



Stepping Stones

Year 3 End of Year Report (September 2020 – August 2021)

AND

Reflections of Phase One (September 2018 – August 2021)



Stepping
Stones



“Stepping Stones has helped me so much in my life and I’m so happy I joined. Already, my life has been so much more positive and it’s nice to have someone that cares”.

Project ID: 0010321045

Organisation Name: YouthBorders

Date: October 2021

Executive Summary

| | | |
|---|--|---|
| <p>After a successful three years of Stepping Stones, we received a National Lottery Award from The National Lottery Community Fund to continue to deliver Stepping Stones for a further three years until August 2024.</p> | <p>In year three, we have supported 114 young people, building on their confidence, resilience and optimism for the future.</p> | <p>A total of 16 staff members and 38 volunteers were involved in Stepping Stones in year three.</p> |
| <p>A total of 9 joint activity sessions occurred in year three, bringing young people together from across the Scottish Borders.</p> | <p>Despite the impact of Covid-19, Project Workers have adapted their services to think more creatively to consider new ways of working. This year, we have provided 961 one to one sessions and 189 group sessions.</p> | <p>A total of 14 young people have successfully completed Youth Achievement Awards, Dynamic Youth Awards and Hi5 Awards this year.</p> |
| <p>Young people value the trusting relationship they have with their Project Worker, the opportunity to talk and off-load their thoughts and feelings in a safe space, and that they are able to join in on activities and try new things.</p> | <p>75% of young people agree or strongly agree that they can use their skills and experiences to better cope when things in my life are difficult or challenging.</p> | <p>95% of young people agreed or strongly agree that know where to go to get access to trusted information so that they can make informed choices and decisions about their future.</p> |
| <p>76% of young people agree or strongly agree that they have an increased ability to express their point of view to other people.</p> | <p>80% of young people agree or strongly agreed that they have an increased sense of belonging to their community since being involved in Stepping Stones.</p> | <p>We will continue to ensure that youth work is available to young people across the Scottish Borders and that it responds to changes in restrictions and the needs of the young people in the community.</p> |

Young People's Voice

1. What do you find good about Stepping Stones?

"I feel better knowing I have someone to go to, someone I trust and can help me with anything".

"I'm proud that I was able to try new things that I've never done before".

"Having someone that supports you and you can talk to about anything. It's nice to feel involved to and I always feel so welcome every time".

"Through Stepping Stones I am able to participate in activities I would probably not take part in. It is important for me to challenge myself and I can do that in an environment I feel safe in".

"It's good to have someone to talk to outside my home, and I'm getting the chance to join in and meet new folk".

"You give me a time out/break and a place and person where I can vent and get things out. If I say I have a problem I do get the help I need".

"I find it really good that I can come and speak to [Project Worker] whenever I am feeling down or just want to come and rant/speak about my emotions".

"It's just really fun coming here and the support I receive It just has really helped me in my life".

"I feel a lot safer being involved with Stepping Stones".

"Stepping Stone gives me a chance to say what I think and feel. It has opened my eyes and has helped me to look at things from another point of view".

"I can ask [Project Worker] anything and she is always honest with me".

"Having someone to talk to that you trust and believes in you".

"It's nice to actually fully trust someone and know where to go if something happens".

2. What difference is the work you are doing making to your life?

"By coming to Stepping Stones I have had the chance to make new friends and feel part of something and not feel so lonely".

"I feel like I am in such a better place".

"I'd say my confidence has really grew a lot since the work we have done".

"I can't explain how helpful this project is for me! It has helped me in so many ways".

"I don't know what I would do without you".

"I have more confidence to follow my dreams".

"I am more confident when I speak to people, I feel like since being on the project I've learned to not be as awkward and have more confidence in myself".

"It has made me feel more confident to speak up for myself and to talk about it when I'm down".

"The Stepping Stones project really helps me for the simple fact of having someone there for me".

"I don't feel self-conscious about myself anymore and I feel good where I am right now".

"This project has helped me in so many ways. I have gained so many new skills and confidence that I didn't even know I had. It's so nice to have someone believe in you"

"The stepping stones has helped me so much and I am looking forward to continuing it".

"This project helped me through difficult times. Break up with my boyfriend, fall out with friends and family and my poor mental health".

Background

What is Stepping Stones?

Stepping Stones, funded by The National Lottery Community Fund (TNLCF), is a partnership youth work project that supports young people aged 10-18 in the Scottish Borders, with the aim of improving their emotional health and wellbeing, and life chances.

A team of seven Project Workers support young people based on their personal needs, helping them to achieve their full potential and to develop skills through non-formal education activities within a universal youth work setting. Stepping Stones is not time limited, allowing each young person to engage for as long as they need. Focused support with young people includes the setting and reviewing of personal goals which inform the projects impacts:

1. **To improve young people's emotional health and wellbeing, leading to greater resilience, increased confidence, higher levels of self-esteem and greater capacity to cope with life's challenges.**
2. **To increase participation and engagement of young people, who have been identified by ourselves and through partners as the most vulnerable and disengaged, in their communities where they live, learn and play.**
3. **To better equip young people to deal with risky behaviours which impact on their future life chances e.g. drugs, alcohol and sexual health.**
4. **To improve targeted services and activities through greater collaboration with new and existing partners.**

The project, coordinated by YouthBorders, is delivered by a partnership of seven locality youth work organisations from across the region. The seven delivery partners are; Beyond Earlston, Cheviot Youth, Rowland's (Selkirk), Escape Youth Services, Connect Berwickshire Youth Project, TD1 Youth Hub and Tweeddale Youth Action.

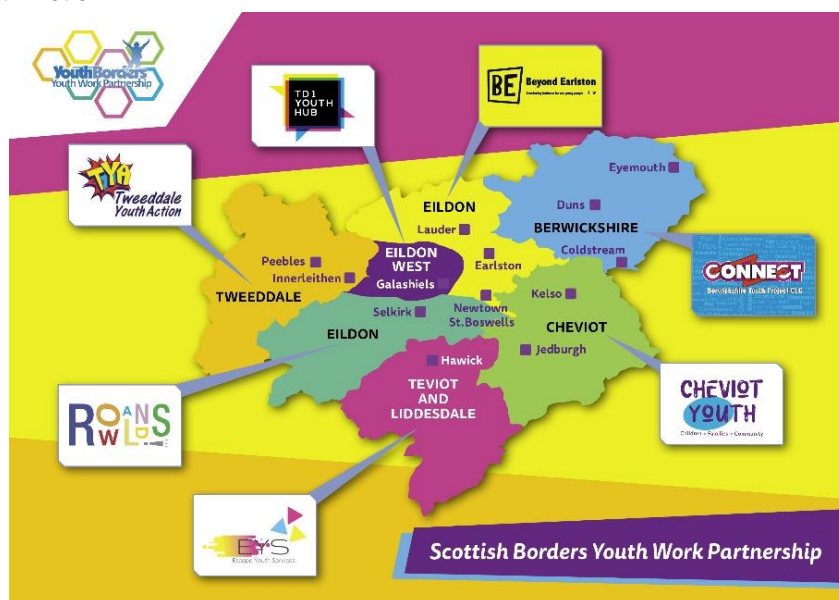


Figure 1: Scottish Borders Youth Work Partnership Locality Map.

Stepping Stones works alongside schools, social work and other youth and community-based organisations. We ensure support is focused on those identified as the most vulnerable and the work delivered is joined up, effective and built on trust and reputation. Working in their local communities, the team of seven youth project workers support young people based on their needs, offering dedicated one-to-one support, targeted group work sessions and tailored activities. The project also supports joint activities, bringing together young people from across the region.

