

Annual
Report
2022/23

Action for
Children

Positive changes

CashBack for
Communities Programme

WORKING IN
PARTNERSHIP
WITH:

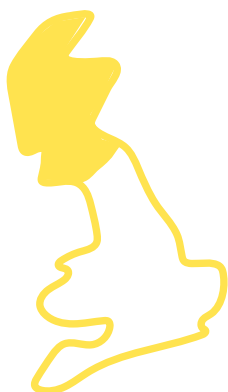






Contents

Welcome	4
About Action for Children	4
About the Positive Changes project	5
Meet the team	5
What we did in 2022/23	6
Programme delivery	8
FW's story	14
LW's story	16
Finance	17
Working in partnership	21
Evaluaton	21
Impact	22
Plans and priorities for the year ahead	23



Welcome

Action for Children has been working with CashBack for Communities since 2014, through Phase 3, Phase 4, and Phase 5 of the programme's fund. We were delighted to be able to continue this partnership into Phase 6. This report will provide a summary of our activity in the third year of the three-year initiative.

Our Positive Changes project – funded through CashBack for Communities – helps vulnerable young people aged 14-24 to take their first steps towards employment and personal development. Our aim is to boost their confidence and resilience and support them to make positive changes to their lives. A big part of this includes building support networks around them in the forms of Keyworkers and building new friendships.

In this year, we were able to deliver on the back of Covid-19 Recovery which enabled us to offer more practical and community based opportunities. All of our delivery was able to be delivered face to face with more opportunity to do team based activities. We continued to deliver a range of groupwork programmes and one to one support across a number of geographical areas at a time when they have been needed most.

In this report we will share our experiences and success of this year and hope you enjoy seeing our young people's stories and achievements through completing the Positive Changes programme.

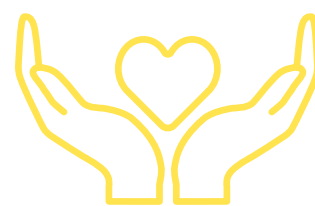


About Action for Children

We're here for children, young people and families in Scotland.

Our vision is for every child and young person in the country to have a safe and happy childhood, and the foundations they need to thrive. We make sure children get the best start in life and ensure to keep them safe and support them through difficult times.

We're also here for families who need a bit of extra help because the life for many of the children we meet is hard. Some don't have the basics, like the love and care of a family or a safe place to call home. Others are struggling with their mental health, face physical challenges or don't have the support they need to become healthy, happy adults. We can help to boost their self-esteem, skills, and resilience so they have positive, sustainable futures. We work tirelessly to address inequality, disadvantage, and exclusion, and to improve the life chances of those facing adversity. Children and young people should feel empowered and have the opportunities to realise their potential.



About the Positive Changes project

The Positive Changes project offers a pre-engagement period between each young person and their keyworkers, a 10-week training period followed by six months 1:1 support to help young people obtain a positive destination.

The support offered to each young person is tailored and specific to their wants and needs which allows the best outcomes and achievements for each of the young people we work with.

Through our period of Covid- 19 recovery we have seen a considerably higher level of young people we support with mental health challenges. This meaning young people find it increasingly difficult to step beyond the threshold of their own homes. Young people being referred to our service appear to have a greater level of anxiety and isolation rather than acts of anti-social behaviour. Referrals have been from Schools for young people disengaged from full time education from an earlier age.

The Positive Changes Programme has been modified and made more interactive in order to support and encourage the young people to gain the most out of taking part in our programme.

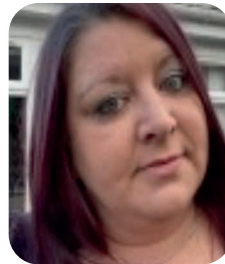
As a whole Action for Children recognised that young people were experiencing an increase in mental health challenges. The organisation responded to this by facilitating a number of training courses in partnership with specialist organisations including Changing Minds UK, Child Bereavement UK and Papyrus UK which allowed the staff team to develop their knowledge and resources to provide increased supports to young people who engage with our services.

Over the past year our staff team have also invested in their own practice. This has allowed all of our employment facilitators to deepen their understanding of how to support young people best and being able to adapt to their needs and wants for the future. This has been done through training opportunities available through the organisation.

We have continued to deliver a range of groupwork programmes including school-based interventions

in Glasgow and South Lanarkshire. We have also continued our partnership with Glasgow Virtual School and our community-based 16+ programmes in South Lanarkshire as well as our ongoing construction focussed programme in Edinburgh.

