

'We Matter' Programme Evaluation

Appendix: Collated Data

Programme Numbers

Youth Work Team	Partner School/s	Number of participating young people
Canongate Youth Project	Liberton High School Gracemount High School	12 (over 2 groups)
Granton Youth	Broughton High School	4
Wester Hailes Youth Agency	Wester Hailes High School	9 (over 2 groups)

National Youth Work Outcomes and Skills Framework

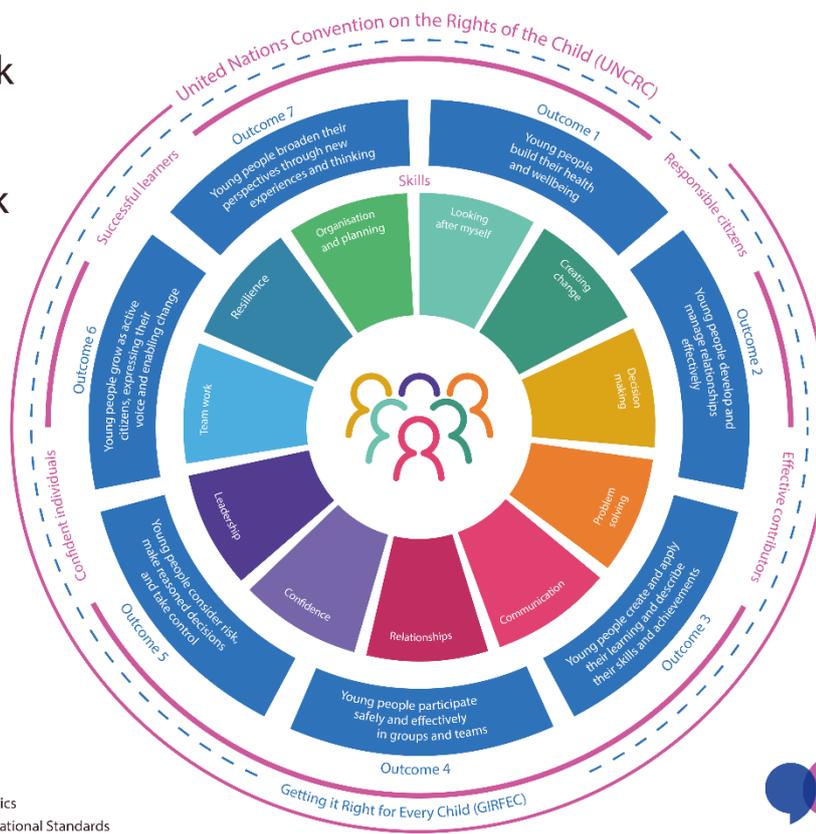
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People
We grow up loved, safe and respected so that we realise our full potential

Education
We are well educated, skilled and able to contribute to society

Health
We are healthy and active

Skills development focus for the 'We Matter' Programme	Behavioural indicators
Confidence	I can take part in new experiences I can recognise and seek out positive relationships
Resilience	I can manage my friendships I can express my thoughts and feelings to appropriate adults
Building relationships	I can show respect towards others I can see things from another person's perspective
Communication	I can work with others on group tasks I can keep going when things get difficult I can learn from my mistakes
Decision making	I can ask for help if I need it I can seek out opportunities and support I can identify goals for my physical and mental health and take steps to achieve them
Teamwork	

Evidence of Impact – Skills Development

84% of participating young people became more CONFIDENT as a result of taking part in the programme. Most notably, they overcame anxieties about taking part in new learning experiences.

Feedback from Young People

"I didn't think I could do that, but I did, and I loved it!"

"I really didn't want to take part...but I did, and I was actually good at it."

"[I'm] talking to new people."

"I'm taking up new opportunities."

"I was really scared to try, but I'm glad I did."

"I'm more confident to ask for help if I need it."

Youth Worker Observations

"Initially some members of the group were very reluctant to take part...over time they became more open and would ask for help and support from youth workers."

“As time went on, we noticed Y and R becoming much more confident to talk to [youth workers in the group]”

“G was very quiet at the start but was like a different person by the last session – very chatty with [youth workers].

“Young people took part in and enjoyed new experiences, even where they expressed doubts at the start.”