This Stepping Stones annual impact report is prepared for The National Lottery Community Fund. This report includes a summary of main achievements, monitoring and evaluation statistics, demographics of young people, young people's strengths, the difference we are making, finance, learning and next steps for year four. This report also summarises and compares statistics from years one, two and three (Phase One). **All names and identifiers have been changed in case-studies and quotes to anonymise the participants and beneficiaries.**

Phase One Achievements

Year One

As with any new project, we experienced a number of challenges and obstacles during the first year of Stepping Stones. However, working in partnership, we successfully recruited Project Workers in each locality, a Project Coordinator at YouthBorders, and a Strategic Partnership Group (SPG). The SPG includes the Chairs and Managers of all eight organisations to manage the governance and project overall.

We also established a project delivery mechanism and an evaluation framework and toolkit to oversee the monitoring and evaluation of the Stepping Stones. We created paper based questionnaires and an Excel database to record all statistics and evaluation data. This was tracked and reported monthly to YouthBorders Board and quarterly to the SPG.

Project Workers established relationships with 111 young people in year one – the early participants of Stepping Stones supported us to adopt, review and amend the evaluation toolkit. There was a total of 568 one to one sessions, and 380 group sessions delivered to young people this year (see table 1). The most frequent reason for young people joining the project this year was being 'involved in or at risk of becoming involved in risk-taking behaviours', followed by having a 'disability or mental health issue' and 'lacking confidence' (see table 3). Project Workers use this data to tailor sessions to meet the needs of each young person.

Year Two

Moving into year two in September 2019, progress was made by commissioning Norcox Solutions Ltd, to provide an online database for Stepping Stones named the RAG Journal. This new database was a positive investment as Project Workers could record participation information, session details, achievements and Organisational Reviews and Personal Planning evaluation answers on the same platform. Communication and reporting between the Project Workers and Coordinator was simplified with new progress update forms, reporting periods (quarterly instead of monthly) and submission dates. Changes were also made within the Stepping Stones toolkit to align with new reporting methods.

In March 2020, the UK government imposed a lockdown to control the spread of the Corona Virus (Covid-19). During lockdown, the Project Worker and young person's relationship was tested, as the nature of youth work delivery changed from face to face sessions to online and phone communication. Youth organisations had to quickly adapt their services to think more creatively to consider new ways of

working. Project Workers continued to support young people through; online sessions, food packages, craft and activity kits, safe distanced home visits, outdoor meet ups, and latterly safe indoor met ups in line with youth work guidance. Young people consistently reported positively about their Stepping Stones relationship and were thankful for the support they received.

Additional funding was secured from TNLCF in response to Covid-19, specifically for activities, materials and resources which would enable young people to complete Youth Awards Challenges at home. This fulfilled young people with the personalisation and choice of activities that interests and motivates them.

Despite the impact of Covid-19, 134 young people received youth work support from Stepping Stones in year two, supporting their emotional health and wellbeing during this unpredictable time. Project Workers provided a total of 1285 one to one sessions and 197 group sessions this year, which were mostly delivered to young people online (see table 1). Although a decrease in group sessions, the frequency of one to one sessions increased as this was more accessible to young people online during the pandemic. However, these sessions may have been shorter sessions such as communication and support via text messaging. The top three reasons for joining the project in year two were, 'Lacking Confidence', 'Additional Support/Behavioural Needs' and having a 'Disability or Mental Health Issue' (see table 3).

Year Three

At the start of year three, a second wave of Covid-19 arrived in the UK. We were placed in lockdown again in January 2021. Schools and youth clubs remained closed and 'stay at home' rules were back in place until February. Project Workers continued to support Stepping Stones young people through online video calls, phone calls, social media and outdoor socially distanced meetings and walks until March, where face to face youth work was reintroduced.

The Youth Work Partnership were delighted to share the wonderful news that we received a National Lottery award from The National Lottery Community Fund to continue to deliver Stepping Stones for a further three years until August 2024. Following the successful outcome of the funding application, we prepared a Stepping Stones Interim Development Plan in March 2021. This created a clear plan for project development activity including: communication, workforce development, and governance. The Development Plan was designed as a 'live' document which grew and developed as work progressed. Any changes or progress made was updated monthly and communicated to Managers and Project Workers.

Furthermore, an updated Partnership Agreement was also developed by the Working Group (comprised of YouthBorders Chief Officer, YouthBorders Trustee, Project Coordinator, and two locality Managers). This agreement was established to communicate expectations and responsibilities for Phase Two of the Stepping Stones project (year 4, 5 and 6). Youth Work Managers and the designated Stepping Stones Trustee signed and returned the Partnership Agreement on 31st August 2021.

Table 1: Key Statistics from Phase One

| | Year 1 | Year 2 | Year 3 |
|--|--------|--------|--------|
| No. of supported young people | 111 | 134 | 114 |
| No. of young people who exited the project | 24 | 96 | 97 |
| No. of One to One Sessions | 568 | 1285 | 961 |
| No. of Group Sessions | 380 | 197 | 189 |
| No. of Joint Activities | 0 | 8 | 9 |
| No. of Youth Awards (Enrolled and Awarded) | 59 | 25 | 27 |

Highlights from Year Three

- ✓ 114 young people received youth work support from Stepping Stones in year three (see table 1). The most frequent reasons for joining Stepping Stones in year three were: 'Lacking Confidence', 'Additional Support/Behavioural Needs' and having a 'Disengaged in School' (see table 2 and 3).
- ✓ 97 young people have completed Stepping Stones in year three, with many moving on to opportunities within the mainstream offer of the youth project.
- ✓ 961 one to one sessions and 189 group sessions were delivery to young people this year.
- ✓ A total of 9 joint activity sessions occurred this year, including the joint Reaching Out Intergenerational Project by Escape Youth Services, Connect Berwickshire and Beyond Earlston. This project was recognised in the YouthBorders news and Hawick newspaper.
- ✓ 2 young people have been enrolled on Youth Achievement Awards.
- ✓ 4 young people have been awarded a Dynamic Youth Award out of 8 who have been enrolled.
- ✓ 8 young people have been awarded a Hi5 Award out of 17 who have been enrolled.

Who takes part?

Young people who are eligible for the project have been identified as “the most vulnerable and disengaged in their communities”. Specifically, those coming from areas of deprivation, at risk of becoming involved in risk-taking behaviours such as drugs, alcohol and sexual health, those with additional support or behavioural needs, disabilities, mental health issues, low or non-school or college attenders, and those showing a general lack of confidence, attainment and engagement. The assessment of need and eligibility is through young people’s self-identification and Project Worker’s/partner organisation’s professional judgement. Each young person may be eligible for more than one participation reason.

Table 2: The number supported young people who fall under each participation reason in year three.

| Participation Reason | Number of Young People |
|---|------------------------|
| Lacking confidence | 56 |
| Additional Support/Behavioural Needs | 48 |
| Disengaged in School | 47 |
| From an Area of Deprivation | 42 |
| Disability or Mental Health Issue | 38 |
| Involved In or at Risk of Becoming Involved in Risk-Taking Behaviours | 36 |
| Low School Attendance or are a Non-School or College Attender | 36 |
| Underachieving at School/College | 34 |
| Identity Issues | 8 |

It was observed that the closure of schools and youth organisations in the response to Covid-19 had a major negative impact on young people’s confidence, wellbeing and engagement in school work. The lack of structure and routine has made it difficult for young people to concentrate at home and many young people have missed out on social contact that is essential for learning and development.

Table 3: The top three reasons why young people joined Stepping Stones in years one, two and three.

| | Year 1 | Year 2 | Year 3 |
|----------|--|--------------------------------------|--------------------------------------|
| Reason 1 | Involvement in or at Risk of Becoming Involved in Risk-Taking Behaviours | Lacking Confidence | Lacking Confidence |
| Reason 2 | Disability or Mental Health Issue' | Additional Support/Behavioural Needs | Additional Support/Behavioural Needs |
| Reason 3 | Lacking Confidence | Disability or Mental Health Issue | Disengaged in School |

How many people took part?

