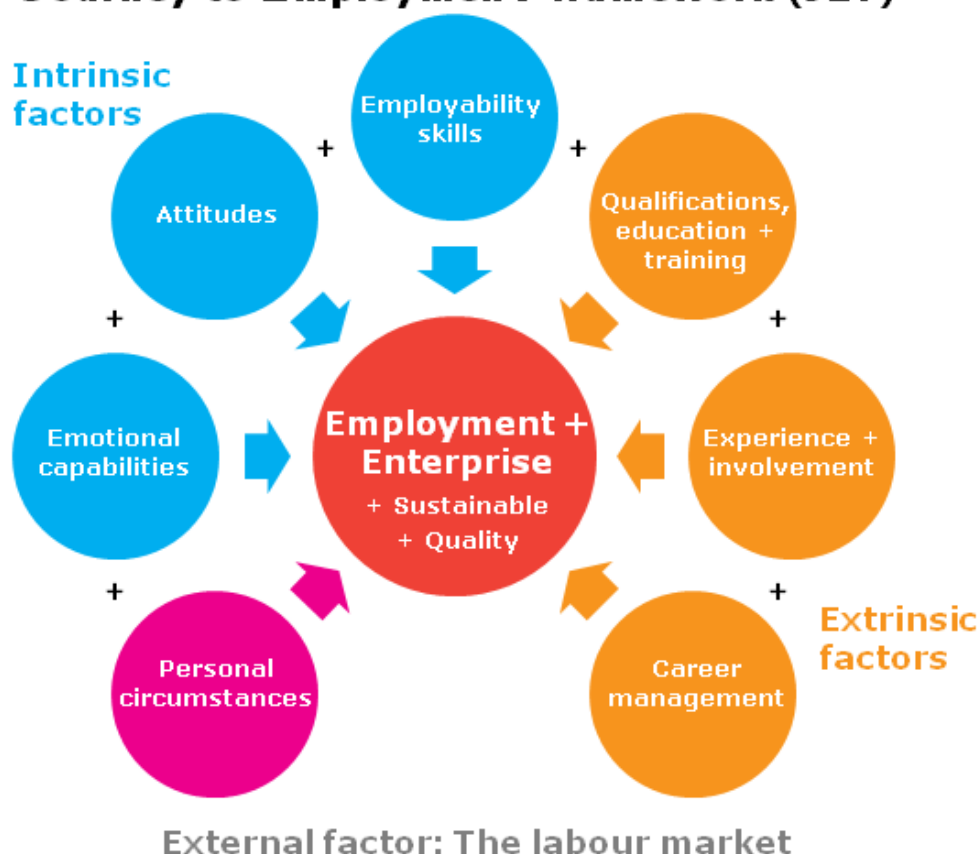
Do you believe to have a strong relationship to the Youth worker(s) delivering the I am Change Online Programme sessions? First survey responses



Project Evaluation

In evaluating the impact of the I am Change Online programme, we used the young peoples' journey to employment –JET framework. To be prepared for work, young people need to develop a range of personal assets and skills, and gain experience. They may also need to address issues relating to their personal and family circumstances. The diagram below represents a young person's journey to employment—the JET framework.

Journey to Employment framework (JET)



In the centre of the diagram is the job outcome. Surrounding the central job outcome are the factors that contribute to this. For each of these areas, a number of indicators are listed, reflecting what research shows is most important in the journey to employment.

The complexity of job outcomes is reflected in the structure of the framework. The journey is not linear and many of the factors interact with each other to contribute to employability. We know that everyone's journey is different and there is not a single factor that guarantees success in the labour market. Individual young people may need support with all, some, or none of these areas. The framework also recognises that there are external factors that affect a young person's ability to get and sustain a job, including the state of the economy and the labour market.

We used the JET framework to help develop our project evaluation plan, with a focus on the three factors of the framework that the programme is designed to impact: emotional capabilities; employability skills as well as digital skills qualification. The results of our outcome measurement activities are summarised in table 4 below.

Table 4 Anticipated and actual outcomes of the “I am Change Online Programme

Outcome Area	Anticipated outcome	Measurement tools; Target	Actual outcome achieved
Emotional capabilities	Improved self-esteem	Participants completed the Rosenberg scale at the programme start and end of project to establish progress; target 75% of participants demonstrate positive progress	Rosenberg Scale scores: End of programme = 75% Start of programme = 64% Improvement of 11% achieved
	Improved grit and determination	Participants completed Duckworth’s et Al 8-item Grit Scale at the start and end of project; 75% of participants demonstrate positive progress	Duckworth’s et Al Grit scale scores: End of programme = 71% Start of programme = 61%

Employability Skills	Improved presentation to employers	Participants completed the Job Applications module of the Continuous Household survey (CHS) at the start and end of project; 75% of participants demonstrate positive progress	See table below
	Increase confidence in finding employment	Participants completed the National Career Service ICM Job Confidence Index at the start and end of project; 75% of participants demonstrate positive progress	See table below
Employment	Entry into employment	Participants will complete the National Career Service ICM Job Confidence Index at the start and end of project; 60% of participants successfully find jobs or connect to further training/apprenticeship leading to satisfactory employment.	To be measured
		Participants will complete I am Change destination questionnaire – at six and 12 months after completion of programme	To be measured

Results of the outcome measures have yielded useful information about the benefits of the “I am Change” Online programme that we had not measured before. As shown in the table above, the programme was impactful in helping participants improve their self-esteem. By end of the programme, 75% of participants demonstrated positive progress on the Rosenberg self-esteem scale. However, the improvement achieved in self-esteem was not replicated in participants’ ability to manage their emotions to persevere when setbacks occur – personal assets that will be crucial in a post-Covid-19 labour market. The Duckworth Grit and determination scores showed that only 71% of Participants demonstrated positive progress compared to our target of 75%.

