



# Love to Learn Programme Annual Report 2022/23

**Katherine Low  
Settlement**

Registered charity no.1081248  
and company limited by  
guarantee no. 3814833

108 Battersea High Street  
London SW11 3HP  
United Kingdom

020 7223 2845  
[info@klsettlement.org.uk](mailto:info@klsettlement.org.uk)  
[www.klsettlement.org.uk](http://www.klsettlement.org.uk)

This report reviews Katherine Low Settlement's Love to Learn programme over the last academic year 2022/23.

Our Love to Learn programme has been generously supported by a number of independent Charitable Trusts, statutory funders and individual donors; as well as by our fabulous volunteers and partners giving their time, commitment and passion to support our amazing young people and their families. Without your support we would not have been able to make such a difference to so many people's lives. Thank you.

Note: Names have been changed to ensure confidentiality.

## 1. About Katherine Low Settlement

Katherine Low Settlement (KLS) is a busy charity that has been serving Battersea and the wider Wandsworth community since 1924. We are dedicated to building stronger communities and enable people to challenge and find ways out of poverty and isolation.

We run a range of our own community programmes to support children, young people and their families, older people, women and refugee communities. We campaign for social change. We also incubate and support small charities and social businesses to start-up and thrive. A passionate, committed and skilled team of 36 staff and 155 volunteers regularly make a difference to about 5% of the local population in Battersea.

Visit: [www.klsettlement.org.uk](http://www.klsettlement.org.uk)

## 2. KLS Love to Learn Team

In today's dynamic and ever evolving world, empowering young people with the necessary tools and support to excel academically and foster their social and emotional wellbeing has become paramount. Recognising this crucial need, our Love to Learn team has worked tirelessly over the past year to deliver an array of activities designed to uplift and empower the next generation.

Our Love to Learn education team has been working with children and young people from refugee backgrounds, and their families and carers, since 2004. We provide a range of educational and wellbeing services and support for **397 young people (up 17% since 2021/22)** from refugee backgrounds, including education information, advice and advocacy support with literacy, study skills and homework through Learning Mentors, after school homework clubs, GCSE study groups and holiday clubs, parent workshops and supported referrals to other agencies.

We have an excellent track record of reaching outcomes, creating impact, safeguarding, reporting, monitoring and evaluating and building partnerships, especially across the voluntary and statutory sectors.

Our work covers the following areas:

- a. Our **youth work** focuses on **homework clubs**. These have served as vibrant hubs, offering a safe and nurturing environment where students can thrive academically. Through tailored group study sessions, our experienced staff and volunteer mentors provide homework support, particularly English, maths and science, facilitated engaging education discussions and promoted effective study habits to ensure academic success. The clubs also fostered a sense of belonging and community.



And our **1-1 mentoring initiatives** have played a pivotal role in nurturing individual growth and development. Our dedicated volunteer mentors provide personalised guidance and mentorship, offering a supportive space for young people to explore their aspirations, set goals and work towards achieving them. By building strong relationships based on trust and empathy, our mentors have empowered young individuals to unlock their full potential and navigate life's challenges with confidence.

- b. Our **casework and advice services** have been instrumental in addressing a range of social and emotional issues faced by young people and their families. Our team of experienced professionals has offered tailored information, advice and guidance to navigate personal and social challenges. By providing a compassionate and non-judgmental approach, we have helped young people and their parents develop resilience, emotional intelligence, and the ability to make informed decisions.

What follows is an summary of our work over the last year.





### 3. Youth Work: Homework Clubs and 1-1 Mentoring

It's been another bustling year for the Homework Clubs which are now offering invaluable support, guidance, and inspiration to 215 children and young people from age 4 to 22. We have 23 on the waiting list for Clubs – 73 on the waiting list in total – such is the demand.

Back in full swing after Covid the **Homework Clubs** have flourished, hosting 29 clubs from September'22 to end-June'23. 31 young learners immerse themselves in the engaging and interactive sessions each week.

Alongside Homework Club, our vibrant **Youth Club** also thrived, welcoming 27 refugee young people (many of whom are Unaccompanied Asylum-Seeking Children) to connect, learn, and grow together.