In total, **114 young people received support in year three**, compared to 134 young people in year two and 111 in year one. There was 59 new young people who joined Stepping Stones and 97 young people finished the project in year three. A total of 55 young people will continue their Stepping Stones journey into year four (see table 4). Alongside the 7 Project Workers, a total of 38 volunteers have been directly involved in the project this year.

We anticipated that Stepping Stones would aim to work with 378 young people over three years, and engage and involve 105 volunteers. The total number of young people supported through Stepping Stones over the first three years was 359 which is slightly lower than we had expected. We attribute this to the impact of Covid-19 in forming and engaging new youth work relationships; and that the project over three years has had staff changes which have impacted on the forming and sustaining of relationships with young people.

Project Worker said: *"It has been great to say over Covid and the summer we have managed to retain our volunteer numbers – they were involved in helping out on our trips during the summer programme and helping out during groups"*.

Table 4: The number of young people from each youth organisation who have joined, received supported and completed Stepping Stones in year three and the number continuing onto year four. Stepping Stones is not time limited therefore young people can stay on the project for as long as they need.

| | TD1 | Connect | Rowlands | Earlston | Escape | TYA | Cheviot | Total |
|--------------------|-----|---------|----------|----------|--------|-----|---------|------------|
| Joined in Y3 | 6 | 3 | 6 | 9 | 12 | 5 | 18 | 59 |
| Supported Y3 | 13 | 8 | 8 | 20 | 17 | 12 | 36 | 114 |
| Completed in Y3 | 16 | 5 | 6 | 16 | 11 | 7 | 36 | 97 |
| Continuing into Y4 | 9 | 7 | 4 | 6 | 10 | 6 | 13 | 55 |

Gender of Young People

In year one of Stepping Stones, 32 males, 58 females, 4 non-binary and 12 anonymous young people were involved in the project. In year two, there were 69 males and 65 females. This year, we had 56 males and 58 females involved in Stepping Stones (see figure 2).

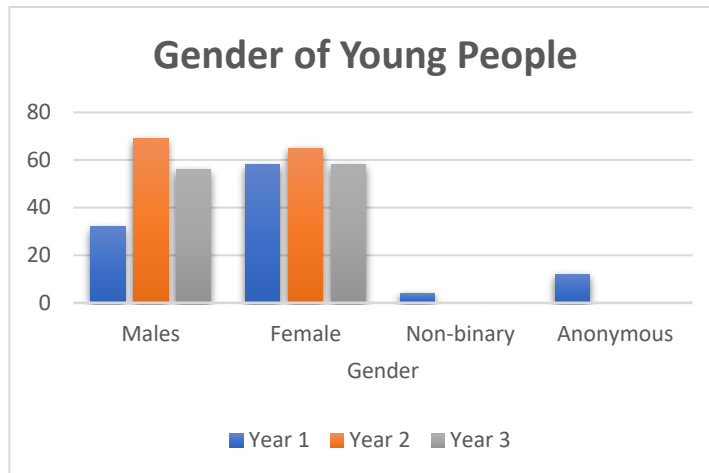


Figure 2: Number of young people split into gender that received support in year one, two and three.

Age of Young People

In year one, the age of young people on the project ranged between 9 and 19 years, with 12 years being the most common age. In year two, the age ranged between 9 and 21, with 14 years being the most common age. This year, the age ranged from 9 to 22, with 15 being the most common age (see figure 3).

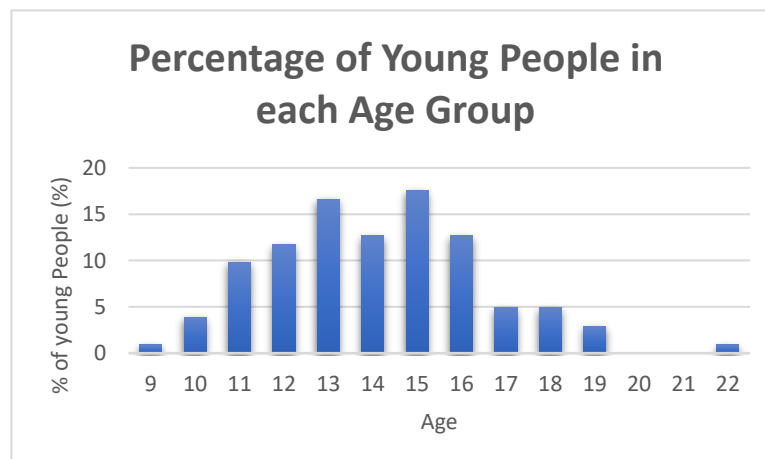


Figure 3: Percentage of Stepping Stones young people in each age group who received support in year three.

How have you built on people's strengths?

One to One Sessions

Throughout year three, Project Workers have provided **961 one to one sessions** supporting Stepping Stones young people, compared to 1285 in year two and 568 in year one. These sessions have been key to building rapport with young people, identifying areas for support and monitoring their journeys throughout their time on the project. Throughout the Covid-19 lockdown, our one to one session numbers have increased, which is proving to be a critical service for young people.

When a young person joins the project, we ask them what they hope to gain. Young people said:

"I want to become more confident and stop getting in trouble so much. I want to do my brother proud by turning things around this year".

"Stepping Stones will help me to have someone I know that I can trust and speak to about whatever I feel like, knowing that I won't be judged seems like a sort of a sign of relief".

"Meeting new friends and getting confident with people cos I kept putting masele down calling masele fat and ugly and stuff".

"I want to be able to go for a haircut on my own".

"I want to have a life and feel like I can do things without being anxious".

"I hope [Project Worker] can help me come out of my shell more and help me become more confident in myself".

Group Work Sessions and Activities

In total, **189 group sessions** have taken place over year three (see appendix 1), compared to 197 in year two and 380 in year one. As predicted, Covid-19 has had an impact on the number of group sessions. Social distancing rules have limited opportunities where young people can work together. Therefore, it was more suitable for Project Workers to focus on delivering one to one support to young people during this time. Some examples of group work and activities are presented below.

Connect Berwickshire Group Work Example

"I met with three Stepping Stones young people at Connect every Wednesday for a 10 week block on 'Careers and Life Skills'. These young people had just finished school and were looking to move onto college or search for full time work. Young people had a think about what they were interested in and helped me plan the sessions. We focused on how to write a CV, paying cheques, setting up bank accounts and learned how to save and budget their money. This has been a popular group and the young people have thoroughly enjoyed it. The young people have also been involved in some volunteering opportunities and were able to add to their CV and have had the opportunity to discuss their next path after the summer holidays. I can already tell how much confidence the group has gained by working and learning together. The young people are now better prepared for starting college and the world of work".

Rowlands Group Work Example

"Throughout the summer holidays and going into August we trialled a Boxing Club for the young people of Rowlands. All members of Stepping Stones took part in the club and benefited from it one way or another. Whether it was learning a self-defence technique, getting fit or just joining in on the fun, it was great to see them all take part in what hopefully will be a returning and reoccurring club. We also ran an eco-group which three of the Stepping Stones members were a part of. They renovated and rejuvenated the garden here at Rowlands from a desolate area to a now flourishing garden with planters which were made from scratch

and populating the garden with lots of different types of flowers and plants. Stepping Stones members played a big part with all three of them going to every single eco-group night and getting rewarded at the end with a celebratory pizza night”. Young person said: *“The summer programme and the boxing club has been good for team work, which has let me meet new people and speak to them. The eco group also helped because we made the garden look better”*.

