
AAP Case Studies (2006-8)

Case Study One

Background/Issues

- L left school and started a childcare course at college; however, she did not enjoy the course so her attendance dropped until she eventually left in March 2006.
- Since leaving college she tried to find work, but with no replies her confidence started to suffer and she became depressed about her situation.
- Leaving college also caused problems at home and she was regularly having arguments with her mum.

Action Taken

- L joined AAP in September 2006 and we initially focused on careers guidance to look at all of her options. We produced a list of possible jobs from Fast Tomato and looked in detail into each option, narrowing it down to four areas of interest: Hair Dressing, Social Work, Beauty Therapy and the Travel Industry.
- As part of her AAP programme we visited employers in these areas to give L an opportunity to ask questions and experience the environments. From these visits she decided on the Travel Industry so we then focused her activities on building relevant skills and experience.

Outcomes

- L started volunteering in a local charity shop to gain retail experience and attended twice a week as part of her programme. She also registered with Boost learning and has completed the City & Guilds level 2 Literacy & Numeracy qualifications.
- We then used the discretionary fund to pay for a distance learning course with the City College London, in Travel and Tourism which she has recently started. In addition, L completed the CLC First Aid course.
- L is now very clear and focused on her long term goals. Her confidence has increased and she even spoke at a Borough Council meeting in front of management staff about her experiences on AAP.
- She is concentrating on job searching and has attended an interview with Thompsons, who have invited her to apply for their upcoming apprenticeship.
- As a 'secondary' option, L has also applied to Rathbone to undertake their 6 month Retail E2E course and is awaiting a start date.

Case Study Two

Background

- J is a confident and determined individual who has been very active and keen to participate in the Activity Agreement Project.
- J had been classified as NEET for 27 weeks prior to joining the project, and was interested in securing either an apprenticeship or employment in engineering.

Action Taken

- Having identified J's goals and aspirations we started identifying courses that would build his confidence and readiness for employment. I enrolled Joe on to the 4 part Job readiness programme, conducted mock interview sessions and constructed a CV.
- J expressed that he was more of a hands-on individual and was prepared to broaden his horizons and look at employment within the trades sector.
- We arranged and attended an interview with South Thames College for an apprenticeship in Plumbing for which Joe was accepted. However J continued to apply for engineering opportunities.
- As an extra activity I introduced J to the LIFE project that was offered by the London Fire Brigade to young people that were at risk of re offending.
- Although J had not previously been involved in criminal activity he was interested in participating because he had previously considered joining the brigade but due to his asthma thought it wasn't possible.

Outcomes

- J attended the LIFE project, and although Joe is not a very talkative guy he would listen and give 100%. Throughout the week Joe developed teamwork skills, discipline and Drill procedures and started to shine and give his all.
- At the end of the week at the passing out parade J was awarded a certificate and portfolio alongside numerous positive comments about his input and achievements over the week, so impressed was the trainer with Joe that he said if Joe was to make an application to the Fire Brigade he would welcome it and the opportunity to work alongside him.



Case Study Three – A young person's perspective

BEFORE

Ohhhhh... I stepped in London on 26/01/2007 to join my mum, changing a society is not easy in this world. When I came to London I knew that I could find it difficult to associate with people over here. So for the first 2 weeks I stayed at home and it was the real HOME ARREST because I never knew anywhere around here. After some time I was introduced to Connexions which changed my life. I was put on AAP by my PA.