*"I have made so many friends here, everyone is very kind and made me feel welcome" Youth Club Participant*

Among the many achievements of the past year, the success of the **post-16 employability support** stood out. The Careers Fair, a highlight event, provided invaluable insights and opportunities for 40 young members with 11 local companies, helping them shape their future paths with confidence. We plan to create an even wider range of apprenticeship and volunteer opportunities for young individuals next year.

*"Thank you for all the help with my CV and how to look for work, now I feel more confident to find something I want to do" Young Person post CV workshop*

### **Members Story: Fahad welcomed through our Youth Club**

Fahad came from Somalia with his mum to the UK last Summer when he was 15 and joined our Summer activities as he was referred by his mum's friend. Him and his mum did not speak much English but Fahad immediately felt comfortable to join in with the sports as he loves playing football. He met other people his own age and even though he wasn't always able to speak to them, they would play together. He also met some other Somali young people so he felt more at home.

He was then enrolled in school and was put in the same class as people he met at KLS so that made his start to school a lot easier. He started to come to the Youth club for newly arrived and unaccompanied young people and has come regularly throughout the year. Over this year, not only has he learnt to speak English, but we have learnt more about his other passions and hobbies and have enabled him to pursue them! Fahad always has his headphones nearby, ready to share his favourite music and rappers with other people. In the spring term, we had some music production sessions at the Youth club and it was fantastic to see how engaged he was and the music he made and shared with the group.

This year we launched a **new Early Years Mentoring project**, ensuring that even the youngest members of our community (aged 4-7) received the education guidance and support they deserved. We will continue to grow and develop this project next year, matching more children with mentors. Starting from September 2023, we will introduce parent workshops targeted at parents of children in Reception and Year's One and Two, offering guidance on how to best support their children's educational journey.

*"My daughter counts the days until she sees her mentor, I can't help her at home with her schoolwork" Parent of Early Years Mentee.*

As well as launching our Early Years Mentoring we have continued developing our original mentoring programme providing 1-1 support to young people aged 7-13. We recruited a new youth worker whose focus is to deliver and grow our mentoring work and she has been working closely with our volunteer coordinator to do recruit amazing mentors to help us do this. We currently have 40 young people on the programme with a further 25 on the waiting list who will soon be matched with a mentor.

We will also further develop our **online mentoring** - something we trialled and have kept since the Covid lockdowns. Plans are underway to create an online platform and/or database where volunteer mentors can access a wealth of learning resources, enabling them to deliver effective support regardless of physical constraints. We hope this will make the programme more flexible and allow more wonderful volunteers to get involved around their commitments.

### **Members Story: Fatima supported through mentoring**

Fatima, age 5, is the youngest of five siblings and her parents are not fluent in English. She was referred to us by the love to learn to case workers. Fatima's mother told our mentor coordinator that she does not have the time to help her with homework and read to her at home. In the past Fatima has had to stay at home while her siblings attended GCSE club at KLS. She is now overjoyed to be able to join in on the activities and get support with her reading. Fatima is always excited to engage with her mentor when she attends and is keen to participate in the group activities. Each mentor is assigned to two children, Fatima is enjoying reading and writing with the other mentees. They work as a group and decide on what they would like to practice. She looks forward to attending the session every week.

We organised a number of **trips and activities** to broaden the horizons of our young learners throughout the year. Excursions to the Migration Museum, exhilarating indoor climbing sessions, skateboarding classes in Battersea Park, and captivating outdoor performances by the Flying Seagulls were just a few of the highlights. Moreover, the young participants were treated to theatrical experiences and drama workshops that nurtured their creativity and self-expression.

*"That was the first time I've ever been to the theatre, it was amazing!"*

*Young Person after our theatre trip.*





**Summer holidays.** The summer holidays can be an incredibly challenging time for our families. It is well documented that children from low socio-economic backgrounds return to school having lost some of their learning from the previous year and this is due to lack of stimulation, inactivity and lack of nutrition over the holidays.

Many of our families have multiple children of varying ages and live in small houses without outdoor space making it difficult for them to plan activities that are suitable for everyone on little to no money. To support our families we have once again created an action-packed summer schedule to cater to everyone aged 4–22.

