Profiles of Young People
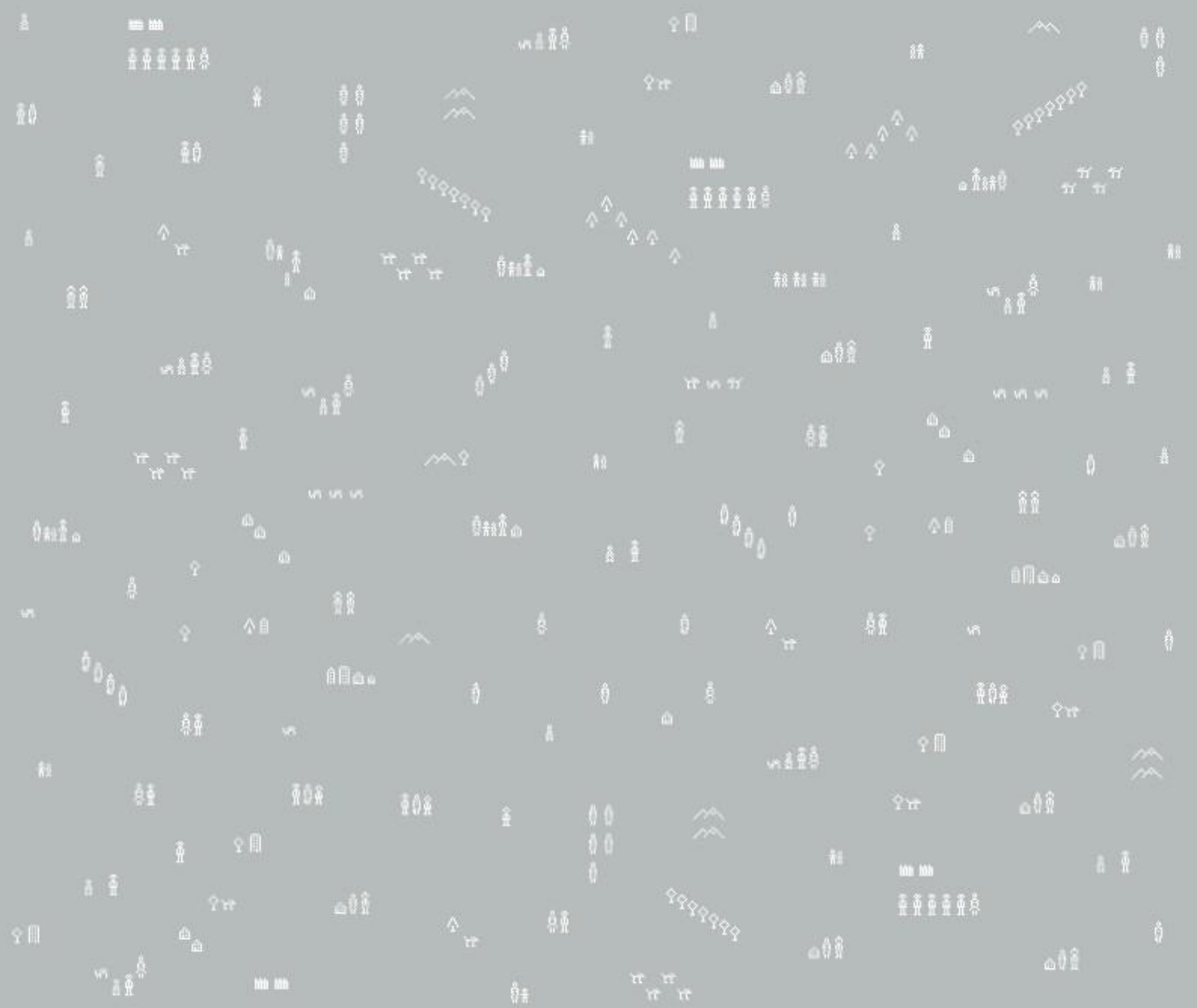
FMR RESEARCH

Acknowledgements

This research was commissioned by Inspiring Scotland to highlight the profile of participants of the 14:19 Fund, which targets the most disadvantaged young people who are not in employment, education or training. Thanks for taking the initiative and for helping to make this happen.

Many thanks to:

- all the 14:19 projects who do all the good work with young people, but also managed to collect all of this data; and

- all the young people who are profiled in the report, for sharing their stories.

This project would have been impossible without you! We hope the profiles help to illustrate the important role the 14:19 projects play in supporting young people achieve their potential and that this informs future provision.

This report was written by the principal researcher, Nikki Bell, Director, and Anne Hanel, Operations Manager, who played a key role in analysing and making sense of the profiling data provided.

INSPIRING SCOTLAND

Executive Summary

Background and objectives

The key aim of this commission was to highlight the profile of young people accessing support from Inspiring Scotland's 14:19 Fund, to help inform any future development of the Fund. The Fund aims to help some of the most disadvantaged young people aged 14–19 in Scotland who struggle to access employment, education or training. To date (end June 2017), £46.1million has been invested in the portfolio, and an additional £53.7million match funding has been levered in, to help 54,724 young people build their skills, confidence, resilience and motivation and 27,897 move into employment, education or training.

Method

Inspiring Scotland asked each charity delivering services for ten 'typical' case studies, to help illuminate the profile of young people currently being supported. They completed Excel pro formas which sought specific feedback on the profile, challenges/barriers, activities and outcomes for the young people who were supported, plus any engagement with their family, friends or employers/education/training providers. Data was provided in an open text format as pre-defined codes were not used, so the reader should be aware that the data supplied may only form part of the picture – it is anticipated that if response options had been provided, a larger number of issues are likely to have been identified. 19 organisations provided data for a total of 202 young people.

FMR Research then coded and analysed the data provided and this is presented in both commentary and chart format in this report, with case studies to help bring the data to life.

Key findings

Profile of young people
- Nearly half were in the 16-17 age group (44%, 89), almost a third (31%, 62) were 18-19 and the remainder were either younger (18%, 36) or older (7%, 15).

- Three out of five (60%, 121) of the profiles provided were male and 39% (78) were female. Three young people described themselves as 'other' – two as non-binary and one as female/gender fluid. Younger participants were more likely to be male (78%, 28 aged 14-15).

- A third of referrals (34%, 68) came from schools or teachers, 15% (30) from Skills Development Scotland and 14% (29) were self-referrals.

- 28% of young people (51) had previous contact with the organisation, for example via youth clubs or in-school work.

- Over half of the young people in the case studies provided (56%, 113) had undertaken other programmes too, such as CJS, Employability Fund or Modern Apprenticeships.

Experience of school
- Four out of five young people (79%, 144) were noted to have negative school experiences, with 14% indicating a positive experience (or, perhaps more accurately, not an articulated negative experience) and for 7% both positive and negative aspects were noted. Younger participants were more likely to be negative about school than older participants, possibly because it was fresh in their minds or

because younger participants were more likely to have been referred because they had negative experiences at school.

"Bullying was a big issue – I was a small ginger kid who had a brace and glasses. I was a walking target. It started in P5 and lasted all my way through school."

"It wasn't all bad. There were some good days but mostly too much stress. With the work and also with the people. Because I was off quite a lot in last year for mental illness I was told I couldn't do exams and that was really frustrating."

- The key issues which were shared included the following:
    - underachieved, had low attainment or struggled academically (19%, 39)
    - was bullied, isolated or socially excluded (15%, 31)
    - just that they had disengaged (15%, 31)
    - poor attendance or timekeeping (15%, 30)
    - an unspecified negative or poor experience (12%, 24)

- Disengagement from school happened at different points, but 35% (63) had disengaged before the end of S3 (and it is likely to be higher as a quarter of cases - 27%, 49 - did not contain data for this question):
    - 8% (15) since starting secondary
    - 7% (12) during S1 or 2
    - 20% (36) during S3
    - 26% (47) in S4
    - just 13% (23) had completed their education or left in S5 or 6

- The main reasons given for disengaging from school were:
    - 18% (31) disliked it, felt school had no value, had a lack of interest or motivation, or couldn't/didn't want to do exams
    - 12% (20) had poor attendance, were struggling with work and/or had difficulty catching or keeping up
    - 11% (19) had behavioural issues, or been excluded from school or class
    - 11% (19) lacked support from family, or had particular issues with their family
    - 10% (18) had left to get a job/apprenticeship or go to college

Barriers facing young people
- The striking observation when analysing the data is the complexity and number of issues facing the young people who are being supported by the 14:19 Fund. Most have had multiple issues to deal with, often dealing with a number of significant challenges in their personal lives which impact on their employability.

- The main barriers facing young people were identified as:
    - lack of confidence or self-esteem (35%, 71)
    - mental health or anxiety issues (27%, 55)
    - lack of family support or issues with their family (23%, 46)
    - lack of qualifications or work experience (22%, 44)
    - learning difficulties, such as ADHD or dyslexia (21%, 43)

- Younger participants (under 16s) were more likely to exhibit poor timekeeping, attendance or reliability (39%, 14), behaviour or anger issues (33%, 12) and poor social or communication skills (28%, 10).

- Older participants (16+) were more likely to exhibit mental health/anxiety issues (31%, 51), lack of family support or issues with their family (27%, 45), lack of qualifications or work experience (25%, 41) and learning difficulties (25%, 41).

- Girls were more likely to face bullying/abuse (10%, 8), whilst boys were more likely to have experienced care or be a care leaver (13 of the 14 young people where this was a barrier were male).

Support delivered by the project
- The key to the 14:19 Fund is the person-centred support provided to young people in addition to employability support, i.e. the help they need in order for them to engage fully in the employability support and access the opportunities available to them. A central pillar of this is work to build their confidence and self-esteem (38%, 76) but the following supports were also commonly provided:
    - one to one support, mentoring or counselling, including support with mental health, anxiety, emotions and relationships (33%, 67)
    - group work and/or team building support (18%, 37)
    - practical or creative skills workshops or tasters, such as fishing, cycling, cookery, music and/or trips/visits and residential pursuits (18%, 36)
    - personal development workshops (13%, 26)
    - support with independent travel or living (12%, 25)

- A range of different employability support was also provided:
    - employability/skills courses or workshops (32%, 64)
    - CV preparation (32%, 64)
    - interview skills training (31%, 63)
    - work experience or volunteering opportunities (27%, 55)
    - help with applications (22%, 44)
    - advice around work behaviours and employers' expectations (20%, 41)

- Post-destination support was provided for 83% (139) of young people profiles, where this information was provided, reinforcing the strength of relationships that organisations develop with their young people, who often seek them out if they need any further support because they are trusted advisors. For 5% (8) this support was not required and one young person refused further support but 12% (20) gave no reason for the lack of further support.

Support to others
- In 40% (70) of the cases profiled, family or friends related to the young person were also supported by the organisation.

- A third of those given support were parents (34%, 24) and one in five (21%, 15) were siblings. Unspecified family members (17%, 12) and friends (16%, 11) were also supported, as were schools (13%, 9). This was often to inform/reassure parents about what the young person was doing but also included things like encouraging younger siblings to engage in a service too, such as a youth club.

- Organisations had engaged with employers for 30% of the young people profiled (45), 9% (13) with college or training provider and 4% (6) said they were the employer. However, 57% (84) did not engage with employers, training providers etc.

- The type of engagement noted included setting up placements/employment opportunities, work place visits prior to placement, briefing/supporting employers on the issues the young person was facing or advocating on their behalf.

Systemic barriers
- Organisations were asked to list any systemic barriers facing the young person, such as transport, benefits or school timetabling. The most common barrier cited was transport and/or the ability of the young person to travel independently (27%, 54), followed by the benefit system (14%, 29), lack of cash or deprivation (14%, 29). No information was provided for 20% of cases (40) and 9% (18) stated that no systemic barriers had been identified.

Qualifications

- 78% (156) gained a qualification and a further 5% (9) are in progress or about to start focusing on this. Many had achieved more than one qualification, with a few achieving 7 or 8 in total.

- The qualifications achieved included practical qualifications related to health and safety (22%, 35) or First Aid (14%, 22); SQA awards such as the SQA Employability Award (13%, 20) or Personal Development Award (8%, 13); 12% (18) completed National 4/5s or Standard Grades, 3 completed Highers and 9% (14) completed an apprenticeship/Modern Apprenticeship.

Outcomes for the young person

- The vast majority of case studies provided had positive outcomes:
  - 36% (72) achieved employment or an apprenticeship/Modern Apprenticeship
  - 22% (45) went to college
  - 15% (31) took part in further training
  - 8% (16) returned to education

- 5% (10) were still being supported towards a positive outcome and just 2 young people in the 202 cases provided had not achieved an outcome and were no longer receiving support.

- The average length of time to achieve these outcomes was 38 weeks (ranging from 0 to 5 years), with a median of 19 weeks.

Feedback from the young people about the service

- Organisations were asked what feedback they had received from the young people about the service they had provided, particularly around what had worked for them. The key points raised were:
  - the one to one support and fact that staff really knew the young person

    "Having someone that you felt close to that you could actually speak to about stuff."

  - the practical skills and 'hands-on' learning opportunities

    "Outdoors, not classroom based. Real life skills."

  - the non-judgemental approach taken

    "There needs to be more places like this to provide more support – you don't see many places that provide support like this. Most places treat us like kids – here you take us as we are."

  - the confidence boost the young people felt from participating

    "I have new skills and I am a lot more confident now. I am a lot more motivated to find work. I have learnt that I have got a lot more abilities than I thought, I have enjoyed working with the others in the group as well."

  - gaining qualifications and skills

    "It was a big wide range of different skills and work roles, different things every day. Liked to chop and change and got to try different things. Trying things I'd never tried before like going to Go Ape. Everything was positive."

  - the development of their social skills

"The interaction with people, members of the public, it has taken away my anxiety. I've made connections and have achieved personal things that have really improved my confidence."

Changes for the young person and their family
- The 14:19 Fund supported changes in young people's employability, but also helped them to be happier, more resilient and focussed individuals, with improved confidence and independence. The most commonly-cited changes for participants were:
    - improved confidence and self-esteem (51%, 96)
    - found or retained employment (24%, 45)
    - improved relationships or made friends (18%, 34)
    - knowing what they want, having a plan or being more focussed (16%, 31)
    - financially more secure, able to pay rent or having a secured tenancy (13%, 25)
    - gained qualifications, experience or new skills (11%, 21)
    - independence (11%, 20)
    - started/sustained training, college or university (11%, 20)

- Positive impacts were also noted for family members:
    - better relationships (26%, 32)
    - income for the family/less financial pressure (18%, 22)
    - having pride in or being happy about the young person's achievements or progress (14%, 18)
    - a more stable, calmer or happier home life (12%, 15)
    - being happy that the young person is getting support (10%, 13)

Next steps and aspirations
- As might be expected the next steps noted for young people centred around employment or training:
    - to go to college or university (21%, 38) – particularly for girls (37%, 26; boys 11%, 12)
    - to continue or progress in their existing employment (20%, 36)
    - to secure employment (19%, 34)
    - to continue at school (16%, 28)
    - to continue to receive support or work experience (16%, 28)

- Longer term aspirations focused on securing, sustaining or progressing in employment (80%, 142), with 58% (104) specifying a career. Where given, young people were interested in working in the following sectors:
    - creative/arts, such as music, art, design, theatre, TV (19%, 20)
    - construction (12%, 12)
    - health and social care (11%, 11)
    - teaching, childcare or youth work (11%, 11); particularly where participants had enjoyed working with children/young people via the programme and *"want to give something back"*
    - hospitality or catering (11%, 11)

- 10% (18) specified going to college, university or gaining qualifications, but other aspects of life were also mentioned: 9% (16) are hoping to have their own home and having a family or more positive relationship with their family (6%, 10) also featured.

