



Item: 13

Education, Leisure and Housing Committee: 11 September 2024.

Community Learning, Development and Employability.

Youth Services Internal Review.

Report by Corporate Director for Education, Leisure and Housing.

1. Overview

- 1.1. An internal service review of 'Youth Services' within Orkney Islands Council Community Learning, Development and Employability (CLDE) has taken place, to consider best use of the allocated core youth work budget, as well as look at delivery of externally funded youth work services. This review has comprehensively considered all aspects of service provision and has reviewed and reflected on how CLDE Youth Services can better meet the demands of the service, and the needs of children, young people and families across Orkney. This review highlights the breadth and content of Youth Services delivery.
- 1.2. Community Learning and Development is an approach that empowers people of all ages to work individually and/or collectively to make positive changes in their lives, and in their communities, through learning, personal development, and active citizenship. Community Learning and Development uses a range of formal and informal methods of learning and social development with individuals and groups in their communities.
- 1.3. In March 2024, Education Scotland's HM Inspectors of Education (HMIE) visited, evaluated and reported on the quality of Community Learning and Development provision in Orkney in line with the Requirements for Community Learning and Development (Scotland) Regulations 2013 and associated guidance for local authorities. This was an extremely positive inspection with areas of sector leading practice and a small number of development actions for progression.
- 1.4. Nationally, Community Learning and Development (CLD) has recently undergone an independent review which was commissioned by the Minister for Higher and Further Education and Veterans. This review was commissioned to offer independent advice and recommendations on the delivery of CLD services in the context of a reformed education and skills system. This report has recently been published and provides a number of recommendations to be considered in the delivery of CLD provision.

- 1.5. The CLDE Youth Service works with young people to support wider achievement and recognises the development of skills for learning, life, and work. CLDE staff build meaningful relationships with young people to involve them in the decision-making process. By improving health and wellbeing, young people are supported to build their confidence, self-esteem and resilience.

2. Recommendations

- 2.1. It is recommended that members of the Committee:
 - i. Scrutinise the Internal Service Review of Community Learning, Development and Employability Youth Services, attached as Appendix 1 to this report, in order to obtain assurance that the services provided continue to be fit for purposes within the parameters faced.
 - ii. Note that the actions arising from the internal review will be taken forward through relevant Service Team plans.

3. Proposed Actions

- 3.1. CLDE Youth Services have considered the findings within this review and have proposed actions to enable the service to continue to provide a service that is fit for purpose within the parameters faced, to make the service as equitable as possible for children, young people and families across Orkney.
- 3.2. Youth Voice - Proposed Actions
 - Continue to support Youth Voice structure within current staffing levels and budgetary requirements.
 - Seek external funding to pay for attendance at Scottish Youth Parliament sittings and consider longer term viability.
 - Continue to seek external funding for valuable youth voice projects and activity including Youth Conferences, Council Chamber Debate, Youth Forum Activity etc.
 - Investigate a longer-term Youth Engagement/Co-ordinator role to streamline youth engagement activity happening across Community Learning and Development and wider partners in Orkney.

3.3. Universal Provision - Proposed Actions

- Create a Youth Club Hub structure to ensure that youth club provision is more accessible and equitable across Orkney.
- Work collaboratively with communities to increase and enhance relevant and affordable community based youth work provision (youth clubs).
- Continue to promote and deliver the Youth Work Offer.

3.4. Wider Achievement and Accreditation - Proposed Actions

- Work with schools and communities to identify volunteers who can be trained as leaders to deliver the Duke of Edinburgh's Award.
- Promote and offer training to more partners in order for them to deliver the accredited Youth Scotland Awards.
- Continue to seek funding collaboratively with the Youth Workers Forum to deliver the Youth Awards Ceremony.
- Work with schools and wider partners to better track the achievements of young people.

3.5. Targeted Provision - Proposed Actions

- Consider funding options to sustain targeted youth and family work provision.
- Develop the Whole Family Wellbeing Funded family engagement work to demonstrate outcomes and make an impact using Community Learning and Development approaches.
- Continue to work with schools to expand delivery of Community Learning and Development Youth Work provision through the Pupil Equity Funding.

For Further Information please contact:

Cheryl Rafferty, Community Learning and Development Team Manager – Youth Services, extension 2432 Email: cheryl.rafferty@orkney.gov.uk

Implications of Report

1. **Financial** - None arising directly from this report.
2. **Legal** – None arising directly from this report.
3. **Corporate Governance** – None arising directly from this report.
4. **Human Resources** – None arising directly from this report.
5. **Equalities** – An Equality Impact Assessment has been undertaken and is attached as Appendix 2 to this report.
6. **Island Communities Impact** - A full Island Communities Impact Assessment has been undertaken and is attached as Appendix 3 to this report.

7. **Links to Council Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Council Plan strategic priorities:
 - Growing our economy.
 - Strengthening our Communities.
 - Developing our Infrastructure.
 - Transforming our Council.
8. **Links to Local Outcomes Improvement Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Local Outcomes Improvement Plan priorities:
 - Cost of Living.
 - Sustainable Development.
 - Local Equality.
9. **Environmental and Climate Risk** - None arising directly from this report.
10. **Risk**- None arising directly from this report.
11. **Procurement**- None arising directly from this report.
12. **Health and Safety**- None arising directly from this report.
13. **Property and Assets**- None arising directly from this report.
14. **Information Technology**- None arising directly from this report.
15. **Cost of Living** – CLDE Youth Services are helping alleviate this through a range of delivery opportunities and outcomes.

List of Background Papers

HMIE Progress Visit Inspection Report <https://education.gov.scot/media/yu2h2fju/orkney-islands-council-cld-progress-visit-23-april-2024.pdf>

National Independent Review on Community Learning and Development

CLD Review Findings: Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)

<https://tinyurl.com/2yk7hn6s>

National Youth Work and Outcomes Skills Framework
[Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)

The Promise
<https://thepromise.scot/>.

Youth Work during COVID-19

<https://www.youthlink.scot/wp-content/uploads/youthlink-scotland-youth-works-role-during-covid-19-final-report.pdf>

Closing the Attainment Gap

<https://www.youthlink.scot/wp-content/uploads/Youth-Work-During-the-Pandemic-St2mb.pdf>

<https://www.gov.scot/news/collaborating-to-help-close-the-attainment-gap/>

<https://www.gov.scot/policies/schools/pupil-attainment/>

<https://www.youthlink.scot/wp-content/uploads/Orkney.pdf>

Youth Work Awards

<https://www.youthscotland.org.uk/awards/about-our-awards/>

<https://www.dofe.org/>

<https://www.youthlink.scot/equalities-and-participation/participative-democracy-certificate/>

Youth Voice

[Home - Scottish Youth Parliament \(syp.org.uk\)](https://www.syp.org.uk/)

<https://youthforumorkney.wordpress.com/>

<https://yin.scot/>

Orkney Children's Services Plan

<https://growingupinorkney.co.uk/wp-content/uploads/2023/12/Childrens-Services-Plan-2023-2026.pdf>

Youth Awards

<https://www.awardsnetwork.org/assets/uploads/documents/Amazing-Things-5.pdf>

Appendices

Appendix 1: CLDE Internal Service Review, 26 July 2024.

Appendix 2: Equality Impact Assessment.

Appendix 3: Island Communities Impact Assessment.



Orkney Islands Council

Community Learning, Development and Employability (CLDE)

Education, Leisure and Housing

Internal Service Review:

CLDE Youth Services

26 July 2024

Contents

Executive Summary	3
1. Introduction.....	4
2. Background	5
3. Staffing	7
4. Financial Resource.....	9
5. Early Intervention & Prevention	12
6. The Attainment Gap	13
7. Current Provision and Delivery	13
8. Youth Voice	15
9. Universal Provision.....	16
10. Wider Achievement and Accreditation.....	20
11. Targeted Provision	23
12. Conclusion and Proposed Actions.....	24
Annex 1 Youth Service's – Youth Work in Schools Offer for Schools (P7 transition and Secondary School), and other Educational Establishments 2024 – 2025.	
Annex 2 Consultation Responses.	
Annex 3 Pupil Engagement Team Year One Summary 2023-2024.	

Executive Summary

An internal service review of 'Youth Services' within the Orkney Islands Council (OIC) Community Learning, Development and Employability Service (CLDE) has taken place over the past 2 years, to consider best use of the allocated core Youth Work budget. This review has comprehensively considered all aspects of service provision and has reviewed and reflected on how the team can better meet the demands of our service, and the needs of children, young people and families across Orkney.

In 2021, OIC Community Learning and Development (CLD) underwent a re-structure which now sees 3 service areas sitting within the newly formed CLDE Service, including Employability, Adult & Family Learning and Youth Services. Each of the 3 qualified Community Learning Officers / Team Managers also have a Community Development responsibility across the geographical spread of Orkney.

This review is specifically about the Youth Services element of CLDE. It considers requirements for future budget management; however, this comes at a time of vast increased demand to provide an effective and relevant Youth Service. One that works in conjunction with schools, young people, other organisations and the wider community.

Overall, there is an increasing demand on the Service in terms of early intervention, prevention and targeted provision across both schools, and the wider community. The purpose of this review is to:

- Ensure the service is fit for purpose.
- Ensure effective use of resources.
- Ensure equity across Orkney.