Tweeddale Youth Action Group Work Example

“At the start of the year, I identified three young people through Tweeddale Youth Action and Peebles High School who had similar interests in learning how to cook and bake. This small group of young people met every Thursday afternoon for a five week period and planned ideas of types of foods they wanted to make together. Young people suggested making something sweet one week then savoury the next which is a great idea. In the first session, we focused on food hygiene and safety in a kitchen and practised how to use knives and other kitchen utensils. The young people worked out what ingredients they would need and appreciated the responsibility of going to the shops to buy the ingredients themselves. Throughout the 5 weeks, young people made homemade pizza, leek and potato soup, ice-cream and chicken fajitas. The group increased their confidence more and more each week and were keen to follow the recipes on their own. In our final week, each young person made a cake for Borders Wellbeing which was great and they all loved it. Each young person showed peer support and awesome team work skills throughout the sessions. Two young people went on and are still currently volunteering with Food Punks”.

Summer Programme Example

During the summer holidays, each locality offered a variety of summer activities and youth work opportunities for young people to take part in. This was part of the wider Scottish Borders Holiday Programme funded by the Scottish Government’s Youth Work Education Recovery Fund¹. A number of Stepping Stones young people joined in on the following youth work activities over the summer:

| | | |
|---|--|--|
| Edinburgh Zoo Camera Obscura Ryze Walking local hills Arts and Crafts sessions Beach trip, sand castle competitions and beach crafts | Archery Silent disco Inflate Space Paddle Boarding Eyemouth RIB trip Co-Karting Fox Lake | Homemade pizza making White House Farm Den Building Scavenger Hunt Team Building exercises, Bubble football and Nerf Wars Edinburgh Museum |
|---|--|--|

Young people said:

“Thank you so much for involving me in so much stuff, I have made friends my age and feel a lot calmer for going to high school”.

“I have enjoyed mixing with the other young people from other youth centres while on the summer programme. Speaking and teaming up with other people in the boxing club has been fun. I am looking forward to college”.

“I feel better now I'm mixing more, even though I like time on my own, I'm making new friendships and its nice”.

“I met new friends here and came to summer activities and drop ins. Someone I met, I walk to school with now”.

¹ The Youth Work Education Recovery Fund was established to enable the sector to support young people to engage and re-engage with vital learning opportunities. The Youth Work Strategic Partnership was awarded £59781 to support Borders young people most impacted by Covid-19 to engage in a high quality, inclusive youth work programming during the April, summer, and October school holidays in 2021.

Joint Activity

Some partners have worked collaboratively with local stakeholders and other organisations to create opportunities which further the young person's needs or interests. During lockdown (March – May 2021), Beyond Earlston and Rowlands joined together to enjoy craft sessions virtually on Zoom. Young people said they enjoyed the social interaction and learned how to use their creative skills during the sessions.

During the summer 2021, Beyond Earlston took a trip to visit Escape for an evening of fun. Young people were able to meet new friends by joining in with the cohort at the drop-in session as well as endeavouring the climbing wall, playing 'the floor is lava' and enjoyed lasagne together.



Figure 4 & 5: Earlston Stepping Stones young people enjoying their trip to Escape Youth Services.

Project Worker's commented:

"Ben was completely different today, full of jokes and laughter. He joined in the activities and seemed to have fun despite the new environment and unknown to him young people and staff".

"Mum says she can see a huge difference and since Mark started the project he feels more confident and tries different groups and activities that are on offer even if he doesn't know the people".

Rowlands also joined up with Beyond Earlston and travelled to Oxton, a rural village in the Scottish Borders for a games night. Young people enjoyed playing bubble football and were treated to a BBQ. They also had an adventurous day out to St. Mary's Loch near Moffat, where they attempted paddle boarding.

Young people said:

"Billy played all evening and played several times bubble football with his friends".

"Poppy enjoyed the session and swam an hour in the loch".

Youth Scotland held a Y2Bee Mental Health & Wellbeing Taster Sessions for Beyond Earlston and Rowlands young people in the summer. The 2.5 hour session was packed with fun and exciting activities to develop a variety of skills and open up conversations around mental health and wellbeing with the young people in your group.

Furthermore, At Birkhill House CIC teamed up with Beyond Earlston to create a vibrant and unique programme surrounding the art of weaving during summer of 2021. This project was funded by Creative Scotland and Scottish Borders Council. Young people had the opportunity to learn lots of different techniques, using a variety of materials whilst also making time to hang out and have fun with the animals At Birkhill House.



Figure 6 & 7: Weaving Project At Birkhill House.

What difference are we making?

During each quarter, Project Workers support their young people to complete a set of evaluation questions in order to monitor and track their progress on Stepping Stones. These questions are the same regardless of where the young person is at in their Stepping Stones journey. Project Workers can compare the young person's results at an individual level. Young people answer these questions at baseline, subsequent follow-ups every 10-12 weeks and at their exit review. Below are some highlights of young people's results from year three.

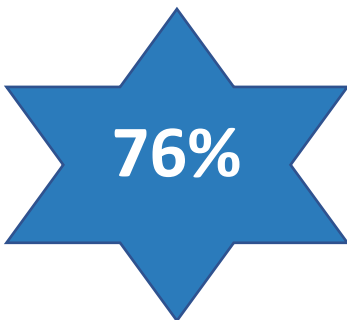
Outcome 1: Emotional Health and Wellbeing



... of young people agree or strongly agree that they can use their skills and experiences to better cope when things in my life are difficult or challenging.

"I learned some good coping strategies and find it easier to keep a positive mindset".
"I've learned not to retaliate when people try to rile me up".
"I struggle to cope with how I feel and the voice in my head".
"Now that I've left school I am less anxious and don't have that to worry about".

Outcome 2: Participation and Engagement



... of young people agree or strongly agree that they have an increased ability to express their point of view to other people.

"I've been teaching myself to speak more openly with people I'm not too familiar with".
"I am still good at saying what I don't like but not so much about how I feel".
"I can voice my opinion but feel that I am sometimes influenced or give up my opinion".
"This project is helpful because I feel listened to and it makes me happy".



... of young people agree or strongly agreed that they have an increased sense of belonging to their community since being involved in Stepping Stones.

"The walking group made me feel like I was interacting with the community because I was constantly out and about".
"I like the opportunities we get. You help us find things we are interested in, and it helps for the future".
"I take part in activities in my community which benefits my mental wellbeing and I feel accepted from my group".

Outcome 3: Dealing with Risky Behaviours



... of young people agreed or strongly agree that know where to go to get access to trusted information so that they can make informed choices and decisions about their future.

"My boyfriend told me about people not wearing masks on the bus and other public transport. I make sure to keep myself safe by sanitising my hands and to always wear a mask".

"I have made a conscious decision to stop smoking weed and also tobacco, which was a difficult but starting to feel good effects".

"I think about what [Project Worker] says about drink so don't go out every weekend".

Stepping Stones Evaluation Survey

In December 2020, we asked Stepping Stones young people to reflect on their overall experience and impact from involvement in Stepping Stones. The areas where Stepping Stones is making most impact on young people's lives are:

Voice - 98% of young people agree/strongly agree that they could express their point of view.

Choices - 97% of young people agree/strongly agree that they knew where to go to get access to trusted information so that they can make informed choices.

Resilience - 84% of young people agree/strongly agree that they can cope better when things in life were difficult or challenging.

Confidence - 79% of young people agree/strongly agree that their confidence has increased.

Risk - 78% of young people agree/strongly agree that they consider the potential risks before they make decisions.

We anticipate to collect this data again from Stepping Stones young people at the end of the calendar year in December 2021.

Case Studies

When a young person leaves the project, they work with their Project Worker to develop a case study outlining their journey. Such case studies give an insight into how Stepping Stones is already changing lives for young people across the Scottish Borders. These also reflect the outcomes present in the logic model (see appendix 2) we established in the early stages of the project. Some extracts of case studies have been included under the four desired project impacts below.