In the employability skills development area, we observed a mix of results similar to the emotional capabilities outcome area. In table 4.1 we report the results of participants’ confidence in finding jobs. Unsurprisingly, 83% of participants were fairly or very confident in finding jobs through the internet at the start. This level of confidence increased 4% to 87% by end of the programme, which would suggest that the programme was impactful in this regard.

Apart from the internet, participants were generally not confident in finding jobs through the other five potential sources of jobs. With the increase use of the internet for most day-to-day activities, we might think it is less important to focus on “analogue” processes of finding jobs therefore we could disregard the low confidence index reported for the old methods.

However, we think it is not wise to discount all these sources. Employment agencies (whether accessed physically or digitally) for example, are good sources of jobs that young people with some work experience should be confident to turn to. Here, the programme needs to be more impactful, as only 47% of Participants reported that they were fairly or very confident in finding jobs through employment agencies.

Table 4.1 Employability Skills – Confidence in finding jobs: detail results

Confidence in finding job through	Newspapers & Mags	Internet	Family & Friends	Job Centre	Emp. Agency	Local Business
Measured by CHS at: target 75%	%	%	%	%	%	%
End of programme	37	87	52	13	47	28
Start of programme	18	83	31	18	38	28
Progress	19	4	21	(5)	9	0

Table 4.2 Employability Skills - Improved Presentation to Employers: detail results

Measured by National Career Service ICM Job Confidence index at; target 75%	CV writing %	Cover letter %	Job Application %	Job Interview %
End of programme	75	47	78	72
Start of programme	58	48	75	73
Progress	17	(1)	3	(1)

With regards to improved presentation to employers, the results are better. Participants' confidence levels in presenting themselves to employers improved, with 78% of the YP confident in completing job applications, 75% in writing CVs. The two areas that require more work are: cover letter writing and interviewing.

Youth filming project

In November 2019 we launched a 12-month programme of positive events including a youth filming project leading up to 27 November 2020, to mark the 20th anniversary of Damilola's death. The vision of the campaign was to unify people around a common theme- Hope to inspire partnership working and unification of the London youth sector. We secured grant funding from the National Lottery Awards for All (AFA) to fund the youth filming element of the programme which was expected to start in March 2020, to create powerful content to support the Hope 2020 campaign. Then as we all now know, the Covid-19 pandemic hit. So, our delivery plans were put on hold, and revisited when the second lockdown ended in March 2021.

Purpose/Objectives: The main purpose of the project was to engage and support young people (YP) to highlight issues of concern to them in a powerful manner using a visual story-telling medium -film. In addition, the project was designed to provide technical, artistic and educational support to allow YP in inner-city deprived areas in South London to use the making of a film and its process as a medium for engaging them, encouraging YP's collective participation in examining, and developing responses to their local community's need. As in our previous youth filming projects, this project was led by YP, on this occasion by members of the Damilola Taylor Youth board (Damilola Youth).

Activities

The Damilola Youth team of four promoted the project with snappy videos for four weeks in March via Instagram, Facebook and Twitter social media channels. Young people aged 14-24 from across Southwark, Lambeth and Croydon were encouraged to participate in the project. The team managed to secure partnerships with the Central Film School, the Central School of Film and Drama, the London Film School and the Guildhall School of Music and Drama to provide technical, educational support, as well as venue for delivery of project activities. On Tuesday 6 April the Youth Filming project started, with induction of six participants. The schedule of activities performed to implement the project are shown in the table below, along with a hyperlink that gives an idea of the content of the workshops: <https://lfs-outreach.padlet.org/svanroomen1/ohdam2f8xewj2kxz>

Table 5 Youth Filming Project Activity Schedule					
Week 1	05-Apr-21	06-Apr-21	07-Apr-21	08-Apr-21	09-Apr-21
AM 8.45 -11.30	Bank holiday	Script writing	Screen writing; story boarding	Acting	Film making
PM 13.00- 15.00	Bank holiday	Script writing	Script writing	Career talks	Film making
Week 2	12-Apr-21	13-Apr-21	14-Apr-21	15-Apr-21	16-Apr-21
AM 8.45 -11.30	Early Cinema	POV Shot	Framing	Interpretation; editing	Viewing
PM 13.00- 15.00	Filming	Filming	Editing	Editing	Editing

Table 5.1 Location of activities

Activity Description	Location
Script writing, film making	Central Film School
Screen writing	Central School of Film and Drama
Acting	Guildhall School of Music and Drama
Early Cinema, Point-of -view Shot, framing, interpretation	London Film School (online)
Filming	Wilton Community Church, London N10

The young people were fundamental to the entire project, from acting, writing scripts, shooting and editing footage to understanding colour grading and lighting. A short film entitled *The Grey Area*, which examines the sensitive issue of boundaries in personal relationship between young boys and girls was produced at the end of the two weeks of the project. Below we reproduce images of key moments of the project.



The location where *The Grey Area* was filmed: Wilton Community Church, London N10

For the youth board, the project provided a unique opportunity for members to organise and implement a project activity as volunteers of the Trust. It was a daunting task given the challenges of having to re-schedule activities several times because of the pandemic; manage a project while adapting to the evolving dynamics of a new group at the same time as they were being inducted into the DTT organisation. In spite of those challenges the project was implemented effectively.



Youth filming participants review shots with the cameraman



The Grey Area cast checking their scripts



Cast of the Grey Area at end of a filming session

Here is what one of the young people (L) told us about his experience of the project.

“There was a moment for those first few months where it felt like everything just stopped and things for me personally were building up. I spent those first few months just not doing much creatively and if I did, it was very isolated.