Concluding comments

The 14:19 Fund aims to help some of the most disadvantaged young people in Scotland who struggle to access employment, education or training and the 'typical' case studies supplied by the organisations delivering the fund certainly show the degree of disadvantage experienced by the young people they work with, and the many complex and inter-related issues they have to deal with.

However, the person-centred, tailored approach taken made a difference for the vast majority of the young people profiled: 78% gained qualifications and 93% had achieve a positive outcome. This, along with the positive feedback from participants, would suggest that this is a valuable portfolio of support, targeting those who need it most in an accessible and effective way. The 14:19 Fund appears to fill a gap as the approach is person-centred in practice, not just theory, and the organisations' staff are able to engage young people and motivate them to make positive changes in their lives. They help the participants to raise their aspirations and sort out the issues or barriers they face, equipping them with the ongoing skills and resilience to deal with life in future. This mix of mentor, role model, facilitator, friend, sounding board, motivator, supporter and advocate – trusted by the young people who engage properly, sharing their hopes and fears so that fundamental issues can be addressed – provides 'parent plus' input to great effect. This is what appears to make the real difference, but it will be interesting to see what the wider evaluation reveals. Future funding is determined by many things, but on the basis of the case studies supplied, it is hoped that this type of support continues to be provided to these young people, to level the playing field and help them achieve their potential.

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1 Introduction

1.1 Background

This report highlights the profile of young people currently being supported by Inspiring Scotland's 14:19 Fund. The 14:19 Fund is Inspiring Scotland's first and longest-running thematic fund which was established in 2008 to help change the landscape of youth unemployment in Scotland. It aims to help some of the most disadvantaged young people aged 14 – 19 in Scotland who struggle to access employment, education or training. To date (end June 2017), £46.1million has been invested in the portfolio and an additional £53.7million match funding has been levered in to help 54,724 young people build their skills, confidence, resilience and motivation and 27,897 move into employment, education or training.

The young people who are supported by the charities have a range of different challenges to overcome. Some of these relate to their own physical or mental health and wellbeing, their behaviours and experiences. Others relate to their life circumstances – living in poverty, with challenging and sometimes chaotic home lives or experience of the care system. This is particularly challenging as there are often a number of inter-related issues which need to be addressed, including parental or young person addictions, mental health issues, experience of the criminal justice system, family breakdown, caring responsibilities and difficult, unsupportive or absent family relationships.

The Fund and delivery organisations recognise that each young person is a complex individual and work holistically with them to build on their strengths, skills and talents, to improve their confidence, raise their aspirations and minimise the disruptive or negative influences to them achieving their potential.

FMR was commissioned by Inspiring Scotland to assist in a wider process of reflection on the progress of the Fund. A separate evaluation has been commissioned, as has a literature review, to help shape the context for future funding and activities and to ensure the next Fund is targeted at those who remain in need of support.

1.2 Objectives

The key aim of this commission was to profile the young people currently being supported by the 14:19 Fund, to better understand their characteristics, experiences and barriers to employment, education or training. This will help to inform any future iteration of the 14:19 Fund.

2   Method

2.1   Process overview

Inspiring Scotland asked each charity delivering services for 10 'typical' case studies to help illuminate the profile of young people currently being supported. They completed Excel pro formas which sought specific feedback on the profile, challenges/barriers, activities and outcomes for the young people who were supported. Any engagement with and outcomes for their family and friends and employers or education/training providers were also sought. Organisations were invited to provide as much detail as possible about their *"young people's journeys to, through and beyond"* their services to help build as comprehensive a picture as possible.

The data provided has been coded and analysed by FMR on SPSS, and is presented in the key findings section of this report. Each question was cross-tabulated by size of organisation providing support, plus age and gender of the young person supported, to explore any patterns in the data. These are reported where relevant. Case studies and quotes have also been included to help bring the data to life.

2.2   Profile of organisations providing support

Nineteen organisations provided profile information to illustrate their 'typical' young people currently being supported. The focus of the 14:19 funding for each organisation was as follows:

Aberdeen Foyer, a housing support service for those in crisis, supports young people aged 14 to 16 who have been excluded or at risk of exclusion from education and supports a range of interventions across the employability pipeline for 16 to 19 year olds not in training or employment.

Action for Children provides Youthbuild, Challenge and Transitions programmes targeted at young people who are unemployed and who may have other issues restricting their ability to access the job market.

Callander Youth Project (CYP) supports the expansion of the accredited employability support programme Steps to Work, which targets 15 to 19 year olds, and post-school support for young people entering the hospitality and adventure tourism sector.

Calman Trust, based in the Highlands, supports young people to live independently. The programme provided intensive individual support, training in one of their social enterprises via a Modern Apprenticeship and the opportunity of full-time employment elsewhere.

East Ayrshire Carers Centre (EACC) supports young carers who do not attend school regularly or who leave school without qualifications, to make a successful transition beyond school across a range of programmes.

Enable supports young people with learning disabilities via its five year Stepping Up programme, which helps them (from the age of 14) make a smooth transition from school into employment, education or training by looking at career options, action planning, extended work and college placements and work experience, job coaching and in-work support.

Family Action in Rogerfield and Easterhouse (FARE) supports young people who require additional support to navigate a successful path to a positive destination. Support is provided in schools through integrated, accredited programmes and in the community

through a range of services. FARE also delivers Modern Apprenticeships and supported work placements.

Get Hooked on Fishing (GHoF) uses angling to engage young people in Annan, Glasgow, North Ayrshire and North Lanarkshire, help them set goals and establish a positive pathway into employment, education or training.

Hot Chocolate Trust, based in Dundee city centre, provides activities to support young people's transitions into positive destinations.

Impact Arts in Glasgow uses the arts to improve the lives of vulnerable young people and marginalised communities. Through 14:19 funding it delivers creative programmes which build young people's softer skills, gains them qualifications and supports them into work, further education or training.

Move On works with young people in Edinburgh and Glasgow, who have experienced homelessness, delivering mentoring and volunteer peer education programmes.

Murton Wildlife Trust for Environmental Education uses its nature reserve to provide accredited training courses in land management, animal husbandry, rural skills, personal development and employability skills as an alternative to school for 14 to 16 year olds. Courses targeting 16 to 19 year olds are also provided to help them into employment.

Rural and Urban Training Scheme (RUTS) uses motorcycle and bicycle mechanics to improve the lives and career options of young people at risk of disengaging with education, providing employability programmes across Clackmannanshire, Dundee, East Lothian, Edinburgh, Falkirk, Fife, Midlothian and West Lothian.

Showcase the Street supports the delivery of accredited courses in dance, drama, fashion and sports coaching to young people aged 14 to 16 in Dundee.

Station House Media Unit delivers two media training initiatives in central and north Aberdeen – an early interventions programme for 14 to 16 year olds and an accredited positive transitions programme for 16 to 19 year olds – and provides employability support in Aberdeenshire.

Street League uses football to help transform the lives of disadvantaged young people who are at risk of social exclusion across Argyll and Bute, East Ayrshire, Edinburgh, Dundee, Glasgow, Inverclyde, North Ayrshire, North Lanarkshire, Renfrewshire, South Lanarkshire, West Dunbartonshire and West Lothian.

Tomorrow's People helps young people who have multiple barriers that prevent them from progressing successfully. The programmes improve skills and qualifications, by strengthening personal and social skills and by facilitating access to local employers and work placements.

Tullochan Trust offers a two year Future Choices programme in West Dunbartonshire involving one to one support and skills development for young people who are at risk of disengaging from education. In addition, Tullochan delivers bespoke employability support to young people who have left school and are facing multiple, complex barriers to employment.

Venture Trust delivers Inspiring Young Futures, a personal development programme in a wilderness setting for disengaged young people, young carers and those leaving care aged 16 to 19, in eight local authority areas. This helps them to progress into employment, education or training opportunities.

Yipworld delivers early intervention programmes in secondary schools and community settings across Ayrshire to achieve positive destinations of employment, education and

training, in addition to providing support to vulnerable young people leaving school with few or no qualifications.

The target number of profiles was 10 per organisation, although in reality this varied from 9 to 14, and 202 profiles in total were analysed.

Table 1   Number of young people's profiles submitted by each organisation

	Young People	
	No.	%
Aberdeen Foyer	10	5%
Action For Children	14	7%
Calman Trust	11	5%
Callander Youth Project Trust (CYPT)	13	6%
East Ayrshire Carers Centre (EACC)	10	5%
Enable	13	6%
FARE	10	5%
Get Hooked on Fishing	9	4%
Hot Chocolate Trust	10	5%
Impact Arts	10	5%
Move On	11	5%
Murton	10	5%
Rural and Urban Training Scheme (RUTS)	10	5%
shmuTRAIN	10	5%
Street League	11	5%
Tomorrow's People	10	5%
Tullochan Trust	10	5%
Venture Trust	10	5%
Yipworld.com	10	5%
Total	202	100%

2.3   Caveats

It must be remembered that the young people profiled by each organisation were selected by them as typical of those they support and, whilst a sample of 202 is a relatively robust dataset, this is not a full audit of all young people supported. It should therefore be seen to illustrate the profile of young people rather than being truly representative.

The questions on the pro forma were framed as open questions for organisations to respond to and they have completed these with varying degrees of detail. It could be considered that the proportion of people indicating responses to each question are therefore the 'minimum' number of people likely to exhibit the response as more may well have indicated these if prompted response options had been provided.

3 Key findings

3.1 Introduction

This section outlines the analysis of the data provided on each of the young people supported by the 14:19 Fund. The section follows the flow of the pro forma issued to organisations to complete.

3.2 Profile of organisations

Each of the 19 organisations who responded were categorised according to their turnover, with the majority being medium or large organisations, as shown in Table 2.

Table 2   Organisation size based on turnover

	Organisations		Young People	
	No.	%	No.	%
Small	3	16%	29	14%
Medium	8	42%	85	42%
Large	8	42%	88	44%
Total	19	100%	202	100%

Local authority (LA) coverage

Local authority coverage varied from only one area (6 organisations operated in one authority only) up to 16 areas for Street League. Street League and Action for Children are large organisations so might be expected to be active across a wider geographic area, but FARE is also a large organisation yet focuses activity on a tight geographical area in Glasgow. Rural and Urban Training Scheme (RUTS) is a medium sized organisation and is active in 9 LA areas, whilst Get Hooked on Fishing is a small organisation yet is active in 3 LAs.

Table 3   No. of local authorities covered

Organisation	Number of local authorities covered
Street League	16
Action For Children	11
Rural and Urban Training Scheme (RUTS)	9
Enable	8
Impact Arts	8
Venture Trust	8
Tomorrow's People	3
Get Hooked on Fishing	3
Aberdeen Foyer	2
Move On	2
shmuTRAIN	2
yipworld	2
Murton	2
FARE	1
Calman Trust	1
Callander Youth Project Trust (CYPT)	1
East Ayrshire Carers Centre (EACC)	1
Tullochan Trust	1
Hot Chocolate Trust	1
All organisations	25 out of 32

Organisations were active in 25 out of the 32 Scottish local authorities. As might be expected, Glasgow City (9 organisations) and Edinburgh City (8 organisations) saw the most activity. East Ayrshire (6) and North Ayrshire (5) were also well represented, whilst others such as South Lanarkshire (2, the same as East Renfrewshire which is much smaller) were less well represented in the sample than might be expected given its size.

Table 4   Local authority coverage by number of organisations

	No.	%
Aberdeen City	3	16%
Aberdeenshire	3	16%
Angus	2	11%
Argyll and Bute	0	0%
Clackmannanshire	1	5%
Comhairle nan Eilean Siar (Western Isles)	0	0%
Dumfries and Galloway	0	0%
Dundee City	4	21%
East Ayrshire	6	32%
East Dunbartonshire	1	5%
East Lothian	4	21%
East Renfrewshire	2	11%
Edinburgh City	8	42%
Falkirk	1	5%
Fife	2	11%
Glasgow City	9	47%
Highland	2	11%
Inverclyde	4	21%
Midlothian	2	11%
Moray	0	0%
North Ayrshire	5	26%
North Lanarkshire	4	21%
Orkney Islands	0	0%
Perth and Kinross	0	0%
Renfrewshire	3	16%
Scottish Borders	2	11%
Shetland Islands	0	0%
South Ayrshire	3	16%
South Lanarkshire	2	11%
Stirling	2	11%
West Dunbartonshire	4	21%
West Lothian	3	16%
Total	19	100%

3.3   Profile of young people

3.3.1 Age

Of the profiles submitted, nearly half of young people were in the 16-17 age group (44%, 89 young people) and almost a third (31%, 62 young people) were aged 18-19. The remainder were either 14-15 (18%, 36 young people) or 20+ (7%, 15 young people).

Figure 1   Age bands
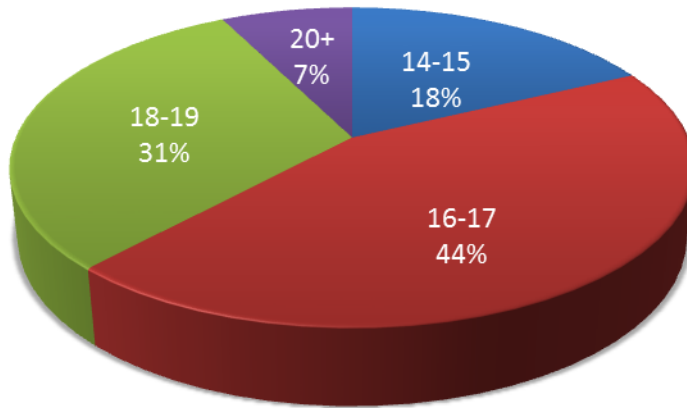
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Organisations were asked to provide a 'typical' selection of their young people, which can be challenging when only a handful of cases are sought from each one. It is perhaps helpful to consider the profile in a little more detail:

- small organisations were more likely to highlight younger people (34%, 10, aged 14-15; 48%, 14 aged 16-17; 17%, 5, aged 18-19, none aged 20+);
- medium-sized organisations presented a more even spread of ages (25%/21 14-15s; 36%/31 16-17s; 29%/25 18-19s and 9%/9 aged 20+); and
- large organisations were more likely to highlight older participants (6%/5 14-15s; 50%/44 16-17s; 36%/32 18-19s; 8%/7 20+).

3.3.2   Gender

Three out of five (60%, 121) of the profiles were of male participants and 39% (78) were female. Three young people described themselves as 'other' – two as non-binary and one as female/gender fluid.

Figure 2   Gender
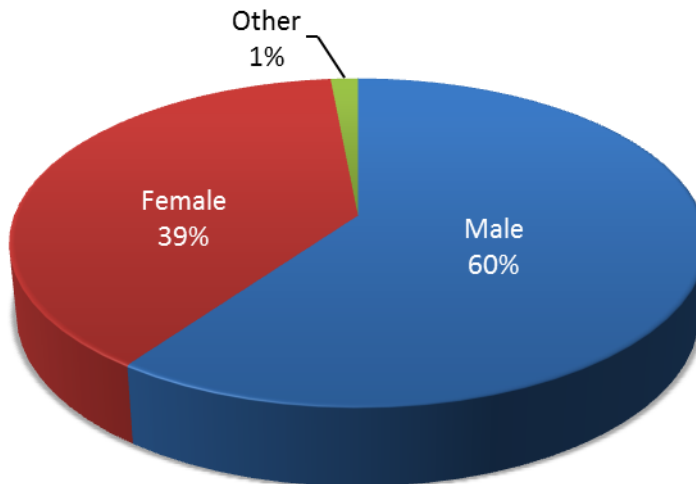
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Those in the 14-15 age group were more likely to be male (78%, 28) than female (22%, 8) but there was a more even split (slightly in favour of males, 53-56%) in each of the other age categories. Cases from small (62%, 18) and large (65%, 57) organisations were also more

likely to be male, while there was a better balance of genders from medium-sized organisations (54%/46 male; 46%/39 female).