Meet the team



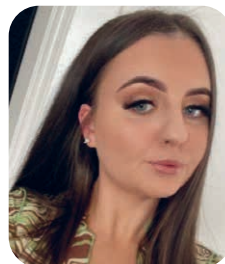
Evelyn Rimkus
Locality Services Manager



Kerri McNally
Programme Team Lead



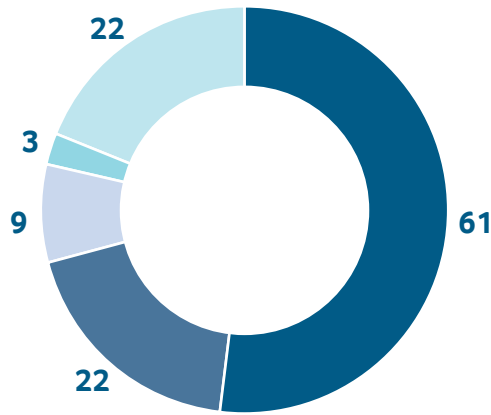
Ewan Gardner
Employment Facilitator



Dannii Muir
Employment Facilitator

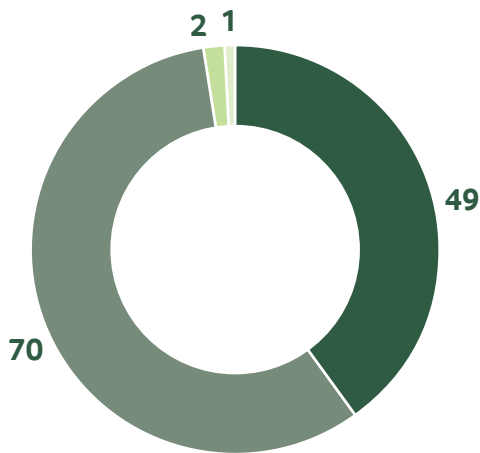
What we did in 2022/23

We delivered Positive Changes in Glasgow, Edinburgh, South Lanarkshire, and North Lanarkshire. This year we have worked with 122 participants across these areas. These charts below show a clear break down of the equalities data captured across the year.



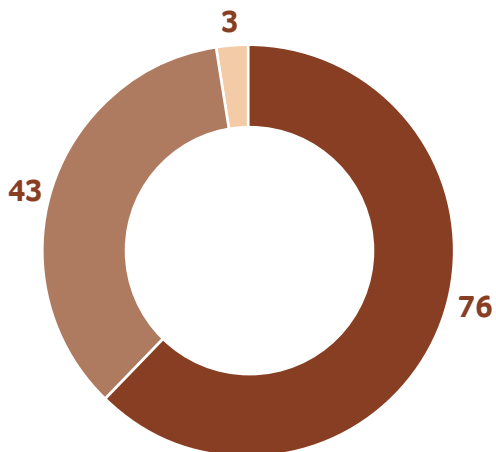
Scottish index of multiple deprivation

- 0 - 10%
- 20 - 30%
- 30 - 40%
- 40 - 50%
- 50 - 100%



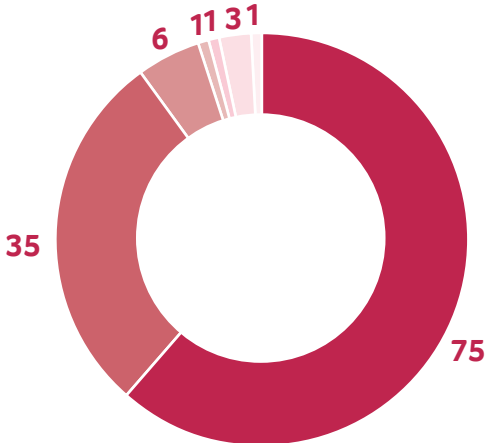
Sex identity

- Female
- Male
- Non Binary
- Prefer not to say



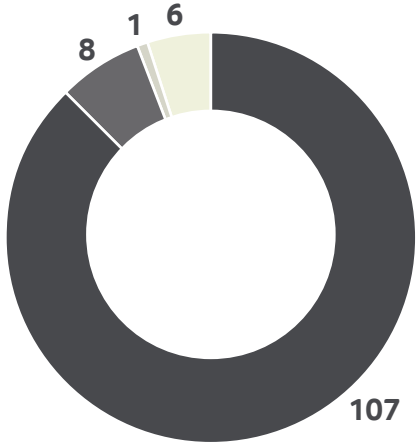
Age

- 10 - 15 years
- 16 - 18 years
- 19 - 24 years



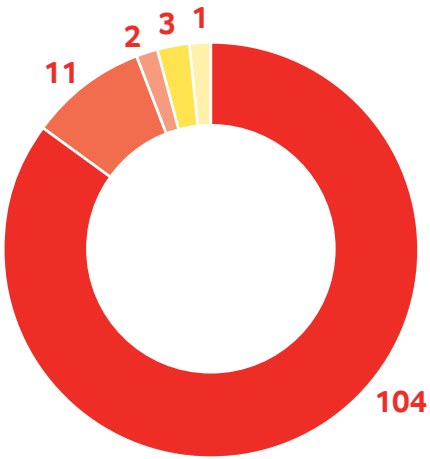
Disability

- Learning, understanding or concentrating
- None
- Social or behavioural
- Mobility
- Vision
- Other
- Prefer not to say