WHY I CHOOSE AAP

- I wanted to know people
- I wanted to create friendships with other people
- I wanted to learn about the life style in London
- I wanted guidance, information about my education
- I also wanted to improve my English speaking
- I wanted to gain qualifications through the training I was going through

WHAT I DID ON AAP

They are many things that I did on AAP which included:-

- Going to college for IT lessons
- Applying to the college for September intake
- Applied for my travel card.
- Attended several training courses where I gained skills and got a certificate

CONCLUSION

- I created more friends
- I had fun
- AAP brought happiness to my life

I would love to thank the following:-

- My PA
- All the Staff Members at the Connexions Centre I used

Case Study Four

Background/Issues

- D was referred by a friend of his who was on the Activity Agreement project.
- D had been out of Employment, Education and Training for over a year.
- D was currently living between two homes, his mother's and his aunt's due to his mother's unpredictable mood swings, aggression and depression. D's mother also has a younger sibling and a new partner who has been known in the past to be potentially violent. He was very reserved and quiet and always tries to avoid confrontation especially with his mother.
- D expressed that he felt in the way a lot of the time and as he could not contribute financially to the family set up, subsequently felt guilty about eating food in the house. He developed an irregular eating pattern, generally eating once a day or once every two days. Dale had low confidence, self-esteem and motivation.
- D also explained that he currently feels unsafe living in the Ladbroke Grove area due to threats and intimidation from his girlfriend's ex-partner whom he has a child with. This behaviour has caused his ex girlfriend to be allocated subsequent housing outside of the borough due to domestic violence by her ex partner and violent tendencies that are currently known to the police.

Action Taken

- We devised a CV and cover letter to allow D to market himself. I also arranged for D to attend a Job readiness programme to focus on ensuring he was job ready, confident, motivated and he was prepared for the world of employment.
- D attended an interview for a part time position. I took D shopping to purchase suitable interview clothing and conducted mock interviews to prepare him.
- An appointment was arranged for D to see Victim Support a charity organisation that helps individuals affected by crime, to provide ideas and solutions that could be adopted.
- I also arranged for D to see a housing adviser and was placed on the top of the hostels list. This also posed a problem as the individual that was threatening him also had a hostel place within the borough, however uncertain which one.
- I referred D to a CSCS course and booked his CBT test.
- I encouraged D to continually revise his theory test
- D also expressed that he would like to try if possible a course that would teach him how to cook or home living skills so I referred him to a class that was being held within the Goldbourne area as a trial to see if that was suitable.
- D was referred to South Thames College and attended an Open day for construction and he passed the test.
- I used the discretionary fund used to provide travel to and from college, course materials and stationary for Dale, an initial shop to purchase food to eat whilst at his new hostel and assisted him in completing an Education Maintenance Allowance (EMA) form to give him £30 a week whilst studying. An ES9 form was also filled out to make a claim for income support to help with his living costs whilst at the hostel

Outcomes

- D managed to secure work experience through friends helping with painting and decorating and general labouring.
- D passed the CSCS course and test.
- D secured a place at a hostel and enjoyed independent living.



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- D informed me that he had an encounter with his father who was also facing his own issues and was proud to see that he was starting to get his life on track and that he didn't pursue the same path as him. D's father also offered Dale a moped if he wanted to help with his mobility to and from college, his girlfriend's and home.
 - I am in constant contact with D and he is still at college on a City and Guild Heating and Ventilation course, enjoying every session. He is enjoying independent life living at the hostel and is looking and feeling healthier eating more healthy and responsibly.

Case Study Five

Background/Issues

- X first came into Connexions with her mum. She was referred to AAP and on our first meeting I was faced with a young woman who was alternating between aggressive mood swings, tears and emotional shutdown. Her mum said that she could not do anything with her and that X could not stay in education because of her mood swings.

Action Taken

- After a couple of 1-1 meetings with X the whole picture started to shift. This YP who had been brought in told me a different story of the picture at home. X was the last of the siblings at home who had all left due to mum's alcoholism. When mum drank her personality changed and she would call X names like 'prostitute' and 'no good'. X was going back and forth to her sisters to get away from mum when she was drinking.
- When I asked X to describe herself to me she couldn't say anything positive and cried a lot.
- One thing that X enjoyed was being with children as she said they didn't change and judge her. Gradually we built a strong and trusting working relationship.
- I took X to a babysitting course as she had expressed an interest in childcare where she met another AAP young person.
- They made friends and it helped that they worked well together. They both started to go to the gym together with an AAP worker. X's confidence grew and she participated in a courses doing first aid and with millennium volunteers and tried a whole spectrum of new things. She wasn't that keen on the gardening project but gave it a go anyway! X was very frightened by the thought of interviews and participated in Job readiness sessions which she found really good for building confidence.