Our vision is in line with Orkney Children Services Plan 2023 – 2026. Children and young people grow up loved, safe, and respected, so that they can realise their full potential, and the priorities and commitments therein this plan.

<https://growingupinorkney.co.uk/wp-content/uploads/2023/12/Childrens-Services-Plan-2023-2026.pdf>

1. Introduction

- 1.1. Youth Work provision (now known as Youth Services) has been operating under OIC's Community Learning and Development (CLD) Service for a number of years, with generic Community Learning Officers fulfilling this as part of their role. The need for CLD 'youth work' is becoming more sought after, with requests coming from schools, the wider community and other partner organisations, including public bodies and the third sector.

The CLDE Youth Service has demonstrated good performance levels in recent years and continues to be viewed as a valued service by our stakeholders and the wider community. It has been able to continue to do this whilst simultaneously restructuring, adapting to diminishing budgets and increased need.

- 1.2. CLDE Youth Services works with young people to support wider achievement, and recognises the development of skills for learning, life and work. CLDE staff build meaningful relationships with young people (and often their families) to involve them in the decision-making process. By improving health and wellbeing, CLDE Youth Services supports young people to build their confidence, self-esteem and resilience.
- 1.3. There are three key features of youth work that set it apart from other types of work with young people:
 - Young people choose to participate.
 - The work must build from where young people are.
 - Youth work recognises the young person and the worker as partners in the learning process.
- 1.4. CLDE Youth Services provide a wide range of learning opportunities for young people. The programmes support young people to overcome challenges, develop a wide range of skills and gain accreditation for their learning, where possible.

Unfortunately, the upcoming National Youth Work Strategy (2023-2028) currently sits with Scottish Government awaiting publication, therefore there are not set drivers from this perspective, however youth work sits within a number of national and local plans, strategies and guidance.

CLDE Youth Services youth work priority themes include:

- Health & Wellbeing.
- Accreditation / Wider Achievement.
- Volunteering.
- Involvement in Decision Making.
- Early Intervention / Prevention / Diversion.

This is provided via the following delivery models:

- **Universal Provision** – Informal, educational engagement delivered through a range of activity-based programmes which reflects the needs and interests of young people and the community.
 - **Targeted and Specialised Provision** – 1:1 and group learning activities developed around specific identified needs which are delivered to targeted groups and individual young people (where resource allows).
- 1.5. Examples of CLDE provision, outcome and impact during 2022 - 2023 can be viewed in the Annual Report: <https://www.orkney.gov.uk/Files/Community-Learning-and-Development/2023/CLDE%20Annual%20Report%202022-23.pdf>
 - 1.6. This internal review is an overview of the work Youth Services undertakes and how this service strives to meet demand within current budget parameters, taking into account the unmet need and focussing on proposed actions which will feed into the CLDE youth Services Team Plan and the wider CLDE Team plan.
 - 1.7. This review not only confirms how the work of Youth Service contributes to the Council Plan 2023 – 2028 but also how the work of the Youth Services Team is already contributing to the Council Delivery Plan: <https://www.orkney.gov.uk/Service-Directory/Performance/council-plan.htm>

2. Background

- 2.1. Community Learning and Development (CLD) is an approach that empowers people of all ages to work individually and / or collectively to make positive changes in their lives, and in their communities, through learning, personal development, and active citizenship. CLD uses a range of formal and informal methods of learning and social development with individuals and groups in their communities.
- 2.2. There is a statutory requirement for the CLD sector to:
 - Improve life chances for people of all ages, through learning, personal development and active citizenship; and
 - Help build stronger, more resilient, supportive, influential and inclusive communities.

The requirements for Community Learning and Development (Scotland) Regulations 2013 place a duty on all Local Authorities to prepare, consult on and publish a three-year CLD plan for the provision of community learning and development in the local area. Orkney's 3-year Partners Plan for Community Learning and Development (CLD) is produced by Orkney's CLD Partnership, which is a partnership of both public and third sector organisations who are delivering Community Learning & Development support and activities across Orkney.

The CLD Partners Plan, sets out how CLDE and partners will deliver CLD across Orkney, ensuring services, including youth work, are planned for and delivered in a strategic and collaborative way.

[OrkneyCLDPartnersPlan2021-24.pdf](#)

The new CLD Partners Plan for 2024 – 2027 is currently being finalised.

- 2.3. During March 2024, Education Scotland HM Inspectors of Education (HMIE) visited, evaluated and reported on, the quality of Community Learning and Development (CLD) provision in Orkney in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013 and associated guidance for local authorities. This inspection report can be viewed here: <https://education.gov.scot/media/yu2h2fju/orkney-islands-council-cld-progress-visit-23-april-2024.pdf>
- 2.4. Nationally, Community Learning and Development (CLD) has recently undergone a national independent review which was commissioned by the Minister for Higher and Further Education; and Veterans. This review was commissioned to offer independent advice and recommendations on the delivery of CLD services in the context of a reformed education and skills system. This report has a number of recommendations to be considered in the delivery of CLD provision and can be viewed here: [CLD Review findings Learning: For All, For Life](#). The review is very clear that “CLD is valued by learners and it works”.
- 2.5. Youth work is a vital element of CLD provision and as such works to national youth work standards and outcomes:
[Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)

The seven youth work outcomes describe the key overarching impacts of youth work in young people’s lives:

- Young people build their health and wellbeing.
- Young people develop and manage relationships effectively.
- Young people create and apply their learning and describe their skills and achievements.
- Young people participate safely and effectively in groups and teams.
- Young people consider risk, make reasoned decisions and take control.
- Young people grow as active citizens, expressing their voice and enabling change.
- Young people broaden their perspectives through new experiences and thinking.

The eleven youth work skills, describe key building blocks that enable young people to make progress towards these outcomes:

- Confidence.
- Resilience.
- Looking after myself.
- Building Relationships.
- Communication.
- Organising and planning.
- Decision making.
- Problem Solving.
- Teamwork.
- Leadership.
- Creating Change.

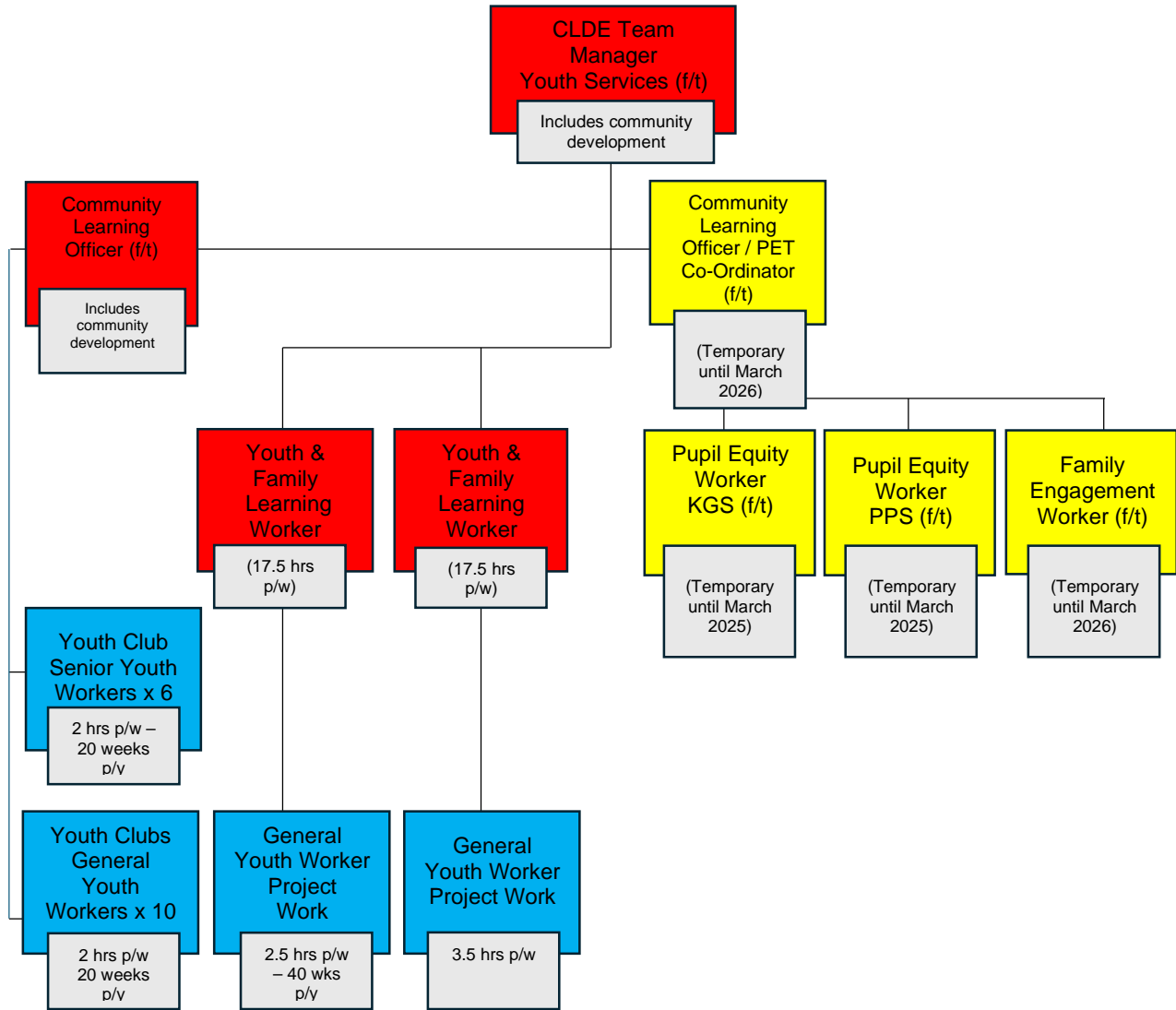
The indicators associated with the development of these skills describe observable behaviours that help the staff set goals and measure progress with young people.