I got to take part in something I had never done before. It was amazing to be thrown in the deep end and just create something with people who were essentially strangers beforehand. We had guidance and learned from so many amazing practitioners across the two weeks but we got so much creative control that it truly feels like our film. To any young person considering taking part in the next project, I say: Yes, do it! Where else would you get to make your own film for free, meet other young people and learn so much about filmmaking in such a short amount of time. I would do it again if I could!”

The youth board are looking at presenting the finished film, the Grey Area at the British Film Institute (BFI) film festival and are planning a public screening to showcase their work.

Organisation Development and Plans for the Future

Since defining our three-year strategic plan in 2019, life has changed significantly for the young people we support due to the global Covid-19 pandemic. Now more than ever before, we must ensure our resources are invested into the areas our communities need the most

We acknowledge impact of the disruption on the long-term prospects of our young people, not only from an educational and economic perspective but also the wide-ranging personal considerations affecting their development, mindset, motivation and personal growth.

Education

The difficulties with helping young people stay in education were significant pre-pandemic and since learning moved to virtual classrooms due to lockdown restrictions and schools closed for greater part of the year, limited access to internet connectivity and physical devices created a 'digital divide'. A survey of parents between the April-May 2020 lockdown showed higher income households spent 30% more time each day on educational activities than households in the lowest fifth of the country's income demographic. YP from disadvantaged background faced growing inequalities 'with access to education.

Economic

Training opportunities for young people in 2020 were severely impacted. Within just one month of the pandemic, three in five organisations stopped apprenticeships due to Covid-19ⁱⁱ. For those already working, the risk of unemployment persisted as employees under 25 were 2.5 times more likely than other age groups to work in a sector that was unable to operate due to Covid-19ⁱⁱⁱ.

This left young people from disadvantaged backgrounds and without financial independence extremely vulnerable.

Personal

Other significant impacts experienced by young people due to the pandemic include increased loneliness and isolation, lack of safe spaces due to youth clubs/external services being shut down, increased social media and online pressure, and a higher risk of gang involvement, substance abuse, violence and weapons use^{iv}. 52% of students said their mental health has deteriorated or been negatively affected by Covid-19^v, with 29% seeking help.

How we responded to these challenges

Before 2020 we had identified opportunities in the limitations of our operational set up, which had been predominantly focused on delivering through partners to improve efficiency and reduce overheads. These limitations became our strengths during the pandemic enabling us to:

- Leverage our lean delivery model to respond quickly and initiate new projects;
- Secure funding to adapt our programmes to the changing needs due to Covid-19;
- Quickly embraced new ways of working in delivering programme activities and in administering the Trust's affairs.

In November 2019 we launched our three-year purpose-driven strategy, building on our existing mission and vision. We defined key performance measures and action plans to ensure we continue to understand and respond to the needs of our young people. Guided by our mission and vision, we formulated our 2019-2022 to build new capabilities and mature our existing activities by focusing on three strategic priorities, in collaboration with our inaugural DTT Youth Board.

To deliver on our three strategic priorities by 2022 we committed to

- Strengthen relationships with our existing programme partners
- Develop innovative programme packages to empower our communities
- Drive advocacy and brand awareness through our impact

Despite the challenges in wider society, we have remained strong in our focus to execute our 2022 strategy and have progressed many of our strategic goals towards completion. We are proud of our achievements during the last period from November 2019 to April 2021.

Key highlights

- **Strengthen relationships with our existing programme partners**
 - We have continued to build on our existing projects and increase our impact through our delivery partners including Co-Op, 2020 Change and Hudl CIC Youth in development for our Career Search and Skills Development programmes.
 - Participation in our Life and Social Skills Training and Mentoring Scheme has doubled year-on-year since 2018 which is testament to our partnership with Crying Sons Ltd.

Develop innovative programme packages to empower our communities

- In February 2020, the DTT's first Youth Board, 'Damilola Youth' was established. In April 2021, Damilola Youth project managed delivery of the Youth Filming project.

Drive advocacy and brand awareness through our impact

- The 'Year of Hope' campaign was launched in November 2019 to commemorate the 20th year anniversary of Damilola's death.
- Although a series of events could not take place as planned, a consistent brand has been developed for social media advocacy on Instagram and Twitter, growing our presence through @2020HopeCollective and @DayOfHopeUK

Priority focus areas for 2021 -2022

Significant progress has been made across all three strategic priorities in the last 18 months by increasing our capacity and securing emergency funding to adapt programmes during the pandemic. We will continue to build on these achievements and prioritise areas that have been identified as opportunity gaps to execute our 2022 strategy. Over the past year we have broadened our partnerships, extended our reach and continued to deliver impactful programmes despite Covid-19. To achieve our strategic goals, we will increase our focus and investment into the following areas over the next 18-month strategic period.

1. Develop a robust approach to protecting our intellectual property
2. Use data intelligence to inform our advocacy and communications strategy for policy change
3. Continue to incorporate the following external drivers into our work:
 - Re-engaging young people in learning post-pandemic
 - Connecting young people to employment opportunities post-pandemic
 - Providing support with mental health and social pressures to tackle loneliness, isolation and lack of safe spaces for young people.

Financial review

In the reporting period, the Trust's gross income was £297,870 (£146,270 in 2020), total spending £186,389 (£128,859 in 2020), leaving net income of £111,481 (£17,411 in 2020).

As a result, the Trust's revenue reserves of £99,000 at the beginning of the year 1 June 2020 increased to £227,891 at the year ended 31 May 2021, of which £152,602 was Restricted Fund balances, earmarked for funding projects that have been carried forward to the next financial year (£51,098 in 2020). Unrestricted Fund balances were £75,289 (£65,312 in 2020).

Reserves policy

Trustees' reserves policy provides the framework for managing reserves of the Trust. This is to maintain reserves sufficient to cover core operating costs for at least 6 months but not greater than 12 months.