3.4   Source of referral

By far the largest source of referral was from schools or teachers – 34%, 68 referrals came from this source. This was followed by Skills Development Scotland (15%, 30 referrals) but there were also a number of self-referrals (14%, 29 referrals). The full spectrum of referral sources is shown in Figure 3. Organisations with only one or two referrals were grouped together under 'other organisations' and comprised 9% (18) of referrals. These included a housing association, CAMHS, homeless centre, Women's Aid and a variety of other organisations, some of which specifically targeted young people.

Figure 3   Source of referral
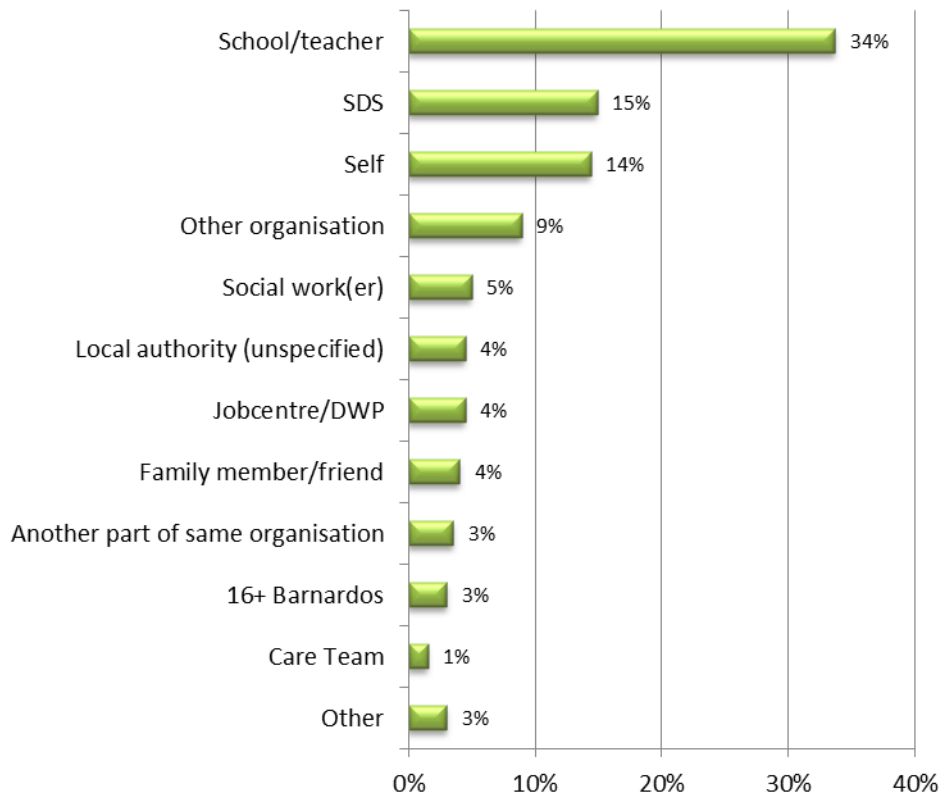
n=202

3.5   Previous contact

Where organisations were able to give a response (for 180 young people), 28% (51) of young people had had previous contact with the organisation. Previous contact was not known for 11% (22) of young people and these have been excluded from the following chart.

Figure 4   Has the young person been seen previously?
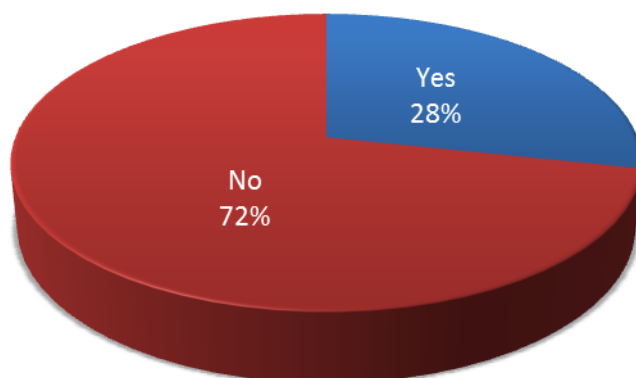
n=180

Not surprisingly, previous contact with young people increased with the age of the young person, (17%/6 of 14-15 year olds, 22%/16 of 16-17 year olds, 39%/22 of 18-19 year olds and 47%/7 of the 20+ age group had been seen previously), although this was not statistically significant and the numbers are low.

The nature of the previous contact was specified for 21 of the 51 young people, examples of which were: contact when the young person was at school (7 young people); through youth club (5); residentials, volunteering or other programmes (all 2 young people).

Previous contact was more likely for some organisations than others. For example, some organisations such as FARE are based in communities and work with children from a young age as well as young people. They offer a wide range of supports in their premises, in schools and in other locations in addition to enabling different ways for children, families, young people and other members of the community to engage. There is therefore scope for young people who are engaged with the project to progress through the organisation and build a portfolio of skills, experiences and achievements at different stages, to suit the needs of the young person. That said, organisations which provided additional opportunities did not just recruit from within existing contacts – other young people were referred or came to them for support.

Case study: Ryan[1], 18, self-referred to FARE

Ryan had attended FARE from a young age via youth clubs, summer camps, holidays and expeditions, and had also attended a programme with Tomorrow's People. Ryan left school in late S2/early S3 after poor attendance, with no qualifications. He did not enjoy school and had no parental support to continue attending. Ryan came from a non-working household and has developmental delays due to Foetal Alcohol Syndrome and his own misuse of alcohol and substances from a young age. He had low self-esteem and lacked confidence, with chaotic routines/sleeping patterns and was often involved in trouble. Holistic support was provided, including literacy and numeracy support. Ryan completed Stage 3 of the programme, including qualifications and work placement, with an additional week's work placements as a 'working interview'. He gained his Personal Development Award, Health & Safety, Manual Handling, Food Hygiene and First Aid qualifications. Ryan enjoyed the course, particularly having a structure and lots of things to do.

Within 9 weeks, Ryan had secured a job with a local private sector trade wholesaler. He's not hanging about the streets any more and has reduced his alcohol/substance intake significantly. He has a greater sense of responsibility – he is contributing to the household financially - and increased confidence and self-esteem. He has broken the cycle of unemployment in his family, which also increases the chances of his younger sister, who is attending the youth club at FARE, gaining employment too. Ryan wants to continue learning and taking on more responsibility with his employer, get qualified in forklift driving and gain a permanent contract. He is keen to have his own flat too. Other local young people have commented that they never see him any more and he has changed a lot, for the better!

3.6 Other programmes

Over half of young people had undertaken other programmes (56%, 113 young people). As might be expected, the proportion who had undertaken other programmes increased with age, with only 28% (10) of 14-15 year olds having done so compared to 57% (51) of 16-17 year olds, 65% (40) of 18-19 year olds and 80% (12) of those aged 20+.

Figure 5   Has the young person undertaken other programmes?
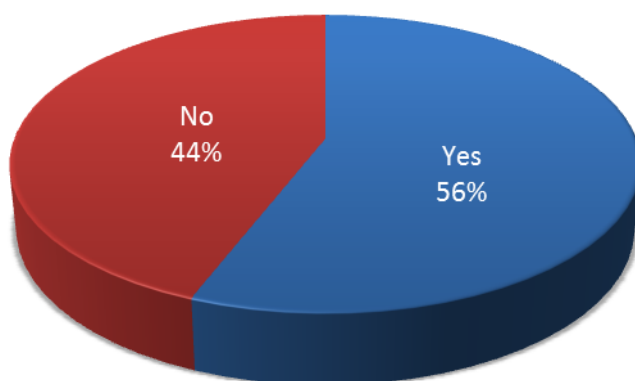
n=202

The other programmes undertaken were many and varied, for example CJS (10), Employability Fund/EF2 (9), Modern Apprenticeship (6), information learning activity with

focus on engagement/basic skills (5), Foyer Futures (5) and SDS (4). A full list of those given in the profiles is included in the data tables.

> **Case study: Jack, 16, referred to Aberdeen Foyer by school**
>
> Jack was disengaged from school – he wasn't interested in education, lacked confidence and was anxious in larger groups. He didn't have boundaries or a routine at home and was easily distracted by older peers. Aberdeen Foyer worked with Jack on confidence building, school work, meeting SDS, CV writing, sourcing a work placement, engaging with the work coach from Keen4Work and supporting him to travel independently. Jack achieved Health & Safety Levels 1 and 2, Personal Achievement Award and National 4 English and Maths. He preferred the environment of the programme to school and the practical focus on things of more interest to him (than school).
>
> Jack progressed onto a work placement at Seaton Park in the year he was engaged on the programme. Jack was also supported by SDS, Keen4Work and Pupil Support and the relationship between the different professionals was perceived to make all the difference in designing a fully-supported timetable which helped to identify Jack's strengths and talents and which he could take control over at his own pace, for example around independent travel. His confidence has increased, he knows what he wants to do – become a gardener – and he is able to see that can happen as he has achieved so much already. His mum is also less concerned about his (lack of) education and is more confident about his future.

3.7   Young person's experience of school

3.7.1   Overarching sense of positive/negative experience

Organisations were asked to indicate what the young person's experience of school had been. These were then grouped and coded into an overall positive or negative experience and then into more specific themes. Those young people where school experience was unknown have been excluded from Figure 6. Please note that the data presented is what was provided by projects on an unprompted basis, so is not necessarily a full reflection of young people's school experiences and FMR has made the judgement on whether the comments were positive, negative or mixed. People often focus on the negative rather than the positive and this is reflected here, with very few neutral or positive comments made.

Given the issues faced by this group of young people it is not surprising that four out of five (79%, 144) young people had a negative experience of school, as shown by the following (it should be noted that some submissions appear to have been completed by the young person directly or are written 'in their voice'):

The young person was diagnosed at a young age with speech and language delay with associated learning difficulties. Initially this had a detrimental impact on the young person's experience of school as he struggled to build relationships with peers and participate fully in classes.

Eva had low confidence and had problems with her literacy and felt she was under pressure all the time as she was unable to keep up.

"Terrible so far, I don't really get along with anyone and find everyone to be mean and bitchy. I only really like History."

Mark struggled with the academic work at school, he had been bullied very badly and had lost trust in his teachers. He had not been in school for 2 years before joining [project, at the age of 14].

"I hate it so much. I'm leaving in two weeks. The people there are over dramatic and my guidance teacher is not good. I have a health condition and he doesn't take it seriously."

"Bullying was a big issue – I was a small ginger kid who had a brace and glasses. I was a walking target. It started in P5 and lasted all my way through school."

However, some reported an overall positive experience (14%, 25 young people), as the following examples illustrate:

"My experience was positive for the most part, the first four years were good and so was the fifth socially but I just felt it wasn't for me."

"It was ok. I learned some things that helped me prepare for the future."

A small number of young people appeared to have a mixed experience, with 7% (13 young people) reporting both positive and negative experiences, as the following examples illustrate:

Good relationships with teachers and pupils but didn't like the formality and structure of school.

"It wasn't all bad. There were some good days but mostly too much stress. With the work and also with the people. Because I was off quite a lot in last year for mental illness I was told I couldn't do exams and that was really frustrating."

Figure 6   What was YP's experience of school?
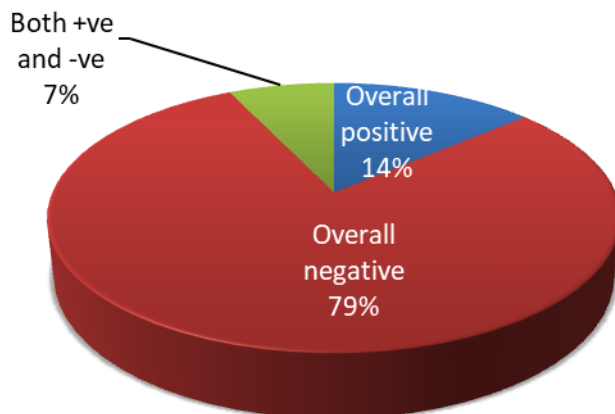
n=182

It is interesting to note an overall decrease in the proportion of young people with a negative experience of school with increasing age – 94% (34) of 14-15 year olds, 83% (67) of 16-17 year olds, 67% (35) of 18-19 year olds and 62% (8) of those aged 20+ reported a negative experience. This may be a case of 'absence makes the heart grow fonder' and/or the fact that negative experiences were fresh in younger people's memories, or the fact that younger people engaging with the projects were more likely to be at the more extreme end of the spectrum (they would be less likely to be referred/engage with the projects if they were getting on well at school if of school age), but it is impossible to know for sure as this was not asked.

3.7.2 Specific issues raised

Figure 7 illustrates the more specific issues raised in response to this question. It should be noted that the codes only relate to the data supplied – some may well apply to other participants but that was not articulated in their response. These should perhaps therefore be seen as a 'minimum' number of people experiencing these issues – for both general and specific points raised – as organisations may have prioritised the key issues rather than provided a full audit of issues. Responses were unprompted, which also usually results in a lower incidence of issues logged.

The most frequently mentioned negative experiences were that the young person:

- underachieved, had low attainment, struggled academically or had little or no qualifications (19%, 39 young people);
- was bullied, isolated or socially excluded (15%, 31 young people);
- had disengaged (15%, 31 young people);
- had poor attendance or timekeeping (15%, 30 young people); or
- had a negative or poor experience (12%, 24 young people) – of these no other reasons were given for 15 young people.

Case study: Jordan, 17, referred to AFC by SDS

Jordan wasn't diagnosed with Autism until Primary 7 so has struggled throughout his education. He had long periods of non-attendance in secondary then found it too difficult to catch up when he returned. Jordan is socially excluded and finds it difficult to leave his house. He feels he has not achieved his potential and is upset that he has missed out on his education. He feels useless.

AFC provided personal support to help Jordan leave the house, improve his communications and travel independently. They have also introduced him to training providers and visited premises, such as the Princes Trust, to make the process more familiar. They have applied for a grant to purchase interview clothes, which will help improve his self-esteem.

Jordan has made real progress: he is leaving his bedroom and sees a future for himself. This is the first time he has engaged well in something. His mum reported that he accompanied her on a trip to Tesco, which he wouldn't have done before, as a staff member had taken him there the day before. Jordan has now registered with the Princes Trust and AFC will support him to travel independently and to sustain this activity. He is looking at further training thereafter.

Positive experiences were most commonly expressed as good, happy, OK, or positive by 13% (27 young people). Other positive experiences were they had achieved (3%, 6 young people), completed 4th year (2%, 5 young people), or had good attendance (1%, 3 young people). Of the 38 young people who were logged as having one or more of the positive experiences, 34% (13) also noted one or more of the negative experiences.

Figure 7   What was YP's experience of school - detailed?