3. Staffing

- 3.1. Working with children, young people and families, it is of the utmost importance that CLDE have sufficient qualified, experienced and motivated staff.

CLDE Youth Services general provision is delivered by 3 full time equivalent core staff as shown in the flowchart below (in red). These permanent positions are paid for from the core CLDE budget. The posts highlighted in blue below, are those that are funded from the core Youth Work budget – this is all our sessional youth work staff who deliver youth clubs across the County. However, it must be noted that not all established youth worker posts are currently filled due to challenges in recruitment.

3.2. Current, CLDE Youth Services filled positions:



KEY	Funding Stream
Red	Core CLDE Budget
Yellow	Short Term External Funding
Blue	Core Youth Work Budget

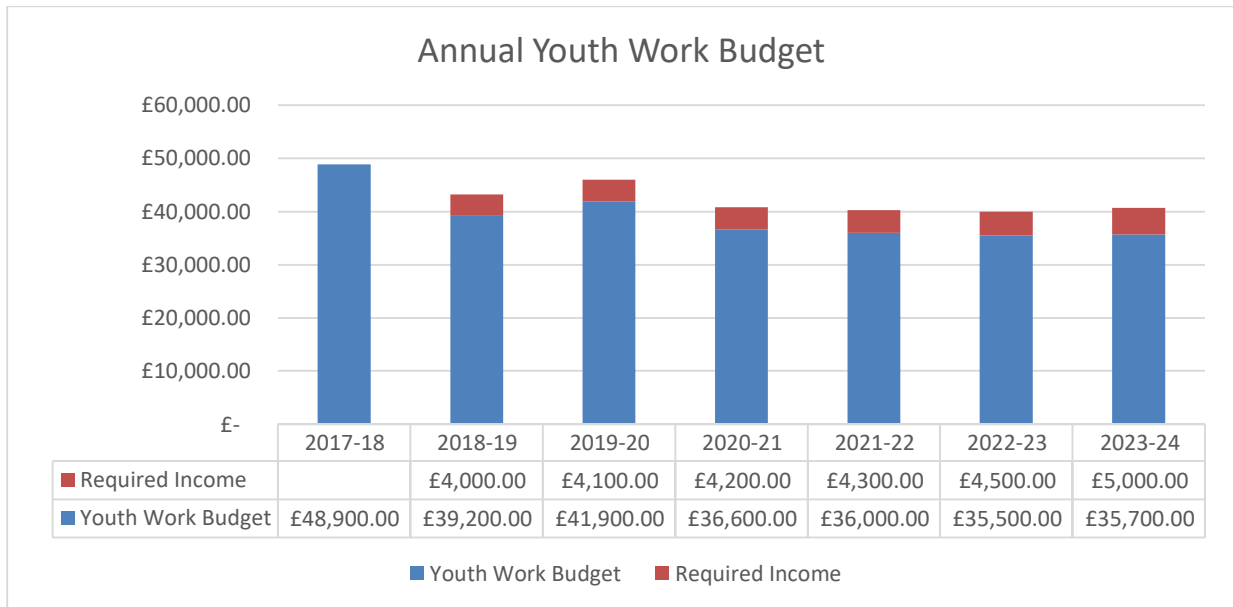
- 3.3. The diagram above shows a number of externally funded posts (highlighted yellow). These posts reap huge benefits and impact, however more often than not, posts are short term and externally funded, which proves extremely frustrating and concerning for the following reasons:
- Posts are short term therefore can prove challenging to recruit skilled and experienced staff for such a short period of time.
 - Where we are able to recruit, staff often move on, seeking permanent employment.
 - Where we do manage to recruit suitable staff to posts, it is challenging to show the full extent of impact in a short timescale.
 - The short-term nature is great for the 'then and now' but then leaves a sustainability issue when the post comes to an end when there is no one to continue to support the children, young people and their families.
- 3.4. It is essential that Youth Services staff are skilled, experienced and trained, upskilling as necessary, in order that they have the relevant skills and knowledge to support young people in their personal and social development. This ensures young people receive support tailored to their individual needs, which can have a positive impact on their future prospects and wellbeing.

Over and above the statutory ilearn requirements, CLDE Youth Services also provide an annual comprehensive training programme for all staff working in the team, to ensure they are equipped and have the 'tools and skills' required to support young people. These opportunities are additionally offered to the wider youth work sector, in order for staff in partner organisations to upskill and ensure delivery of effective youth work practice across Orkney, which also makes collaborative working more viable.

4. Financial Resource

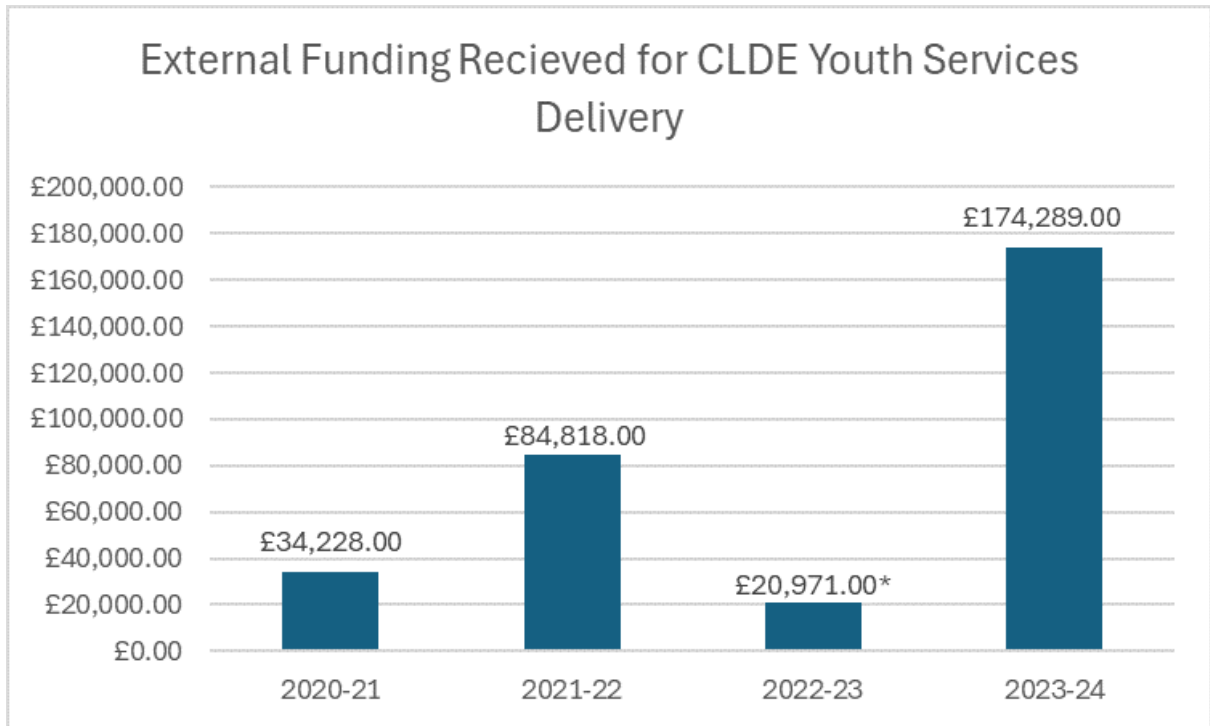
- 4.1. The allocated core youth work budget has reduced by approximately 25% over the past 7 years, with the current net budget for 2024 - 2025 standing at £37,400, inclusive of Duke of Edinburgh's Award (DofE) budget of £1500, which just covers the cost of the annual DofE operating licence.
- 4.2. The requirement to generate income from youth club subs was introduced in 2018, following a budget report to Policy & Resources which was approved on 13 February 2018, with Youth Services required to make £4000 income from youth club attendance subs. Since then, the income requirement has increased to £5000 for the current financial year, however with limited youth club provision on offer it is a challenge to generate this income. Youth Services currently charge £2 for attendance at each session. £1 of this funding is kept by the committee to run the youth club, such as for buying resources, tuck and hall hire (where applicable), the other £1 is recouped by OIC CLDE Youth Services to support the budget to pay the Youth Workers. However, this charge brings into question the issue of if we should be

charging families for their children attending a youth club during the current cost of living crisis.



It is important to note this budget allocation is historically based on staff costs to run youth clubs and does not take into account any additional commitments such as wider achievement expenses, targeted work, project work or any allowance for 'Youth Voice' activity.