Outcomes

- During our 20 weeks together X's mum had an interview and started training at the same place X had been for first aid so X was able to encourage her mum to do things to improve.
- By the end of 20 weeks X had joined the Princes Trust for the 12 week personal development programme, she is now doing work experience in childcare and they wanted to offer her an opportunity to stay and work.
- X is still staying at her sister's but her relationship with mum is more stable. Mum is also happier now she is working. X still keeps in touch and is always happy and smiley when we meet now, she said:-
"AAP has helped me get my life back on track by actually living somewhere and not getting kicked out all the time. By doing something apart from sitting on my arse, I actually now feel that I want to get a job instead of thinking there is no point to it."



Case Study Six

Background/Issues

Before coming onto the AAP, I was basically sitting around home doing nothing – I rarely went out, was getting depressed and losing my confidence. I felt I couldn't speak on the phone, I didn't complete any tasks. E.g. writing letters or keeping appointments & I'd never complete something I started, because I didn't feel I had the support or confidence, so I had no qualification.

The AAP used to be my PAYP Key worker and recommended that I go onto the AAP.

Action Taken/Outcomes Achieved:-

Whilst on the AAP I completed several courses e.g.:

- Princes trust personal development programme (12 weeks)
- Scriptwriters course at the Royal Court Theatre (1 week) – due to the quality of my work, I have been invited back to do a further/advanced scriptwriters course
- I was involved in the interview panel for Connexions staff

Due to my participation on the AAP:-

- I can now express what I want and how I feel
- My communication skills have improved i.e. I can talk confidently on the phone and my vocabulary and literacy skills are also improved
- I also have qualifications

I am now a full time student at Merton College on the Skills for Working Life Course, which I'm enjoying.

I know that if I hadn't done the AAP, I'd be stuck where I was at, doing nothing but sleeping. I feel all that I've learnt and gained from being involved in the AAP will hold me in good stead for the future and help with gaining employment of further training.

I'd recommend the AAP to all young people – I got one-to-one support from a Personal Advisor, who I worked closely with. We got things done, had a goal to aim for, so I knew where I was at and what I was working towards.

Case Study Seven

Background/Issues

- T was referred by a friend who was already on the project.
- When I first met T she generally attended appointments about a day late. She had numerous issues including a violent relationship with her boyfriend. She also had a tempestuous relationship with her mother who used drugs and alcohol and suffered from depression. T had negative experiences of education, began to truant in Year 9, therefore not acquiring any GCSE's and she had no clear ideas of where she wants to go in the future.

Action Taken

- Within a month of being on the project T had been kicked out of home by her mother due to ongoing relationship with her boyfriend. T moved in with her sister and her boyfriend. During this period much of interventions were around talking through the violence that was in her relationship.
- I spent a lot of time trying to find an appropriate DV agency to refer her on to but found that many would not work with a young woman. Suggested T to see a counsellor during this period as she had very low self esteem. I linked T in with the Housing PA who talked to her about housing options and the reality of these options. A few weeks later T began to miss home and returned to her mother's house.
- T seemed to be feeling constantly ill during this time and doctor telling her nothing wrong with her. Again encouraging her to go for counselling as I felt this might be psychosomatic. T was put forward for various courses which she was either asked to leave or did not attend because she was ill, or because she had to look after her mother after a drunken night.
- T did not participate in many of the activities that were arranged for her due to the other barriers she was facing e.g. customer services course, CSLA etc. However about three quarters of the way through the project she participated in the Tara Copthorne hotel experience and although she ultimately decided this was not something she wanted to do I think it gave her a confidence boost. All through her time on the programme she wanted to turn her life around she was just unsure which way to turn. The Pathways to Apprenticeship course was appropriate as it enabled her to get some qualifications without having to make a career decision.