Over the month of August we delivered three days a week of multisport activities, a day of art activities and a number of trips, including the seaside (for all the family) and activity parks. We also provide nutritious food and snacks each day, to ensure all our young people are eating well while they're with us, as well as fish and chips and ice cream on trips because it is the summer holidays after all! Across the month over 200 young people engaged with the activities and we hope they will all return to school revitalised and full of stories of their fun holidays ready for another year of learning.

*"This is the only thing we have done all summer holidays, if we didn't come to the sports day every week and the trips, we would have been at home the whole holidays" Young Person accessing our Summer Provision.*

*"KLS has been like another family to me and my children, my children get so excited when we do any activity with KLS, especially the homework clubs and summer trips" Parent of Young Person accessing our Summer Provision.*

We introduced weekly **art therapy sessions** for the most vulnerable boys we support. This mental health support initiative provided 12 of them with a creative outlet to express their emotions and fostered healing and personal growth. We have also joined **the Jack Petchey scheme** for the first time, which empowered mentors and children alike, recognising and celebrating their achievements.

*"I learnt I don't have to be angry all the time and I can speak to someone if I don't know what to do when I'm sad at school" Young Person on our Art Therapy Programme.*

*"I can't believe we can choose how to spend the money with our friends" Jack Petchy Award Winner*

The impact of the Homework Clubs was significant, as children benefited from one-on-one support with their homework. Their enthusiasm and active participation were infectious, as they eagerly engaged with their mentors, building strong bonds of trust and friendship. Parents, caught up with their own commitments, expressed their gratitude for the support their children received. One parent, Amina, told us,

*"I am so happy they have someone to help with homework and to practice reading. I find it difficult because I have a lot of children and I am not confident with my reading."*

Our **GCSE Clubs** have been successful in attracting a diverse group of refugee young people this year, with 75 young people registered and a regular attendance of 33 students. These Clubs have proven to be invaluable platforms for providing tailored GCSE support and guidance to students in Years 10 to 13. Our dedicated staff and volunteers are committed to offering one-to-one assistance during our two weekly sessions.

Some GCSE students have recently arrived in the UK and require assistance in navigating the English exam system, understanding expectations, and improving their numeracy and literacy skills. Other students who are more advanced and benefit from additional support and guidance to maximise their potential. Our team of volunteers come from various professional backgrounds including teaching, social work, science, and engineering. They bring their subject specific expertise which enables them to offer targeted assistance to our students. Our GCSE Clubs serve as an academic support system but also foster a sense of community, where students can connect with like-minded peers and dedicated mentors, creating a positive and enriching experience for all involved.

While the year was full of highs, it was not without its **challenges**. The availability of volunteers during weekdays proved to be an ongoing struggle. The demand for mentoring consistently outpaced our capacity, resulting in a long waiting list with new referrals continuing to pour in.

The team also had the task of supporting children with complex needs, for example, gang membership, bullying, overcrowded housing and domestic violence. Our dedicated Club staff worked closely with our casework team to provide tailored support to each of our young people. Dwindling funding for crucial services such as CAMHS, Sure Start, and local mental health services in schools and the NHS presented an ongoing challenge, making it difficult to meet the needs of families and young people within the local community.





### **Will – A Love to Learn team volunteer**

"Volunteering at Love to Learn Junior Homework Club since October 2022 has been a fulfilling journey for me. My motive was to contribute to the community and aid young children in their academic journey. My tutoring approach centers around patience and adaptability, customizing techniques to cater to each child's unique requirements. I've realized the importance of cultivating focus before delving into homework assistance.

Throughout my volunteer experience, I've encountered challenges. Adapting to each child's disposition is vital; if they seem disinterested, I propose alternative activities or incentives. Witnessing positive transformations in the children has been rewarding – their confidence and communication skills improve over time. A significant memory involves two kids of different ages collaborating on math; the older one mentoring the younger, fostering growth and confidence.

For aspiring volunteers, observing experienced peers and embracing feedback is crucial. Reflecting after each session has helped me identify areas to refine. My time at Love to Learn Junior Homework Club exemplifies the impact of volunteering within a community. Through patience and adaptability, I've made a positive difference. I share my insights to inspire fellow volunteers for meaningful community contributions."

