



# Addressing race inequity and risk of exclusion through coaching

Research findings





# Contents

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<b>Foreword</b>	<b>04</b>
<b>Executive Summary</b>	<b>08</b>
<b>Recommendations</b>	<b>12</b>
<b>Background</b>	<b>14</b>
<b>Key Themes</b>	<b>16</b>
– Black Representation	16
– Positive Adult Relationships	18
– New Opportunities and Developing Goals	24
– New Skills	28
<b>Positive Destinations</b>	<b>32</b>
<b>Acknowledgements</b>	<b>34</b>
<b>Contact Us</b>	<b>36</b>





## Foreword

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In 2020, the global Black Lives Matter movement compelled us, as individuals and as an organisation, to undertake a period of introspection. As an organisation working with young people from global majority backgrounds, we felt a strong moral obligation to meaningfully “show up” in the race equity space with a view to committing to an appropriate programme of action.

As a first step, our Trustee Board ensured the organisation had time and resources allocated to deliver on tackling inequality within our own organisation, before examining where and how we needed to consider programmes we deliver through a race equity lens.

Towards the end of 2020, supported by Dr Joanna Abeyie MBE, we began the first phase of our race equity work. We kicked off the project with an equalities audit (following the employment journey of ThinkForward employees); implemented a series of internal consultation workshops; introduced EDI mentoring support for managers and began to develop an equalities strategy. Using feedback gathered from the consultation workshops, a number of initiatives were introduced.

Fortuitously, we were presented with an opportunity to undertake more intentional recruitment during a naturally occurring recruitment and Board refresh cycle. We also temporarily introduced new progression roles within the organisation. Both of these initiatives significantly diversified both our Trustee Board and those holding management roles within ThinkForward.

In phase two of our race equity work we entered into a partnership with 7PK, led by Louis Howell. He brought a background in youth work, delivery, design and facilitation of youth programmes, enabling us to turn our attention to better understanding the systemic and institutional racism faced by our global majority colleagues and young people.

In November 2021, a unique commissioning opportunity arose with the [Careers & Enterprise Company](#) (contracted through the Greater London Authority) to design a programme directly supporting young Black men who are at risk of exclusion to transition from education to post-16 destinations. In partnership with [7PK](#), we felt this afforded us an opportunity to design a programme that responded to the unique needs and experiences of young Black men in education, allowing us to explore the contributing factors leading to their increased risk of exclusion and consider how to place race equity at the heart of programme design and impact.



**The ‘Future Leaders’ programme was created, specifically covering the following elements:**

### **Race Equity within Programme Design**

Every facet of our programme, from its inception and title to its implementation and delivery, incorporated a commitment to racial equity. We recognised that true progress could only be achieved by the consideration of culture, race and identity in every design decision we made.

### **Black Representation**

Recognising the importance of representation, we prioritised the inclusion of Black representation in the staff who facilitated the work. This ensured the perspective and lived experience of Black colleagues informed the development of our programme design, the delivery structure and practices within the programme.

### **Co-Design and Investment in Black-Led Organisations**

Collaborating with a Black-led and owned organisation, such as 7PK, became integral to our approach to a more diverse delivery model. By partnering with 7PK, we increased our access to Black professional networks, Black mentors, amplified our impact and fostered a more inclusive ecosystem of support for young men transitioning into education, employment, and training.

ThinkForward believes that it is the structural barriers that create the disproportionate outcomes for young Black men with regard to mainstream education and navigating their transition to further education and employment. Our coaching-focused approach is one that intentionally supports young people to take responsibility and control for their solutions. However, we do not believe this supersedes the very real systemic issues that all stakeholders need to be a part of addressing.

Throughout this report we have intentionally chosen to use certain language based on current preferred terms from the people and communities they are referring to. We recognise that these terms may change over time, but are the most appropriate at the time of writing. We use ‘global majority’ to refer to people who are racialised as Black, Brown, dual-heritage and additional ethnicities who are racialised as ‘ethnic minorities’. We use ‘underserved’ to refer to people who face challenges in their lives due to the fact they are under-resourced and underserved by societal systems, to reinforce the notion that inequity is a result of societal disparities rather than individual circumstances.

As we present our evaluation findings of our Future Leaders programme, we have an ongoing commitment to driving meaningful change for young Black men and their journey to education, employment and training in London. Our organisational journey towards racial equity continues, fuelled by a dedication to creating a more just and equitable society for all young people.