IMPACT 1: To improve young people's emotional health and wellbeing, leading to greater resilience, increased confidence, higher levels of self-esteem and greater capacity to cope with life's challenges.

CASE STUDY 1

Bethany is a care experienced young person who lacked confidence and was socially isolated. Bethany had been a victim of bullying since primary school and has found transition to high school very challenging. Sadly, Bethany begun self-harming again to deal with her emotional wellbeing. She has processing and memory difficulties, global developmental delay as well as speech and language issues. Bethany said: *“I want to be more confident in myself, and try new things with new people. I want to be able to say no instead of going along with people and maybe getting into trouble”.*

After an initial 1:1 session, we decided working towards developing a wider social circle, learning new social skills, and feeling part of her year group and community, thus feeling less isolated. Confidence and sense of self has been impacted by her processing difficulties and difficult start in life. It was important for her to learn how to join in with others and feel welcome in a group.

Bethany has attended regular 1:1 sessions both virtually and face to face over time, as well as joint crafting sessions with both local and wider youth groups. We have discussed her feelings and fears and worked on building resilience. She has increased her confidence and social skills to the extent that she has made new friends, feeling less isolated and was able to show her sense of fun and voice her opinions. She participated in an intergenerational project during Covid-19 pandemic, showing pride on what they had produced as individuals and a group. Bethany has also joined in April and summer holiday activities and trips with the wider youth group. She has mingled with others, had fun and has really challenged herself to try new things. This demonstrates how much she has progressed. She has started to attend drop-in sessions at the youth club, nurturing the friendships established during these sessions.

During her recent review, Bethany acknowledged her journey and is proud of what she had achieved so far. She can voice her opinion now and speak up where she would not have done previously. This has helped greatly in school, where they have had to sit up and take notice of the issues that she had been experiencing but they were not necessarily aware of. She feels part of her youth group now, and friendships are becoming easier.

“I feel good. I feel I've had a good summer with people here and want to maintain that. I have met lots of new people and tried lots of really challenging activities in this programme. Feel more confident and more willing to try new things and go places”.



Figure 8: Bethany's Organisational Review Results.

IMPACT 2: To increase participation and engagement of young people, who have been identified by ourselves and through partners as the most vulnerable and disengaged, in their communities where they live, learn and play.

CASE STUDY 2

Matty joined the project and was very withdrawn, disengaged, lacked self-confidence and general motivation. With his parents recently separating, he was not interested in attending school and was underachieving in all subjects. He struggled to socialise and did not see his friends often.

When we first met together, we got on really well and decided that we would work on his anger issues together, especially directed at his mother. Matty knows how much his mother loves him but he admits he sometimes can't help but argue with her, so we addressed this and explored strategies to manage his emotions. Matty also said he has dissociated himself from his community since the lockdowns, he also expressed his want to get fitter as he felt unfit from the lockdowns.

Matty attends nearly all drop-in sessions at the youth club, we've had numerous 1:1 sessions ranging from just chatting in the youth organisation or going for a walk around the town. He has been working on his anger issues, alongside his recent anxiety attacks, and we got him involved with a CAMHS officer who has been extremely beneficial for him. He joined the fitness class that we had on for some weeks which he loved so much as he got to turn his anger into positive energy whilst also getting into shape.

Matty has calmed down tremendously, even though he still shouts sometimes, it isn't as frequent. Sometimes he is completely quiet and became more understanding of certain situations. He can still be disrespectful towards his mother, and this remains an area of future support. He has said he will continue coming to the drop-in sessions even though he is attending college. He is fully invested into bettering his health through running and cycling, and is very excited for the fitness classes to restart.

"Through Stepping Stones I have made new friends and I feel a lot happier and I am also much more confident. My worker has inspired me to try my best at school and I'm dedicated to getting my first Dynamic youth award".



Figures 9: Young people enjoying the fitness class.

IMPACT 3: To better equip young people to deal with risky behaviours which impact on their future life chances e.g. drugs, alcohol and sexual health.

CASE STUDY 3

Caitlin was referred by her primary school head teacher who was concerned as Caitlin said she felt unhappy and depressed at times and struggled with making friendships. She was a victim of bullying, spent a lot of time online and was disengaged and underachieving in school. She talked about self-harm and challenges around her family life. Caitlin said: *"I hate people especially the girls at school. I hate myself; my body and I wish I could be someone else. I am a nothing. There isn't anything to look forward to and I always feel depressed and sad. Cutting myself is a relief but I also hate myself for it."*

At the start of Caitlin's Stepping Stones journey, we decided it would be a good idea to go some socially distanced walks to build a relationship. This was a great opportunity for Caitlin to get out the house and have a good chat. In the beginning, she seemed cautious to build a relationship with me however, as time went on, her expressions and conversations became more varied and she was able to confide in me and discuss her worries. We also talked about her mental health, friendships and school. Caitlin said:

"I didn't want to let you know how low I really feel. People don't want to hear about children who feel like me. I didn't know you because we only just met the last time you did the questions with me but this time I feel more comfortable answering you honestly."

Caitlin wasn't keen to try group work, but she turned up to some of our Zoom sessions and became a regular once we started face-to-face groups. She quickly found her place and even attended some arts and crafts workshops. She completed a Hi5 Award and Dynamic Youth Award and was very proud. With help of another Stepping Stones young person, Caitlin connected with other young people and feels safe in the group setting. Her confidence has grown considerably as she leads a mentor role within our group, volunteered for the weekly shopping. She also buddies with another young person who struggles to communicate in our group.

I continue to support Caitlin to assist her in transitioning to Secondary School and building self-esteem and confidence. She has recognised that she is prone to risk taking behaviours like drinking and connecting with people who aren't good for her. Caitlin is one of the most reliable and compassionate peer supporters in our youth group despite her ongoing struggles with mental health. I believe she has a huge potential as an artist and look forward to continuing to help her achieve her goals through Stepping Stones.

"I still feel unworthy and often sad and I hate the way I look but I also enjoy life and seeing you every week gives me something to focus on. I often hide my face behind a face covering because you make me constantly smile and I'm not used to it and don't want to. I like that I can be myself and everyone else can be themselves we don't have to be special even [Project Worker] keeps telling me I am. Stepping Stones made me feel like I belong somewhere and I do like some people and I like to care".

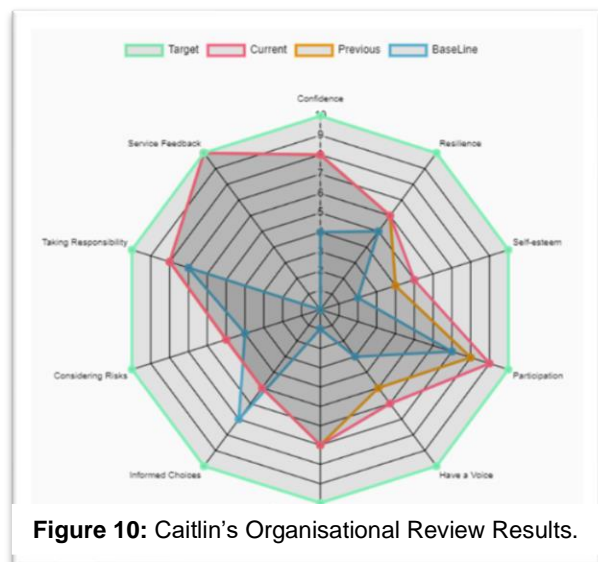


Figure 10: Caitlin's Organisational Review Results.

IMPACT 4: To improve targeted services and activities through greater collaboration with new and existing partners.

CASE STUDY 4

Reaching Out Intergenerational Joint Project

During the second period of 'lockdown', the schools and youth clubs were closed and we had little alternative than to rely on providing virtual support to young people. During conversations with other Stepping Stones Project Workers (Rowlands, Escape Youth Services and Berwickshire Connect and Beyond Earlston), we discussed and shared ideas to initiated a 'group plan' based on an activity we had been considering for individuals, but taking this a stage further with an intergenerational slant.