**To volunteer with us please contact Chris Kelleher on [chris@klsettlement.org.uk](mailto:chris@klsettlement.org.uk)**

There's more information on our website: [Volunteering - Katherine Low Settlement](#)

## Focus for next year

A key priority for the next academic year is to **recruit more volunteers** who can dedicate their time on weekdays during the day. By increasing the number of volunteer mentors, the Clubs hope to further reduce the waiting list and provide timely support to those in need.

In response to the passion exhibited by young people for human rights campaigns, such as refugee and asylum seeker rights and climate change, the Homework Clubs are considering ways to further engage with these causes. By exploring avenues to **get involved in relevant campaigns**, we aim to foster a sense of advocacy and social responsibility amongst our young people.

To empower our young people and provide them with valuable experiences, the Clubs plan to develop the **Youth Ambassador's** further. This will involve young people more in the decision-making processes of the team and KLS more widely, provide them with training opportunities, and grant them a voice in shaping the future of the Homework Clubs.

We have been accepted into the esteemed **London Youth Sports Leadership project**. This opens doors for young people to engage in sports leadership, enabling them to access a host of opportunities both within the project and the broader community.

Recognising the significance of **mental health support and overall wellbeing**, the Clubs will continue to prioritise this support in the coming year. We plan to introduce more wellbeing workshops, as well as offer both group and one-to-one art therapy sessions, ensuring their emotional and psychological wellbeing.



#### 4. Casework and Advice

*“I've always received great support from L2L and recently Ahmed supported me contacting Housing Benefit and my landlord because my housing benefit payment was suspended as I had not provided the information they needed within the given time. Soon after my landlord started sending me rent arrears letters over £3000 - I was very worried that my landlord would evict me for not having received the rent payments. Ahmed explained my situation to HB, and he helped me resend all the information they had requested. With his support my payments were reinstated and backdated.” Mother who received casework support from the team.*

*“Alex gave me the hope and opportunity to reunite with my siblings I was separated from for many years. Without his support and guidance, it would have been almost impossible for me to find an immigration solicitor who is currently supporting me with my family reunion case. My siblings and I are not yet reunited – the process was delayed due to the current situation in Niger but I'm hopeful that this will happen very soon.” Unaccompanied Young Person being supported by the Casework Team.*

Throughout the year, the casework and advice team has provided vital support to refugee families and young people, addressing a wide range of topics and challenges. With a total of 106 families and young individuals supported, their efforts have made a significant impact on improving lives and advocating for the rights of vulnerable people.

The casework team has dealt with numerous **complex issues**, including family reunions, housing problems, exclusions from schools, attendance difficulties, admissions, and providing one-on-one educational and wellbeing support. They have also tackled matters related to benefits, health, housing, gang involvement and financial issues including debt. For issues beyond our scope we actively **signpost and refer** our members to local advice agencies such as Citizens Advice, South West London Law Centre, Wandsworth Foodbank and Wandsworth Council.

As a result the team have achieved **successes** including school admissions, facilitated family reunions, secured debt write-offs, won appeals for Personal Independence Payments, and assisted young people in securing stable accommodation, thus preventing them from experiencing homelessness.

#### Members Story: Rea and her family supported by our Casework Team

As a newly arrived refugee Rea was referred to our Love to Learn team by her local Council. She attended our drop-in advice session initially about our having to live in a bridging hotel.

She was initially placed in shared accommodation with her three children, who had recently joined her from Germany as part of a family reunion process. It meant the family were accepted as homeless by the Local Authority. They were placed in one of the bridging hotels in Battersea. This was intended to be temporary, but they've been living there for months: the

four of them in one cramped room, with no access home-cooked food. This is inevitably taking its toll on all of them, but particularly Rea who was recently diagnosed as Bipolar.

Rea was supported by Love to Learn among other things with registering all 3 children with a local school – they are settling in well, making new friends and adjusting to the new curriculum; getting all three children involved with our Homework Club (a member of our staff speaks German and the children were so happy to be able to communicate with/through her - their English has improved too); referral to the local foodbank; support to get school uniform; and applying for benefits to improve the family's financial situation.

However, the year has not been without its **challenges**. For example, the team has faced obstacles in challenging the Council's decision regarding the duty of care for a vulnerable family with two children with special educational needs (SEN). They have also encountered difficulties in establishing priority accommodation for young people facing homelessness, finding suitable legal aid solicitors for family reunion cases, and addressing refusals by the Home Office. Other examples include overcoming issues related to registering children in bridging hotels at schools without proof of address; securing admissions to specialist schools for children with severe special needs; and ensuring social services support our young people as best they can.