School and other partner observations

“I have noticed J’s confidence grow” – Teacher

“I just wanted to write and say what a pleasure it was to teach H, I, J and K today. From not wanting to take part at all, they certainly got on with it and did extremely well.” – Ski Instructor

88% of young people made progress in BUILDING POSITIVE RELATIONSHIPS – with one another and with adults connected to the programme. A number of young people also commented on improved relationships outside of the group, particularly with family members and with school teachers, as a result of the experience.

Feedback from Young People

“I mixed with young people that I wouldn’t normally mix with.”

“I have made a new friendship.”

“I stayed out of drama with my friends.”

“I’m building better relationships with family members.”

“I am being more honest with my family.”

“I am reaching out to my family.”

“I feel I can trust adults more.”

“[I realise] I am not the only one who feels like this.”

“[The youth workers] just get me.”

“I spoke to [one of the youth workers] about my new relationship and about my sexuality. I knew I could trust them.”

Youth Worker Observations

“Two young people shared experiences of anxiety and from this they realised that others could feel how they feel and that they can support each other. Youth workers were able to provide tailored support to help them address these issues, but the peer support played a key part.”

“After a difficult start, relationships developed. Key to this was young people listening to each other and showing similar levels of vulnerability and recognising they could learn from each other.”

“One young person would turn up early for sessions and use this as an opportunity to check in with youth workers – they found the weekly routine of this helpful.”

“As the weeks went by, F really warmed to the youth workers and came out of their shell – learning with each new step what they liked about themselves.”

“M set boundaries with N around his behaviour. She communicated fairly and effectively with N.”

“L was able to explain her fears about taking part to the youth workers.”

“M was very good at comforting N when they were nervous about the activity.”

“Young people shared they have barriers up and are reluctant to let others in. By looking at key aspects of positive relationships, young people became more open to reaching out to those around them and were more willing to allow them to provide support.”

“Young people became very close during the group and youth workers observed friendships developing between group members.”

“F was very vocal about how he would never have spoken to any group members before, but now he would choose to spend time with them. He went on to be very open and honest with everyone about his own personal experiences.”

“Two of the boys were quiet to begin with but by the end they were chatty and one of them spoke a lot more about his home life.”

“Young people spoke freely with us each week about a variety of issues.”

“Early in the group X and Y were hyper and quite mean to one another, despite being friends outside the group. We had to have a conversation with them and point out the impact of their behaviour in the group. After that, they were calmer and kinder to each other.”

“Young people were respectful [to one another, so] this was a good opportunity for young people to share their thoughts and feelings”

“Young people got on well with each other within the group setting.”

“Young people built strong relationships in the group setting, even though they were not friends out with the group.”

School and Other Partner Observations

“P has built positive relationships with adults.”

92% of participating young people made progress in their **COMMUNICATION skills**. In particular (linked to relationship-building above), they feel more confident to articulate their thoughts and feelings which, in turn, helps them to regulate their emotions.

Feedback from Young People

“I’m better at calming myself down and telling people before I get angry.”

“I feel like I can speak about my problems about people more.”

“I can talk to someone before I say something I regret.”

“I am opening up more about my mental health during the group.”

“I am expressing thoughts on the future.”

“I feel I can get my opinions across.”

Youth Worker Observations

“Early on, youth workers were able to observe through body language how uncomfortable all young people felt about having to speak out in front of the group. Workers identified that young people were more comfortable sharing thoughts and feelings through drawing and writing exercises as a way to build up relationships and encourage communication. By the end of the programme, young people would actively engage in conversations with the youth workers and became very open and honest about their feelings.”

“To begin with, L would be extremely frustrated if others were talking and would often talk over them...by the end of the programme, they had become aware of when they were interrupting others and would apologise and try not to do it again.”

“Initially, members of the group found it difficult to share thoughts and feelings with youth workers

“Young people listened to each other and even if they disagreed, no one got upset – they just allowed each other to have their say.”

“Everyone got a turn to speak.”

“Over time, young people became more receptive to what others in the group were saying.”

“I noticed that when we were away from school, H was much chattier – we saw a different side of him – more relaxed.”