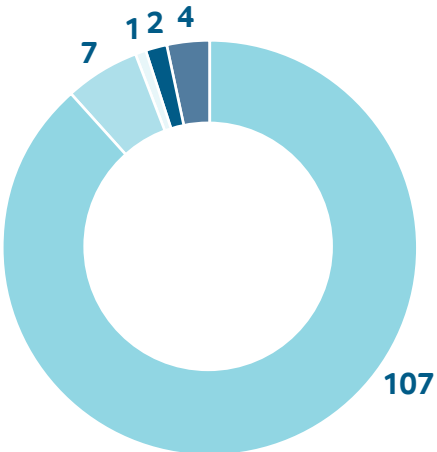
Ethnicity

- White Scottish
- White British
- Pakistani
- Other



Religious Beliefs

- None
- Christian
- Muslim
- Other
- Prefer not to say



Sexual Orientation

- Hetrosexual
- Gay/lesbian
- Bisexual
- Other
- Prefer not to say

Positive Changes Programme

We continued to deliver in both Glasgow, South Lanarkshire, Edinburgh and Inverclyde. We worked alongside local authorities to provide the opportunities for our young people to develop new skills and reengage in a positive learning environment. Our schools programme runs for young people ages 14+ and aims to encourage them to make positive life choices and who may have been disengaged from school from a young age.

In South Lanarkshire alongside our schools-based programmes we also run a 16+ community-based Programme. This runs during the summer and aims to get young people work ready and supported into entering further education or employment.

Through discussion with stakeholders we were able to make sessions more interactive and provide a wide range of personal development sessions. This has allowed us to interact on a more personal level with the young people and strengthened the positive outcomes we have had.

“This is my third year working with the AFC team, and something I look forward to on my annual calendar. The project that the young people participate in makes a huge difference to them both socially and academically. For young people who have been out of school for a while it gives them the opportunity to access training and qualifications in a non-threatening environment, along with a group of their peers. For many, this is a last opportunity, but can also be a fresh start. Several have come following recommendations from former attendees or used the opportunity to gain the confidence to apply for college placements, work experience, or employment. The number of applications submitted by schools is an excellent demonstration of the high regard they place on this group, and on the AFC team.”

Hamilton Specialist support Teacher,
South Lanarkshire Council

“Action for Children have been working with a few of our young, disengaged pupils on the Positive Changes Programme. This has proved to be very successful for our young people. They have developed their social skills and have even spoken about their positive experience on the course. For one young person this had to be changed slightly and the worker involved was really flexible and supportive helping the young person gain qualifications and more importantly more confidence in herself. The range of courses and experiences offered have been great to engage the young people and offer them experiences they may not have been able to within school. We would recommenced this programme to other young people and their families in the future if this was to be running next session. This programme has most definitely had a positive impact for our young people and has given them confidence to achieve and look towards the next steps in their future.”

Home School Support Worker,
Bannerman High Learning Community



On all our programmes the young people will receive a keyworker who will support them on a one-to-one basis including before, during and after the programme. Young people will progress on to receive six months one-to-one support which will be used to support them into a positive destination.

In our pre-engagement period we complete a MyStar which is an initial assessment completed by the young person with their keyworker. This allows the young people to think about their life currently and what they want to change in order to have more positive outcomes.



In the 10-week training programme we cover sessions in employability, sector specific alongside personal development sessions.



Introduction to Hospitality

In our hospitality sessions we covered the different roles and jobs within this sector and what would be required of them as an individual in this role. We invited an external company Hi Hospitality to come in and complete a range of different hospitality activities such as mocktail making, cupcake decorating and coffee tasting. They were able to learn the importance of customer service and the qualifications required to progress within the industry.



Team building

Our team building sessions are something we find holds great value to the young people and the outcomes we are able to gain from this. As mentioned previously some of our young people do possess some anxieties and mental health challenges and we find this is a great way to break down these barriers and where we see real friendships being made among the young people taking part in the programme.



We were fortunate enough to be able to take the young people to Pinkston Water Sports centre which was something that tested their confidence and communication skills. We completed team building activities on land then worked together on the water by kayaking.

Social Media

In our social media sessions we explore both positive and negatives of social media and how to keep yourself safe while online. We go into detail about what you post on social media and how there can be consequences if this is inappropriate or discriminatory can lead to police involvement. We also cover the impact this may have when applying for jobs as this is something that employers can look into before interviewing and when hiring for posts.