Structure, Governance and Management

Governing document

Damilola Taylor Trust is a company limited by guarantee governed by its Memorandum and Articles of Association (M& A) dated 18 July 2001. It is registered as a charity with the Charity Commission. Following amendments to the M& A, anyone over the age of 18 can become a member of the Company.

Appointment of trustees

Trustees have been appointed following invitation from the chair of trustees or existing trustee board members. Newly appointed trustees are inducted by the chair and existing board members. As part of the plans to re-build the charity and its work, a more formal approach is now followed for recruiting trustees. The purpose of trustee recruitment is to ensure that the Trustee Board has the right skills and capacity to lead the charity effectively.

All trustee vacancies are advertised. Interested parties are required to submit a written application and attend an interview. Candidates assessed as meeting the essential and desirable, knowledge and skills requirements set out in the Person Specification are considered for appointment. All new trustees are properly inducted to understand the vision, goals, key policies and procedures of the Trust before joining the organisation.

Organisation

The board of trustees currently with four members, administers the charity. The board normally meets monthly for ten months of the financial year, there are sub-committees covering programme/project management which meet fortnightly or as needed to effectively direct project implementation. To facilitate effective operations, the chair of trustees is given delegated authority, within terms of the Trust's Scheme of Delegation approved by the trustees for operational matters, including contracts for procurement of Services or Goods, bids for funding and finance.

We will invest to use new technology to create better processes to enable us operate with optimum efficiency and effectiveness. As we have done in the past few years, our finance and administration function will continue to be performed by our finance service partner. Wherever possible, our programmes will be delivered by youth service practitioners. This organisational strategy should keep our overheads costs low, making us nimble, enabling us to respond faster to changes in demography, government policy or economic conditions as we pursue our charitable objectives.

Risk Management

The Trust is committed to establishing an effective risk management framework and culture to provide the tools for managing the charity's affairs going forward. We have identified a number of key risks that the charity is exposed to, given the nature of our activities. We will continue to thoroughly review the key risks (listed below), evaluate which actions we need to take to establish a sound framework for on-going management of those risks.

Risk Category	Examples of risks
Governance	Difficulty in recruiting trustees with relevant skills that the charity requires at this moment; conflict of interest
Financial risks	Loss of major funder, diversity of income sources
External risks	Public perception and adverse publicity, including reputational issues
Compliance with law and regulation	Breach of trust law, employment law, regulatory requirement of particular activities such as anti-money laundering, bribery and corruption; safeguarding children and young people.

The trustees have a risk management strategy that comprises:

- an annual review of the principal risks and uncertainties that the charity face
- the establishment of policies, systems and procedures to mitigate those risks identified in the annual review; and
- the implementation of procedures designed to minimise or manage any potential impact on the charity should those risks materialise.

This work has identified that financial sustainability is the major financial risk for the charity. A key element in the management of financial risk is a regular review of available liquid funds to settle debts as they fall due. Trustees only approve commitments to expenditure when they are assured by the finance service partner that there are sufficient funds available in the Trust's coffers to cover the estimated expenditure.

Trustees' responsibilities in relation to the financial statements

The trustees are required to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the Trust and of its incoming resources and application of resources, including the net income or expenditure, for the year. In preparing those financial statements the trustees are required to

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Trust will continue in operation.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Trust and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The trustees are also responsible for safeguarding the assets of the Trust and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Reporting Accountants

Impact Accountants were re-appointed as the charitable company's accountants and have expressed their interest to continue in that capacity.

Declaration

The company has taken advantage of the small companies' exemption in preparing the report above. The trustees declare that they have approved the trustees' report (including directors' report) above.

Signed on behalf of the charity's trustees/directors

Richard Taylor
Company Secretary

11 February 2022

Independent Examiner's report to the trustees of Damilola Taylor Trust Limited

I report on the accounts of the company for the year ended 31 May 2021 which are set out on pages 34 to 54.

Respective responsibilities of trustees and examiner

The trustees (who are also the directors of the company for the purposes of company law) are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention.

Basis of independent examiner's statement

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no matter has come to my attention to indicate that:

- accounting records have not been kept in accordance with section 386 of the Companies Act 2006;
- the accounts do not accord with such records;
- where accounts are prepared on an accruals basis, whether they fail to comply with relevant accounting requirements under section 396 of the Companies Act 2006, or are not consistent with the Charities SORP (FRS102)
- any matter which the examiner believes should be drawn to the attention of the reader to gain a proper understanding of the accounts.

A Shardow FCCA, CA
Jenny Associates
73 Heathfield Drive
Mitcham
Surrey
CR4 3RD
11 February 2022

Charity Name			Charity No	1087597	
Damilola Taylor Trust			Company No	4219111	
		Period start date	To	Period end date	
		01-Jun-20		31-May-21	

Section A Statement of financial activities (including summary income and expenditure account)

Recommended categories by activity	Notes	Unrestricted funds	Restricted income funds	Total funds	Prior year funds
		All in £			

Income

3

Income and endowments from:

Donations and legacies

35,890		35,890	10,251
5,000	256,980	261,980	136,019
40,890	256,980	297,870	146,270

Total

Expenditure

4

Expenditure on:

Raising funds

32	312	345	4,683
11,488	174,556	186,044	124,176
11,521	174,868	186,389	128,859

Charitable activities

Total

Net income/(expenditure)

29,369	82,112	111,481	17,411
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Transfers between funds

(19,392)	19,392		
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Net movement in funds

9,977	101,504	111,481	17,411
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Reconciliation of funds:

Total funds brought forward

65,312	51,098	116,410	98,999
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Total funds carried forward

75,289	152,602	227,891	116,410
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Charity Name:	Damilola Taylor Trust	Charity No	1087597
		Company No	4219111

Section B Balance sheet

	Notes	Unrestricted funds	Restricted income funds	Total this year	Total last year 2020
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Current assets *All in £*