### Focus for next year

Looking ahead the casework and advice team has identified key priorities given the rising cost of living and its impact on our young people and their families. The team aims to explore avenues for **maximising income** for their families and young people, including apprenticeships, employment opportunities and accessing benefits.

Recruiting a new team member to replace Alex Fessehayee, with a focus on **advocacy and advice for our older young people**. We also plan to **collaborate more with law centres and law companies** to provide referrals for family reunion cases, as access to affordable legal support remains a critical issue.

The team has recognised the importance of education and awareness among teachers and social workers regarding **Unaccompanied Asylum-Seeking Children (UASC)**. There is a real need for mandatory training, highlighting the reasons behind UASC's journey to the UK and the challenges they face upon arrival. Addressing stigma, assumptions, and unconscious biases is crucial in creating a supportive environment for these young people. The team acknowledges the valuable role played by the International Group at Southfields Academy, providing stability and support to UASC and minimising their chances of exclusion. Additionally, they want to expand their work in further education and foster connections with universities.

We are concerned about a rise in the involvement of **young girls in gangs** over the last year. We need to do more about this. The team has attended training sessions by organisations like



Abianda, which work with young women and girls affected by criminal exploitation and violence. We plan to collaborate and signpost with more specialist organisations.

### **Members Story: Iddi getting the special education support he needs**

Iddi is a 7 year old boy with severe autism. He lives with his mum and 2 siblings. When the family sought advice and support from our Love to Learn team Iddi was not in education. The family was struggling to find a specialist school in which his needs could be met. Our Casework team assisted mum to successfully secure an Education and Health Care Plan (EHCP) for Iddi. As a result, he was accepted into a mainstream school with Special Education Needs (SEN) provision. Sadly he was put on a reduced timetable (only 1 hour a day) due to his severe learning difficulties and complex needs.

Iddi's condition is different in that he repeatedly eats things that are not food. These can be anything from dirt to plants, plastic, stones etc. The school were not set up for this and it soon became clear that this was not the right provision for him. We advocated for Iddi to be placed in a specialist school. This was challenging as the Local Authority was adamant that his needs could be met at the existing school, possibly with extra funding. After months of advocacy and negotiation the Local Authority eventually agreed to place him in a specialist school, and Iddi starts in September 2023. Meanwhile, he has been provided alternative provision. Iddi is currently receiving 12 hours' a week tuition by a specialist trained tutor at home. A good outcome for all involved.

## **5. Partnership Development**

This year we recruited a new Partnership Coordinator to provide enriching experiences and opportunities for our young people with a range of businesses, charities and schools.

These include a wide array of **workshops and sessions**. For example, two freelance nutrition graduates have been leading cooking and nutrition workshops every two weeks during term time, allowing up to 12 young people to develop valuable culinary skills and learn about healthy eating habits. The Compass Collective has conducted drama workshops for up to 12 young people, encouraging self-expression and fostering creativity. In an effort to promote sustainability and rural experiences, the team arranged a visit to Shallow Field Farm, where a youth leader guided 12 young people through the purpose of the farm and its sustainability practices. Legal advice workshops were organised in collaboration with Queen Mary Law Society, empowering young people by educating them about their rights and the British legal system.

We organised a successful **Careers Fair** in March 2023, providing support and guidance to over 40 young people from 11 partners as they explored ideas for their future. The team introduced an innovative approach by encouraging young people to consider the question at the Fair, *"What problem in the world would I like to solve through my work?"*. The event

provided a platform for young people to engage with different industries, practice introducing themselves, and ask questions. Partners generously donated merchandise, allowing each young person to take home vouchers and resources. Plans are underway to hold our next Careers Fair at a larger venue at Battersea Arts Centre in September'23.

### **Members Story: Lina securing a work placement**

Lina has attended our Senior Homework Club for the several years. She's also one of our Youth Ambassadors. In 2022 she attended a Careers Fairs and spoke with one of our volunteers Kim who works for the immigration law firm, Imperium Chambers. As Lina is passionate about law and wants to become a solicitor, she stayed in touch with Kim and asked about work experience. This was not possible last year as Kim was leaving, but we stayed in touch with the firm. With our support Lina followed this up and secured herself a work experience placement this summer.