Accelerate your Future

In North Lanarkshire, we completed our Accelerate your future programme where 10 young people were supported to get additional ID requirements, Provisional applications, Theory Test practice and tests as well as developing their understanding of the legal and moral responsibilities of becoming a new driver. This programme is being part funded by The Baird Watson Trust after we received a grant to deliver activity in the area which would support young people to achieve their driving licence. We felt that The Baird Watson Trust and Cashback for Communities shared common goals of supporting vulnerable and at risk young people to achieve and we also commenced delivery of our first Accelerate Your Future programme. This progress towards employment and so sought agreement from Scottish Government that we could deliver this programme in partnership.



Young people progressed on to Starting their driving lessons once passing their theory test and alongside being supported on a one-to-one to help with employment and achieving a positive destination.

Introduction to Construction

In this session young people look into the requirements for getting into the construction industry. We were able to take them to a site visit in partnership with Cruden Building. In this they were able to get a tour of the construction site and learn of all the different jobs and trades that come into building properties and the importance of communication and working together on large jobs such as the ones we went to visit. We also explain the requirements of a construction skills certification scheme (CSCS) card as well as the importance of health and safety in this industry.



SQA Qualifications Wellbeing Award

This year we continued with the poster version of the qualification as the feedback we received from young people was that this was more enjoyable and beneficial to their learning. Young people are able to see visually how they have progressed over the training period, and it is personal to each individual as their pictures build up their evidence. It encourages young people to take responsibility for their own learning and as they need to be attending in order to gather evidence for their qualification.



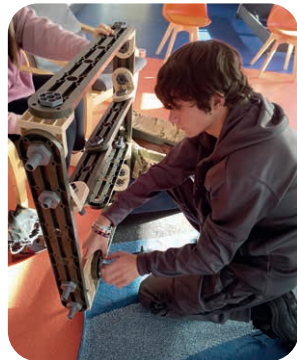
Introduction to Sport

In this session our young people learn about the different jobs within this industry and the requirements/ different paths they can take in order to enter a job within sport. This is very practical session as we are able to take our young people outside in the afternoon and they take part in team games and let them plan sessions/games that they are able to coach their peers through. In the morning of this session we complete a dragon's den task which is community development based. In this young people are asked to use sport in order to combat issues within the community and they need to pitch their idea in their teams to the rest of the group. This encourages the young people to reflect on their own community and the steps they can take in order to work towards a better future.



Army Youth Development Team

In Partnership with Army Youth Development Team we were able to provide the young people with team building activities, confidence, and communication skills. These sessions are designed around the acronym TRIPLOC (Teamwork, Resilience, Initiative, Problem Solving, Leadership, Organisation and Communication).



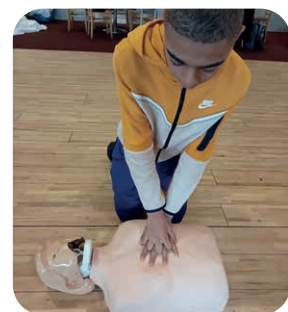
Core Skills: ICT

We have been able to adapt to ICT qualification this year also in order to make this more relevant to young people in which we work with. We have been able incorporate this into our employers' expectations session which young people then get to make a PowerPoint on their chosen job and find out more about the sector and its requirements.



First Aid

Young people had the opportunity to complete a First Aid Qualification where they can learn skills to treat and support people with injuries and illness. As well as being a great life skill to have, this certificate can enhance their future employability prospects. They Learned things like CPR, bandaging and the recovery position.



Personal Development Sessions

Drug and Alcohol Awareness

In this session we cover the importance of staying safe and the dangers of substance use. They complete tasks such as research tasks and presenting findings to the group. All staff were trained by Scottish Drugs Forum and Alcohol Education Trust in order to provide knowledgeable and up to date information on the topic.



MyBnk

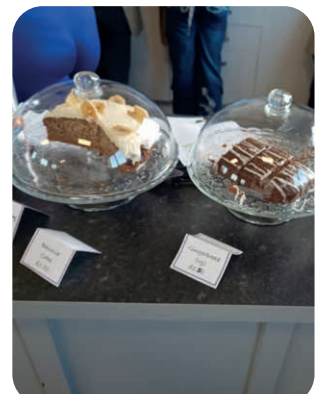
The organisation MyBnk came into the group and discussed budgeting and financial guidance. They also discussed the process of wages and bills for people of their age and how to create good money habits.

Sense over Sectarianism

This session allowed young people to gain more knowledge of what sectarianism is and the context in which it is used today. They also spoke about the repercussions of this and how things you say can have an effect on your future.