# Executive Summary

Currently, as almost a quarter of the UK’s population of under 25-year-olds are from a global majority background, and 12% of young people are not in education, employment, or training, the impact of widespread discrimination on young people, employers and society is significant<sup>1</sup>. In London, Black Caribbean students are more likely to be excluded from school than White British students<sup>2</sup>.

In London, young Black men are twice as likely to be unemployed compared with young White men<sup>3</sup>. Exclusion rates are higher than ever, and those from ‘disadvantaged’ backgrounds are over three times more likely to be excluded<sup>4</sup>. When they try to enter the workplace, 30% of young people who are not in education, employment, or training believe that prejudice or discrimination is the single biggest barrier preventing them from entering the workforce<sup>5</sup>.



London boroughs where Future Leaders was delivered:

1. [Discrimination and Work – Youth Futures Foundation, March 2024](#)
2. [Ethnicity Facts and Figures – Gov UK, February 2024](#)
3. [Voices of the Underrepresented – Gov UK, October 2020](#)
4. [Exclusion Rates 2023-24 – FFT Education Lab, April 2024](#)
5. [Discrimination and Work – Youth Futures Foundation, March 2024](#)

ThinkForward was commissioned to develop the Future Leaders programme to support young Black men who were at risk of exclusion or had been excluded from mainstream education. The programme aimed to support them to: overcome the barriers they may face such as a lack of representative, wide-ranging networks; develop their soft skills; facilitate their professional and social progression; be prepared to find a fulfilling career and make a successful transition into a post-16 destination.

ThinkForward was chosen by the Greater London Authority (GLA) to deliver a programme from a fund administered by the Careers & Enterprise Company (CEC). Over the previous three years, ThinkForward had undertaken a journey of learning and training, working with experts in the field, including 7PK.

Research into this programme conducted between 2022 and 2024 shows that building trusted relationships with qualified coaches who act as role models contributes positively and effectively to stronger aspirations, improved confidence, and increased employability skills amongst young Black men.

**Those from ‘disadvantaged’ backgrounds are over three times more likely to be excluded.**

FFT Education Data Lab, 2024

**Young Black men are twice as likely to be unemployed compared to young White men.**

Office for National Statistics, 2020



Four key themes have emerged from the research carried out with a sample of the 68 young Black men on Future Leaders.

### 1. Black Representation

Black representation is a key element to participants quickly building trust and feeling understood by their coach and mentors from businesses. Young people reported that seeing successful Black people from similar backgrounds to themselves enabled them to feel like they could be successful too. Black representation strongly contributes to young people building positive views of their futures.

### 2. Positive Adult Relationships

Building positive relationships with adults allows young people to question their assumptions about what is possible for them and envision ways in which they might be successful. The percentage of surveyed Future Leaders young people who believed they had a trusted adult they could talk to about the future rose by 18 percentage points (77% to 95%) from the beginning to the end of the programme.

Alongside these shifts in perceptions, recognising broader opportunities and building skills, the Future Leaders programme led to the achievement of tangible positive Education, Employment, and Training (EET) outcomes.

### 3. New Opportunities and Developing Goals

Opening young people's eyes to new opportunities fosters a sense of motivation for young people, encouraging them to invest in developing their skills and confidence, enabling them to pursue future opportunities and goals they now understand are within reach. 100% of Future Leaders young people who were surveyed agreed with the phrase "People like me are likely to be successful" at the end of the programme compared with 64% at the beginning.

### 4. New Skills

Young people reported feeling that they gained or improved a wide variety of new skills by being on the programme, particularly communication skills, skills surrounding decision-making and tackling challenges, as well as organisation and time management skills. Young people reported being able to utilise these new skills and apply them to their current goals, such as exam revision.

**Of the 57 young people contacted who graduated from the Future Leaders programme in August 2023, 81% were EET for 5 out of the 6 months to March 2024.**

19% were NEET (Not in Education, Employment, or Training) during that time period.



# Recommendations

Following this programme, commissioned by the GLA and managed by CEC, based on the research outlined in this report, ThinkForward have made independent recommendations to further this work. ThinkForward proposes the following recommendations to successfully support young people to gain the skills and experiences they need to transition from school or alternative provisions into positive post-16 destinations and to be able to envision successful futures.