The aim of the joint activity was for these young people to participate in youth work when it was difficult to do so, to work with others towards group tasks, whilst meeting new young people (albeit virtually), feel part of a joint venture, but also for these youngsters to feel part of their community by contributing something towards other's lives during a time that has been difficult for all, whilst reducing their own social isolation.

Stepping Stones young people grouped together on Zoom and took part in a craft session from At Birkhill House, where they decorated branch bouquets with an ornamental element and attached a special hand written messages such as; "you are not alone", "hope", "kindness", "solidarity" and "community". Young people "Reached Out" to the elderly and donated these creations to Murray House Dementia Care Unit in Kelso and Hawick Community Hospital for the residents to enjoy as a gesture of kindness to reduce isolation and promote community engagement and social interaction.



Figure 11: Finished branched bouquets from the Reaching Out Intergenerational Joint Project.

Another benefit of working as a partnership includes the collaboration between a range of external partners. In year three, Stepping Stones worked with at least 27 partners across the region. These partners include: statutory services e.g primary and high schools, Borders College, NHS Borders, CAMHS, CLD, police; arts organisations e.g. Transform Arts and At Birkhill House; and specialist third sector organisations such as Scottish Borders Rape Crisis Centre, Eat Sleep Ride, Youth Wellbeing Coaching, Aberlour, Nature Unlimited, One Step Borders, Peeblesshire Youth Trust, BANG, and Cornerstone.

What have you spent this year?

Stepping Stones Project Funding (Localities)

| PROJECT FUNDING | QTR 1 | QTR 2 | QTR 3 | QTR 4 | TOTAL YR 3 | | |
|------------------------------|-------------|-------|-------|-------|-------------|--------------------|----------------------------|
| | TOTAL | TOTAL | TOTAL | TOTAL | BUDGET | ACTUAL | PROJECTED OVER/UNDER SPEND |
| INCOME | | | | | | | |
| Carry Forward | £3,067.33 | | | | | £3,067.33 | |
| Income from National Lottery | £110,562.00 | | | | £110,562.00 | £110,562.00 | |
| National Lottery Up Lift | | | | | | | |
| TOTAL | | | | | | £113,629.33 | |

| EXPENDITURE | | | | | | | |
|---|-------------|---------|---------|-----------|-------------|--------------------|-----------|
| 7 x Partner Payments for Project workers and Activities | £110,565.00 | | | | £110,562.00 | £110,565.00 | £3.00 |
| Project monitoring and evaluation database/app | £625.00 | £312.50 | £312.50 | | £1,250.00 | £1,250.00 | £- |
| Project related expenditure | | | £269.00 | £189.00 | | £458.00 | £458.00 |
| Partnership Development Activity (Fund Transfer to Restricted Fund) | | | | £1,356.33 | | £1,356.33 | £1,356.33 |
| TOTAL | | | | | | £113,629.33 | |

Stepping Stones Project Funding (Central/YouthBorders)

| YOUTH BORDERS FUNDING | QTR 1 | QTR 2 | QTR 3 | QTR 4 | TOTAL YR 3 | | |
|------------------------------|------------|--------|--------|--------|-------------------|-------------------|------------------------------------|
| INCOME | ACTUAL | ACTUAL | ACTUAL | ACTUAL | <i>BUDGET</i> | ACTUAL | PROJECTED OVER/ UNDER SPEND |
| Carry Forward from Year 2 | £2,814.70 | | | | | £2,814.70 | |
| Income from National Lottery | £26,258.00 | | | | <i>£26,258.00</i> | £26,258.00 | |
| TOTAL | | | | | | £29,072.70 | |

EXPENDITURE

| | | | | | | | |
|--|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------|
| 1 x Youthborders worker | £4,876.26 | £4,878.30 | £4,759.72 | £4,701.45 | <i>£20,181.00</i> | £19,215.73 | -£965.27 |
| 1 x Youthborders worker supervision costs | £506.75 | £506.75 | £506.75 | £506.75 | <i>£2,027.00</i> | £2,027.00 | £- |
| Coordinator travel; home working allowance; IT replacement equipment | £55.80 | £45.00 | £1,305.60 | £72.45 | <i>£1,000.00</i> | £1,478.85 | £478.85 |
| Central Administration @ Youthborders | £650.00 | £650.00 | £650.00 | £650.00 | <i>£2,600.00</i> | £2,600.00 | £- |
| Other project related expenditure | | £611.00 | | | <i>£450.00</i> | £611.00 | £161.00 |
| TOTAL | £6,088.81 | £6,691.05 | £7,222.07 | £5,930.65 | £26,258.00 | £25,932.58 | |

DESIGNATE FUND

| | | | | | | | |
|--|--|--|--|--|--|-------------------|--|
| Restricted Carry Forward for End of Project Costs* in Year 6 (Fund Transfer to Designate Fund) | | | | | | £3,140.12 | |
| * 1 Months FT Salary for Project Coordinator plus contribution to administration and management. | | | | | | | |
| TOTAL COMMITTED RESOURCE | | | | | | £29,072.70 | |

What have you learned from your activity this year?

Youth Work Activity

Although Project Workers have found it exceptionally difficult to establish new connections with young people during Covid-19 lockdown, they were able to build on pre-existing relationships and support them through the pandemic. This shows how valuable this virtual approach has been during this time. It was observed that the closure of schools and youth organisations in the response to Covid-19 had a major impact on young people as they had to significantly change the way they lived and learned. This explains the change in participation reasons, as more young people have become disengaged in school as a result of loss of routine.

The Covid-19 pandemic poses further considerable risks for our vulnerable young people so it is important now more than ever to respond to their mental health and wellbeing needs. Project Workers have found it challenging to engage young people to complete Organisational Reviews and Personal Planning evaluation questions virtually. However, they have learnt they need to set aside more time for evaluation during one to one sessions and working towards Youth Awards with young people. We will continue to meet the needs of Stepping Stones young people and adapt what we are doing accordingly to ensure that support is focused on each individual's needs to help build confidence, resilience and optimism for the future.

Furthermore, Project Workers have found it challenging to plan group sessions around Covid-19 guidelines as they are very limited to what they can offer. This has also been particularly difficult in terms of joint activity. Moving into Phase Two, we have acknowledged the importance of bringing young people together after spending a lengthy time in isolation at home. We will continue to support joint activity or co-delivery opportunities within youth work by encouraging Project Workers to communicate as a team and encourage their young people to help plan activities they are interested in. Project Workers will be supported to host at least one joint opportunity per year for one or more partners in year four.

Moving out of lockdown, young people expressed what they liked about Stepping Stones during their one to one reviews. The most common answers were that young people value the trusting relationship they have with their Project Worker, the opportunity to talk and off-load their thoughts and feelings in a safe space, and that they are able to join in on activities and try new things.

RAG Journal

Following feedback from Project Workers, several developments were made to the RAG Journal to improve its functionality. It was also agreed that the follow-up frequency and quantity of Organisational Reviews and Personal Planning evaluation questions were to be changed. Young people are now supported to answer questions at baseline, subsequent follow-ups every 10-12 weeks and before they finish the project. This increases time and capacity for Project Workers to deliver activities and experiences with and for young people; whilst maintaining a proportionality to our evaluation toolkit.

Communication

Feedback from the Youth Work Partnership revealed that they felt Stepping Stones was not recognised fully in their communities. It is important to raise the profile of Stepping Stones to increase support, attract new volunteers and resources and promote the project to young people who may benefit from joining. We also thought it was important to recognise and reward the Project Workers for their hard work on Stepping Stones. We have attempted to raise the profile in the following ways:

- All localities displayed Stepping Stones text on their locality website. This would help people understand what Stepping Stones is, the support we offer and how young people can get involved.