- 4.3. Each year, in addition to the allocated budget, CLDE also seeks external funding to extend the youth work provision that can be provided. This leads to a reliance on appropriate funding being available that we can access to meet need, however, this comes with its own challenges as previously mentioned:
- The funding criteria is often set, so sometimes we have to fit in with that rather than meet the local need.
 - Often the funding is extremely short term which does not allow for the work to be sustained.
- 4.4. The graph on the next page demonstrates how much additional external funding has been sourced by CLDE Youth Services team since 2020 – 2021 to ensure the provision is extended to meet the increased demand.

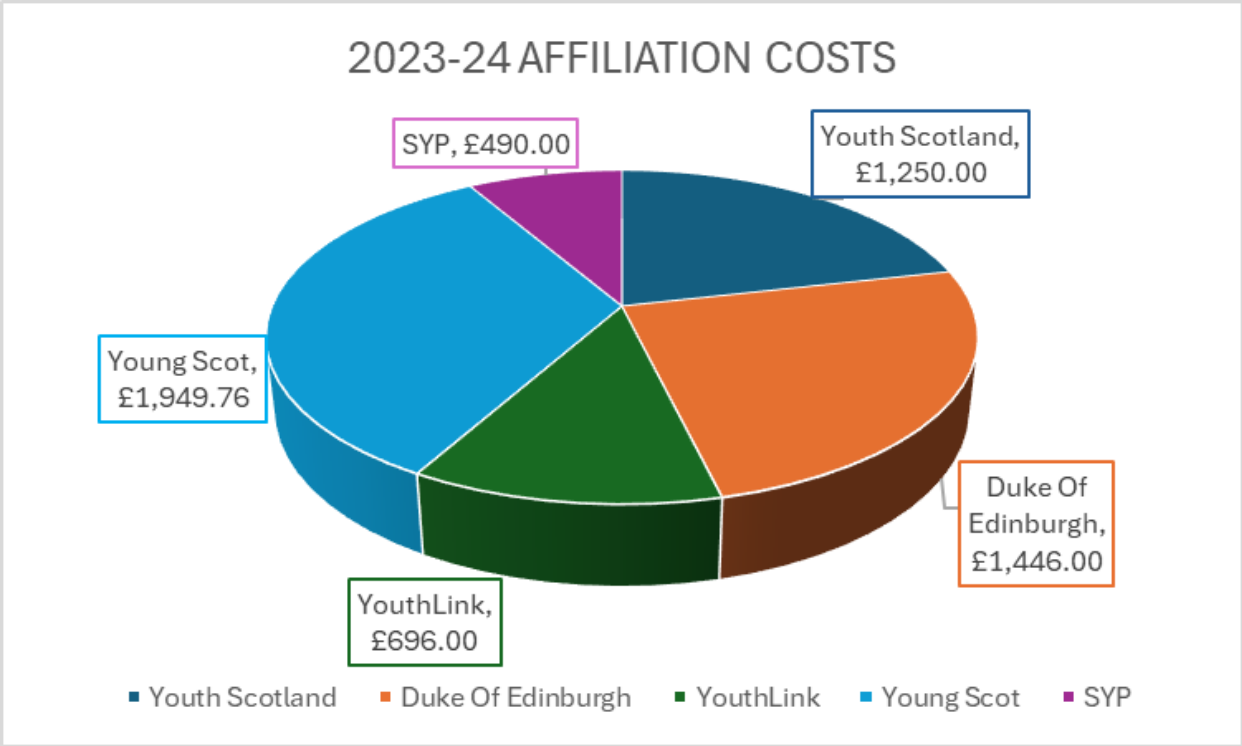


*This includes approximately £10000 external funding, that CLDE Youth Services supported The Pickaquooy Centre to apply for, and be allocated, in order to sustain the Friday Afternoon Diversionary Activities on offer.

The above graph demonstrates how the service relies heavily on external funding for delivery of the majority of service provision. This is reliant on what external funding is available for delivery of specific provision, which is a constant challenge. The team secured a significant amount of Scottish Government funding during 2023 – 2024 (mainly Strategic Equity and Pupil Equity funding) with the expansion of the service to include the Pupil Engagement Team. This has led to further investment this financial year for the delivery of more preventative and early intervention work from the Whole Family Wellbeing Funding. However, although this increase in funding, and hence provision, will hopefully lead to better preventative work and improved outcomes for children, young people and families, it has to be acknowledged, the lack of certainty of external funding means it is difficult to plan, recruit and retain staff, as well as the added reporting requirement that comes with receiving various pots of external funding, not to mention the sustainability of support if the work cannot be sustained.

4.3. National Youth Work Affiliations

Ensuring that we have the appropriate licences and national Youth Work organisation support, requires the service to affiliate annually to a number of national organisations. This requirement totals £5000 - £6000 and uses approximately 15% of the core Youth Work Budget.



Once the annual affiliations costs are paid, the remaining Youth Services budget stands at just over £31,000 (excluding any income from Youth Club fees).

5. Early Intervention & Prevention

- 4.4. Early intervention work is crucial, as it can help prevent challenges from escalating and becoming more difficult for young people to address and manage further down the line. The Scottish Government has recognised the importance of this and has made it a key priority. This is evident in ‘The Promise’ which is a commitment to ensure that children and young people receive the support they need, when they need it. Early intervention work can therefore provide young people with the tools and resources they require to build resilience and achieve their full potential. This can have a positive impact on their health and wellbeing <https://thepromise.scot/>.
- 5.2 The majority of Youth Services work can be classed as early intervention and prevention activity, and it is well proven how successful community learning and development and youth work approaches are in supporting this agenda. The current early intervention and prevention work undertaken by CLDE Youth Services is hugely valuable and is recognised by young people, parents, families, and stakeholders but it is limited and often inconsistent due to lack and inconsistency of resource, usually financial but also due to recruitment to posts.
- 5.3 Research has clearly shown that Youth Work in Scotland played a vital role in supporting children and young people’s health and well-being during the Covid-19

pandemic: <https://www.youthlink.scot/wp-content/uploads/youthlink-scotland-youth-works-role-during-covid-19-final-report.pdf>

- 5.4 One of the main Youth Work outcomes is that young people build their health and wellbeing, therefore promoting positive mental health within the community is extremely important.
- 5.5 Orkney Islands Council Support for Learning Strategy 2023 – 2028 acknowledges that as a County we are presently seeing a significant increase in concerns about mental health and subsequent wellbeing of our children and young people, with a growing number of young people who are self-harming or expressing suicidal ideation.
- 5.6 It is evident that we are being asked by partners if the team can offer more support in response to this, which is being addressed as best as possible, but this is putting additional pressure on staff. Currently a lot of this work is also reactionary in the circumstances, therefore not freeing up any resource to do more of the early intervention and prevention work that is needed.
- 5.7 CLDE Youth Services provision directly impacts on some of the outcomes of Orkney Child Poverty Strategy 2022 to 2026, with CLDE feeding into this and many other partnership plans to demonstrate the impact of CLDE service and provision: <https://www.orkney.gov.uk/Service-Directory/S/childrens-families-team.htm>

6. The Attainment Gap

- 6.1. Youth Work also plays a crucial role in closing the attainment gap. There is a lot of development work taking place to strengthen partnerships between youth work and schools to close the poverty related attainment gap and to provide capacity to measure and communicate impact:
<https://www.youthlink.scot/wp-content/uploads/Youth-Work-During-the-Pandemic-St2mb.pdf>
<https://www.gov.scot/news/collaborating-to-help-close-the-attainment-gap/>
<https://www.gov.scot/policies/schools/pupil-attainment/>

7. Current Provision and Delivery

- 7.1 Although not an exhaustive list, Orkney Islands Council (OIC) Youth Services Team deliver under 4 priority areas (much of this is also delivered collaboratively with partners):
 - Youth Voice
 - Scottish Youth Parliament – support to MSYP’s - [Home - Scottish Youth Parliament \(syp.org.uk\)](https://www.syp.org.uk)

- Orkney Youth Forum - <https://youthforumorkney.wordpress.com/>
- Youth Conferences
- Chamber Debates
- Young Islanders Programmes - <https://yin.scot/>
- Regional Improvement Collaborative Youth Voice Workstream
- Lead for Workstream – Engagement with Young People as part of the Community Engagement Project Team.
- Universal Provision
 - Youth Clubs
 - Holiday Programmes
 - Young Scot Cards
 - Diversionary Activity (i.e. Friday afternoon drop-ins)
 - Youth worker training, development, and cross-sectoral support
 - Parent / Family training opportunities
 - *Youth Work in Schools (Youth Work Offer 2024 – 2025 – Annex 1).
- * In response to offering a more equitable youth work offer across schools and other educational establishments, CLDE Youth Services developed the ‘Youth Work Offer’ which offers schools a range of youth work focussed courses that can be delivered in school by qualified Youth Services staff. Although this is a universal offer, schools often identify pupils who may benefit from being involved in these courses.
- Wider Achievement and Accreditation (web links to awards in section 10.2)
 - Duke of Edinburgh’s Award
 - Youth Achievement Awards
 - Dynamic Youth Awards
 - Hi5 Accreditation
 - Participatory Democracy Certificate
 - Youth Awards Ceremony.
- Targeted Provision
 - Fire Skills
 - Young Scot Youth Loneliness and Bubble Tea Project - <https://youngscot.net/ysobservatory/youth-loneliness-toolkit>
 - Off Island Residential Opportunities
 - Prom Pop-Up
 - Young Persons Guarantee Group
 - Young Parents Group
 - Other Project Work

- Externally funded specialised provision - Pupil Engagement Team and Family Engagement Team (and associated activity).