## 1. Provide long-term early interventions.

To facilitate development of positive trusted relationships, programmes need to engage young people aged 15 or 16 for at least two and a half years. The length of the programme builds the relationships and trust necessary to effectively engage young people to achieve positive outcomes. Participants need to be of an age where they can capture a positive and motivated outlook before deciding what their next step will be.

## 2. Offer a combination of coaching and mentoring by role models who reflect young people’s racial identities and circumstances.

Young people need to see people similar to themselves in successful positions, to open their eyes to the possibilities available to them. Volunteer mentors from the world of work need to be an integral part of any programme. Equally, qualified coaches who have lived experiences that young people can relate to are vital to facilitate personalised coaching and support them through a long-term programme of active participation and development of self-efficacy and agency to make informed career choices.

## 3. Apply these interventions to different specific groups of underserved young people.

The findings from this research can be applied to many different groups and should be expanded to reach and support young people who will benefit the most from this type of long-term, coach-supported intervention. ThinkForward has already been commissioned by CEC to work with young Black women who are at risk of exclusion or have been excluded from mainstream education and is aiming to work with those in the youth justice sector.



## Background

In London, Black students are more likely to be excluded from school than White British students<sup>6</sup>.

Around 15% of ‘disadvantaged’ pupils in Years 9 and 10 have been suspended or excluded at least once so far this academic year (2023/24) compared with around 5% for their peers<sup>7</sup>.

### Approach

To tackle systemic issues and racial inequality, ThinkForward developed the Future Leaders programme to support young Black men who had been or were at risk of being excluded from mainstream education, to overcome the barriers they may face such as lack of networks, social capital, and soft skills, and prepare them to be ready to find a fulfilling career and make a successful transition into a post-16 destination.

The programme was commissioned by the GLA and managed by CEC, as part of the [Effective Transitions Fund](#), which aims to test how providing long-term targeted peer support and careers education can help underserved young people to successfully transition into, and sustain, quality post-16 destinations. Two cohorts of young Black men were recruited onto the programme; 33 had been identified as at risk of being excluded and were in internal exclusion units within mainstream secondary schools; 35 had been excluded from secondary school and were in external alternative provisions. All participants were Black male Year 11 students who were eligible for free school meals and lived in eight boroughs across London.

The programme provided one-to-one coaching and Black professional and peer mentoring - facilitated in partnership with 7PK. Activities included workplace insight visits, parental engagement, and employer engagement.

Pupils eligible for free school meals are more than four times likely to receive fixed-term exclusions than those who are not eligible<sup>8</sup>.

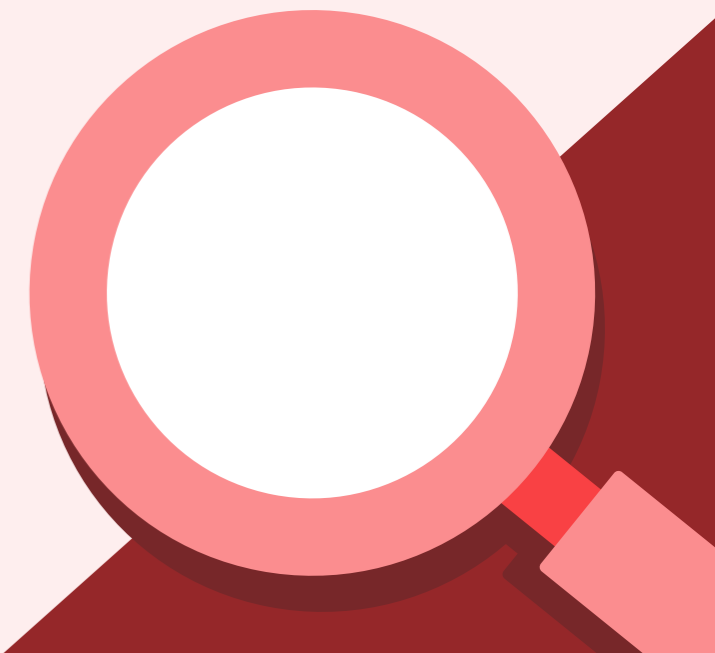
Young Black men face some of the highest unemployment rates in London, 33% compared to 15% for young White men<sup>9</sup>.

### Research Methodology

The research was a combination of qualitative in-depth one-to-one interviews, an analysis of quantitative data collected by ThinkForward throughout the programme and an external evaluation commissioned by CEC and delivered by the Institute for Employment Studies (IES), the International Centre for Guidance Studies (iCeGS) and the Behavioural Insights Team.