Debtors	7	38	35,000	35,038	225
Cash at bank and in hand	8	79,627	158,928	238,554	141,170
Total current assets		79,664	193,928	273,592	141,395

Creditors: amounts falling due within one year

	9	4,376	20,325	24,701	8,985
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Net current assets/(liabilities)

		75,289	173,603	248,891	132,410
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Total assets less current liabilities

		75,289	173,603	248,891	132,410
--	--	--------	---------	---------	---------

Provisions for liabilities

	10		21,000	21,000	16,000
--	----	--	--------	--------	--------

Total net assets

		75,289	152,603	227,891	116,410
--	--	--------	---------	---------	---------

Funds of the Charity

	11		152,602	152,602	51,098
Restricted income Funds					
Unrestricted Funds		75,289		75,289	65,312
Total Funds		75,289	152,602	227,891	116,410

The company was entitled to exemption from audit under s477 of the Companies Act 2006 relating to small companies. The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006. The directors acknowledge their responsibilities for complying with the requirements of the Companies Act with respect to accounting records and the preparation of accounts. These accounts have been prepared in accordance with the provisions applicable to small companies subject to the small companies' regime and in accordance with FRS 102 SORP.

Signed by trustee/director on behalf of all the trustees/directors

Signature of director authenticating accounts being sent to Companies House

Signed	Date 11/02/2022
Richard Taylor OBE	
Signed	Date 11/02/2022
Dr Olugbenga Coker	

Section C Notes to the accounts

Note 1 Basis of preparation

This section should be completed by all charities.

1.1 Basis of accounting

These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts.

The accounts have been prepared in accordance with:

- | |
|---|
| ✓ |
|---|

 the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014
- | |
|---|
| ✓ |
|---|

 the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102)
- and with the Charities Act 2011.

The charity constitutes a public benefit entity as defined by FRS 102.

✓

1.2 Going concern

An explanation as to those factors that support the conclusion that the charity is a going concern;

Not applicable

Disclosure of any uncertainties that make the going concern assumption doubtful;

Not applicable

Where accounts are not prepared on a going concern basis, please disclose this fact together with the basis on which the trustees prepared the accounts and the reason why the charity is not regarded as a going concern.

Not applicable

1.3 Change of accounting policy

The accounts present a true and fair view and no changes have been made to the accounting policies adopted in note {2}.

Yes

✓

No

Please disclose:

<i>(i) the nature of the change in accounting policy;</i>	
<i>(ii) the reasons why applying the new accounting policy provides more reliable and more relevant information; and</i>	
<i>(iii) the amount of the adjustment for each line affected in the current period, each prior period presented and the aggregate amount of the adjustment relating to periods before those presented, 3.44 FRS102 SORP.</i>	

1.4 Changes to accounting estimates

No changes to accounting estimates have occurred in the reporting period (3.46 FRS102 SORP).

Yes	<input checked="" type="checkbox"/>	
No	<input type="checkbox"/>	

Please disclose:

<i>(i) the nature of any changes;</i>	N/a
<i>(ii) the effect of the change on income and expense or assets and liabilities for the current period; and</i>	N/a
<i>(iii) where practicable, the effect of the change in one or more future periods.</i>	N/a

1.5 Material prior year errors

No material prior year error has been identified in the reporting period (3.47 FRS102 SORP) details of which are given below.

Yes	<input checked="" type="checkbox"/>	
No	<input type="checkbox"/>	

Note 2 Accounting policies

This standard list of accounting policies has been applied by the charity except for those deleted. Where a different or additional policy has been adopted then this is detailed in the box below.

2.2 INCOME

Recognition of income	<p>These are included in the Statement of Financial Activities (SoFA) when:</p> <ul style="list-style-type: none"> the charity becomes entitled to the resources; it is more likely than not that the trustees will receive the resources; the monetary value can be measured with sufficient reliability. 	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Offsetting	<p>There has been no offsetting of assets and liabilities, or income and expenses, unless required or permitted by the FRS 102 SORP or FRS 102.</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Grants and donations	<p>Grants and donations are only included in the SoFA when the general income recognition criteria are met (5.10 to 5.12 FRS102 SORP).</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
	<p>In the case of performance related grants, income must only be recognised to the extent that the charity has provided the specified goods or services as entitlement to the grant only occurs when the performance related conditions are met (5.16 FRS 102 SORP).</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Government grants	<p>The charity has received government grants in the reporting period</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Tax reclaims on donations and gifts	<p>Gift Aid receivable is included in income when there is a valid declaration from the donor. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor or the terms of the appeal have specified otherwise.</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Contractual income and performance related grants	<p>This is only included in the SoFA once the charity has provided the related goods or services or met the performance related conditions.</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No	N/a						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Donated goods	<p>Donated goods are measured at fair value (the amount for which the asset could be exchanged) unless impractical to do so.</p>	<table> <tr> <th>Yes</th><th>No</th><th>N/a</th></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr> </table>	Yes	No	N/a	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yes	No	N/a						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						