Outcomes

- T benefited from having someone to talk to and see on a regular basis to talk through many of the things that were affecting her.
- She decided to end the violent relationship that she was in which benefited her self esteem.
- Her punctuality improved from being often a day late at the start to about 10 minutes late at the end of the project.
- She has just completed the Pathways to Apprenticeships course and has achieved two Level 2 and one level 1 qualifications. This is her first positive experience of education for the first time in many years.

Case Study Eight

Background

- J was very active and keen to participate in the Activity Agreement Project
- J had been classified as NEET for 27 weeks prior to joining the project, and was interested in securing either an apprenticeship or employment in engineering.

Action Taken

- Having identified J's goals and aspirations, we started identifying courses that would build up his confidence and increase his job readiness. I enrolled J on to the 4 part Job readiness programme, conducted mock interview sessions and constructed a CV. Joe expressed that he was more of a hands on individual and was prepared to broaden his horizons and look at employment within the trades.
- We arranged and attended an interview with South Thames College for an apprenticeship in Plumbing for which J was accepted. However Joe continued to apply for engineering opportunities.
- As an extra activity I introduced J to the LIFE project, a week-long course that was offered by the London Fire Brigade to young people that were that risk of re-offending. Although J had not been involved in any previous criminal activity he was interested in participating because he had previously considered joining the fire brigade but due to his asthma thought it wasn't possible.

Outcomes

- J attended the LIFE project, and although he is not a very talkative guy he would listen and give 100%. Throughout the week Joe developed teamwork skills, discipline and drill procedures and started to shine and give his all.
- At the end of the week at the passing out parade, Joe was awarded a certificate and a portfolio alongside many positive comments for his dedication and achievements throughout the week. And what higher compliment than the words of James, the training officer, who stated that if J was to make an application to the Fire Brigade he would welcome it and like to work alongside him! Well done J!
- J is now an extremely confident and determined individual who still has two weeks on the project and is looking for employment, apprenticeship and he is also hoping to join the fire brigade.

Case Study Nine

Background

- M is a 16 year-old young Caribbean male who moved to Islington from the Caribbean in the summer (2006) to live with his older brother.
- M was facing difficulties accessing education and needed opportunities to make friends in the area. The most important issue here has been finding him a college place. He did not have qualification certificates and no reference from his school, and judging his appropriate level of study was difficult. He failed to find a college place in September 2006.

Action Taken

- M's older brother contacted the Activity Agreement Pilot Manager and I contacted him and made an appointment with M.
- M signed up to the Activity agreement, and I assisted him in setting up a bank account. Careers guidance interview and action planning related to his career aspiration, to become an engineer.
- Discussed training routes (apprenticeships, vocational and academic pathways). M decided it was appropriate to boost his current qualifications (CXCs) by taking some GCSEs.
- Attended Southgate College to supply reference, and to advocate for M, as his situation is unusual. Introduced ideas for how M could use his spare time and identified activities within the borough to which he could sign up.
- M also wanted to make friends and find interesting things to do.

Outcomes

- He is now attending Sparkplug motorbike project for a LOCN-accredited mechanics course, learning how to ice skate at the Sobell Centre, and attending a drama group at St Mary's Youth Club.
- We have developed a friendly rapport, and M is more outgoing than he was when we first met, having taken the opportunity to get involved in new activities. He has begun to negotiate for convenient meeting times, whereas at first he would sometimes make an appointment and not attend.
- Overall, his confidence appears to have improved, and he is happy to have been offered a place at Southgate College.
- M has a conditional place at Southgate College to do GCSEs in Maths, English and Applied Science. His offer depends on his current qualifications from the Caribbean being accepted by the college.