Positive Changes/Virtual School (Glasgow) Partnership

We have continued our successful partnership with Glasgow Virtual Schools where we provide a programme that consists of a 10-week training period on the positive Changes programme, followed by volunteering at the Clay Community Café once a week. While at the café, the young people are able to gain both a community achievement award in partnership with Glasgow Kelvin college and a Barista Qualification through the café. The young people are able to communicate with the community and build positive relationships with others.



Edinburgh

In Edinburgh we delivered construction focussed programmes for young people aged 16+. The programme offers young people the chance to develop their knowledge and learn new skills as they consider a career in this industry.

Young people developed a range of skills using tools and equipment and built confidence in their own abilities. This included trimming trees, litter picking, creating, or restructuring pathways and planting trees. We were able to explore the positive effects for the wider community of having accessible spaces where people can go to enjoy the area whilst feeling safe. Young people were also able to recognise the negative effects that antisocial behaviour including vandalism in these spaces can have on the wider community.



Our Edinburgh Youth builders visited visit Newbattle Abbey College last week. A massive thank you to Paul Cochrane who gave the talk/ tour discussing future opportunities within the Rural Skills Base. Here's a picture of them at the facility.

Case Study

In September we started our South Lanarkshire Schools Cashback Positive Changes programme.

Through the programme we support young people in South Lanarkshire who have disengaged from school or would benefit from the extra support given by Action for Children Staff during the programme and thereafter.

This Programme ran one day a week for 10 weeks. Through taking part in the programme alongside the practical completion of the SQA Level 3 Wellbeing Qualification, young people had followed a greater level of structure and learned the importance of attendance when aiming to achieve a positive outcome.

FW was referred on to our programme through a self-referral from dad. Dad reached out to us with a great level of concern for his son and the path he was currently on both socially and educationally. Dad let staff know that FW has ADHD, Autism, ASD, Dyslexia and Beckwith-Wiedemann syndrome. Dad didn't feel that FW was being provided with sufficient support.

At school FW found it to be a distressing environment and has ran away from there and been returned by police. He was excluded for throwing a chair off the balcony, when dad informed staff of this he acknowledged this was wrong and dangerous but is angry that no attempts were made by the school to find out what triggered this reaction and explore the behaviour. From this dad hasn't allowed FW to return to school and was looking for a positive alternative to the educational environment for him. Dad also made us aware that he has a Solicitor involved due to feeling the council are not support FW appropriately or positively.

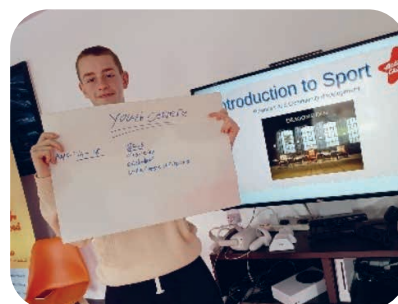
Prior to the start of our programme in September 2022, we asked both dad and FW to come along to our programme and see the venue in which FW will be coming along to and an introduction to the staff and the programme. Dad was happy with his as we were able to acknowledge firstly the importance of structure and planning that will help FW into the programme. Staff also sent the timetable for the entire programme to dad for FW to look over prior to attending and let dad know we will always keep him up to date if there are any changes to the programme so that he is aware in advance.



“Frazer although quiet, was super impressed by your location and approach today. He was really enthusiastic at the thought of your programme. Please pass our thanks on to Ewan as his empathy and humility really put Frazer at ease.”

Dad

When FW started our Cashback Positive Changes programme, he initially seemed very comfortable to discuss personal experience and confident to talk amongst both the group and staff. In addition to FW gaining his SQA Level 3 Wellbeing Award and his SQA Level 3 ICT Award he was able to gain his SQA Level 4 Literacy and Numeracy courtesy of our partnership with Hamilton Specialist Support team. FW had a very positive first day on the programme in which staff felt it was important to acknowledge this and in turn sent dad a message of the positive attitude and hard work of FW on the programme.



“Kerri, this is amazing to hear, and this is the Frazer that I know. You will be aware that Frazer's enthusiasm has been superseded and extinguished through his experience in the school environment. This has had a huge pain in his self-belief and self-esteem. He was buzzing last night, loving the education aspect. He was even online last night helping his friends with maths.”

Dad

As part of completing the Wellbeing Qualification we ask young people to complete a community development task as part of our sports session. In this we ask our young people to use sport as a tool to combat issues such as anti-social behaviour or social isolation. On this Particular day FW felt comfortable enough to speak about the vision he has surrounding youth clubs and tying this in with the charity 'Mind Matters'.