	<p>The cost of any stock of goods donated for distribution to beneficiaries is deemed to be the fair value of those gifts at the time of their receipt and they are recognised on receipt. In the reporting period in which the stocks are distributed, they are recognised as an expense at the carrying amount of the stocks at distribution.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td></td><td></td><td>✓</td></tr></table>	Yes	No	N/a			✓
Yes	No	N/a						
		✓						
	<p>Donated goods for resale are measured at fair value on initial recognition, which is the expected proceeds from sale less the expected costs of sale, and recognised in 'Income from other trading activities' with the corresponding stock recognised in the balance sheet. On its sale the value of stock is charged against 'Income from other trading activities' and the proceeds from sale are also recognised as 'Income from other trading activities'.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td></td><td></td><td>✓</td></tr></table>	Yes	No	N/a			✓
Yes	No	N/a						
		✓						
	<p>Goods donated for on-going use by the charity are recognised as tangible fixed assets and included in the SoFA as incoming resources when receivable.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td></td><td></td><td>✓</td></tr></table>	Yes	No	N/a			✓
Yes	No	N/a						
		✓						
	<p>Gifts in kind for use by the charity are included in the SoFA as income from donations when receivable.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓		
Yes	No	N/a						
✓								
Donated services and facilities	<p>Donated services and facilities are included in the SOFA when received at the value of the gift to the charity provided the value of the gift can be measured reliably.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓		
	Yes	No	N/a					
	✓							
<p>Donated services and facilities that are consumed immediately are recognised as income with an equivalent amount recognised as an expense under the appropriate heading in the SOFA.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓			
Yes	No	N/a						
✓								
		<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr></table>	Yes	No	N/a			
Yes	No	N/a						
Support costs	<p>The charity has incurred expenditure on support costs.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓		
Yes	No	N/a						
✓								
Volunteer help	<p>The value of any voluntary help received is not included in the accounts but is described in the trustees' annual report.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓		
	Yes	No	N/a					
	✓							
Income from interest, royalties and dividends	<p>This is included in the accounts when receipt is probable and the amount receivable can be measured reliably.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td>✓</td><td></td><td></td></tr></table>	Yes	No	N/a	✓		
Yes	No	N/a						
✓								
		<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr></table>	Yes	No	N/a			
Yes	No	N/a						
Income from membership subscriptions	<p>Membership subscriptions received in the nature of a gift are recognised in Donations and Legacies.</p>	<table><tr><td>Yes</td><td>No</td><td>N/a</td></tr><tr><td></td><td></td><td>✓</td></tr></table>	Yes	No	N/a			✓
Yes	No	N/a						
		✓						

	Membership subscriptions which give a member the right to buy services or other benefits are recognised as income earned from the provision of goods and services as income from charitable activities.	Yes	No	N/a
				✓
Settlement of insurance claims	Insurance claims are only included in the SoFA when the general income recognition criteria are met (5.10 to 5.12 FRS102 SORP) and are included as an item of other income in the SoFA.	Yes	No	N/a
				✓
Investment gains and losses	This includes any realised or unrealised gains or losses on the sale of investments and any gain or loss resulting from revaluing investments to market value at the end of the year.	Yes	No	N/a
				✓
2.3 EXPENDITURE AND LIABILITIES				
Liability recognition	Liabilities are recognised where it is more likely than not that there is a legal or constructive obligation committing the charity to pay out resources and the amount of the obligation can be measured with reasonable certainty.	Yes	No	N/a
		✓		
Governance and support costs	Support costs have been allocated between governance costs and other support. Governance costs comprise all costs involving public accountability of the charity and its compliance with regulation and good practice. Support costs include functions and have been allocated to activity cost categories on a basis consistent with the use of resources, eg HR costs by the time spent and other costs by their usage.	Yes	No	N/a
		✓		
Grants with performance conditions	Where the charity gives a grant with conditions for its payment being a specific level of service or output to be provided, such grants are only recognised in the SoFA once the recipient of the grant has provided the specified service or output.	Yes	No	N/a
		✓		
Grants payable without performance conditions	Where there are no conditions attaching to the grant that enables the charity to realistically avoid the commitment, a liability for the full funding obligation is recognised.	Yes	No	N/a
		✓		
Redundancy cost	The charity made no redundancy payments during the reporting period.	Yes	No	N/a
				✓
	Where terms and conditions of grant have not been met or uncertainty exists as to whether the charity can meet the terms or conditions otherwise within its control the income is not recognised but deferred as a liability until it is probable that the terms or conditions imposed can be met.	Yes	No	N/a
		✓		

Deferred income	Where terms and conditions of grant have not been met or uncertainty exists as to whether the charity can meet the terms or conditions otherwise within its control the income is not recognised but deferred as a liability until it is probable that the terms or conditions imposed can be met.	Yes	No	N/a
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Creditors	The charity has creditors which are measured at settlement amounts less any trade discounts	Yes	No	N/a
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provisions for liabilities	A liability is measured on recognition at its historical cost and then subsequently measured at the best estimate of the amount required to settle the obligation at the reporting date	Yes	No	N/a
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 ASSETS

Tangible fixed assets for use by charity

These are capitalised if they can be used for more than one year, and cost at least

£400

They are valued at cost.

The depreciation rates and methods used are disclosed in notes to the accounts

Yes	No	N/a
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Debtors	Debtors (including trade debtors and loans receivable) are measured on initial recognition at settlement amount after any trade discounts or amount advanced by the charity. Subsequently, they are measured at the cash or other consideration expected to be received.	Yes	No	N/a
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note 3 Income

	Analysis of income	Unrestricted funds	Restricted income funds	Total funds	Prior year
		All in £			
Donations and legacies:	Donations and gifts	35,890		35,890	10,251
	Donated goods, facilities and services				
	Total	35,890		35,890	10,251
Charitable activities:	I am Change CSSD - BBC Children in Need & YFF		70,000	70,000	
	I am Change Online - City Bridge Trust Covid-19 grant		50,000	50,000	
	I am Change online - National Lottery Covid-19 grant		49,980	49,980	
	Career Pathway Programme for Schools -Young Londoners Fund		48,000	48,000	24,000
	Hope 2020 Campaign	5,000	22,000	27,000	9,900
	Life Skills Training & Mentoring - Home Office Comm. fund: Covid-19		14,000	14,000	30,000
	Early intervention project -BBC Children in Need		3,000	3,000	
	Life Skills Training & Mentoring - MOPAC Seed Fund grant				39,437
	Career Pathway Programme for Schools -Worshipful Company of Weavers grant				30,000
	Career Search and Skills Development (The Co-op)				2,682
	Total	5,000	256,980	261,980	136,019
Total Income		40,890	256,980	297,870	146,270