Tideway has provided valuable insights to 15 young people about the Thames Tideway Tunnel (or London's new Super Sewer) and the diverse job opportunities available. Battersea Youth Voice has supported young people in sharing their stories and experiences through podcast sessions, enabling their voices to be heard. The Wimbledon Foundation has led an art workshop, allowing 10 young people to explore their creativity.

The team has organised various **trips** to cultural and educational institutions. These include visits to the Royal Academy of Dance for art and dance workshops, the Royal Court Theatre for immersive theatrical experiences, and the Migration Museum for engaging workshops and exhibitions. A select group of four young people had the opportunity to participate in an insight day at Fortnum & Mason.

Going forward, the team aims to consolidate and expand current partnerships, ensuring a rolling program of events and activities that can be sustained as the project evolves.

### **Partnership Story: Developing young people with Edmiston**

Edmiston, a Superyacht brokerage company based in Battersea, has been very generous in supporting our young people. They funded a summer residential with UK Sailing Academy on the Isle of Wight and took part in our careers fair. This year we have looked to develop the partnership further and look at what opportunities we could create for our young people beyond this. Therefore we have discussed with Edmiston how this might look based on the specific needs and demographic of your young people. From this they have now agreed to fully sponsor professional yacht/water sports career training with UKSA after the residential, and several internships for our young people in their Battersea head offices from September 2023.

## **6. What the data tells us**

Our Love to Learn team works hard to ensure they achieve the following **outcomes**:

- Positive engagement with learning
- Improved confidence
- Raised aspirations
- Improved social and emotional wellbeing
- Ability to build trusting adult relationships

Each term, and at the end of every academic year, we conduct an assessment survey to understand the difference we make to our young people's lives. We found that:

#### **a.i. Engagement with Learning**

We asked our young people about how they engage with their learning:

"I always engage in learning at L2L because I love it"	= 55%
"I always engage in learning at L2L"	= 27%
"I will engage with some learning with support"	= 3%
"I will engage in learning at L2L as I have to"	= 10%
"I do not engage well in learning with L2L"	= 5%

These responses indicate that a significant number of participants have a positive attitude towards learning and actively engage with the educational activities provided by Love to Learn. However, a small number of participants expressed some challenges in their engagement.

#### **a.ii. Engagement in Learning (Youth Worker's Perspective)**

We asked our young workers their perspective about our young people and their engagement with learning and found that:

"Young person positively engages with learning at L2L all of the time"	= 63%
"Young person always engages in their learning at L2L"	= 13%
"Young person engages with some learning with encouragement"	= 5%
"Young person often engages in learning at L2L"	= 11%
"Young person not engaged with L2L learning"	= 8%

These responses indicate that the majority of youth workers and mentors feel the young people positively engaged with learning at L2L, demonstrating active participation and commitment to the educational activities. However, a small number expressed challenges in the young people's engagement, highlighting their need for additional support and encouragement.

## **b. Improved confidence**

We assessed the levels of confidence among the young people across seven areas of daily life. These areas included self-perception, problem-solving abilities, perseverance, and social interactions with friends and family.

- 77% of our young people reported high levels of confidence across all seven areas
- 23% demonstrated good levels of confidence

This indicates that they have a strong belief in their abilities, possess positive self-perception, and are satisfied with themselves and their overall performance. They reported being able to handle difficult problems and come up with effective solutions. Furthermore, they expressed ease in sticking to tasks and achieving their goals.

Remarkably, the assessment revealed that none of the young people demonstrated poor confidence. This suggests that the youth participating in the assessment have a generally positive mindset and possess a healthy level of self-assurance. They demonstrated the ability to think of solutions when faced with trouble and reported enjoying engaging in conversations with their friends and family.

## **c. Educational Aspirations**

We explored the educational aspirations of our young people. Participants were asked to articulate their goals and aspirations, and shared the following:

"I would like to go into further education"	= 26%
"I know what I want to be when I grow up"	= 26%
"I would like to fulfil my educational potential"	= 14%
"I have a clear plan of grades I need to fulfil my dreams"	= 13%
"I don't know"	= 13%
"Will probably stay in school"	= 8%

While some participants are uncertain about their future paths, a significant number have clear aspirations, including specific career goals, fulfilling their educational potential, and pursuing further education. These aspirations highlight the importance of providing guidance and support to help the young people explore and achieve their educational goals. It is worth noting the age range for this question is 8 – 21 and a varied response is expected.