FW also spoke about how on 'World Mental Health Day' the charity wears yellow to raise awareness on this topic. Since this conversation and sheer full organisation. On World Mental health day our staff and young people were asked to wear yellow in order to share awareness and show support to FW and other young people struggling with mental Health. Dad was made aware of what the organisation was doing and how this was all down to FW and his sheer passion for this cause, this was shared on our Employability Scotland Twitter.

“I genuinely can't thank you enough. We will celebrate this as a family tonight.”

Dad



On the completion of the programme without missing a day, FW has completed all qualifications and is continuing his education on a 1:1 basis outside of a Schooling environment which has been provided by the council. We will continue to work with FW and communicate closely with dad. We have seen the passion FW has for Sport and I have ensured dad I will continue to work with FW to get him on to our Fit for Purpose programme or into a college place.

“Frazer loved his time at Silverton South and is super excited about learning again, He has been doing Modern Studies on a Tuesday. He is keen to stay on with Action for Children and any support you can provide would be amazing. He wants to go to college. Sport is his thing. He can actually see that he has potential to do something now (school had knocked his confidence so badly and was making him ill).”

Dad

Case Study

LW started the Positive Changes programme on the 26/01/2023, which took place in Petershill park in Springburn, Glasgow. The group ran every Thursday for 10 weeks from 10am -2pm.

The aim of this programme is to work with and support young people who are mainly disengaged from education for various reasons such as behaviour, anxiety, low self-esteem, social issues and issues with their personal life. We aim to give young people the opportunity to develop skills and knowledge while learning about different career sectors. We also work with external training providers which we feel benefit the young people we work with, such as First Aid, Hi Hospitality, Mybnk and the Army. We also complete some SQA qualifications with our groups, such as the Level 3 ICT Core Skills and the Wellbeing Award level 3.

LW was referred to our programme from the DYW Coordinator at Lochend Community High School. LW has Autism, she also has a sensory profile, which means she can find it difficult to concentrate if the room is too hot or cold, bright lights also affect her focus. LW was initially very nervous about attending the positive change so it was agreed between LW's Mum and AFC staff that a doorstep visit would be beneficial for LW and allow her to meet staff and have familiar faces at the group for when she attends. LW had not attended school for the past 3 years due to LW finding it difficult to socialise with anyone, so starting a new programme where she wouldn't know anybody would be a big step for her. Staff had agreed to send mum updates on LW's progress throughout her time on programme –

“Hi, just an update on how the programme went today. Lynzi seemed to enjoy it and she was speaking out in the tasks and challenges.”

Staff

“That is great, thanks. She came out nuttering away I loved seeing that side of her.”

Mum



“I am really sad this programme is ending. I would like to continue doing another programme as I really enjoyed this one and made new friends.”

LW

“She was happy when she came home, she is delighted she has made new friends and this might even make her feel comfortable returning to school, thanks.”

Mum



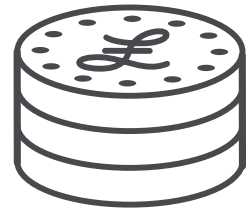
LW has had previous support from other organisations but had failed to engage with any of them.

On the first few days of the programme LW had initially only been speaking with staff and found it difficult to engage with the other young people on the programme – as the programme progressed LW's confidence in talking to other group members improved, and made close friendships by the end of the 10 weeks – Lynzi had 100% attendance throughout the programme and engaged well with discussion. After programme finished LW felt confident enough to return to school due to relationships made on the programme. When the programme came to an end, Lynzi was noticeably upset as she had really enjoyed her time with AFC.

Finance



Staffing	£157,789
Young people costs	£13,471
Other staff related costs	£8,805
Premises related costs	£15,965
Equipment (including IT)	£2,454
Communication costs	£3,187
Total Project Activity	£201,671
Other Project Costs	
Management and Marketing (up to 10% of CashBack funding)	£21,175
External Evaluation (per agreed guidelines)	£10,076
Total Other Project Costs	£31,251
Total Expenditure	£232,922



Spend and activity across local authority area:		
	Expenditure	No of young people
Glasgow	£100,670	51
Edinburgh	£39,478	20
Inverclyde	£23,687	12
South Lanarkshire	£69,087	35
Total	£232,922	118

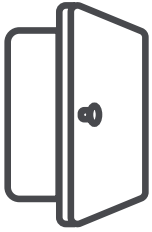
Performance

Recognised SCQF qualifications/accreditations per SCQF database:	
Level 3	173
Level 4	5
Level 5	8
Number of non-SCQF qualifications/accreditations	65



Outcome and indicator	Actual	Target	Variance
Outcome 1: Young people (YP) build their capacity and confidence			
YP report increased confidence	169	110	59
YP feel more resilient	167	108	59
Other stakeholders report increasing confidence in YP	100%	75%	25%
YP report positive changes in their behaviour	131	72	59
Other stakeholders report perceived positive changes in behaviour of young participants	100%	75%	25%
YP improve engagement with key worker	245	161	84
YP improve participation in group sessions	219	151	68
YP contribute to process of positive change/complete Youth Star	246	162	84