“C is a big personality. Over the course of the programme, she learned to manifest this in healthy ways, rather than acting out physically or being rude.”

Partner Observation

“They engaged with me, listened well and progressed. It was a really rewarding class to take.” Ski instructor

68% of participating young people became more RESILIENT as a result of taking part in the programme. They developed a greater awareness and understanding of the qualities they already have that support resilience. They overcame fears. They set and followed through on goals they had set themselves.

Feedback from Young People

“I came into school even when I didn't want to.”

“I kept coming in even when my friends didn't.”

“I came back to the group even after I kicked off.”

“I keep coming to school even though I get bullied.”

“I learned to stop running back to the same person when you know they won't change.”

Youth Worker Observations

“E responded really well to encouragement from staff and showed real progress in confidence and in his ability to regulate emotionally over the weeks of the programme.”

“All young people set weekly individual goals specific to areas of their physical and mental health and reviewed them weekly. If they achieved their goal, we would look at how to build on this. If they did not achieve their goal, we would look at possible barriers and how to overcome these.”

“Q and P shared with youth workers some of the challenges they have overcome in their lives. Having an opportunity to reflection on these challenges in a safe and secure environment allowed young people to see the level of resilience they have developed. Both said they did not see themselves as strong individuals but now they

see they do have qualities that show resilience. Youth workers could see young people's understanding of resilience develop."

"C took part in an activity they had never done before and said they were proud that they had managed it."

"Young people overcame some real fears during activities."

"K became extremely frustrated during a session and swore at youth workers. They refused to take part in activities and said they were not returning to the group. They returned the following week early to speak to youth workers and apologise. They were able to vocalise their frustrations from the previous week and came up with a system to avoid it reaching a similar level if they felt like this again."

"Despite losing a family member and being visibly upset at the start of the session, R still engaged well and had a good morning with us. This shows incredible resilience and maturity."

School and Other Partner Observations

"S looks forward to sessions and has loved trying new activities, even though admitting to being nervous to try most at the start." Teacher

"They fell over and got back up and tried again, laughing all the time – they should all be super proud of themselves." Ski Instructor

84% of participating young people made progress in DECISION-MAKING. In particular, young people highlighted that they were making different choices, and that they felt more committed to these. Youth workers noticed that in the group setting, some young people became more inclusive in their approach to decision-making.

Feedback from Young People

"I have more respect for my own boundaries."

"I am reaching out for support during our mental health chats."

"I stopped chasing friendships and kept going into school."

"Blocking the people who are in your life but don't have to be."

"I can make responsible choices for my own mental health."

"I chose to come to the group and this helped me."

"My goal sheet has helped me so much." [young person chose to focus in class]

Youth Worker Observations

“As a group, we set a session goal. This allowed young people to take collective responsibility whilst developing communication and teamwork skills.”

“All young people had the choice if they wanted to set a goal and they all shared they found this helpful as it gave them something to focus on, as well as let them see small changes and celebrate small wins.”

“Young people chose activities together, listening to different ideas and sometimes dividing time between activities to make sure all the ideas were taken into account.”

“Towards the end of the project, young people had to work together to decide where they wanted to go. G noticed that M was quiet and asked, ‘where do you want to go?’, including them in the conversation.”

“M and N made a positive choice to just disengage when others were being overtly disruptive rather than get involved.”

88% of participating young people made progress in TEAMWORK skills, in particular working effectively with peers outside of their friendship group – and supporting others to engage in group tasks.

Feedback from Young People

“I was working with someone that I would not normally work with, and we had to listen”

“I’ve worked good with others that I don’t necessarily get along with.”

“[This activity] made me realise I have to pay attention and how I can help other people.”

“I can understand why other people have made the choices they have.”

Youth Worker Observations

“Initially the group struggled to work together, often talking over each other or having arguments over tasks...As relationships developed, members of the group were able to complete tasks, listen and respond appropriately to each other and agree to disagree on issues if there was a difference of opinion.”

“[In a team task] two young people, who would not normally speak to one another in school, worked very well together.”

“When B explained her fears about taking part, M and N positively encouraged her to take part.”

“G and H actively participated in encouraging L’s involvement and engagement in the activity.”