7.2 This programme of delivery is currently delivered via both core and external funding. The core Youth Work budget generally covers youth club provision (payment of general and senior youth workers), staff training and national Youth Organisation affiliation. Funding has to be sought for the remainder of the provision, or covered within our 3 full time equivalent core CLDE core funded posts.

8. Youth Voice

8.1. Youth voice is vital in amplifying the voices of young people on decisions that affect them both nationally and locally, to make sure that they can express their opinions and make their voices heard in shaping policies that affect them.

8.2. The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people a comprehensive set of rights.

One of the relevant articles of the Convention that addresses the principle of participation / youth voice is Article 12, the right to be heard. Article 12 says that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

8.3. Although the core Youth Services team do what they can to support the Youth Voice agenda, there is no specific budget allocated to this area of work. The team work to support the Orkney Youth Forum, the Young Islanders, Regional Improvement Collaborative Youth Voice workstream and Members of Scottish Youth Parliament (MSYP's) as well as organise and co-ordinate youth voice activity such as Scottish Youth Parliament elections, Youth Conferences and the Council Chamber Debate.

8.4. MSYP's are required to attend two in-person national sittings each year, supported by a member of staff, as in our agreement with the Scottish Youth Parliament. On average this costs up to £6000 annually, for travel, food and accommodation, which equates to around 15% of the core Youth Work budget. Therefore, the team are forced apply for additional funding or use any underspends from across CLDE to cover the costs associated with the sittings, but it is not an effective, manageable or sustainable approach. If Orkney Islands Council wants to continue to have MSYP's representing on a national platform, then longer-term funding needs to be identified and allocated specifically to support this element and associated costs, otherwise CLDE Youth Services will be unable to sustain participation.

8.5. As part of the Community Engagement Project Team (CEPT), CLDE Youth Services have been asked to lead on Strand 3 of the Phase Workstream -Engagement with

young people in order to consider options for better engagement with children and young people, taking into account previous experience, best practice elsewhere and the current preferences of Orkney's young people. To date representation and engagement at these meetings has been poor which is extremely disappointing as in order to progress this area of work we need a co-ordinated collaborative approach from partners and young people.

8.6. Unmet Need:

8.6.1 The team currently support a number of initiatives with young people involved in Youth Voice, however, this needs to be even more representative. In order to do this it needs 'buy in' from everyone involved in working with children and young people, so that it is not just a tick box consultation exercise.

8.6.2 Young people require support through all of our Youth Voice activity which includes Orkney Youth Forum, Young Islanders and for Members of the Scottish Youth Parliament etc. This is key work but can be time consuming.

8.6.3 CLDE Youth Services staff provide the Youth Voice support, but at present, there is no allocated budget for any associated work or attendance at SYP sittings. Although the team have secured funding from OIC's General Charitable trust for attendance at these sittings for this year, this is not a sustainable solution.

8.6.4 Attendance at SYP sittings costs up to £6000 per year, there is currently no allocated sustainable budget for this piece of work. Without funding investment in SYP to support and accompany MSYP's to attend sittings, it may not be possible to continue this piece of work past the current MSYP's term.

8.6.5 'Youth Voice' is not just something that CLD does, it is everyone's responsibility, therefore there needs to be more emphasis on this being built into other plans and strategies across services, however, in order to do this there needs to be someone with the capacity to take the lead to develop this co-ordination and collaboration.

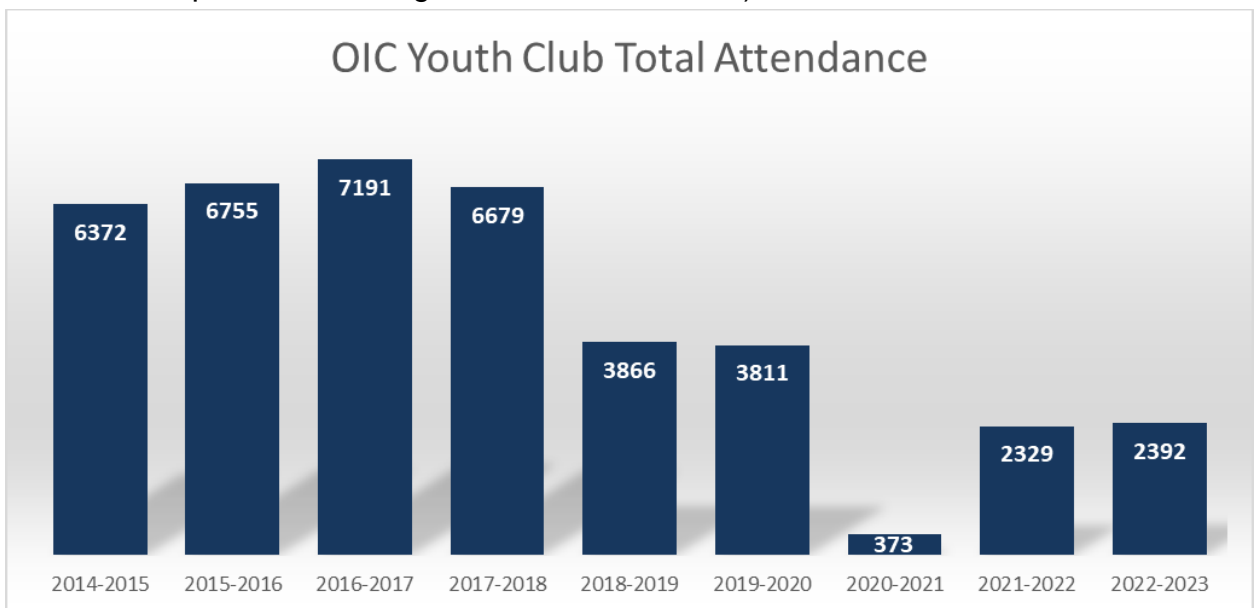
8.6.6 There is also no budget resource for running of 'Youth Voice' events such as Council Chamber Debates or Youth Conferences. Whilst CLDE is very economical and are good at making these events happen in any way they can, again this is not sustainable.

9. Universal Provision

9.1. This early intervention work extends to community-based youth club provision – which can start when children are aged eight. This is a way of engaging with children and families early in their journey. Youth Clubs are offered as universal provision, so are open to any young people in the age bracket decided, which is determined by youth work staff in conjunction with the community. Youth Cubs run for twenty

sessions per year (during winter months) for 1.5 hours per week. These are mostly delivered in partnership with the community and aim to keep the cost low so that it is not a barrier for families attending. CLDE currently charge £2 per youth club session; £1 of this money is for the youth club to pay hall hire (if required) and buy snacks, resources etc, and £1 of this comes back into the CLDE Youth Work budget as agreed at the Policy and Resources Committee on 13 February 2018. This allows the service to recoup a small proportion to put back into our youth services budget to deliver on various priorities. Although clubs only run for 1.5 hours per week, staff are paid for 2 hours per week to give them time to set up, tidy up, and complete the required paperwork and reporting that is essential for each session.

9.2. The table below shows the number of youth club attendances each year (this could be the same person attending a number of sessions):



This table clearly shows that youth club attendance numbers have declined significantly in recent years. Not comparing 2020 – 2021 when most of our youth clubs were closed or on restricted numbers due to Covid-19 lockdown, the main reason for numbers depleting is that we have not had as many youth clubs running.

Where youth clubs are currently running, the numbers in attendance are generally good and consistent, however over the past few years it has been a challenge to recruit youth workers in a number of areas which means the service are not in a position to be able to offer youth club provision in some areas.

The table on the page 18 shows where we currently have youth club provision. However, the Service propose to make this offer more equitable across Orkney within the current budget by creating more of a 'hub' structure. This new proposed structure

will ensure that there is access to youth club provision on the bigger islands and also within travelling distance on the Orkney Mainland. Whilst this will provide a more accessible and equitable offer, it does mean that some areas of Orkney will still not have access to youth club provision. Unfortunately, with such a restricted budget, the offer of youth club provision does have to be limited in some way.

CLDE Youth Services youth club guidelines states that the service requires a minimum number of ten young people to make running a youth club viable. The table on the next page shows the predicted number of young people in each school catchment area, where the team propose on creating youth 'hubs', however this may change from year to year. This is a logistical complication that the team need to work within the parameters to address.

The service are already undertaking some of this consultation and communication with communities affected by any changes to our existing provision.