Outcome 2: YP develop their physical and personal skills			
YP increased personal skills, achieving accredited learning	197	135	62
YP report an increase in their skills	169	101	68
Other stakeholders report skills increasing in YP	100%	75%	25%
YP participate in personal action plan/goal setting for skills and learning	247	163	84
YP improve participation in learning and skills development activities	237	163	74



Outcome 3: YP health and wellbeing improves

YP improve wellbeing against SHANARRI indicators	171	121	50
Other stakeholders report perceived increases in SHANARRI indicators	100%	70%	30%
YP improve participation in structured wellbeing activities	243	155	88
YP contribute to process of positive change/complete Youth Star	237	163	74

Outcome 4: YP participate in activity which improves their learning, employability, and employment options (positive destinations)

YP will achieve a positive destination	217	176	41
YP will improve school attendance	35	10	25
YP will improve school attainment	39	16	23
Positive destination breakdown, YP progress to:			
Employment	13	13	0
Further education (including remaining/returning to school)	134	93	41
Training	78	68	10
Volunteering	4	2	2
Positive destination reconciles to breakdown	-12	0	-12
YP complete accredited training and achieve certification/qualification	172	115	57

Outcome 5: YP contribute positively to their communities and employment options (positive destinations)

YP feel their contribution, links with communities and social interaction are improving	148	64	84
Participants perception of their neighbourhood improves	150	62	88
Participants have heightened sense of belonging to a community	158	101	57
YP complete 'Your Community' session and activities	196	124	72
YP complete a bespoke 'Circle of Support'	181	133	48



Outcome 6: YP are diverted from criminal behaviour or involvement with the criminal justice system

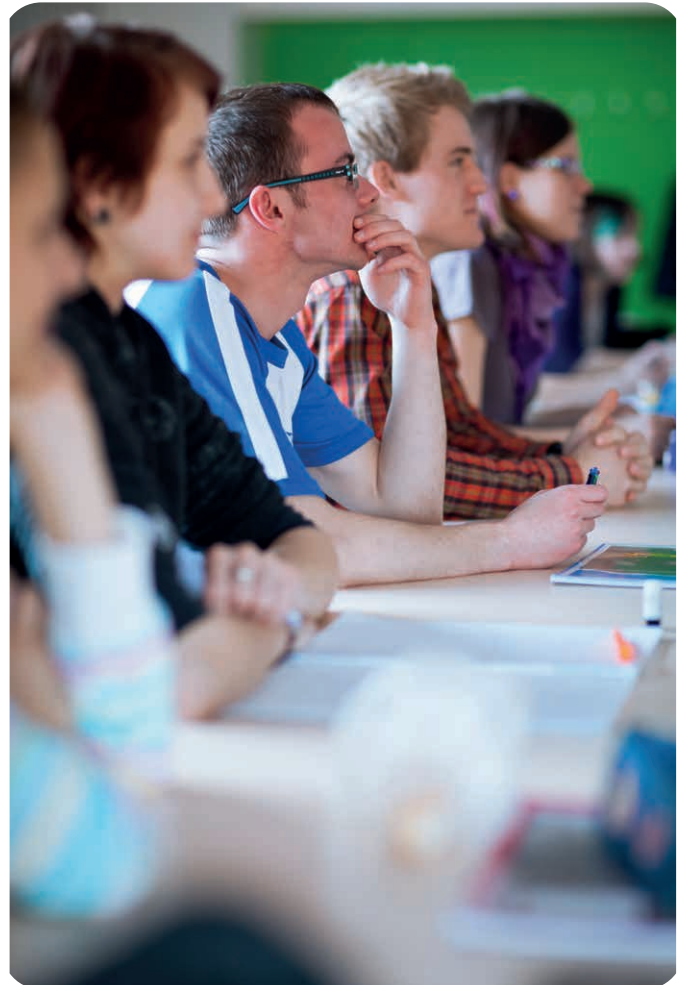
YP report own participation in anti-social and/or criminal behaviour has reduced	125	48	77
YP feel less inclined to participate in anti-social and/or criminal behaviour	136	57	79
YP participate in behavioural change session / activities	184	165	19
YP complete the Youth Star	246	164	82
YP complete risk assessment and have risk reduction plan	80	68	12

In year 3, we have worked with 122 young people across our Positive Changes schools programmes, community 16+ programmes, Glasgow virtual schools and accelerate your future.

Throughout this year we have found a greater increase in the volume of referrals alongside a younger age in which they are being referred. There has been a greater demand for the Positive Changes programme in which we believe is down to the younger age in which we support young people as well as our programme being more widely recognised and shared.