Evidence of Impact – Readiness to Learn

80% of young people participated consistently in the youth work activities offered.

Youth Worker Observations

“One young person commented that group had come to be the highlight of his week because the youth work team just ‘got’ him.”

“J, K, L and M continued to participate in the group in spite of significant difficulties going on at home.”

“One young person managed to attend every session – 100% attendance!”

“Young people consistently turned up with almost 100% attendance over the sessions every week – they have really engaged well with youth workers, each other and the activities.”

“Almost all of the young people joined the trip that we offered, even though it was during the Easter holidays.”

“The majority of the young people in the group engaged well and used this as a positive learning experience to address issues that were affecting their everyday lives.”

“One young person struggled with engagement in the group due to personal issues he had going on in school.”

“One young person chose to leave the group as they found it difficult when challenged or when the activities involved self-reflection.”

“One young person engaged very well until we had a break at Christmas and then found it difficult to continue.”

“One young person’s attendance at school made it difficult to attend all the sessions, but when they were there could see progress being made.”

64% of young people showed improvement in school engagement and attendance whilst involved in the We Matter programme.

Feedback from Young People

“I have got better at talking to teachers.”

“I show up to school more often.”

“I stay in classes instead of storming out.”

“I have shown more respect to teachers and the youth workers.”

“I stayed and listened in English and PE instead of leaving.”

“I got 1s on my [support] sheet.”

Youth Worker Observations

“One common issue was building positive relationships with teachers. Young people struggled to see situations from a teacher’s point of view and the impact their actions may have on a class. Through discussions and exercises, young people were able to recognise how their behaviour could impact classes for teachers and others.”

“All young people shared that they found staying in classes difficult and they tried to develop and work on strategies to help them manage this better.”

“One young person shared that they are making more of a conscious effort to stay in school after lunch, as this is when they would usually go home.”

“One young person shared that they are trying to go to the Hub less and stay in classes as they realise that, after the summer, they need to be in classes.”

“One young person chose to engage in opportunities being offered by school that they would previously have avoided.”

Teacher Observations

“G and N really enjoy the sessions and get a lot out of it. The programme has successfully engaged them in more positive activities and choices”

“M was extremely disengaged within school, however [in the youth work programme] she felt more comfortable. This has led to M becoming more focused on what qualifications she would like to achieve for her chosen career. I have noticed her confidence grow too.”

“Attendance increased for all in December. In January, it dipped for a couple but there were additional circumstances outside the school that meant that even with a slight dip in attendance, the engagement in the group was positive.”

At least 8 young people are known to have engaged in new learning opportunities in their communities since embarking on the We Matter programme.

Youth Worker Observations

“One young person has asked for ongoing one to one support following the group.”

“Two of the young people have begun engaging with a sports programme with Police Scotland.”

“One young person has returned to a youth club they previously attended – they had stopped going along due to peer group but chose to return.”

“One young person is attending a local football club and running more in their spare time – previously they were considering giving up.”

“One young person has enquired about other activity and Canongate Youth.”

“One young person decided to take up a volunteering opportunity set up by the school. Initially they were reluctant to take part but over time they became more enthusiastic. Youth workers noticed how her individual goals were based around how she could engage more in this activity.”

“Both R and T are now attending GY youth clubs and have positive relationships with staff. T took part in the Easter residential and has said they want to volunteer at Granton Youth.”

“R and T due to attend Scran Academy where one of the GY team works too”

“Three young people are accessing one-to-one support from GY staff.”

“Although Z did not take part in the group, he is in touch with GY staff and one-to-one support is being discussed.”

Next Steps

“W was really sad the group was ending and has asked if she can keep seeing us.”

“Young people were very vocal about not wanting [the group] to end.”

“On completion of the group, several young people shared how helpful they had found the weekly sessions and said they would miss the group.”

“Building positive relationships is something the young people continue to work on. We had lots of discussion about what makes a good friend. With more time, we could support the young people to navigate their friendships.”

“We feel this has been a successful intervention and would be keen to run this again next session as, having attended recent transition meetings for our P7, we have a number of care experienced young people transitioning where attendance is already noted as a potential barrier.” Teacher

“Very mixed success for our group – we felt it could have been more impactful if longer.”
Teacher