## **d. Improved wellbeing**

We assessed young people's wellbeing across five key aspects of their daily lives. These areas encompassed their sleep quality, energy levels, relationship with food, engagement in social activities, and emotional resilience.



- 86% of young people demonstrated high levels of wellbeing across all five areas
- 14% displayed good levels of wellbeing

These findings indicate that our young people have high levels of wellbeing. For example, they experience restful and rejuvenating sleep, possess ample energy to tackle their daily activities, take pleasure in their meals, enjoy social outings, and exhibit a positive attitude that could easily be uplifted when feeling down. These outcomes suggest that the majority of young people are leading balanced and fulfilling lives, experiencing a sense of contentment and overall satisfaction.

Interestingly, the assessment revealed that none of the young participants demonstrated poor wellbeing. This signifies that all individuals evaluated experienced a degree of positive emotional and physical wellbeing.

#### **e. Trust in Mentor-Mentee Relationships**

Mentors were asked to assess the level of trust established with their mentees, and the following responses were recorded:

"We have a good relationship and discuss a variety of topics"	= 55%
"Yes, my mentee trusts me, and our relationship is strong"	= 45%
"We have some trust, and the mentee engages with me"	= 0%
"They are beginning to engage with me"	= 0%
"They are struggling to engage with me"	= 0%

These responses indicate that a significant number of mentor-mentee relationships within L2L have developed a good level of trust, enabling open discussions and a strong foundation for support and guidance. However, it is worth noting that some relationships may still be in earlier stages of development.

All the data above demonstrates that we are making a considerable difference to the lives of the young people we work with. We will continue working hard to do so in the year ahead.

#### **Youth Club Participant Survey Results**

The data below presents the findings of a survey conducted among the young people who attend our Youth Club (aged 16-21), regarding their knowledge and skills in various areas: further study, independent living, job search and job interview preparation. The survey aimed to assess the participants' self-perceived readiness and identify areas where additional support may be beneficial. We found that:

**c. Do you feel you have the knowledge and skills to apply for and go on to further study in the UK?**

Yes = 73%

No = 13%

Participants who feel they still need support = 13%

**d. Do you feel confident to move into your own home?**

Yes = 27%

No = 20%

Participants who feel they still need support = 53%

**e. Do you feel you have the skills to live independently e.g. Cooking, Cleaning, Personal Hygiene, Financial Management?**

Yes = 60%

No = 13%

Participants who feel they still need support = 27%

**f. Do you know what steps to take to search for a job?**

Yes = 87%

No = 7%

Participants who feel they still need support = 7%

**g. Do you know what you will need to prepare for getting a job?**

Yes = 47%

No = 27%

Participants who feel they still need support = 33%

**h. Do you know how to prepare for a job interview?**

Yes = 53%

No = 27%

Participants who feel they still need support = 20%

The survey results indicate that the majority of youth club participants feel confident in their knowledge and skills in areas such as further study, independent living, job search, and job interview preparation. However, a significant number of participants expressed the need for additional support and guidance. We plan to continue providing targeted support programmes and resources to help our young people enhance their knowledge and skills in the identified

areas. This could include workshops, mentoring, and educational materials designed to promote self-sufficiency and prepare participants for their future endeavours.

By offering comprehensive support and addressing the specific needs of the participants, the youth club can empower them to pursue further study, transition to independent living, and navigate the job market with confidence. Regular assessments and feedback from participants can also help tailor the support programs to their evolving needs and ensure their successful transition into adulthood.

## **7. Contact**

If you would like to get involved and/or know more about our Love to Learn programme then please get in touch with:

Nadine Ballantyne [nadine@klsettlement.org.uk](mailto:nadine@klsettlement.org.uk)

Mery Mekonen [mery@klsettlement.org.uk](mailto:mery@klsettlement.org.uk)

Katherine Low Settlement [www.klsettlement.org.uk](http://www.klsettlement.org.uk)