The quantitative data in this report comes from the evaluation carried out by IES and iCeGS on behalf of CEC. Qualitative data is from 36 semi-structured interviews with Future Leaders young people, project staff, and a school, the purpose of which was to gain insight into and identify the key elements that contributed to participants’ involvement and transition to post-16 destinations. Interviews were conducted at the mid-point and end of the programme.

6. [Ethnicity Facts and Figures – Gov UK, February 2024](#)
7. [Exclusion Rates 2023-24 – FFT Education Lab, April 2024](#)
8. [Suspensions and Permanent Exclusions in England – Gov UK, July 2024](#)
9. [Voices of the Underrepresented – London Gov UK, October 2020](#)







# Key Themes

## Black Representation

### Programme element

Young people experienced one-to-one coaching from a qualified progression coach who acted as a positive Black role model with lived experience of some of the issues faced by the young people on the programme.

Young people also took part in a business mentoring programme. 35 Black mentors with successful careers in a range of professional industries were recruited to work alongside young people and share their experiences and career journeys, particularly through the lens of navigating challenges that Black people may face. During the sessions, young people met with their Black mentors, covering topics such as race and identity, culture, values and personal branding. These mentors provided strong, positive role models for young men on the programme.

The programme also offered a range of workplace insight activities, including workplace visits, work experience placements and career fairs. In every workplace young people visited, they saw representation of people from similar backgrounds to themselves, in a variety of successful and professional roles.

I think everything that I've been taught from ThinkForward will benefit me, but then wouldn't just benefit me, it will benefit my people as well. Because if I'm up there, I want my friends to be up there with me as well. So, if they're not feeling it, then I can use what I know from ThinkForward to pull it on them and be like, 'Yo, this is what you can do,' and then that can motivate them. And then that will go down to their friend and then their friend and their friend and we'll just build up a circle.



– Kai\*

\*Pseudonym used to ensure anonymity.

### Key finding

The underpinning theme across the entire programme was positive Black representation. Its importance cannot be understated as it permeates the young people's whole experience on the programme. Young people explicitly noted that positive Black representation was important to them and really resonated with them.

This representation was a key element to participants quickly building trust and feeling understood by mentors and coaches on the programme, as well as a lens through which they viewed their future aspirations.

Notably, one young person even spoke to the knock-on effects he can offer, such as how his own representation can lift his friends and wider circle.

Black representation in the Future Leaders programme inspires the programme participants, and has increased a feeling of agency in the young people who, having been equipped with new skills and confidence, are inspired to support their peers.

There's not very much representation going on, you know, Black people, and I guess higher paying jobs and stuff like that. So, me not seeing that, I'm not aiming for that because I didn't feel like it's achievable. But then I've been presented with examples and now I'm seeing that I can make it. So, I'm gonna aim for that and I feel I can achieve that.



– Caleb\*

The representation of ethnic minorities within the programme was essential to me, especially living in such an ethnically diverse nation as England and also it put into perspective what I should be achieving, what I should be striving for.



– Jacob\*



# Key Themes

## Positive Adult Relationships

### Programme element

712 one-to-one coaching sessions and seven business mentoring sessions were delivered over the duration of the programme. In these sessions, the coaches and mentors worked hard to become trusted role-models and build positive relationships with young people, enabling them to feel understood and related to.

### Key finding

The interviews suggest the relationships with Black mentors and coaches on the programme are helping to foster a sense of psychological safety. These adults have provided positive role models, and safe spaces for young people, leaving participants feeling understood, especially as coaches and mentors reflected participants’ own backgrounds.

The first couple of times I had meetings with [coach] Patrice, I was kind of sceptical about it because stuff like this has happened in the past. It’s never really materialised. But then I’ve had meetings with Patrice, and over time, I’ve become more comfortable being able to talk to him about stuff that I wouldn’t really talk to other people about, as well as the fact that he’s also giving me opportunities to help basically brighten my future.



– Aaron\*

I feel like we can connect with Patrice more because I feel like, he’s kind of us in a way. But it’s an older version, more mature, and I feel like we can talk to him on a normal mutual level.



– Students from school in SE London

Because his colour or because he’s from the same area as me that you grew up in as well. So, you will understand more and it feels like I’m talking to someone that knows me a lot more than other teachers because there isn’t many Black teachers.