NEGATIVE EXPERIENCES

Category	Value
Underachieved/struggled/lack of quals	19%
Bullied/isolated/socially excluded	15%
Disengaged	15%
Poor attendance/timekeeping	15%
Negative/poor	12%
Low conf'e/self est/mental health issues	11%
Didn't/doesn't enjoy school	9%
Poor behaviour/disruptive/excluded	9%
Staff unsupportive/poor relationships	7%
Impacted by caring role	5%
Left before 16	5%
Additional support needs/learning difficulties	4%
School impacted by home life	4%
Mixed with wrong peer group	3%

POSITIVE EXPERIENCES

Category	Value
Good/happy/OK/positive experience	13%
Completed 4th year/education	3%
Achieved	3%
Good attendance	1%
Other	13%
Not known/recorded	9%

n=202

Case study: Megan, 18, self-referred to East Ayrshire Carers Centre

Megan enjoyed school and had positive relationships with staff and peers but struggled with literacy and numeracy, which had a significant impact on her learning, and she left with few qualifications at the age of 16. Both of her parents have learning difficulties so were unable to help, and with 3 siblings and a caring role, Megan found it difficult to find a quiet time and space to study. This caused her to have low confidence and self-esteem and a lack of drive to move her employability path forward, not helped by low income and transport issues.

EACC had been involved with the family for many years due to Megan's caring role, and staff became more involved in supporting Megan when she left school, unsure of her next steps. EACC supported Megan in her caring role via their weekly young carers group and respite opportunities, in addition to supporting her younger siblings. Megan was supported to undertake the Columba 1400 leadership programme and National Trust for Scotland leadership training programme. Emotional support, encouragement, praise and practical personal finance and budgeting training were also provided, alongside employability support around applications for college, bursary forms, CV building, interview techniques, work experience, job searches/applications, references and support through college. Megan achieved SVQ Level 2 in Professional Cookery at college before joining EACC's 26 week in-house paid training programme. She secured a full-time position, with the local authority, and is delighted with her achievements, recognising the support she received from EACC:

"You took the time to train me hands-on and that was the best way for me to learn. You want me to succeed and I feel you are all very proud of me. If it wasn't for the centre I would have just taken any job just to get money and would never be working in this field. This is where I want to work and I'm really happy."

Megan is more confident and is financially better off. She has a clear career path and is hoping to return to college (night classes or day release) to gain higher level SVQs. Through time she would like to move into hotels or training young people in professional cookery.

3.7.3   Disengaging from school

Of the 182 young people who had disengaged from school (20 were still engaged with school):

- 8% (15) had been disengaged since starting secondary school;
- 7% (12) had disengaged during S1 or S2;
- 20% (36) had disengaged during S3;
- 26% (47) had disengaged in S4[1];
- 13% (23) had completed their education or left in S5 or S6;
- and for 27% (49) the timescale was unknown or unrecorded.

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[1] For most young people, it would appear that this was either at the end of 4th year or they were a winter leaver. However, for some we were unable to determine whether this was before or after their official school leaving age.

Figure 8   When did they disengage?
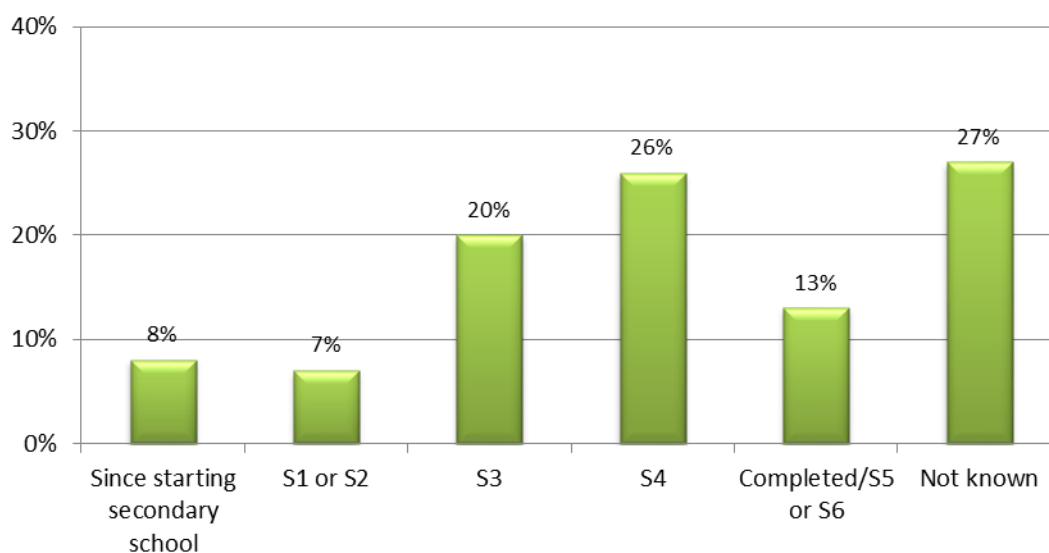
n=182

The main reasons given for disengaging from school were:

- 18% (31) said they disliked school, felt school had no value, had a lack of interest or motivation, or couldn't or didn't want to do exams;
- 12% (20) had poor attendance, were struggling with the work and/or had difficulty catching or keeping up;
- 11% (19) had behavioural issues or been excluded from school or class;
- 11% (19) lacked support from family, or had particular issues with their family; and
- 10% (18) had left to get a job or apprenticeship or to go to college.

For 13% (23 young people) the reason was unknown.

There were many different responses to this question and the full spectrum of responses is shown in Figure 9.

Figure 9   Why did they disengage?

Reason	%
Disliked school, no value/interest/motivation	18%
Poor attendance/difficulty keeping up	12%
Behavioural issues	11%
Lack of support from/issues with family	11%
Got/wanted job/apprenticeship/college	10%
Attended until minimum leaving age	8%
Attended until end of school career	6%
Mental health issues/anxiety	6%
Bullying	5%
Low self esteem/lack of confidence	5%
Caring role	5%
Peer/social pressure	3%
Alcohol/drugs/substance misuse	3%
Learning difficulties/dyslexia	3%
Referred to Yipworld	3%
Moved schools	2%
Lack of support from school/teachers	2%
Homelessness	2%
Other	11%
Unknown	13%

n=172

The following case studies aim to give a sense of challenges experienced at school and the impacts this had on participants.

Case study: Georgia, 19, referred to the Calman Trust by their Housing Support Team

Georgia was bullied at school and experienced poor mental health because of this, and left without any qualifications. She was self-harming to a significant degree. She lived in an isolated rural community so this situation was both difficult to escape and visible to everyone, which made life impossible for her. Georgia relocated to Inverness, 100 miles from her home, to escape the bullying in her home community, despite this meaning she was isolated from home and family (not helped by limited public transport and the cost of this). She was placed in homeless accommodation and is still living in a B&B.

Calman Trust supported Georgia to access GP and mental health services, in addition to assistance around finding accommodation, support with managing money, benefits and dealing with debt to stabilise her housing and financial circumstances. Georgia was also supported with flexible participation in a CJS opportunity in Calman's social enterprise, Café Artysans, which enabled her to access the additional support she needed alongside gaining work experience to help her progress towards employment. She also gained CV development and interview skills. Despite the flexible working arrangement, Georgia found it extremely difficult to attend work and meet the requirements of her CJS contract as her mental health was deteriorating, so she put this on pause. She continues to be supported by the Calman Trust and feels they understand what she needs, giving her the scope to make her own decisions without judgement.

Whilst she is still self-harming, removing the pressure to work has improved Georgia's mental health. She feels more confident and is now in part-time employment, which she applied for independently. Her family are less anxious about her circumstances and reassured that she visits home occasionally. Georgia's next steps are to sustain her job and keep mentally well, then she hopes to move into full-time employment and permanent accommodation.

Case Study: Callum, 18, referred to Tomorrow's People by Street Cones

Callum left school early without qualifications as the school environment did not suit him: he had issues with discipline, poor relationships with teachers and low academic confidence, not helped by having dyslexia. He started offending so also had a problematic relationship with the police. Tomorrow's People helped build Callum's confidence to apply for jobs, provided mentoring support and paid travel expenses, in addition to discussing his ambitions and immediate options. They also helped with updating his CV, job search, applications and interview skills before introducing him to employers and providing in-job support.

Callum has now been working for over a year as a permanent estate caretaker with a housing association, and has received very positive feedback from his employer. Living in poverty, relying on benefits, and having few opportunities or ambitions made it more challenging to escape the cycle of re-offending (not helped by close family and friends engaging in offending behaviour too). However, Callum is moving away from benefits and has sustained continuous employment for 16 months which has built his confidence and resilience. Tomorrow's People have checked in regularly with Callum and his employer to offer support where required. Callum is keen to continue with his current career and seek promotion as and when opportunities become available.

Case study: Cara, 18, referred to East Ayrshire Carers Centre by Social Work

Cara disengaged from school because of bullying, caring for her younger siblings and both parents who were drugs and alcohol dependent. Cara had low confidence and self-esteem, and EACC had supported her from the age of 10 until she went into care for a couple of years. She re-engaged when she turned 16 and EACC helped advocate for her when she sought and secured kinship care for her younger siblings. They also helped her find accommodation and ensured that she was accessing the appropriate benefits. EACC also helped Cara to apply to study Childcare at college, plus a bursary to help with transport costs to and from college (she lived in a rural area), in addition to interview techniques and confidence building. Cara also gained work experience through the EACC 5-8 young carers group and has secured a 6-month college placement with EACC one day a week.

Last year Cara won an award for young people who had been in care, because of her achievements, and she has completed a Leadership Course at the Columba 1400 programme on Skye. Cara found the intensive one to one support provided by EACC - whenever and whatever she needed (caring role, work experience, employability skills, college applications, benefits, etc.) - to be invaluable. Cara's younger siblings are attending school more now that they are living with her, and there is little parental contact. Cara has been accepted for a second year at college and is keen to continue working with the Young Carers services as she has a real passion and understanding for the needs of young carers and the vulnerability of some of these young people.

3.8   Barriers facing the participants

The main barriers facing the young people were:

- a lack of confidence or self-esteem (35%, 71 young people);
- mental health or anxiety issues (27%, 55 young people);
- a lack of family support or issues with their family (23%, 46 young people);
- a lack of qualifications or work experience (22%, 44 young people); and
- learning difficulties, such as ADHD or dyslexia (21%, 43 young people).

The full range of barriers facing young people were many and varied, as shown in Figure 10. Barriers included under 'other' were mentioned for three young people or fewer and included issues such as poor personal hygiene or diet, unemployment, or a lack of structure and routine. A full list of other responses is given the data tables.

Figure 10   Barriers facing the young person
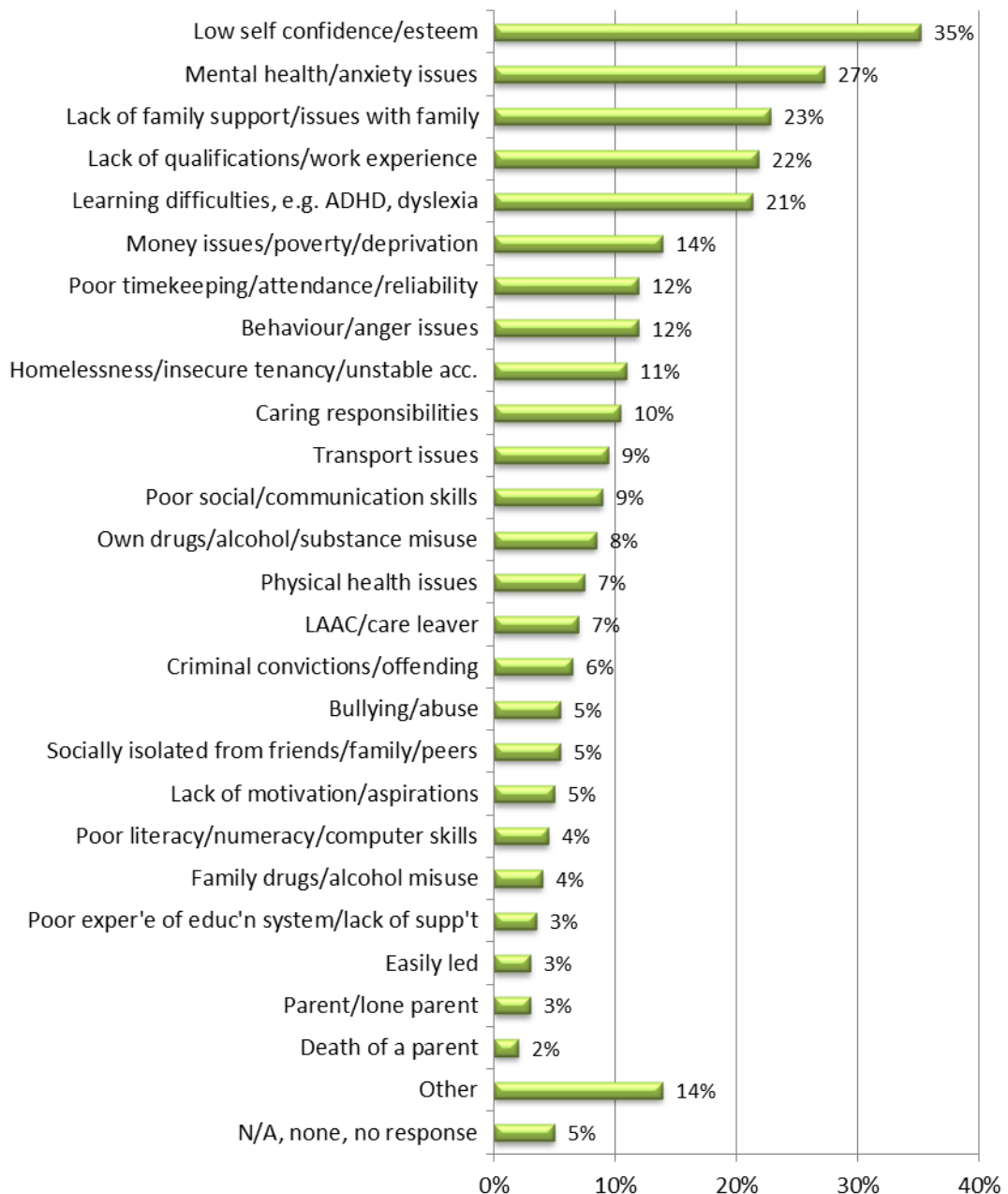
n=202

Barriers which were more likely to be faced by those aged 14-15 than those aged 16+ were:

- poor timekeeping, attendance or reliability – 39% (14) of 14-15 year olds faced this compared to 6% (10) of those aged 16+;
- behaviour or anger issues – 33% (12) of 14-15 year olds faced this compared to 7% (12) of those aged 16+; and
- poor social or communication skills – 28% (10) of 14-15 year olds faced this compared to 5% (8) of those aged 16+.

However, those aged 16+ were more likely to face the following barriers than those aged 14-15:

- mental health/anxiety issues – 31% (51) of those aged 16+ faced this compared to 11% (4) of 14-15 year olds;
- lack of family support or issues with their family – 27% (45) of those aged 16+ faced this compared to 3% (1) of 14-15 year olds;
- lack of qualifications or work experience – 25% (41) of those aged 16+ faced this compared to 8% (3) of 14-15 year olds (although this was obviously less likely/appropriate for younger participants); and
- learning difficulties – 25% (41) of those aged 16+ faced this compared to 6% (2) of 14-15 year olds;

Girls were more likely to experience the following barriers than males, although only those marked * were statistically significant:

- bullying/abuse* – 10% (8) of girls, compared to 2% (3) of boys.
- low self-confidence or self-esteem – 44% (34) of girls, compared to 31% (37) of boys;
- mental health or anxiety issues – 32% (25) of girls, compared to 22% (27) of boys;
- lack of family support or issues with family – 29% (23) of girls, compared to 19% (23) of boys;
- caring responsibilities – 14% (11) of girls, compared to 8% (10) of boys; and

Boys were more likely to experience:

- care or being a care leaver* - 13 of the 14 young people where this was listed as a barrier were male;
- their own drugs/alcohol/substance misuse – 11% (13) of boys, compared to 5% (4) of girls; and
- poor social/communications skills – 11% (13) of boys, compared to 6% (5) of girls.