- A central Stepping Stones webpage was also established on the new *youthborders.org.uk* including contact information for each locality Stepping Stones Project Worker.
- Stepping Stones information leaflets were developed by the Project Coordinator with input from Project Workers and Managers. We commissioned the design and print of the leaflets for Project Workers to hand out to young people, parents/carers/guardians and other partners for advertising and promoting the project.
- A Stepping Stones Facebook page was set up ready for publishing at the beginning of year four. This page will be used to celebrate and promote the work and activities of young people and to share the impact we are making.

Developing Stepping Stones Project Workers

Project Worker job descriptions differed slightly across the Partnership therefore, YouthBorders worked with Managers to implement a common job description and person specification across the project for Phase Two.

Project Workers will receive at least once a month the opportunity to have a phone call, Zoom or in person one to one with the Project Coordinator. This is an opportunity to catch-up, provide support on evaluation data collection, and understand impact and goals progression.

Project Workers are invited to identify their learning needs and share this with their Manager and Project Coordinator. Training, CPD opportunities, resources, tools and referral services are available on the online Padlet for Project Workers to access at all times. Project Workers are encouraged to share and add any of their own resources with the team via the Padlet.

Since April 2021, Project Workers and the Project Coordinator have met virtually, every 6 weeks, with a different Youth Work Manager chairing the meeting each time. This allowed Managers and Project Workers to build a relationship together. Moving into year four, we hope to meet in person at each hosting youth organisation, so relationships can develop further and Project Workers can explore other localities facilities, share ideas, information and physical resources.

Leadership and Governance

The Youth Work Partnership reviewed and updated the Written Agreement for the delivery of Stepping Stones in Phase Two starting in September 2021. This agreement is between all partners to give a clear understand of expectations, roles and responsibilities associated with the delivery of Stepping Stones. Youth Work Managers and the designated Stepping Stones Trustee signed and returned the Partnership Agreement on 31st August 2021.

Finally, an agreement was made between YouthBorders and Norcox Solutions Ltd to continue using the RAG Journal to hold project data for a further year. This contract will be reviewed again in August 2022, where we will consider if this is the best available platform for Stepping Stones use.

Towards the Future

- Through YouthBorders, the Youth Work Partnership will continue to be connected and supported as they plan towards the future, ensuring that youth work continues to be available to young people across the Scottish Borders and that it responds to changes in restrictions and the needs of the young people in the community.
- We will implement the Written Agreement from 1st September 2021, with the intention to strengthen the Youth Work Partnership by clearly laying out expectations, roles and responsibilities associated with the delivery of Stepping Stones. We will continue in our commitment to develop and improve the project with the shared intention of achieving impact.
- Youth Work Managers will revise and review their Stepping Stones delivery plans annually so they can tailor this to the needs of their young people. Each delivery plan will be peer reviewed and collectively supported by all Youth Work Managers during an annual meeting in October.
- We will continue to review and appraise the learning needs and youth work delivery of our Project Workers as a routine aspect of support and supervision.
- We will support Project Workers to be confident and competent in the collection and recording of data related to young people they are supporting, and to build capacity in these workers to input the data into the project database.
- We will develop a style guide to ensure a consistent use of language throughout the Partnership when communicating and promoting Stepping Stones.
- We will continue to support joint activity or co-delivery opportunities within youth work by encouraging Project Workers to communicate with each other. Project Workers will be supported host at least one joint opportunity per year for one or more partners.
- We will continue to meet as a Project Worker team every 6 weeks either on Zoom or face to face to retain and support each other in a group setting. The Youth Work Managers group will continue to meet fortnightly on Zoom, as a positive peer support space. These meetings are a good use of time and provide an excellent opportunity to share practice, ideas, and to exchange information.
- We will focus on increasing the profile of Stepping Stones and positioning it within the wider landscape of emotional health and wellbeing activity in the Scottish Borders as part of a whole systems approach.
- Following the approval of the YouthBorders Board, the Project Coordinator will move into full time (35 hours/week) position of Project and Partnership Coordinator (Stepping Stones) effective from 1st September 2021. This post has an updated job description and person specification to allow for more dedicated time to govern the project and develop social action.

YouthBorders is a Company Ltd by Guarantee with Charitable Status: SC313338. Scottish Charity Number: SC037680.

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Glossary

Case Studies – A short story which outlines a young person’s journey on the Stepping Stones project.

Group Work Sessions – Work/activities done by a group of people, involving Stepping Stones young people.

Joint Activity - Work/activities done by a group of people in collaboration with one or more youth organisations within the Stepping Stones project.



Organisational Reviews – A set of scale questions which reflect the outcomes and impacts of the Stepping Stones Logic Model.

Personal Planning – A set of text questions which reflect the outcomes and impacts of the Stepping Stones Logic Model.

Stepping Stones Toolkit – Stepping Stones Pathway, Evaluation Framework and Logic Model which was informed by the National Youth Work Outcomes and ‘How Good is Out Third Sector Organisation’.

The Scottish Borders Youth Work Partnership - The Partnership is made up of seven lead locality based generic youth groups (Beyond Earlston, Cheviot Youth, Rowland's (Selkirk), Escape Youth Services, Connect Berwickshire Youth Project, TD1 Youth Hub and Tweeddale Youth Action) and YouthBorders.

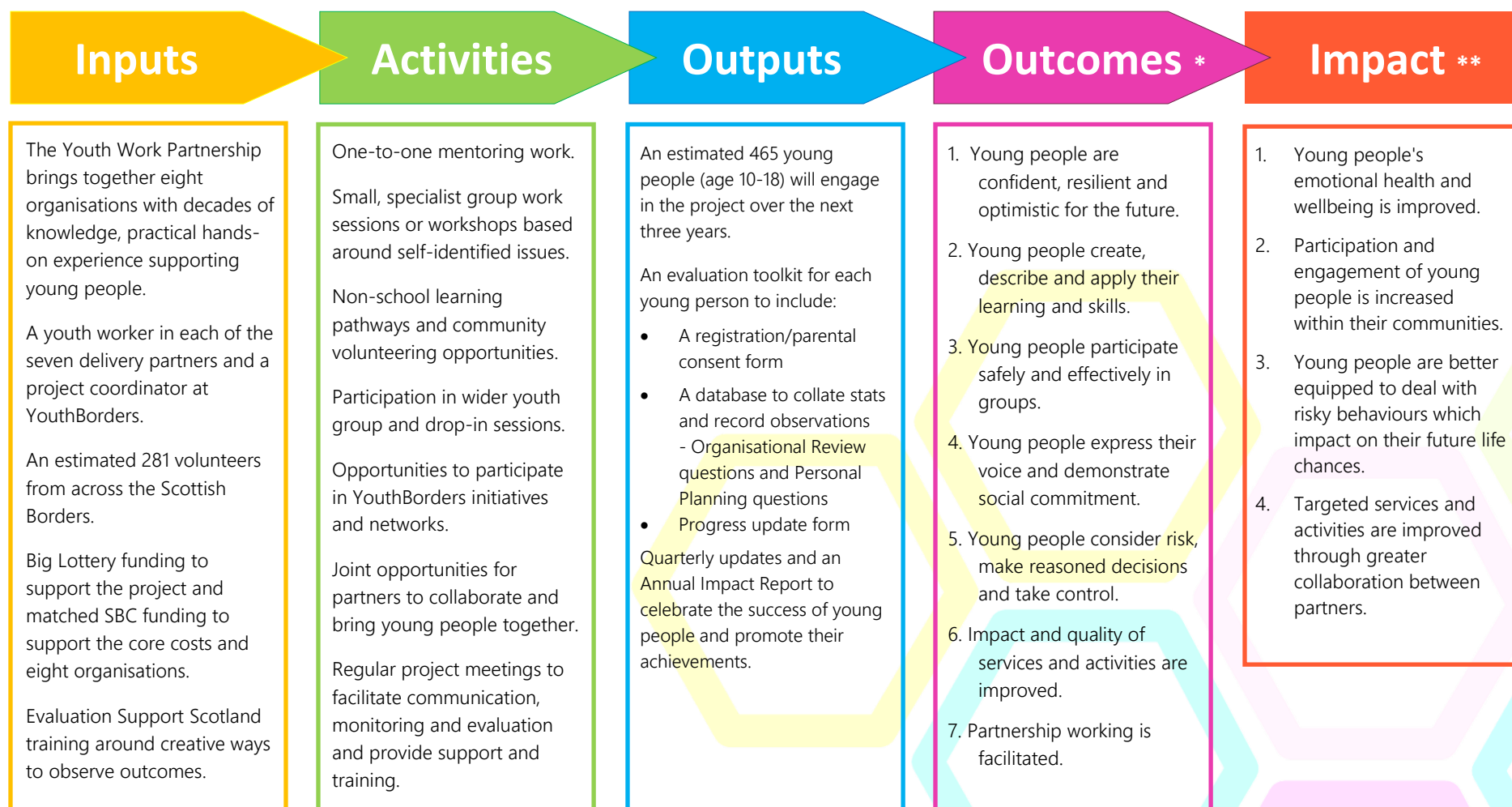
Appendix 1: Group Work Sessions and Activities in Year Three