- 9.3. The table on the next page indicates the predicted number of young people over 8 years old in each school / community, and as such this is how we have come to create this hub structure. The proposed structure (where recruitment can commence) is detailed in the last column of the table:

Area	Youth Club Hub Locality	Predicted P4 – P7 numbers – August 2024 (of main feeder schools)	S1- S6 (islands only / pupils travelling daily)	Youth Club Hub Provision Existing (E), Proposed (P), not currently Viable (x)
Mainland	East Mainland (Deerness)	94 (St. Andrews)		P
	Firth	55 (Firth) 32 (Evie)		E
	Kirkwall	244 (Papdale) 113 (Glaitness)		P
	South Isles (connected)	29 (Burray) 29 (Hope)		E
	Stromness	73 (Stromness) 20 (Orphir) 16 (Stenness)		E
	West Mainland (Dounby)	74 (Dounby)		E

North / South Isles	Eday	6	0	x
	Hoy	14	12	E
	Papa Westray	1	0	x
	Rousay	9	8	x
	Sanday	14	25	E
	Shapinsay	10	19	P
	Stronsay	14	18	P
	Westray	20	30	E

We have also taken into account the number of home educated children / young people known to us but have not included these figures due to where there are potential low numbers and hence individuals being identified.

9.4. Consultation

At the end of 2022 CLDE Youth Services created a questionnaire to focus on gathering the thoughts, opinions and suggestions from parents / carers in relation to our local youth club provision. 123 responses were received (Annex 2).

Additionally, over the past year the youth Services team have also consulted with staff, youth club members and their parents about why they attend youth club and the benefits of doing so

The majority of responders expressed that they attend because it is fun, and they get to meet and socialise with friends. All of this is extremely important for children and young people's mental health and wellbeing. Youth work staff keep records of all sessions and activities, linking these to the youth work outcomes, ensuring that everything the young people are participating in, at youth club, is aligned to clear youth work outcomes and associated skills.

9.5. Unmet Need

9.5.1 The current youth club offer as it stands is not equitable in that it offers provision to different age groups in various areas across Orkney and this needs to be addressed by looking at the needs in each area.

9.5.2 Youth Club provision is sporadic across the County, which is based historically on: where youth club provision was requested and established in the past;

where staff are on permanent contracts; or where the service have been able to recruit staff.

- 9.5.3 Therefore, there is not an equitable offer of Youth Club provision across the county but only so much can be offered within budget parameters.
- 9.5.4 Youth Club provision (with exception of 1 club where there are historically more staff for the numbers attending) are based on the ratio of 2 members of staff with up to 25 young people in attendance. However, there is currently no allocation for participants who may need additional staffing support.
- 9.5.5 There is a charge of £2 per session for participants attending Youth Club. We need to question if this is a barrier to participation in the current cost of living crisis. However, if there is no charge, then the service will need to identify external sources of funding to cover this.
- 9.5.6 We have worked collaboratively with the Pickaquoy Centre and Action for Children and Stromness Community Centre to provide free diversionary activities for Secondary School pupils on Friday afternoons to address some of the concerns of anti-social behaviour that have been reported, however if we are unable to access further external funding, specifically for the Pickaquoy Centre sessions then it is likely that these sessions will cease to be offered.

10. Wider Achievement and Accreditation

- 10.1. Wider achievement, accreditation and attainment are a central element of CLDE Youth Services work. As well as delivery of these within CLDE Youth Services work, the staff also work with schools and other organisations, to allow young people to access a range of wider achievement awards and accreditation, in order to offer a more bespoke learning experience.
- 10.2. CLDE Youth Services offer the following wider achievement and accreditation opportunities:
- The Youth Scotland Awards are a framework to record and recognise young people's achievements. There are 3 different awards that children and young people aged 5+ can be involved in completing. They are the Hi5 Award, Dynamic Youth Awards (DYA) and Youth Achievement Awards (YAA). All awards are credit rated and levelled on the Scottish Credit Qualifications Framework (SCQF), Level 2 – 7 which means that they can be compared to more formal qualifications such as those gained at college or school.
<https://www.youthscotland.org.uk/awards/about-our-awards/>
 - The Duke of Edinburgh's Award is open to 14–24-year-olds who can participate in a Bronze, Silver or Gold Award. There are **four sections** to complete at bronze and silver level and five at Gold. The sections involve helping the

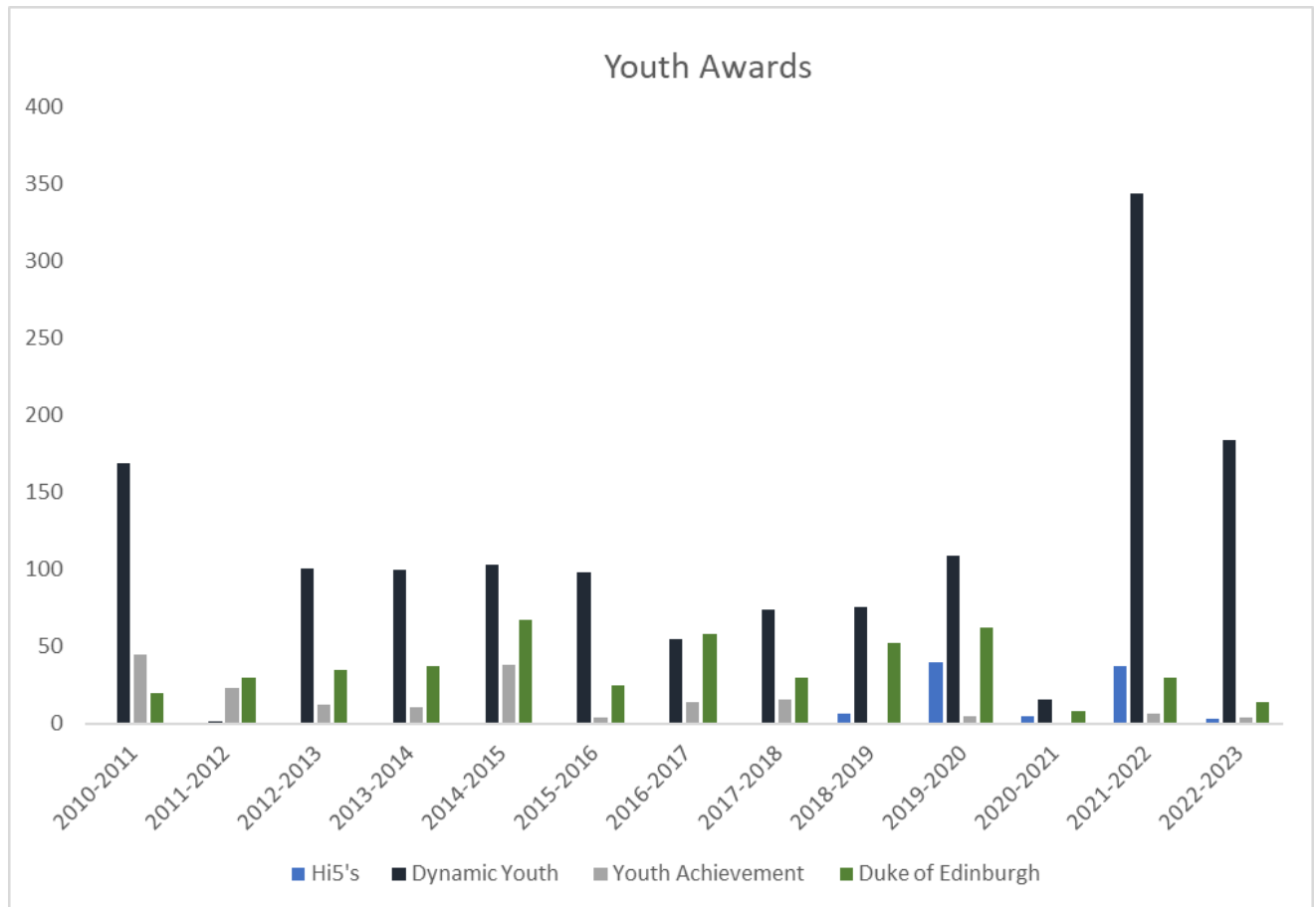
community/environment, becoming fitter and healthier, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

<https://www.dofe.org/>

- The Participatory Democracy Certificate is a youth award that provides SCQF level 5 accreditation to young people (aged 11-24) involved in group decision-making. It gives participants the opportunity to acknowledge and develop their communication, decision-making and negotiation skills in the context of democratic engagement.

<https://www.youthlink.scot/equalities-and-participation/participative-democracy-certificate/>

10.3. The table on the next page shows the wider achievement awards (some are externally accredited on the SCQ Framework), that young people have achieved, supported by CLDE / Youth Services since 2010:



The number of awards completed is often dependent on funding, staffing resource, volunteers and on occasion school commitment. Despite, not having the extensive levels of external funding that the team had via the Youth Work Recovery Fund in 2021-22, this last year the team have delivered / moderated the second highest number of Dynamic Youth Awards (DYA) ever. In 2022-23 184 awards were achieved and what is impressive is the number of hours that young people committed to achieving their awards - 5679 voluntary hours were put in to achieving these awards.

- 10.4. Accredited awards contribute 'Insight' tariff points for Secondary Schools via the young person's Scottish Candidate Number.
- 10.5. Youth Awards can support learning across the curriculum. They can increase skills in leadership, problem solving and teamwork, improve self-esteem and confidence and provide recognition of attainment and achievement in a range of settings which can be evidenced for college, university and job applications.

This document provides more information on a range of awards available across the sector.