We have also highlighted to Scottish Government and Research Scotland that our outcomes for “young people are diverted from criminal behaviour or involvement with the criminal justice system” are lower than that may be expected.

This is due to the nature of the referrals we have received for young people, where many are experiencing mental health challenges and are increasingly isolated and not spending time within the local community. Whilst this has not been identified as a significant area of need, we do continue to provide early intervention work by raising awareness and providing harm reduction sessions for young people.



Working in partnership

As previously mentioned in this report, we work with a number of partners who support our groupwork delivery including, Army Youth Development Team, St Andrew's First Aid and Sense over sectarianism, Hi Hospitality and Cruden Building to name a few.

We would like to take the opportunity to officially thank these partners for their support and their contributions to the learning and development of the young people who participate in their sessions.

We believe that these partnerships enhance our programmes and offer young people opportunities to explore issues, challenge themselves and develop a range of skills.

In addition to this, we would like to thank a number of organisations who continue to support our programmes by referring and encouraging young people to engage in our opportunities.



GLASGOW
Developing the
Young Workforce



Evaluation

We have continued to be supported by our external evaluation partners Research Scotland in the delivery of our Cashback for Communities Positive Changes Programme.

Research Scotland supported our work in year three by:

- Review and updating data collection tools.
- Completing an in-depth case study.
- Face-to-Face meetings with young people in which both group discussions and one to one interview took place.

In this final year of phase five Research Scotland Reported:

- 159 responses were received from online surveys by participants, 84 of these responses were in year three. Survey responses were received for more than half (55%) of the participants across phase five – a very high response rate.
- Research Scotland spoke with 34 young people. This includes two discussion groups involving a total of 16 young people, and 18 individual discussions with young people.
- An online survey was issued to stakeholders and received a total of 64 responses, from parents, referral organisations and other organisations supporting young people accessing Positive Changes. This includes five responses in year one, 28 in year two and 31 in year three.
- Research Scotland held individual interviews with ten stakeholders, including staff in education, outdoor learning, pupil support and parents.



Impact

The outcomes we have achieved this year have increased greatly and the progress we have seen of young people attending our programme has been greatly positive.

All programmes that we have planned out have been delivered successfully face-to-face with an increase in the one-to-one support which has encouraged a greater relationship between young people and their keyworkers. This approach is resulting in increased confidence, communication skills and social networks.

We have increased the number of mental health supports and interventions within our groupwork and one to one supports with young people to respond to the needs identified by partners and young people themselves.

Updating our delivery to be more practical and interactive for our young people has seen more positive results and greater experiences while completing their training period. With a greater level of focus on their wellbeing and personal development this has encouraged our young people to have a greater level of responsibility and aim to progress on to a positive future.

We have been able to work with young people to support them into both full time education as well as further training opportunities. We have had greater success with this through a closer relationship and communication with other services as well as keeping schools up to date with the progress of young people attending our programmes

We have introduced new partners to our programmes to strengthen our harm reduction approach and educate young people in the hope that they are able to make the right changes and the right choices in their lives now and in the future.

We are proud of the work we do to support our young people and this has been deeply embedded into our practice and the delivery of our programme. We create an environment that is supportive, welcoming and safe for our young people to express themselves and encouraged to take steps into a positive future



Plans and priorities for the year ahead

We are currently in the planning stage for year 2023/2024 and our priority is to sustain the large increase in referrals we have had in the later stages of year 2023. In doing so we will aim to continue to meet our targets and outcomes.

We will continue to deliver schools based programmes in Glasgow and South Lanarkshire to meet the demand for this specific support.

In South Lanarkshire, we will also deliver a community based (16+) programme during the summer months which we have planned for year 23/24

We are also in communications with South Lanarkshire council to create a school based programme with focus on care experienced young people as there appears to be a gap in the support for this in south Lanarkshire.

We will continue with our partnership with Glasgow Virtual Schools to support care experienced young people within the Glasgow area and there is plans for this to grow and be adapted moving forward.

In Edinburgh we will deliver two construction focussed programmes with support for young people to progress on to further sector specific training opportunities.

We will continue to review and adapt the content of our programmes to meet any new or emerging needs from young people and the communities we are based in so that we are offering the best service possible and making an impact where and when it matters.

We are looking forward to the phase 6 funding and being able to continue our long standing and successful partnership with Cashback for Communities. We will continue to make a positive impact on the young people and families within Scotland that we work with and strive for our vision which is for every child and young person in the country to have a safe and happy childhood, and the foundations they need to thrive.





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Safe and happy childhood



Action for Children protects and supports children and young people, providing practical and emotional care and support, ensuring their voices are heard, and campaigning to bring lasting improvements to their lives.