The striking observation when analysing the data is the complexity and number of issues facing the young people who are being supported by the 14:19 Fund. Most have had multiple issues to deal with, often before any employability support can be provided: such as housing issues, poverty/benefits issues, behavioural issues, substance misuse, offending or anti-social behaviour, learning difficulties and/or mental health issues, particularly low confidence and anxiety. Some were unable to travel independently. Some have no parental support at all, others have negative parental influences (including drug and alcohol abuse), some have caring responsibilities for parents and/or siblings and others have difficult relationships with their parents because of their own behaviour. The following case studies aim to illuminate this further.

Case study: Fergus, 18, self-referred to Tullochan Futures

Fergus was expelled from school due to anger issues. He had wider mental health issues, engaged in anti-social behaviour and was also a young parent, with a turbulent relationship with his ex-partner. Tullochan supported Fergus via personal development sessions focussing on anger management and lifestyle choices to help him have a more positive outlook on life, challenge his negative behaviours and help him take control of situations. Employability skills workshops were also provided to enhance interview techniques, create an effective CV and structure covering letters, etc. Employer visits were also arranged and Tullochan liaised with Fergus's family over his progress and development.

Fergus did not have a formal child access arrangement in place so would often be unable to attend the group work if he was allowed access to his child. Fergus initially progressed to a further training programme to work for a local shed building company, however, he disengaged with this opportunity and returned to Tullochan Futures. He had a high level of support from Tullochan, with a weekly support call and attending drop-in support meetings. The main focus at this point was to continue work on anger issues, to help Fergus maintain a positive relationship with his son. He was then able to establish a child care routine and look at employment opportunities in the hospitality industry where the hours complement his family life, which is his main priority.

"Through this programme I can now talk about my life without becoming aggressive or angry. This programme made me feel like I could do whatever I wanted and that I was encouraged but not forced to make changes in my life."

Fergus is continuing to build a positive relationship with his son and now that he is in employment he feels he is in a better position to provide for him. In the longer term, Fergus is keen to move into his own tenancy, and Tullochan has agreed to help him progress this. He would like to progress in the hospitality industry and continue to improve the relationship with his ex-partner around access to his son. He has made significant changes to his lifestyle and his behaviour, he has raised his aspirations and taken control of his life. His family no longer have concerns around his lifestyle choices, he is no longer involved in anti-social behaviour and has a more mature outlook on life. His mum felt *"I have my son back".*

> **Case study: Hannah, 16, referred to Move On (VT and Connect 2 Aftercare) by SDS**
>
> Hannah was removed from school early due to behaviour issues and put on to EVIP. However, she was removed from Connect 2 on week 4 because of her behaviour. Her relationships with the other young people on the programme had broken down. Hannah was also using drugs and offending, so was on a supervision order. It had got to the stage that her mum was facing a prison sentence if Hannah's behaviour did not change and she did not engage with employability services.
>
> Move On did not give up on Hannah, but offered one to one support – looking at the consequences of her actions, how to behave in and outwith the workplace, etc – on the basis that she could return to the course if she engaged for 4 weeks. She has engaged regularly for 8 weeks and has also received employability support such as CV building, applying for jobs and she has successfully secured part-time employment in a sandwich chain. Although she has a job, she now feels ready to return to group work and would benefit from further personal development work.
>
> Hannah's attitude and behaviour towards others has improved, along with her time-keeping and attendance. She can take more responsibility for her actions, has greater self-confidence and now feels proud of herself. She is using drugs less now and she is hoping to be taken off her supervision order soon as she has been staying out of trouble. She is looking into another part-time job as a cleaner as this is what she wants to do and is keen to engage in a higher level course from Connect 2. In the longer term she is keen to have full-time employment and reduce offending.

3.9   Support delivered by the project

The projects were asked to outline what support they had delivered that was additional to employability support. The variety of support provided illustrates the degree to which support was tailored to the individual and their needs, from literacy/numeracy and school work to a variety of 'life skills', emotional support, advocacy and specific issues like addictions, housing support or seeking a clothing grant as an individual had been wearing the same clothes for the whole course.

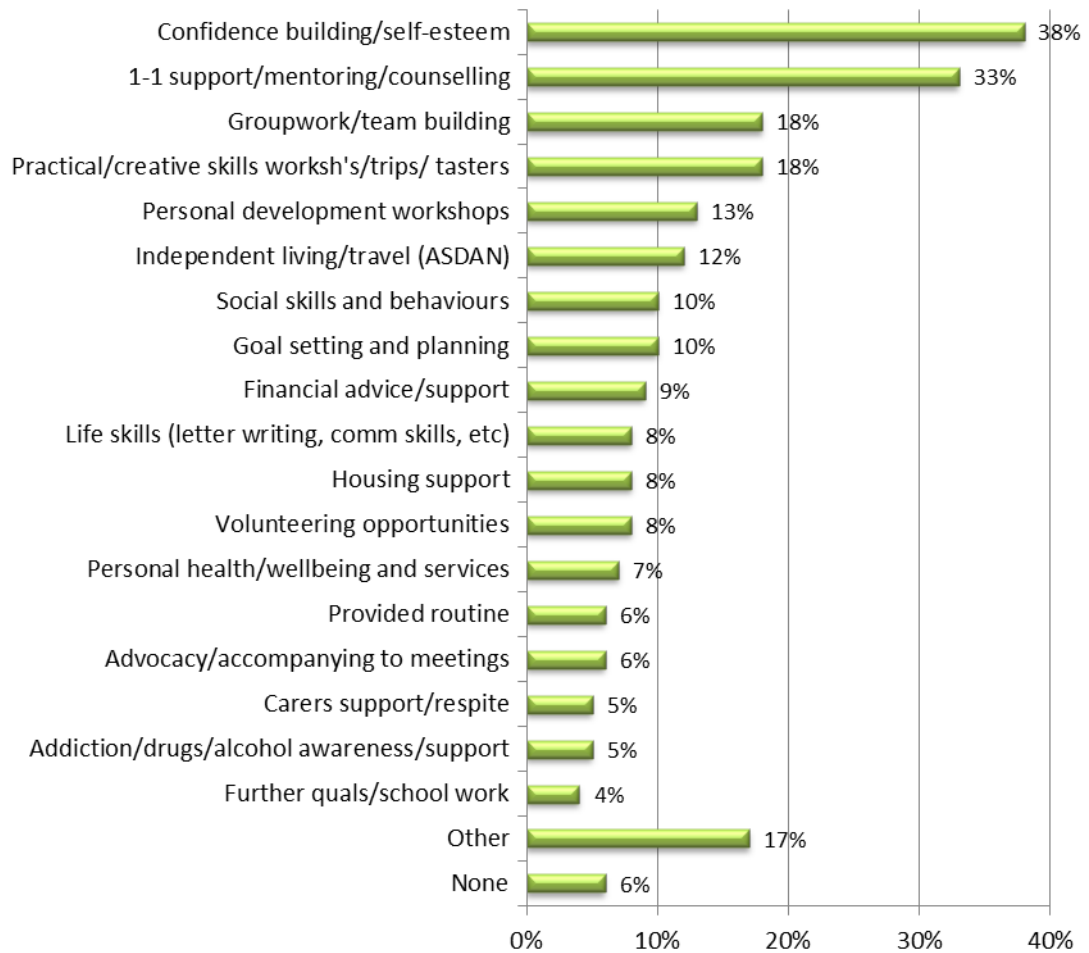The most common types of specific support mentioned were:

- 38% (76) of young people received confidence building or self-esteem support;
- 33% (67) received one to one support, mentoring or counselling, including support with mental health, anxiety, emotions and relationships;
- 18% (37) received group work/team building support.
- 18% (36) received practical or creative skills workshops or tasters, such as fishing, cycling, cookery, music and/or trips/visits and residential pursuits;
- 13% (26) took part in personal development workshops; and
- 12% (25) received support for independent travel or living.

Although 16% (32) received support listed under 'other', some of this could be considered under the employability banner (e.g. work experience). The full range of responses are shown in Figure 11.

There was variation across the types of support provided by organisations by size, but this is more likely to be due to their focus and the profile of their young people than the size of the organisation. Support provided was fairly consistent by gender of young person, but did vary

by age as would be expected – support needs would be different for young people at school versus those who are perhaps living independently or seeking to do so.

Figure 11   What support did you deliver that was additional to employability?

Support type	Percentage
Confidence building/self-esteem	38%
1-1 support/mentoring/counselling	33%
Groupwork/team building	18%
Practical/creative skills worksh's/trips/ tasters	18%
Personal development workshops	13%
Independent living/travel (ASDAN)	12%
Social skills and behaviours	10%
Goal setting and planning	10%
Financial advice/support	9%
Life skills (letter writing, comm skills, etc)	8%
Housing support	8%
Volunteering opportunities	8%
Personal health/wellbeing and services	7%
Provided routine	6%
Advocacy/accompanying to meetings	6%
Carers support/respite	5%
Addiction/drugs/alcohol awareness/support	5%
Further quals/school work	4%
Other	17%
None	6%

n=202

Case study: Sam, 17, referred to Impact Arts by SDS

Sam identifies as non-binary, is partially deaf, has Asperger's, ADHD and depression. Sam had a difficult time at school, finding it very hard to fit in as a non-binary person and was bullied from a young age. Impact Arts supported Sam to build self-worth and confidence and group ice breakers allowed the group to get to know each other. Sam found it challenging to adapt to the diverse range of young people in the group but did make friends. Support was also provided around interview skills, CV building, organisation and personal development skills.

Sam showed clear increases in confidence and gained the ability to socially connect and make friends, which had not happened at school. Sam reportedly enjoyed the freedom of the Impact Arts environment, particularly the creative focus of the programme, and has progressed to an NC in Media Design at college. Sam has written several books so is also looking into having these published in addition to becoming an actor!

Organisations provided employability support to all but ten participants and this is shown in Figure 12 below. The main types of support mentioned were[2]:

- 32% (64) of young people took part in employability/skills courses or workshops;
- 32% (64) were provided support with CV preparation;
- 31% (63) received interview skills training;
- 27% (55) were given work experience/volunteering opportunities;
- 22% (44) received help with applications; and
- 20% (41) received advice on workplace behaviour and expectations.

'Other' responses included Yipworld (3), Playback Ice (3) and Inspiring Scotland (2).

Figure 12   What employability support did you deliver?
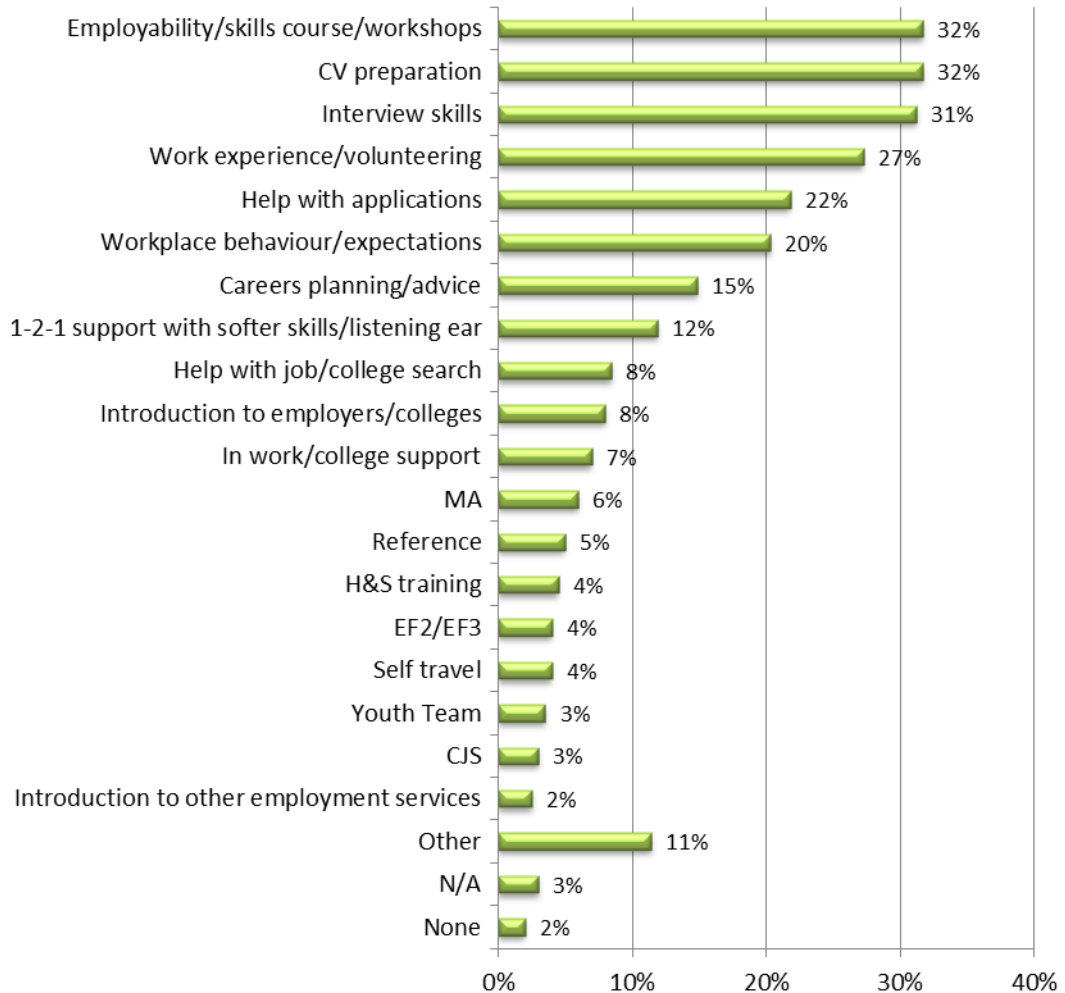

n=202

3.10   Qualifications

Three-quarters of young people (78%, 156) gained a qualification and a further 5% (9) are in progress or about to start. Whilst some young people had achieved one qualification only to date via the programme, many had completed several qualifications, with a handful completing 7 or 8 qualifications. For example, one young person had achieved two MA

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[2] Employability skills courses or workshops will be likely to include support with CV preparation, interview skills, skills awareness, etc., but unless these were specifically mentioned they have not also been coded under individual supports.

certificates, an SVQ in Youth Work, an SVQ in Hospitality, HABC Food Safety, Core Skills (ICT, Problem Solving, Working with Others) and Barista training.

Figure 13   Did the YP gain qualifications?
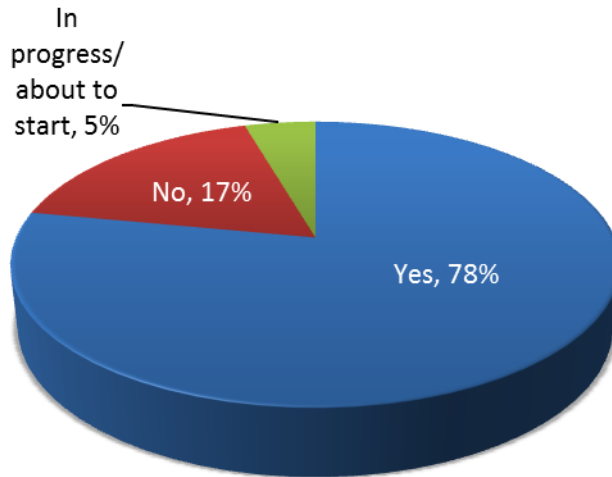
n=200

A wide variety of qualifications received were listed by the projects and these were grouped under the following headings.