<https://www.awardsnetwork.org/assets/uploads/documents/Amazing-Things-5.pdf>

10.6. Unmet Need:

- 10.6.1. DofE Award depends on the recruitment of school staff and volunteers to deliver the award to the young people and in some areas this volunteer recruitment is proving to be quite challenging.
- 10.6.2. Not every young person can access the DofE depending on what school they attend. There are limited spaces so this has to be done via an application process.
- 10.6.3. There is a cost associated with the DofE Award which participants are required to pay to take part, unless schools have funding to pay for this fee.
- 10.6.4. CLDE Youth Services staff do not have the capacity to deliver all the awards to every young person in Orkney so we rely on partners to also deliver these awards following training, to reach a wider range of young people, and we know that schools and services are stretched across Orkney.
- 10.6.5. There is a cost associated with The Youth Scotland Awards however we try to not pass this cost onto the participant, and instead we cover this by funding, or schools pay this on behalf of the pupils where it is being delivered in school.
- 10.6.6. The management of the awards and the moderation of all the Youth Scotland Awards takes a considerable amount of time on core CLDE Youth Services staff. As these awards are SCQF levelled they need to meet the standardisation criteria before they can be sent away and awarded their qualifications / certificate.

11. Targeted Provision

11.1. We provide a range of targeted provision, much of what is funding and / or partner dependent. An example of this is the Fire Skills courses that we deliver in partnership with Scottish Fire and Rescue Service. Participation in this programme reaps huge rewards for the young people who participate but it is limited how many of these courses can be run, hence the number of young people who can benefit.

11.2. The Pupil Engagement Team (PET), managed by CLDE Youth Services was established in February 2023. The team consists of 1 full-time Community Learning Officer / Co-ordinator, 1 full-time Pupil Equity Worker based in Papdale Primary School and 1 full-time Pupil Equity Worker based in Kirkwall Grammar School. These posts are funded via both Strategic Equity and Pupil Equity Funding. The aim of the Pupil Engagement Team is to contribute to closing the poverty related attainment gap and deliver a programme of coordinated opportunities for children, young people and their families across Kirkwall Grammar School, Papdale Primary School and the wider community.

The team work in collaboration, with both schools and other services to provide targeted support for children, young people and their families. The overarching goal is to ensure that children and young people are given the tools and support to reach their full potential.

Key outcome indicators include:

- Attainment.
- Attendance.
- Inclusion.
- Engagement.
- Participation.

Within the Orkney Islands Council Support for Learning Strategy 2023 – 2028 it acknowledges the work that this team is undertaking within these schools to meet some of the unmet need of pupils and their families. This team are undertaking quite significant and much needed work and is making a significant difference in regard to the above outcome indicators within these schools.

A case study on this work was published by YouthLink in March 2024 and can be viewed here: <https://www.youthlink.scot/wp-content/uploads/Orkney.pdf>

Due to the success of this early intervention work, it was agreed by both Papdale Primary School and Kirkwall Grammar School to continue providing the PEF funding until at least March 2025 to continue this work.

Year 1 PEF summary report can be viewed in Annex 3 of this review.

11.3. Unfortunately, the SEF funding was not available for continuation of the co-ordinator post, therefore following extensive discussions with OHAC it was agreed that CLDE Youth Services would be awarded the Scottish Government's Whole Family Wellbeing Funding to fulfil this area of work, as the PET was already delivering an element of this work and focussing on the 6 priority groups:

- Lone parent families.
- Minority ethnic families.
- Families with a disabled adult or child.
- Families with a young mother (under 25).
- Families with a child under one.
- Larger families (3+ children).

This serves to create an early intervention pathway to supporting families and children / young people, removes the stigma often associated with education and social work (hence removing barriers) and with an existing structure, governance and reporting that has been developed via the PET project can build on this work.

11.4. Unmet Need:

11.4.1. Whilst this increase in staffing is absolutely welcome and vital, the two Pupil Equity Workers are funded through the Pupil Equity Fund through Papdale and Kirkwall Grammar School respectively. This means that the Pupil Equity workers are mainly limited to working with children, young people and families in these schools only, and the funding is only temporary until March 2025 at present.

11.4.2. The Whole Family Wellbeing funding has recently been awarded to the service. Whilst this will allow work to develop, the short-term nature of the funding provides challenges around recruitment and retention of staff. This has allowed for the continuation of the Community Learning Officer / Co-ordinator post (1fte) and the recruitment of a Family Engagement Worker (1fte). To date the team have been unable to recruit to the other 0.5fte Family Engagement Worker position.

12. Conclusion and Proposed Actions

A number of options have been explored to meet the needs of young people and their families across Orkney in terms of access to youth work provision and equity.

The following factors have been taken into consideration when examining the potential, more equitable needs led Youth Services offer:

- Delivering a youth work provision requires professional staff to not only deliver the service, but also to manage, plan, upskill and develop the service.

- Provision has increased although the youth work budget has reduced.
- Increased demand means staff being stretched further and hence the possibility of diluted delivery.
- Youth club staffing provision and location has to be designed in a more equitable way, that provides more attractive opportunities for recruitment.
- Realistic consideration needs to be given to the increasing demands on Youth Services to meet early intervention work with children, young people and their families, youth voice support and wider achievement needs.

CLDE Youth Services have considered everything within this review and propose the following actions to enable the service to continue to provide a service that is fit for purpose within the parameters faced, to make the service as equitable as possible for young people across Orkney. These actions will be incorporated into the CLDE Youth Services Team Plan and the wider CLDE Service Team Plan.

12.1 Proposed Actions:

Unmet Need: Youth Voice
Proposed Actions
<p>Continue to support Youth Voice structure within current staffing levels and budgetary requirements.</p> <p>Seek external funding to pay for attendance at Scottish Youth Parliament sittings and consider longer term viability.</p> <p>Continue to seek external funding for valuable youth voice projects and activity including Youth Conferences, Council Chamber Debate, Youth Forum Activity etc.</p> <p>Investigate a longer term Youth Engagement / Co-ordinator role to streamline youth engagement activity happening across Community Learning and Development and wider partners in Orkney.</p>
Unmet Need: Universal Provision
Proposed Actions
<p>Create a Youth Club Hub structure to ensure that youth club provision is more accessible and equitable across Orkney.</p> <p>Work collaboratively with communities to increase and enhance relevant and affordable community-based youth work provision (youth clubs).</p> <p>Continue to promote and deliver the Youth Work Offer.</p>
Unmet Need: Wider Achievement and Accreditation
Proposed Actions

Work with schools and communities to identify volunteers who can be trained as leaders to deliver the Duke of Edinburgh's Award.

Promote and offer training to more partners, in order for them to deliver the accredited Youth Scotland Awards.

Continue to seek funding collaboratively with the Youth Workers Forum to deliver the Youth Awards Ceremony.

Work with schools and wider partners to better track the achievements of young people.

Unmet Need: Targeted Provision

Proposed Actions

Consider funding options to sustain targeted youth and family work provision.

Develop the Whole Family Wellbeing funded family engagement work to demonstrate outcomes and make a positive impact using Community Learning and Development approaches.

Continue to work with schools to expand delivery of Community Learning and Development Youth Services provision through the Pupil Equity Funding.

Contact Details:

Cheryl Rafferty, CLDE Team Manager Youth Services.

Email: cheryl.rafferty@orkney.gov.uk.

Tel: 01856 873535 ext. 2432.

Annexes:

Annex 1 Youth Services Offer to Schools August 2024 – June 2025.

Annex 2 Parent Consultation – Youth Clubs.

Annex 3 PET Year 1 Summary Report.

Annex 1



**Community Learning, Development and Employability (CLDE)
Youth Service's - Youth Work in Schools Offer
for
Schools (P7 transition and Secondary School), and other
Educational Establishments
2024 – 2025**