Case Study 10

Background/Issues

- A young man, JJ was referred to me via a Connexions One Stop Shop. He was sixteen, did not attend school that frequently in Years 10 or 11, due to his care being shared by both of his parents, unable to settle in school and concentrate on his school work and personal development.
- He was pulled back and forth between Brighton and London, which resulted in him not been able to be put forward to take his GCSE's. When he presented himself to Connexions he was at a point of confusion and depression, not sure of what he could or wanted to do.
- He wanted to work toward gaining a qualification in something and take his GCSE's but was not sure that was possible.

Action Taken

- JJ attended a careers advice session, to find out his options in regards to his GCSE's.
- He initially was offered and accepted a place on The September Guarantee Learner Voucher Scheme, (SGLVS)
- JJ moved onto to Activity Agreement Project after completing his 12hours on the SGLVS, he was not ready to go into an educational placement as yet or job ready, but still needed to continue to work on his self-esteem and confidence.
- He was referred to Vauxhall College for an interview for a Construction course.

Outcomes

- He completed short courses in Multi-Media and Forklift Truck Training. JJ worked every hard and committed himself to work toward achieving a good outcome, whether it was a job or training or both.
- The fact that JJ now had something to do in the day times and was not sitting around at home in front of the television, his father seem to start encouraging him to continue with the project and also working with me (Connexions).
- JJ living situation was not really great but it also seems to settle down and he is now getting more and more confident.
- He is now attending college and he has stated that he is enjoying every minute of it and can see the light at the end of the tunnel , we spoke recently and it was like I was talking to a different young man, he keep telling me thanks for the help and support I gave him .
- I feel that JJ was always able to become an achiever but it was his circumstances that interrupted his progress in school and delayed his achievement.

Case Study Eleven

Background/Issues

- The Young Person (YP) was introduced to the Connexions Activity Agreement Pilot by a Connexions colleague from the Youth Offending Team. YP was NEET and been excluded from school at the end of Year 10. She was not at school at all in Year 11. She had been NEET since July 2006 when she was referred to me in November 2006.
- The YP had mental health issues and involvement with the Youth Offending Team.
- The YP was long term NEET, had a lack of structure in life, was unreliable and had poor time-keeping.

Action Taken:-

- YP was signed up onto the Activity Agreement Pilot in the beginning of December 2006 and ended in mid April 2006 when she moved into Entry2Employment. We did not meet after the YP was signed up until late January 2007. There was subsequently no contact until March 2007. I contacted her and her Mum regularly during this time. After this time we had more regular appointments.
- We completed a CV, explored college options, carried out a dyslexia screening tool and a session on Fast Tomato. In mid April, the YP attended an interview at Passage Training but missed the one day First Aid course.
- We arranged a Passage interview after meeting a representative from the organisation in the Connexions One Stop Shop. I liaised with Passage after this time to confirm details and to support her in the training programme and she disclosed a serious personal problem which she was grappling with, explaining her recent lack of engagement.

Outcomes

- She had found the Activity Agreement Pilot useful as it gave structure to her week whereas before she had often not been able to identify which day of the week it was. She advised she engaged with some activities as she did not want to let me down.
- I encouraged her to consider that she is responsible for herself and had started to engage well. She had completed a Fast Tomato session, a CV and had two training options coming up. In mid-April 2007 she attended a one day First Aid training session and had a fun day. I had to call her a number of times in the morning to ensure that she made it and escorted her up there.
- Despite finding travelling and arriving in the morning she was very proud she had been able to complete it. From late April 2007 YP begun at Passage training and she attended until mid July 2007 having completed her numeracy and literacy.
- In September 2007 she started college and in subsequent calls to follow up I have found she has settled well into college and she is enjoying it.
- A considerable amount of perseverance was required to engage YP but I think she benefited from being contacted regularly. There were several periods of time during my work with her that she was seemingly uncontactable. Over time she began to be more proactive in contacting me. I think the work she did with Connexions gave more structure to her life which allowed her, over time, to move forward until she was ready to engage with EET. I think she was at risk of underachieving or being disaffected and her move on is evidence that a client centred approach that challenges but does not pressure a young person is key to helping a long term NEET young person move forward.