- Practical qualifications:
    - 22% (35) young people received Health and Safety qualifications, including subjects such as manual handling, site safety, food safety/hygiene and/or asbestos awareness;
    - 14% (22) received a First Aid qualification;
    - 6% (9) received a qualification following Barista training;
    - 4% (7) completed an ASDAN module; and
    - 4% (7) completed a Saltire Award.

- SQA awards:
    - 13% (20) completed SQA Employability Award;
    - 8% (13) completed SQA Personal Development Award;
    - 4% (7) completed SQA Steps to Work; and
    - in addition, 5 completed a SCQF award which wasn't specified.

    Other SQA awards completed were Assist with an Event, Youth Work, Numeracy, Film Production, Radio, Leadership, and Wellbeing.

- 12% (18) of young people completed National 4/5s or standard grades, and 3 young people completed Highers.

- 9% (14) of young people completed an apprenticeship/MA.

3.11 Support to others

Organisations were asked about support they had given to others related to the young person, and 40% (70) of young people in the sample (excluding those without data) had family or friends who were supported.

Figure 14   Did you support others related to the young person?


Yes, 40%

No, 60%
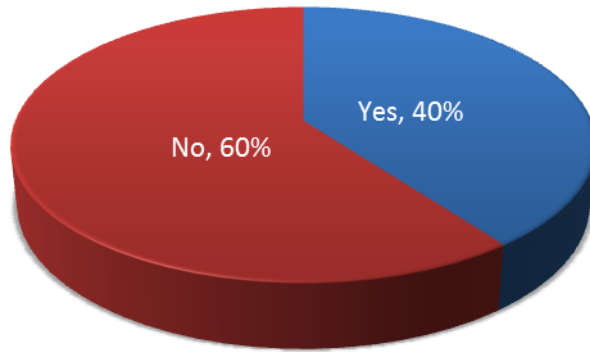
n=176

Medium-sized organisations (58%, 45) were more likely to support family or friends than small (15%, 2) or large (27%, 23) organisations. The family and friends of those aged under 16 (48%, 14) were more likely to be supported than those aged 16+ and the family and friends of girls (49%, 34) were also more likely to be supported that those of boys (34%, 36), although these were not statistically significant differences.

One-third of those given support were parents (34%, 24), and one in five (21%, 15) were siblings. In addition, family members (unspecified but likely to include parents or siblings) related to 17% (12) of young people who were supported, closely followed by friends (16%, 11). Interestingly, 13% (9) of those supported were the young person's school (presumably staff).

Figure 15   Who did you support?
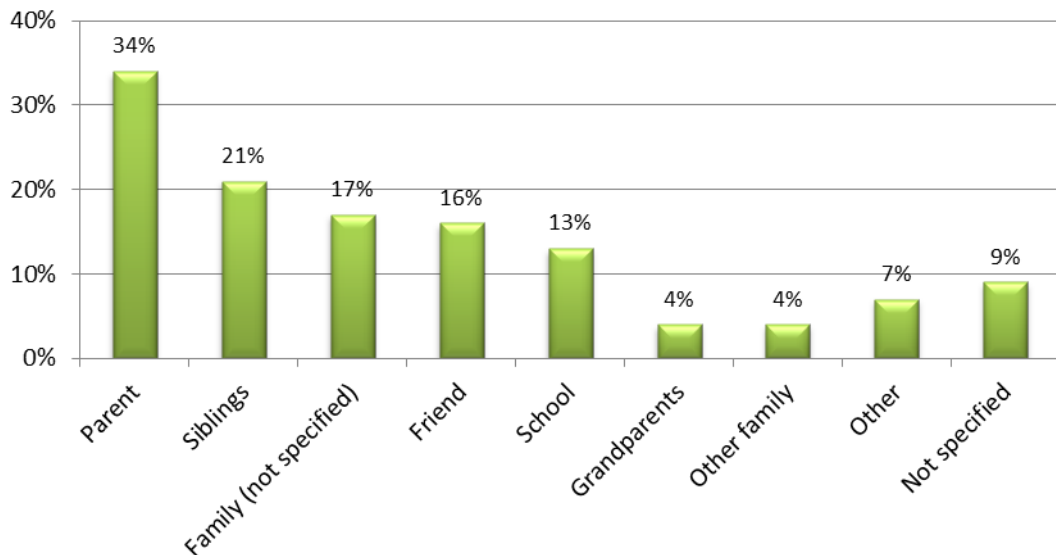
n=70

3.12 Systemic barriers

Organisations were asked to list the systemic barriers, such as transport, benefits or school timetabling, encountered by each young person to gain an understanding of their individual challenges. By far the most common systemic barrier was transport and/or self-travel, experienced by 27% (54) of young people (rural location was also specifically highlighted by 6%, 12, where transport is more likely to be an issue). This was followed by the benefit

system (14%, 29 young people) and finances, lack of cash or deprivation (also 14%, 29 young people).

However, for one in five young people supported by organisations (20%, 40) there was no information available, and for a further 9% (18) no systemic barriers were identified. Not all issues listed by organisations would necessarily be perceived to be systemic, but all responses are listed below for information. Many of the 'other' responses reiterate earlier points made around the young person's health, abilities or behaviour but other points around access to health services and the limited opportunities for young people (because they are under 18, they have a criminal record or health limitations, etc.) were also made.

Figure 16   List systemic barriers - transport, benefits, school timetabling?
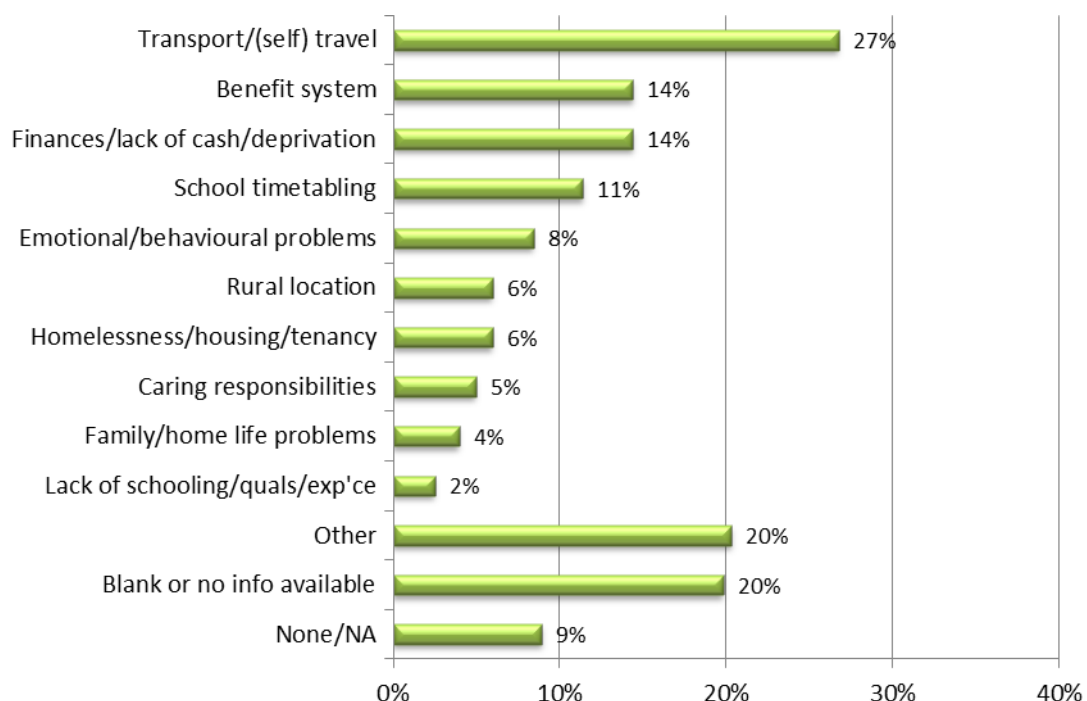
n=202

Transport or self-travel was much more of an issue for those aged 16+ (31%, 51) than for 14-15 year olds (8%, 3). Within the 16+ age group, those experiencing transport or self-travel barriers increased with age. Females (35%, 27) were also more likely to find transport/self-travel a barrier than males (22%, 27).

Those aged 18+ (26%, 20) were more likely to experience problems with the benefit system than younger people (7%, 9), as were males (19%, 23) compared to females (8%, 6).

Also, unsurprisingly, those aged 14-15 were more likely to experience problems with school timetabling (36%, 13) than older young people (6%, 10).

3.13   Outcomes for the young person

Organisations were asked what outcome was achieved by the young person. Just over one-third of young people (36%, 72) achieved employment or an apprenticeship/Modern Apprenticeship, 22% (45) went to college, 15% (31) took part in further training and 8% (16) returned to education.

For 5% (10) young people, no outcome had been achieved yet but they were still being supported. Just 2 young people had not achieved an outcome and were no longer receiving support. Analysis of the cases submitted highlights the degree of tailored support, clearly

focussing on each young person as an individual, which aims to support them to address their issues and challenges in the short term, and equip them with the skills to develop the resilience to cope with challenges in the future. Many of the case studies show truly transformational change for the young people involved. This may be because organisations selected more positive cases, but the nature of comments about the way organisations work, believing in the young person when others do not and their ability to turn negatives into positives, suggests they do all they can to minimise drop-out (being as flexible as possible so the young people can fit things in when they are able to, including taking a break where appropriate and re-engaging at a later date) and maximise positive outcomes for participants. For example:

"Most other places would have turned me away by now."
Comment from an 18 year old male supported by AFC who left school in S3, was homeless, unemployed, had substance misuse and mental health issues and a criminal record. He is now in full time employment and in a more stable domestic setting, has a better relationship with his father and has stopped offending.

The full spectrum of responses is shown in Figure 17. Other responses included completing the programme, completing placements/programmes or moving on to other positive destinations. One had gone on to complete a BA Hons in Fashion Design and another had gained a university place to study classical music.

Figure 17   What outcome did the young person achieve?
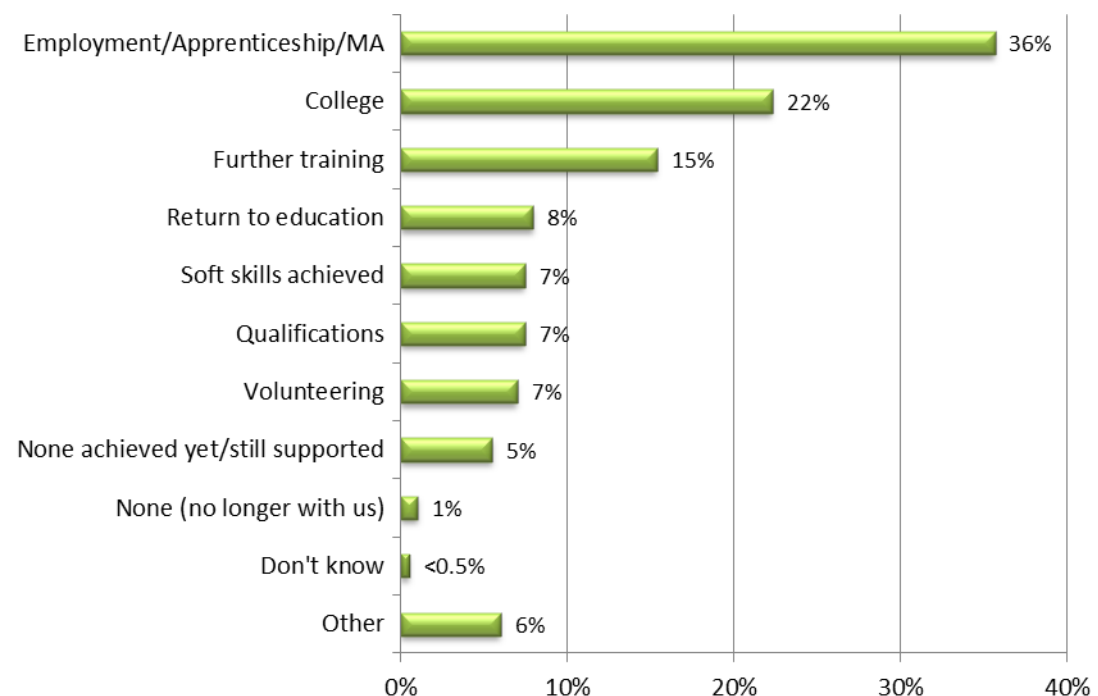
n=202

Employment, apprenticeship or Modern Apprenticeship was more likely to be achieved by the older age groups (56% of 18-19 year olds and 53% of those aged 20+) and with larger organisations (43% of large and 34% of medium organisations), although this may be more to do with the three small organisations tending to work with the younger age groups.

As would be expected, those returning to education were more likely to be 14-15 year olds (33%, 12, and the most common outcome for this age group) than older young people (2%, 4).

Females were more likely to go to college (28%, 22) than males (17%, 21).

Where the average length of time taken to achieve these outcomes was specified (164 young people), this was analysed and the average was 38 weeks, with a median figure of 19 weeks. The time taken ranged from 0 to 260 weeks (5 years) for small and medium organisations, 104 weeks for large organisations. The length of time tended to decrease as the size of the organisation increased (58 weeks for small organisations, 47 weeks for medium ones and 24 weeks for large ones), but this may well be due to the nature of the young person or the support required rather than be seen to be due to the effectiveness of the organisation or the approach taken. Some programmes were designed to be short interventions and others to work alongside the young person for several years.

The average length of time taken to achieve the outcome increased with the age of the young person, suggesting at least some of the older young people had engaged at a younger age but had greater requirements for support than those entering and exiting support at a younger age.

The quickest outcomes to achieve were further training (12 weeks) and employment/apprenticeship (17 weeks). The outcomes which took longest to achieve were return to education (median of 39 weeks), qualifications (41 weeks) and volunteering (48 weeks).

3.14   Feedback received from young person about service

Organisations were asked what feedback they had received from their young people about the service they had provided, focussing in particular on what had worked for them. The amount of detail given and language used varied – some really just boiled down to them enjoying what they were doing – but key points could be grouped as follows:

One to one support and knowing the young person

Adam expressed that he appreciated the one to one help that we gave him. He also informed us that he liked the fact the tutor on the programme would push him to come in every day even when he had his mind on other things and didn't want to come in.

Gets on well with the volunteer and can be open and honest with them.

He felt very comfortable with me and trusted me to support him overcome his fears and get outside of his comfort zone.

The tailored support that allowed an individualised pathway to be created.

"Having someone that you felt close to that you could actually speak to about stuff."

"If an incident [because of ADHD] was to happen here, you guys would have the strength of relationship and know how to calm me down, where other places only see the behaviour."

"[project] got me close with new friends, and gave me a space to speak about stuff that's going on. You supported me when I got kicked out and got me through it. Helped me when my gran passed away and through not being able to see my wee brother. You help with anything."

"This programme made me feel normal again."

"You can help with any situation – focus on every broad area facing young people. It feels good – you can get along with all the workers and most young people (and there's enough space if you don't)."

Practical skills / learning by doing

The YP enjoyed the opportunity to be active and was willing to get involved around the camp. The experience focused him on achieving his goals.