| Youth Organisation | Group Work Sessions and Activities in Year Three |
|---|--|
|  | <ul style="list-style-type: none"> • Primary 7 Transition Baking Group (4-week block) • Outdoor group - Christmas shoot and nativity scene. • "Meet us on Monday" - Fairy doors painting, games and baking • Tuesday Activity Group - craft sessions, pancake day, Quizzes, Painting clay and roasting marshmallows • Weekly walking Group • Frame of mind project – exploring what made young people happy during lockdown • Youth wellbeing Coaching Zoom workshops • Group walks • Baking project to help Primary 7 pupils with transitioning to High School in Earlston catchment area (November – December 4 week block) • Supporting P7's Hi5 activity • Monthly craft sessions at Birkhill House - learning new crafting skills like plastic fusing, origami, bunting making, 12 week weaving community project and Trampoline project At Birkhill House • End of school year bbq with BE Earlston • Incubator gigs at the MacArts centre in Galashiels. |
|  | <ul style="list-style-type: none"> • Tides Reach food and chats • Baking Tuesdays/Wednesdays • Fareshare Food Parcels and helping deliver to the families • Street Work in Duns • BBQ at Allotment, outdoor games and litter picking as part of the Easter Christmas Week Activities; Christmas goodie bags, decorating crafts, baking and Youth Club party. • Girls Group - Duns Youth Centre and online sessions • Borders Wellbeing – to create a 'borders wellbeing poster' for youth club • Halloween event • Cooking challenge • The People & the Sea Project (Online Zoom) Drama • Stable Life • Mental Health Day Challenge • Job Hunting and Career Group - include writing a CV, paying cheques, setting up bank accounts, learning how to budget money etc. • Lunch Trip Out to celebrate young people hard work |

| | |
|---|--|
|  | <ul style="list-style-type: none"> • Easter Activities including rounders and social distanced outdoor lunches • Zoom drop in – group quizzes • Baking group at school • Girls trip to get nails done and shopping trip to Edinburgh • Group Lunch/Teas and eating together • Easy bake group • Socialising and communication group |
|  | <ul style="list-style-type: none"> • Young people planning for the Easter/Summer programme • Rowlands Ramblers - walks around Selkirk discovering new places • Easter activities including bubble football, arts & crafts, outdoor exploring, trail making and board games • Radio Rowlands, Media and Eco Film groups • Boxing Club • Bubble football and nerf wars at Oxton with Beyond Earlston |
|  | <ul style="list-style-type: none"> • Escape Room activity • Cooking and baking e.g bake off competition, ice-cream and pizza making • Peebles CAN community garden project - Researching plants, flowers and prices of stencils for spraying out the logo on the shed • Feel Good Friday cooking and baking sessions • ASH Scotland group discussion on smoking habits • FoodPunks – Young people helped weigh and bag ingredients and prepare food for BBQ event • Five a side football group • Driving range golfing, Fishing and playing pool • Home-schooling due to COVID-19 • DIY activities and laying carpets. |
|  | <ul style="list-style-type: none"> • Easter activities including arts and crafts, gardening, games, scavenger hunt and making outdoor pizza • Sessions on various topics such as young people’s wellbeing, mindfulness, body image, self-esteem, peer pressure, conflict resolutions, setting boundaries, goal setting etc. • Handover of kindness branches to Hawick Community Hospital • Crafty Zoom Session promoting friendship • Transitions Group • Walking up Minto hills, Wulliestruther loch |
|  | <ul style="list-style-type: none"> • Initial introduction sessions and setting targets with young people through Growing Me at Cheviot Youth. Follow-up sessions focusing on improving confidence and anti-bullying tools and strategies • Drop In Group Sessions to build relationships • Transition Work –supporting young people moving from primary to high school |

Appendix 2: Stepping Stones Logic Model

Stepping Stones is a three-year project developed by the Scottish Borders' Youth Work Partnership and funded by the National Lottery Community Fund. A unique approach to collaborative working across the youth sector, the project is designed to change the way opportunities and support are offered to young people, allowing for greater added value through the sharing of ideas and best practice as well as budgets, resources, expertise and knowledge.



| IMPACT ONE: To improve young people's emotional health and wellbeing leading to greater resilience, confidence, self-esteem and capacity to cope with life's challenges. | | IMPACT TWO: To increase participation and engagement of young people in their communities where they live, learn and play. | | IMPACT THREE: To better equip young people to deal with risky behaviours which impact on their future life chances. | | IMPACT FOUR: To improve targeted services and activities through greater collaboration with new and existing partners. | | |
|--|---|--|---|---|--|--|---|--|
| OUTCOME | INDICATOR | OUTCOME | INDICATOR | OUTCOME | INDICATOR | OUTCOME | INDICATOR | |
| 1. Young people are confident, resilient and optimistic for the future. | 1.1. Young people participate in youth work when it is difficult for them to do so. | 3. Young people participate safely and effectively in groups. | 3.1. Young people recognise the policies and practice which keep them safe. | 5. Young people consider risk, make reasoned decisions and take control. | 5.1. Young people can explain the consequences of harmful behaviour on themselves and on others. | 6. We secure improvement of quality and impact of services. | 6.1. We effectively gather feedback from young people, partners and other stakeholders. | |
| | 1.2. Young people report an increase in confidence. | | 3.2. Young people resolve conflict peacefully within relationships. | | | | 5.2. Young people often make informed choices. | 6.2. We evaluate and plan for improvement. |
| | 1.3. When faced with a problem, young people come up with a solution. | | 3.3. Young people work with others on group tasks. | | | | 6.3. We report progress to stakeholders. | |
| 2. Young people create, describe and apply their learning and skills. | 2.1. Young people plan their own learning outcomes. | 4. Young people express their voice and demonstrate social commitment. | 4.1. Young people express their point of view and are listened to. | 5.3. Young people take responsibility for their actions. | 7. We facilitate partnership working. | 7.1. We have clear aims, roles and responsibilities within the partnership. | | |
| | 2.2. Young people gain accreditation or recognition of their achievements. | | 4.2. Young people volunteer. | | | 7.2. We share skills, knowledge and experience across partners to improve outcomes. | | |
| | 2.3. Young people use their learning and skills in different settings. | | 4.3. Young people feel part of their community. | | | 7.3. We plan and evaluate jointly to add value. | | |

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