– Jayden\*

The fact that they’re more understanding than actual teachers, so they’ll help you, in ways that, conversations that you can’t really have with like normal teachers at school. So, break it down and they’ll listen to you a bit more than teachers.



– Micah\*

\*Pseudonym used to ensure anonymity.



# Key Themes

## Positive Adult Relationships

The quantitative research findings support the narrative that the programme provided trusted adult role models the young people felt they can reach out to. These sentiments were echoed by those who completed the SEND-specific (Special Educational Needs and Disabilities) version of the survey, with an even greater increase in trust from the beginning to end of the programme.

Young people also stated that being able to see their identities reflected in mentors, and seeing successful role models they trusted and related to, allowed them to experience a safe space where they could question their assumptions about what is possible for them and envision ways in which they might be “successful”.

Seeing a lot of Black role models specifically really inspired me because it showed me that I could be in that situation... Like I felt that I could reach that position one day. I could reach that status.



– Caleb\*

It sort of gave me this visual representation of what I could be like in the future and what I could strive to be.



– Jacob\*

But it’s more believable, if that makes sense. Like, I can envision it now. It’s not just a job. I can see myself in that job, if that makes sense.



– Caleb\*

People will tell you their back stories and it’s kind of the same as yours. So [it] can show you someone like you can do the same thing as well.



– Students from school in SE London

### Young People’s Perceptions Regarding Relationships with Trusted Adults

Young people

**I have a trusted adult that I can talk to about my future plans**

At start of programme



At end of programme



Young people with SEND

**I have a trusted adult (for example a Coach or Mentor) who I can talk to about my future plans**

At start of programme



At end of programme



Young people

**I feel listened to and supported when considering my future**

At start of programme



At end of programme



Young people with SEND

**I feel listened to and supported when I talk about my future**

At start of programme



At end of programme





# Key Themes

## Positive Adult Relationships

The Future Leaders programme has enabled young people to question their assumption of what it means for them to be “successful”. Notably, the young people completing the SEND-specific version of the survey are answering this question in the context of being young Black men as well as identifying as having a special educational need, meaning the Future Leaders programme helps young people with multiple intersectionalities feel they can be successful in the future.

Much of the success of the Future Leaders programme is due to young people establishing trusting, supportive, and reliable relationships with Black role models as a source of guidance and inspiration.

100% of Future Leaders young people who were surveyed agreed with the phrase “Black men can succeed in the world of work” at the end of the programme compared with 92% at the beginning.’

An opportunity [to] get to see what you could become, to see what you could actually accomplish.



– Shay\*

It really tells you that people like you can do more or be better than most people [who] are privileged.



– Students from school in SE London

\*Pseudonym used to ensure anonymity.

## Young People’s Perceptions Regarding Identity and Success

Young people  
**People like me are likely to be successful**

At start of programme

64% Agreed

At end of programme

100% Agreed

Young people with SEND  
**People like me are likely to be successful**

At start of programme

67% Agreed

At end of programme

88% Agreed

Young people  
**My identity will help me to be successful in the future**

At start of programme

65% Agreed

At end of programme

98% Agreed

Young people with SEND  
**My identity will help me to be successful in the future**

At start of programme

67% Agreed

At end of programme

100% Agreed



# Key Themes

## New Opportunities and Developing Goals

### Programme element

During one-to-one coaching sessions, young people created action plans and set goals. The coaching methodology used was strength-based in its approach, recognising and nurturing the individual strengths, capabilities and vast untapped potential of each young person. Young people were guided to make the most of the programme of activities offered, which opened their eyes to future opportunities and provided a pathway into the community and world of work. Coaches and young people co-constructed a clear plan for the future and followed up to ensure it happened.

### Key finding

Both the Black representation and the psychological safety fostered by adult coaches and mentors enabled young people to identify opportunities they may have been unaware of previously, due to the reality of their current social networks. This, combined with the programme enabling young people to develop a more internally-oriented locus of control (i.e. forming a belief that one's own actions will influence outcomes as opposed to fate or luck), provided a source of motivation for the young people to invest in developing the skills and confidence to pursue these opportunities.

The Future Leaders programme left participants feeling more optimistic about their futures. Young people have also attributed the Future Leaders programme to helping them develop and pursue specific educational and career opportunities.