This young person says that the very practical experience of working on our social enterprises, in the related [workplaces], was what made a difference. Different places, different work experience. This meant he could learn by doing real things, and then when he found that he could manage this, it made work and everything in life seem easier. He says that it matters that this was real work with real pay, not a 'bribe' to turn up for a pretend job.

The hands-on side of construction.

Outdoors, not classroom based. Real life skills.

Non-judgemental approach

The young person continues to be very self-contained, and willing to engage with support only on her terms. She says that she is comfortable working with [organisation], because she feels we understand what she needs, and give her scope to make her own decisions without judgement.

"All the workers seem like friends. I find it easier to talk to you guys than people in other provision."

"It's up to us when we meet and what we say and you don't judge us for it. You give good advice and don't pure interrogate us - you seem more like friends than workers."

"There needs to be more places like this to provide more support – you don't see many places that provide support like this. Most places treat us like kids – here you take us as we are."

Confidence given

She loves the service and says she always feel good and full of confidence after her meetings with her mentor. She has created a scrapbook which is filled with positive things that her mentor and coordinator has said to her so even when she doubts herself she refers back to the scrap book and that makes her feel at ease.

He said he enjoyed the course and learned that he has a lot more to offer than initially thought.

Feedback from the young person has shown that he feels he was part of a programme that really understood his needs. He was encouraged to identify what was important to him and was supported in improving his lifestyle. He has been open and honest about his issues in the past and has admitted that through this programme he can now talk about his life without becoming aggressive or angry. He has been quoted as saying that "this programme made me feel like I could do whatever I wanted and that I was encouraged but not forced to make changes in my life".

"I wanted to gain confidence in myself and in social situations, and the main change is that my confidence has improved."

"I have new skills and I am a lot more confident now. I am a lot more motivated to find work. I have learnt that I have got a lot more abilities than I thought, I have enjoyed working with the others in the group as well."

"shmuTRAIN has influenced me a lot and if I am to be successful in my life, [it] would be one of the reasons for that."

"think I've improved a lot since I joined Move On. I've become more confident, more independent, I actually do things now like my singing lessons. I joined a course that I'm absolutely in love with and it's all down to having the support from Move On. I'm not that girl anymore, the one who never knew if I could do this or do that, the one that didn't want to try because she was negative and thought she'd fail. I've made great friends and I'm learning in a happy environment. Move On is helping me so much and I want to improve more and with the help from my course, my family, my mentor and Move On I believe I can do it."

Gaining qualifications/skills

"Best thing about the programme was attending college and helped me to develop great skills."

"Getting qualifications was the main thing, it allowed me to get work."

"It was a big wide range of different skills and work roles, different things every day. Liked to chop and change and got to try different things. Trying things I'd never tried before like going to Go Ape. Everything was positive."

Social skills developed

"The bonds I have made, the social skills I have developed but mainly I have felt more than just an employee at CYP, I have felt like a big part of the team."

"Working with the team and learning to become a leader within that team, got better social skills."

She had felt a significant increase in her ability to act as an adult.

"Taking part has helped me to channel aggression and put anger and feelings into doing some positive things like sports and youth clubs. It keeps my mind agile and straight by supporting others."

"The interaction with people, members of the public, it has taken away my anxiety. I've made connections and have achieved personal things that have really improved my confidence."

3.15   Engaging employers/college/training providers

Organisations were asked if they had engaged employers. Many appeared to interpret this as 'finding an employer' for the young person, whilst others interpreted it as 'engaging with' employers and other answers were more opaque. Where applicable, organisations said they had engaged (with) employers for 30% of young people (45), 9% (13) with college or training provider and a further 4% (6) stated the organisation themselves were the employer. The type of engagement which was mentioned by organisations included work place visits to meet employers prior to placement, offering support to employers and briefing them on the issues facing the young person (such as caring responsibilities at home, etc.) so support would be provided if required, or advocating on their behalf. However, the majority of

comments related to setting up placements/employment opportunities rather than ongoing engagement.

The balance of 57% (84) did not engage employers.

Figure 18   Did you engage employer(s)?
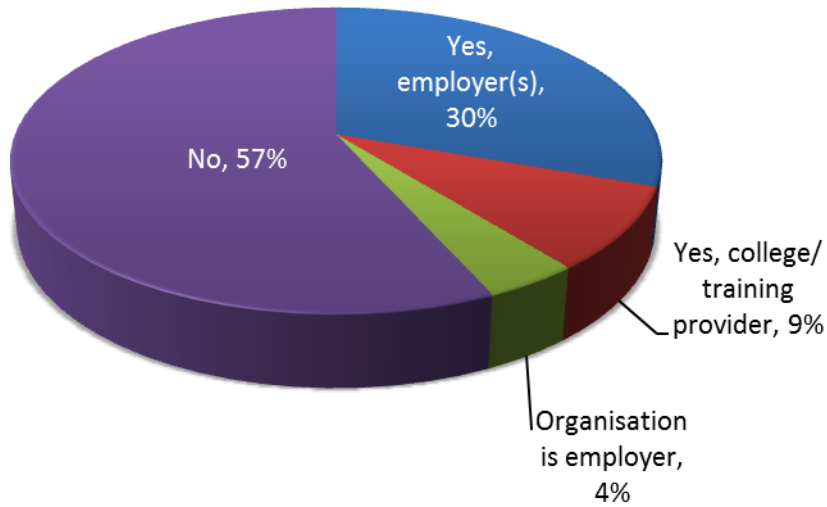
n=148

3.16   Post-destination support

Post-destination support was provided for 83% of young people (139) where this information was provided (and excluding those who had not completed the programme). For 5%, (8 young people) this was not required and one young person refused support. For the remainder (12%, 20 young people) no reason was given why post-destination support was not given.

Figure 19   Did you provide post destination support?
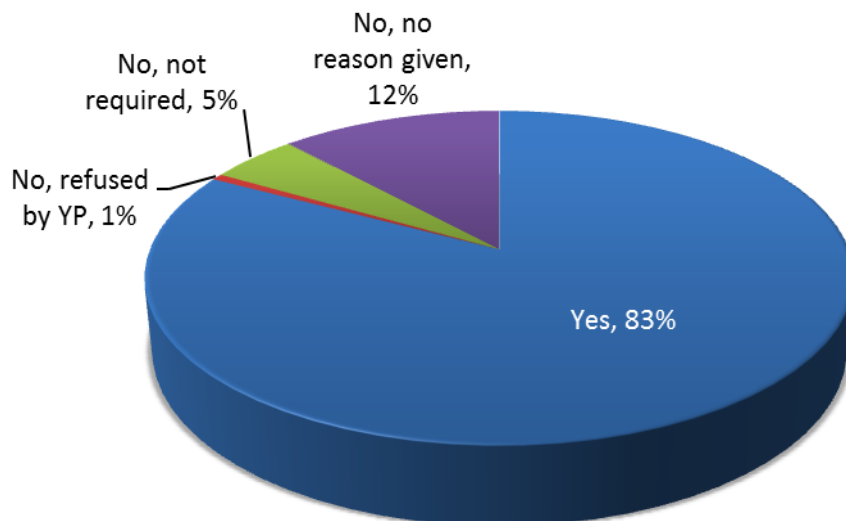
n=168

Not surprisingly given the destinations, post-destination support was provided more often to those aged 16+ (88%, 126 young people) than 14-15 year olds (54%, 13 young people). However, the majority received support, which reinforces the strength of relationships that organisations have with their young people and the issues they face, where a 'soft' exit or handover period is often necessary and more effective than a hard one.

Females (91%, 59) were more likely to receive support than males (77%, 78). Large and medium-sized organisations provided more support than small organisations (95% large, 80% medium compared to 50% of small organisations) although this may be related to the age of the young people they work with.

For 53% (73) of young people receiving post-destination support, this was ongoing, and for 31% (43) it had been for a fixed length of time. The remainder provided support on an ad hoc basis, for example keeping in touch via emails and/or text messages, or did not specify a period of time.

For the 43 young people who were provided with support for a fixed period (31 of these were supported by a large organisation), almost half (49%, 21) received support for (up to) a year, 14% (6) for 6-9 months, 9% (4) for up to 6 months and 26% (11) for 3 months or less. One young person received support for 18 months.

3.17   Changes for the young person and their family

3.17.1 For the young person

The key for any programme of activity is to effect positive change for the participant. As many of the issues facing participants were complex and wide-ranging, so were the changes which were achieved. These impacted on their employability in the ways which were intended, but perhaps more crucially helped them to be happier, calmer, more balanced, more accepting, to have healthier relationships, to be more resilient, to know what they wanted to do, to have achieved something (which some did not feel they had done before) and above all, to be more confident and independent people.

> **Case study: Chloe, 17, referred to Enable by school**
>
> Chloe has a learning disability and problems with her literacy, so she felt under pressure all the time as she was unable to keep up with her peers. As a result, she had low confidence levels. Enable coached Chloe through her college application and interview, and escorted her to her first interview, and supported Chloe to create a CV and covering letter.
>
> Within 4 months of receiving support, Chloe has received an unconditional place at college, has a work placement (cooking) and is much more confident now. She is to be tested for dyslexia and support will be put in place for her when she starts college. A key outcome is that Chloe now realises her worth and has self-belief. Before attending Enable's Stepping Up programme Chloe didn't visualise anything like this future for herself and didn't think she would be able to get into college. Chloe now feels her family are really proud of her, her hard work and determination to succeed. Chloe is looking forward to college and working in a kitchen or bakery as she enjoys working creatively with food.

Case study: Ross, 16, referred to Get Hooked on Fishing by the Council

Ross was excluded from school and achieved no qualifications. Through GHoF he achieved a 26 week ASDAN module 1, received a reference and peer mentoring. Ross particularly enjoyed the time he had to relax and think as part of the programme. Ross's next step is college and he is working towards an apprenticeship in future.

When asked what had changed for the young person, the most commonly-cited responses, where a response was given, were:

- improved confidence/self-esteem (51%, 96 young people);
- found or retained employment (24%, 45 young people);
- improved relationships or made friends (18%, 34 young people);
- knowing what they want, having a plan or being more focussed (16%, 31 young people);
- financially more secure, able to pay rent or having a secured tenancy (13%, 25 young people;
- gained qualifications, experience or new skills (11%, 21);
- independence (11%, 20); and
- started/sustained training, college or university (11%, 20).

Other less frequently given responses are shown in Figure 20.

One-off responses in the 'other' category are given in full in the data tables, but include changes like a better work ethic, making better choices, more stability, routine, broadened their horizons, realising their potential or specific reference to the issues the young person was working on or their situation. Other comments include:

"Everything pretty much, it has broadened my horizons, and got me looking at much more options. Doing my MA has opened my eyes to my capabilities. I've also been able to save money to help with future plans, such as learning to drive and having a car."

"I used to be disrespectful/wouldn't listen and now I've grown and reflected and am the one who makes sure everyone is respectful."

"Myself, I'm calmer, don't get so upset by things. I put more thought into things and think things through. It affects everything, everything has changed for the better."

"Got loads of new and better friends. Got back into drumming (hadn't since school). Got into guitar. I feel I've changed quite a bit – confidence definitely, maturity maybe ha ha."

"I'm not a wee shit anymore. There was nowhere to go so we'd all just mooch around and get kicked out of Overgate and McDonalds. It feels good and I've made a lot of good friends here."

He came out as gay and was confident in doing so.

Figure 20   What has changed for the young person?

Improved confidence/self esteem	51%
Found/retained employment	24%
Improved relationships/made friends	18%
Knowing what want/have a plan/more focussed	16%
Financially more secure/able to pay rent/secured tenancy	13%
Positive attitude/more positive about the future/self belief	13%
Gained qualifications/experience/ new skills	11%
Independence	11%
Started/sustained training/college/uni	11%
Improved interpersonal/social skills	8%
Substance misuse/offending behaviour reduced or ceased	7%
Happier/more relaxed/less anxious/mental health improved	7%
Better attendance	4%
Able to ask for help/knows where to go for help	4%
Other	29%

n=189

3.17.2 For the family

Changes for the family, where given or applicable, included themes such as:

- better relationships (26%, 32 young people);
- income for the family/less financial pressure (18%, 22 young people);
- having pride in or being happy about the young person's achievements or progress (14%, 18 young people);
- a more stable, calmer or happier home life (12%, 15 young people); and
- being happy that the young person is getting support (10%, 13 young people).

Other one-off responses included changes such as more confidence in their own ability as a parent, being pleased that the young person is out of the house; and some which related to the young person's demeanour rather than a change for the family, such as being pleased to see them happier, with increased confidence and/or more engaged. Others felt engagement in the programme had 'reset' their loved one:

> *"I've got my son back."*

"Yeah. My auntie always says that it's changed me and that's made a positive difference for her."

"They've seen me grow up a lot and see what I can do, they tell me they've noticed a big change and have said that they are so supportive."

"I'm helping to support my family through paying digs, it's made a huge difference to my mum and I feel like she is proud of my achievements, so I'm treated more maturely and more like an adult."

"I'm out the house more and in less bother."

His mother in particular has become less anxious as [we] have provided excellent opportunities for her son's career development. The young person's growing sense of responsibility and independence through being in the workplace has transferred to his home life. His mother mentioned that he volunteers to look after his younger brother more frequently and has been very nurturing and supportive towards him.

Figure 21   What has changed for their family?
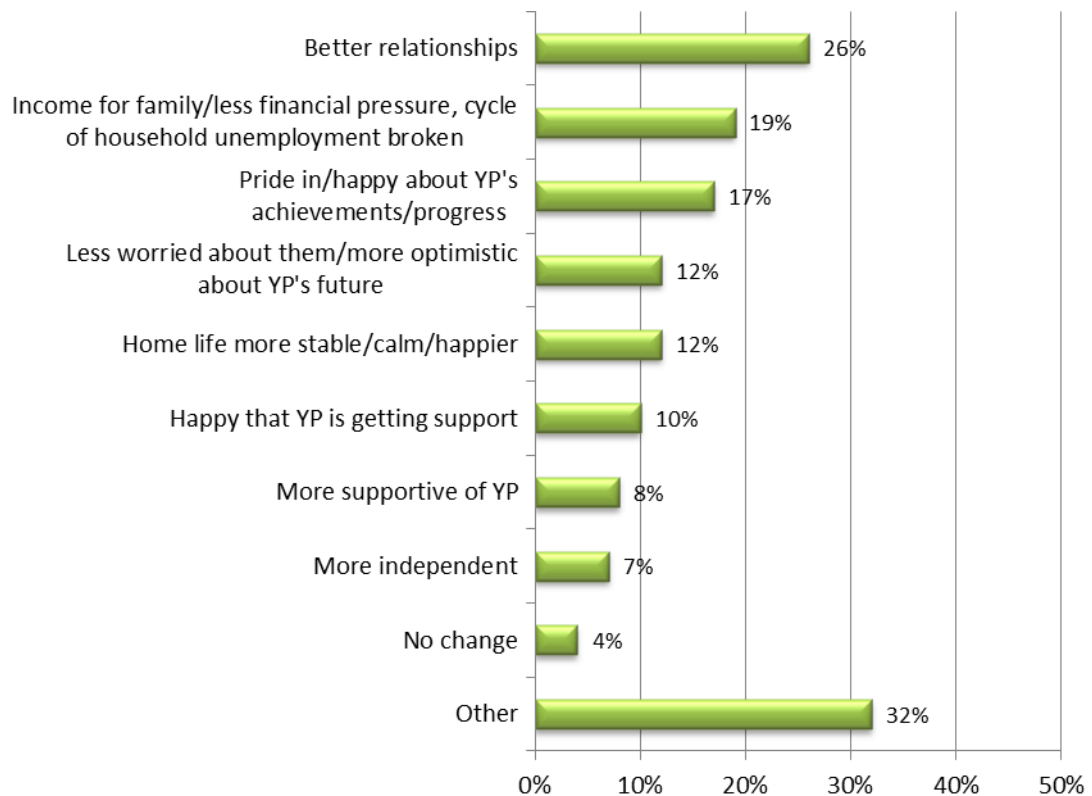
n=125

## 3.18   Next steps and long term aspirations

The next steps for young people, where given, centred mainly around employment or training, with the most common responses being:

- to go to college or university (21%, 38 young people);
- to continue or progress in their existing employment (20%, 36 young people);
- to get employment (19%, 34 young people);
- to continue at school (16%, 28 young people); and
- to continue to receive support or work experience (16%, 28 young people).