Other information:

All income in the prior year was unrestricted except for:	£39,437 MOPAC Seed Fund LSTM; £30,000 Home Office LSTM; £30,000 Weavers Company Career Pathway Programme for Schools (CPPFS); £24,000 Young Londoners Fund CPPFS; £9,900 The National Lottery Youth Filming; £2,682 Career Search and Skills Development (The Co-op).
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Note 4 Expenditure

	Analysis of expenditure	Unrestricted funds	Restricted funds	Endowment funds	Total funds	Prior year
Expenditure on raising funds:	Incurred seeking donations	32	312		345	263
	Incurred seeking grants					4,158
	Advertising, marketing, and publicity					262
	Total expenditure on raising funds	32	312		345	4,683
Expenditure on charitable activities	I am Change Online Programme		68,886		68,886	
	Hope 2020 Campaign		32,755		32,755	7,581
	Career Pathway Programme for Schools		24,628		24,628	20549
	I am Change CSSD		20,903		20,903	27,462
	Home Office: Life Skills Training & mentoring		13,819		13,819	21705
	MOPAC -Life skills training & mentoring		8,501		8,501	28,772
	Youth filming		5,063		5,063	
	Community support	11,488			11,488	4,581
	Development project TNL					12,290
	Damilola Taylor Library -Lagos State					1,236
	Total exp. on charitable activities	11,488	174,556		186,044	124,176
Total	Total expenditure	11,521	174,868		186,389	128,859

Other information:

Analysis of expenditure on charitable activities

Activity or programme	Activities undertaken directly	Grant funding of activities	Support Costs	Total this year	Total prior year 2020
	<i>All in £</i>				
I am Change Online Programme	56,898		11,988	68,886	
Hope 2020 Campaign	27,000		5,755	32,755	7,581
Career Pathway Programme for Schools	20,275		4,353	24,628	20,549
I am Change CSSD	17,193		3,710	20,903	27,463
Home Office: Life skills training & mentoring	11,400		2,419	13,819	21,705
MOPAC -Life skills training & mentoring	7,000		1,501	8,501	28,772
Youth Filming	4,120		943	5,063	
Community support	9,437		2,051	11,488	4,581
Development project TNL					12,290
Damilola Taylor Library -Lagos State					1,236
Total	153,323		32,721	186,044	124,177

Prior year expenditure on charitable activities can be analysed as follows:

Activity or programme	Activities undertaken directly	Grant funding of activities	Support Costs	Total Prior year 2020
	<i>All in £</i>			
MOPAC -Life skills training & mentoring	23,598		5,174	28,772
Career Search and Skills Development	22,572		4,891	27,463
Home Office: Life Skills Training & mentoring	17,802		3,903	21,705
Career Pathway Programme for Schools	16,834		3,715	20,549
Development project TNL	10,075		2,215	12,290
Hope 2020 Campaign/DTML	6,219		1,362	7,581
Community support	3,500	200	881	4,581
Damilola Taylor Library -Lagos State	1,000		236	1,236
Total	101,600	200	22,377	124,176

Note 5 Support Costs

Support costs apportioned	I am Change online Programme	Hope 2020 Campaign	Career Pathway Programme for Schools	I am Change CSSD (BBC CIN/YFF)	Home Office Covid -19	MOPAC & HO Comm. Seed Fund	Youth filming project	Community Support	Raising Funds	Total
Finance & management	7,649	3,630	2,726	2,311	1,532	941	554	1,269	29	20,640
Communication	2,431	1,154	866	735	487	299	176	403	9	6,561
Governance	1,326	629	472	401	266	163	96	220	5	3,578
Printing, insurance & sundries	457	217	163	138	91	56	33	76	2	1,232
Volunteers' expenses	126	126	126	126	42	42	84	84	84	839
Total support costs	11,988	5,755	4,353	3,710	2,419	1,501	943	2,051	129	32,850

Support costs include functions undertaken to enable the charity perform its activities effectively and have been apportioned to those activities on bases consistent with the use of resources.
Finance & Management, Communication, Governance, Printing insurance & sundries - direct resource spend; Volunteers expenses, time spent on activity.

Note 6 Details of certain types of expenditure

Note 6.1 Fees for examination of the accounts

Independent examiner's fees

This year £	Last year £
1,085	1,051

Note 7 Debtors and prepayments

7.1 Analysis of debtors

Prepayments and accrued income

Other debtors

Total

This year £	Last year £
	188
35,038	38
35,038	7,480

Note 8 Cash at bank and in hand

Cash at bank and in hand

Total

This year £	Last year £
238,554	141,170
238,554	141,170

Note 9 Creditors and accruals

9.1 Analysis of creditors

Trade creditors

Accruals and deferred income

Total

Amounts falling due within one year	
This year £	Last year £
12,348	5518
12,353	3,468
24,701	8,986

10. Provision for liabilities and charges

Delivery of projects interrupted by the COVID -19 which will be delivered once they have been adapted for online/remote delivery or in settings where social distancing requirements can be complied with.