When I first went to construction, like the first time when I came back to school, back home, I was gassed. I was happy. Like it just made me feel more powerful. I just felt good. I went home like, 'Mum I went to construction today. It was sick, I like it a lot.' I want to do this and [it] just motivates you more because you've seen it. You know the outcome.



– Kai\*

It kind of lit a spark... I've just been revising every single day. I even have a structure now for revision...and I've just been following that and I've seen the steady increase in my grades.



– Caleb\*

Before I joined Future Leaders I knew I wanted to do something like economics or something like that, but I didn't know exactly what it was I wanted to do. When we went to the firms and places like that, that showed me exactly what I want to do, that I know I want to do now.



– Josiah\*

It's impacted my future goals in a sense where I want to have a good career and I want to be stable in life...I didn't really have none [career goals], to be honest... I wanna get into construction now. That's what I'm doing a course on.



– Zach\*

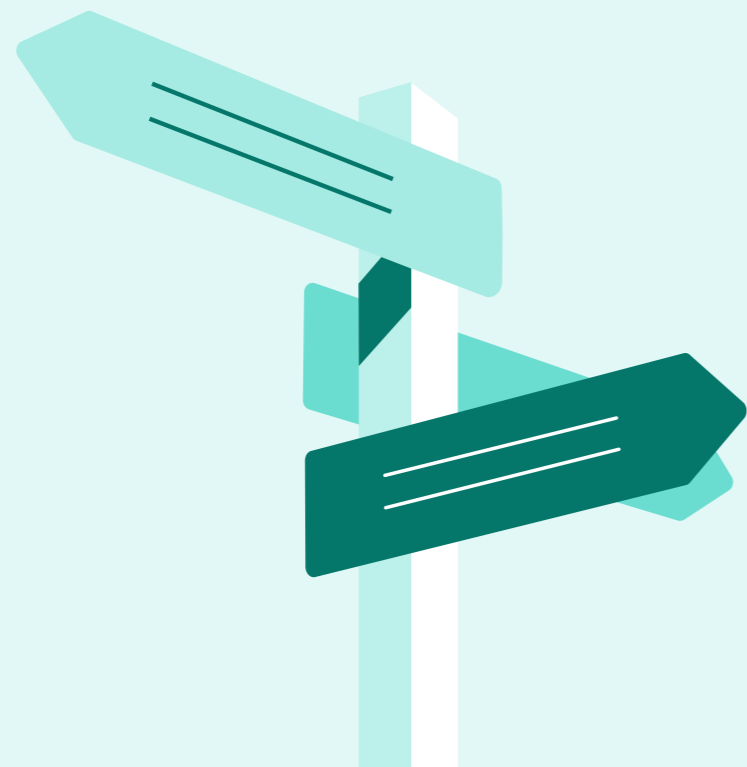


# Key Themes

## New Opportunities and Developing Goals

A positive shift was also observed in young people’s perceptions regarding their future success with 100% of those surveyed at the end of the programme agreeing they would be successful if they tried hard.

The Future Leaders programme has shown its participants examples of what they could be striving for, which makes the young people more excited about what their future holds. It has fostered a sense of motivation to invest in themselves so that they can pursue opportunities and goals they now understand are within reach.



### Young People’s Perceptions Regarding the Future

Young people  
**I can see a link between achievements at school and my chosen career goal**

Young people with SEND  
**I am motivated to engage in learning**

At start of programme



At start of programme



At end of programme



At end of programme



Everyone in the programme has kind of opened my eyes a bit to going down certain routes, certain career paths. And I’m happy that I networked with certain people because I’m just giving me a bigger idea of what I want to do when I’m older and how much work I’ve actually had to put in to get here and how much more I’ve got to do to get where I want to be.



– Zach\*

Before the programme, I generally had no idea. I wasn’t really sure. But then now I want to do something with IT and programming.



– Gabriel\*

\*Pseudonym used to ensure anonymity.



# Key Themes

## New Skills

### Programme element

Young people's progress is tracked along seven Work Readiness Capabilities which were identified by employers as being the most desirable qualities in employees. They are self-assured, self-aware, driven, receptive, resilient, organised and good communicator. Brought together, these transferable skills help to equip young people for their future careers.

### Key finding

Young people reported feeling they were gaining or improving a wide variety of new skills by being on the programme.

The three skills most mentioned by participants were:

1. Communication skills
2. Skills surrounding decision-making and tackling challenges, linked to drive and self-assurance
3. Skills to aid their exam revision such as time management and organisation



### 1. Communication

One of the most common skills young people believed that they gained or improved was communication, particularly in formal settings.