Going to college or university was a much more commonly articulated next step for girls (37%, 26) than boys (11%, 12).

Other responses are shown in the figure below, and those listed under the 'other' category focused mainly on gaining qualifications, or lifestyle or health issues, such as maintaining their home, improving or maintaining physical or mental health and maintaining a healthier lifestyle. As one person put it *"keep on getting on"*.

Figure 22   What are the young person's next steps?
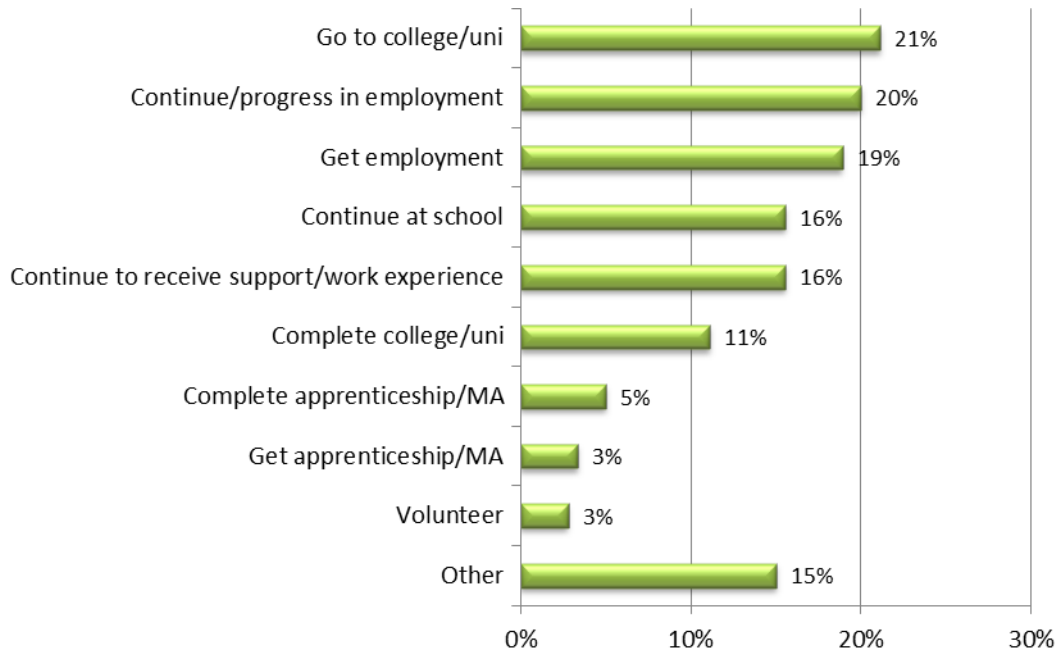
n=180

Case study: Tom, 17, self-referred to Callander Youth Project (attended youth club)

Tom's experience of school was positive for the most part but he left in fifth year, despite a good social experience:

"School wasn't for me – I left at 16 as I wanted to get into work rather than wasting another year. It felt very one-dimensional and pushed towards college or uni and I felt very work driven and wanted work experience."

Tom experienced anxiety, bordering on depression, and lived in a rurally isolated area. CYP provided one to one key worker support to improve his health and well-being. They also provided a 1-year Modern Apprenticeship training programme, which included work experience, guidance and support in addition to a qualification and core skills. Tom achieved his Modern Apprenticeship certificate in June 2017, SVQ Hospitality Services, HABC Food Safety, Core Skills (ICT, Problem Solving, Working with Others) and Barista training. Transport was also provided to and from CYP as Tom lived in an isolated rural community with poor transport links.

Tom particularly liked the interaction with members of the public, which he felt reduced his anxiety, and his achievements improved his confidence. When asked what had changed for him, he said:

"Everything pretty much, it has broadened my horizons, and got me looking at much more options. Doing my MA has opened my eyes to my capabilities. I've also been able to save money to help with future plans, such as learning to drive and having a car."

Tom also felt his involvement with CYP had benefits for his family and his relationship with them:

"I'm helping to support my family through paying digs, it's made a huge difference to my mum and I feel like she is proud of my achievements, so I'm treated more maturely and more like an adult."

In the longer term, Tom would like to remain working in the hospitality industry, and become a chef. He's therefore considering a move onto a higher level Hospitality apprenticeship, looking for other work or perhaps considering college to help him achieve this.

Longer term aspirations for the young person, where given, focused mainly on getting, sustaining or progressing in employment (80%, 142 young people), with 58% (104) specifying a career. Other aspirations include going to college, university or getting qualifications (10%, 18), having their own home (9%, 16) and having a family life or more positive relationships with their family (6%, 10), and are shown in detail in Figure 23.

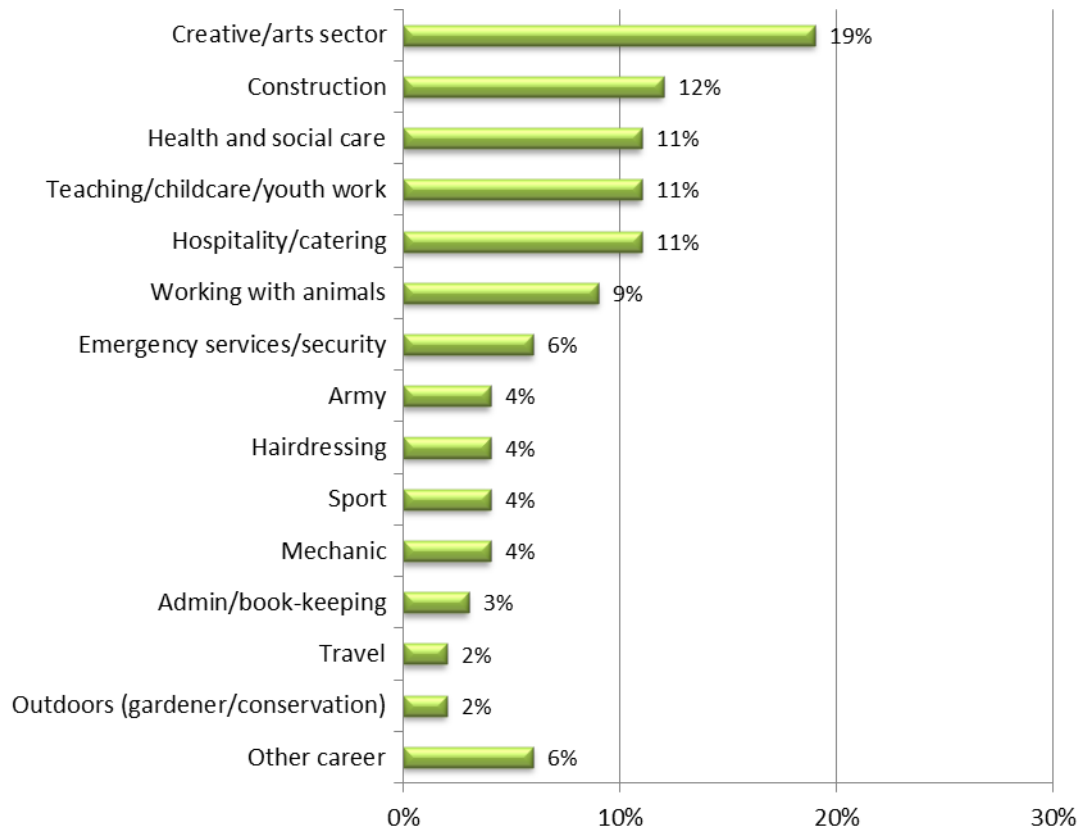**Figure 23   What are the young person's longer term aspirations?**
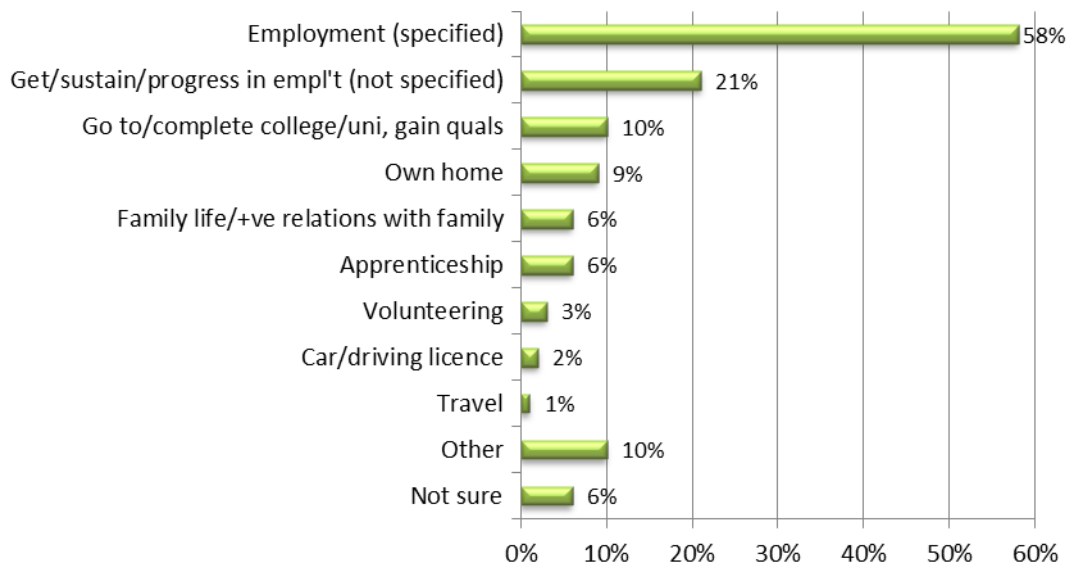
n=178

Specific career aspirations, where given, were mainly in the following sectors:

- creative/arts sector, such as music, art, design, theatre, TV (19%, 20 young people);
- construction (12%, 12 young people, all male);
- health and social care (11%, 11 young people, all female);
- teaching, childcare or youth work (11%, 11 young people); and
- hospitality or catering (11%, 11 young people).

Girls were more likely to aspire to a career in health and social care, teaching/childcare/ youth work, working with animals and admin/book-keeping. Boys were more likely to aspire to a career in construction, hospitality/catering, sport, mechanics, travel and outdoors (gardener, conservation). The full range of responses is shown in Figure 24.

Figure 24   Career aspirations, where specified

Career	Percentage
Creative/arts sector	19%
Construction	12%
Health and social care	11%
Teaching/childcare/youth work	11%
Hospitality/catering	11%
Working with animals	9%
Emergency services/security	6%
Army	4%
Hairdressing	4%
Sport	4%
Mechanic	4%
Admin/book-keeping	3%
Travel	2%
Outdoors (gardener/conservation)	2%
Other career	6%

n=104

4 Concluding comments

The 14:19 Fund aims to help some of the most disadvantaged young people in Scotland who struggle to access employment, education or training. The 'typical' case studies supplied by the organisations delivering the fund certainly show the degree of disadvantage experienced by the young people they work with, and the many complex and inter-related issues they have to deal with. Many come from low income families, some of which have experienced several generations of unemployment, so there are no positive role models in the immediate family. Some have experience of being looked after and/or accommodated and are care leavers, because their parents have died, are in prison or have alcohol/drugs misuse issues. Some of these and others have had alcohol or substance misuse issues themselves, which have impacted on behaviour, relationships and involvement in the criminal justice system. Some have experienced homelessness and were not equipped to maintain their own tenancy. Others have learning difficulties and/or did not get on well at school – because they couldn't keep up, they missed too much school to catch up again, they were not well supported by teachers or because they were bullied. Independent travel was an issue too. Young carers in particular had a variety of different challenges, often looking after younger siblings as well as themselves.

All of this impacted significantly on the way young people felt about themselves, their confidence and their aspirations – not helped by the fact that some young people felt they had been written off by their peers, teachers, parents or employers in the past. Poor mental health had a significant impact on others, with anxiety, gender identity issues and self-harming being evident. Improved confidence and self-esteem was the most common change noted for participants (51%), alongside improved relationships/making friends (18%), being more focussed (16%) and other 'softer' changes which were noted alongside gaining/maintaining employment, education or training opportunities.

These are not easy fixes individually and are more challenging to address when a cocktail of challenges co-exist for an individual, with some chaotic lifestyles being evident. Having been immersed in the data and gaining a sense of the participants' collective story, it would appear that employability support is in some respects the 'easy bit', once the pre-employability inputs have started to take effect. Developing and maintaining a positive mindset, dealing with the white noise of home life and peer influences which impact so heavily on how young people feel about themselves, what they can achieve and their value to themselves, loved ones and wider society: these are the harder things to conquer.

However, the person-centred, tailored approach taken made a difference for the vast majority of the young people profiled. In some cases, it looks like someone taking an interest, listening and guiding the young person to access support, use the tools available and develop the resilience to move forward is what made all the difference: someone believed in them, so they were able to believe in themselves.

It was by no means easy, quick for all, or without set-backs or relapse for others, but it appears to be a very successful recipe on the basis of the profiles supplied. The full evaluation will of course consider this more fully. It is fair to say that the majority of participants appear to have multiple and complex challenges in their educational experience, achievements to date, home life, behaviours, mental health and aspirations, which would suggest that their path into positive employability outcomes would not have been an easy one, and may still continue to be challenging. They do indeed appear to be the more disadvantaged end of the spectrum. More than half (56%) had undertaken other programmes, which would also corroborate this view (as they needed additional support and longer to achieve a positive outcome).

However, the case study participants have made significant progress in terms of employability outcomes – 78% gained qualifications; 93% had achieve a positive outcome,

just 2% had not achieved a positive outcome (and were no longer engaged) and 5% were still working on it – and as people. They have grown, and grown up, during the course of the programme.

This, along with the positive feedback from participants, would suggest that this is a valuable portfolio of support, targeting those who need it most in an accessible and effective way. Many of these young people feel they have been deemed too hard or not worth helping by standard support in education, etc., or the current structures have not enabled them to be given the type of support they have needed. The 14:19 Fund appears to fill that gap as the approach is person-centred in practice, not just theory, and the organisations' staff are able to engage young people and motivate them to make positive changes in their lives. They help the participants to raise their aspirations and sort out the issues or barriers they face, equipping them with the ongoing skills and resilience to deal with life in future. This mix of mentor, role model, facilitator, friend, sounding board, motivator, supporter and advocate – trusted by the young people who engage properly, sharing their hopes and fears so that fundamental issues can be addressed – provides 'parent plus' input to great effect. The young people haven't necessarily had the best start in life but the case studies illustrate that they can turn this around with the right support. This is what appears to make the real difference, but it will be interesting to see what the wider evaluation reveals. Future funding is determined by many things, but on the basis of the case studies supplied, it is hoped that this type of support continues to be provided to these young people, to level the playing field and help them achieve their potential.