10.1 Movements in recognised provisions and funding commitment during the period

Balance at the start of the reporting period

Amounts added in current period

Amounts charged against the provision in the current period

Balance at the end of the reporting period

This year £	Last year £
21,000	16,000

This year £	Last year £
16,000	
10,000	16,000
(5,000)	
21,000	16,000

Note 11. Charity

Funds

11.1 Details of material funds held and movements during the CURRENT reporting period

* Key: R - restricted income funds, including special trusts, of the charity; and U - unrestricted funds

Fund names	Type*	Purpose and Restrictions	Balances brought forward	Income	Expenditure	Transfers	Balances carried forward
I am Change Online Programme - City Bridge Trust & NLF	R	To provide tailored support to YP aged 17-25 with little or no work experience so that they can improve their employability skills to be able to access gainful employment, following the Covid-19 health crisis.		99,980	68,886		31,094
MOPAC: Life Skills Training & Mentoring	R	To educate YP and parents about the factors that drive the evolution of youth violence and knife crime in high-risk inner-city environments, equipping participants with strategies on how to access support and build resilience against been lured into crime.	12,615		8,501		4,113
Home Office: Life Skills Training and Mentoring	R	To educate YP and parents about the factors that drive the evolution of youth violence and knife crime in high-risk inner-city environments, equipping participants with strategies on how to access support and build resilience against been lured into crime.	8,295	14,000	13,819		8,476
Hope 2020 Campaign	R	Advocacy activity to keep the issue of knife crime and its destructive impact on the life chances of youths in inner cities on the public agenda, to influence policy on protecting YP	(3,450)	22,000	33,067	14,517	
I am Change Career Search and Skills Development -BBC CIN & Youth Futures Foundation	R	To provide tailored support to YP aged 17-25 with little or no work experience so that they can improve their employability skills to be able to make the transition from formal education to stable employment, following the Covid-19 health crisis.		70,000	20,903		49,097

Development grant, Big Lottery fund	R	To establish structures and processes to bring YP voice into the heart of the Trust's decision making, programme development and implementation.	188			(188)	
Early intervention project (Children in Need)	R	Supporting YP at risk of violence or crime to develop personal, social and self-management skills.		3,000			3,000
Career Pathway Programme for Schools	R	To provide tailored support to pupils who are at risk of/ have engaged in criminal activity to engage fully in education and commence on a journey towards professional careers	33,450	48,000	24,628		56,822
Youth Filming - National Lottery Community Fund funded	R	Support young people using film-making and its process as a medium for engaging them and encouraging their collective participation in examining, developing and getting involved in implementing responses to their local community's need			5,063	5063	
DTML, Community Support Damilola Taylor Library (Lagos)	UR	Activities to support development of YP from disadvantaged backgrounds; other activities that further the objects of the Trust as determined by trustees.	65,312	40,890	11,521	(19,392)	75,289
Total funds			116,410	297,870	186,389		227,891

11.2 Details of material funds held and movements during the PRIOR reporting period

* Key: R - restricted income funds, including special trusts, of the charity; and U - unrestricted funds

Fund names	Type*	Purpose and Restrictions	Balances brought forward	Income	Expenditure	Transfers	Balances carried forward
MOPAC: Life Skills Training & Mentoring	R	To educate YP and parents about the factors that drive the evolution of youth violence and knife crime in high- risk inner- city environments, equipping participants with strategies on how to access support and build resilience against been lured into crime.	1,950	39,437	28,772		12,615
Home Office: Life Skills Training and Mentoring	R	To educate YP and parents about the factors that drive the evolution of youth violence and knife crime in high- risk inner- city environments, equipping participants with strategies on how to access support and build resilience against been lured into crime.		30,000	21,705		8,295
Hope 2020 Campaign/ DTML	R	Advocacy activity to keep the issue of knife crime and its destructive effect on the life chances of youths in inner cities on the public agenda, to influence policy on protecting YP	(5,769)	9,900	7,581		(3,450)
Career Search and Skills Development	R	To provide tailored support to YP aged 17-25 with little or no work experience so that they can improve their employability skills to be able to make the transition from formal education to stable employment.	21,947	2,682	27,462	2,833	
Development grant, Big Lottery fund (cost of raising funds)	R	To establish structures and processes to bring YP voice into the heart of the Trust's decision making, programme development and implementation.	16,713		13,692	(2,833)	188

Early intervention project (Children in Need)	R	Supporting YP at risk of violence or crime to develop personal, social and self-management skills.	3,000		3,000		
Career Pathway Programme for Schools	R	To provide tailored support to pupils who are at risk of/ have engaged in criminal activity to engage fully in education and commence on a journey towards professional careers		54,000	20,550		33,450
Unrestricted funds: Damilola Taylor Memorial Lectures, Community support, Damilola Taylor Library Lagos	UR	Activities to support development of YP from disadvantaged backgrounds; other activities that further the objects of the Trust as determined by trustees.	61,159	10,251	6,098		65,312
Total funds			99,000	146,270	128,860		116,410

Note 12 Transactions with trustees and related parties

12.1 Trustee remuneration and benefits

None of the trustees have been paid any remuneration or received any other benefits from an employment with their charity or a related entity (True or False)

TRUE

12.2 Trustees' expenses

No trustee expenses have been incurred (True or False)

FALSE

Type of expenses reimbursed	This year	Last year
	£	£
DBS Check	839	
Travel		233
Subsistence		132
Meeting costs		47
Total	839	412

Number of trustees reimbursed for expenses or who had expenses paid by the charity

3

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- ⁱ The impact of Covid-19 on education A summary of evidence on the early impacts of lockdown. https://www.edge.co.uk/documents/92/covid-19_report_final_-_web_7C24k6R.pdf
- ⁱⁱ People Management (2020) Three in five organisations have stopped recruiting apprentices due to COVID-19 survey says 19. <https://www.peoplemanagement.co.uk/news/articles/three-five-organisations-stopped>
- ⁱⁱⁱ Employees under 15 are 2.5 more likely than other age groups to work in a sector that was unable to operate due to Covid-19. <https://www.ifs.org.uk/publications/14791>
- ^{iv} Covid-19 and Youth Employment. <https://www.bitc.org.uk/wp-content/uploads/2020/07/bitc-factsheet-employmentcovid19andyouthemployment-june20.pdf>
- ^v Concerns Over Students Mental Health: New Research. <https://www.youthemployment.org.uk/concerns-over-students-mental-health-new-research>