Young people also mentioned how their communication skills allowed them to work better in teams with other Future Leaders peers.

Young people developed their confidence in communicating with people they do not know. These improved communication skills will aid them in both dealing with challenges and in pursuing their future career goals.

Through the programme, it's helped me to build my teamwork skills. And I've been able to like work with other people...and with them we were able to delegate, talk to each other, and do research and stuff like that.



– Aaron\*

I'm very outspoken right now, but beforehand I was a very shy person. I really keep to myself and my little circle of people. But through the programme, it's helping me to broaden that and be able to speak to people that I wouldn't normally speak to.



– Aaron\*

\*Pseudonym used to ensure anonymity.



# Key Themes

## New Skills

### 2. Decision-Making & Tackling Challenges

Some young people credited the programme with helping them change their approach to making decisions and tackling challenges in a more reflective manner, developing their drive and self-assurance.

Young people improved their ability to tackle new challenges and make better, more informed decisions in terms of their behaviour, school and continuing to become more rounded adults prepared for the world of work.

### 3. Time Management and Organisation

Improved time management and organisational skills were specifically applied to school revision.

While the young people mainly spoke about these skills aiding them with the difficulties they currently face while at school, these skills are transferable and will undoubtedly help them succeed in their future careers and wider life.

**Prior to this, I procrastinated quite a lot. So, in terms of revision I wouldn't really be as focused on it. So, whenever the work actually came, I would typically just wait for it to prolong and to build up before I tackled it. Me and [coach] Patrice, whenever we were making those plans where I'd write down specifically what I'd have to do on a specific day and when I should do it, I feel like it just really helped my coping mechanism to actually tackle the problem.**



– Jacob\*

## Young people's perceptions regarding tackling challenges

Young people

**I will continue to work for my career goal even when I get frustrated or hit a barrier**

At start of programme



At end of programme



Young people with SEND

**I will stay motivated to work towards my career goal even when things get tough**

At start of programme



At end of programme



**Before...if I thought something was right, I [would] just have tunnel vision on that...but now I look into more different perspectives, like looking to see your perspective and your perspective to see, like, an overall decision that I can make which will be best for me.**



– Ezekiel\*

**When I'm in school sometimes and I have a decision to make I don't because usually I would rush it and just do it and not care about it. But now I take the time to think about things and like if I want to do something, I'll think about what's going to happen after I've made that decision or not.**



– Tariq\*

\*Pseudonym used to ensure anonymity.





# Positive Destinations

## Education, Employment, and Training (EET) Outcomes

Research has shown that the post-16 outcomes for young people in alternative provision are not as good as those of their peers in mainstream schools. Nearly a third (29%) of young people in alternative provision did not sustain a positive destination after leaving Year 11. This compares to 5.2% of young people from mainstream schools who did not sustain a positive destination<sup>10</sup>.

Alongside the shift in perceptions and skills the young people on the Future Leaders experienced, they achieved tangible positive Education, Employment, and Training (EET) outcomes. Of the 57 young people contacted who graduated from the Future Leaders programme in August 2023, 81% sustained EET for 5 out of the 6 months to March 2024. 19% were NEET (Not in Education, Employment, or Training) during that time period.

**83% of young people left the programme with an idea about which jobs suit their interests and skills**

**81% of young people were EET for 5 out of 6 months**

10. [Children's Commissioner, May 2024](#)





## Acknowledgements

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The ThinkForward team would like to express our gratitude to all those who contributed to the completion of this research report.

Thank you to Dr Joanna Abeyie MBE and Louis Howell and the 7PK team for their support as we began our race equity journey.

We are grateful to the Careers & Enterprise Company (CEC) and the Greater London Authority for partnering with us to deliver our Future Leaders programme. Their commitment to our mission enabled us to undertake this important research and work towards our shared goal of race equity. Thank you to the Institute of Employment Studies and International Centre for Guidance Studies for conducting research on behalf of CEC.


We appreciate the dedication and hard work of our research team and staff members. Thank you to Charlene Theophile, Jo Pike, Kathryn Wood, Kieron Lawrence, Patrice Etienne, Robert Posner, Sarah Connell and Sharn Baig-Brown.

Thank you to Jess Yanzio for designing this report.

Finally, we would like to acknowledge and thank all the incredible young people who took part in the Future Leaders programme.



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