Updated June 2024

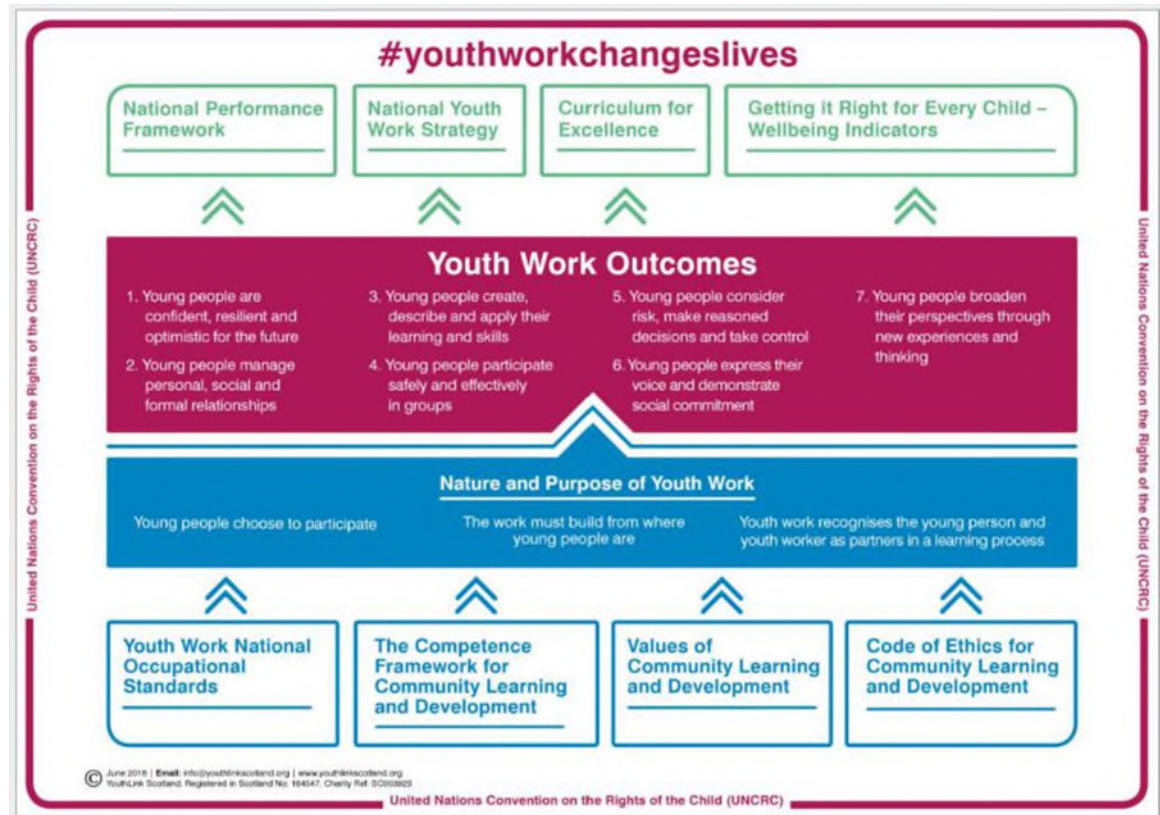
Introduction

Community Learning and Development (CLD) practice covers a broad range of practice including youth work, community-based adult learning, family learning and community development. CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development, and active citizenship. CLD uses a range of formal and informal methods of learning and social development with individuals and groups in their communities.

Our work with young people supports wider achievement and recognises development of skills for learning, life, and work. We build meaningful relationships with young people to involve them in the decision-making process. By improving health and wellbeing, we support young people to build their confidence, self-esteem, and resilience. Outlined below are the three key features of youth work delivery:

- Young people choose to take part.
- The work begins where the young person is at social, emotionally, and academically.
- The young person is a joint partner in the learning process.

We provide a wide range of learning opportunities for young people. Our programmes support young people to overcome challenges, develop a wide range of skills and gain accreditation for their learning where possible.



National Youth Work Outcomes and Skills Framework

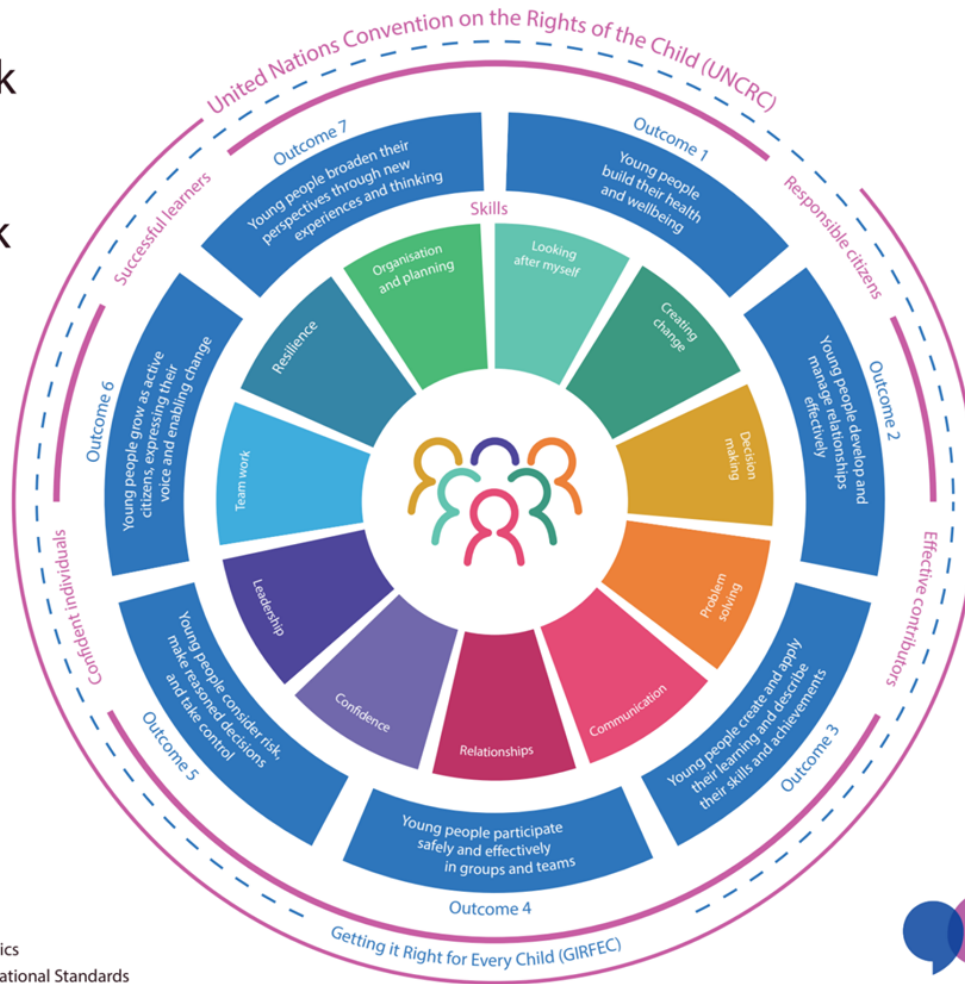
Nature and Purpose of Youth Work:

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



<https://www.youthlink.scot/wp-content/uploads/Youth-Work-Outcomes-and-Skills.pdf>

Our mission, vision, and values are grounded in the United Nations Convention on the Rights of the Child (UNCRC). Article 12: that young people have the right to express their views freely and have their opinions listened to in all matters affecting them. Therefore, youth participation is at the core of our practice.

Youth Work Offer Courses

The Youth Services Team can provide a range of small group work courses and programmes that can be tailored to the needs of each school/establishment. All these courses are delivered by the core Youth Work team (who between them are trained to deliver the courses). However, where you have PET team staff in your school they can also deliver these courses. The timescale is the recommended minimum time required to deliver the course, and we will try to contain this within the same term. These courses are most suitable to lower secondary age pupils but can be adapted to suit the age, needs and requirements of the group. Speak to CLDE Youth Services Team directly to discuss planning, timescale and delivery of any of the below courses, as these can only be delivered where staff resource permits.

Title	Summary	Timescale	Resources required to be provided by school / establishment	Cost to school / establishment	Relevant UNCRC articles (https://www.unicef.org.uk/what-we-do/un-convention-child-	Further Details
Confidence to Cook	A practical programme focused on encouraging practical food skills sessions that aim to help young people adopt a healthier diet through developing confidence in cooking, shopping, food preparation and cookery skills.	Minimum 6 hours	Kitchen facilities, Ideally double periods	Cost of resources and ingredients to be covered by the school / establishment	6, 15, 24	*Participants can also complete a Dynamic Youth (10 hours +) Award as part of this course – if delivered for 10 hours.
Cyber Resilience https://www.youthscotland.org.uk/wp-content/uploads/2023/04/cyber-resilience-toolkit.pdf	Utilising Youth Scotland resources and delivered via a range of games and activities, this programme encourages young people to think about their online interactions and encourages them to keep safe online.	Minimum 5 hours	Space, Internet access and screen	Free	12, 13, 15, 17, 31	*Participants can also complete HI5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.

Title	Summary	Timescale	Resources required to be provided by school / establishment	Cost to school / establishment	Relevant UNCRC articles (https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)	Further Details
Feel Good https://www.youthscotland.org.uk/wp-content/uploads/2023/04/youth-scotland-wellbeing-toolkit-web.pdf	Utilising Youth Scotland resources and delivered via a range of games and activities, this programme encourages young people to think about their emotional wellbeing.	Minimum 5 hours	Space	Free	3, 6, 12, 13, 15, 29	*Participants can also complete HI5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.
iLead Money	Delivered in partnership with Youth Scotland, iLead Money is a programme that aims to help young people to make the most of their money, and provide information and resources to help them develop their own knowledge.	Minimum 5 hours	Space	Free	6, 15, 26, 27	*Participants can also complete HI5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.

Title	Summary	Timescale	Resources required to be provided by school / establishment	Cost to school / establishment	Relevant UNCRC articles (https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)	Further Details
<p>Imagine a Man Positive Masculinity Resources - NKBL (noknivesbetterlives.com)</p>	<p>Using the toolkit developed by YouthLink Scotland, this course helps to explore and develop confidence and build 'positive masculinity' with young people to help develop a healthy, flourishing and optimistic future for all boys and young men.</p>	<p>Minimum 5 hours</p>	<p>Space</p>	<p>Free</p>	<p>8, 6, 12, 13, 15, 29</p>	<p>*Participants can also complete HI5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.</p>
<p>Learning for Sustainability</p>	<p>Using Youth Scotland's toolkit - from waste management and fast fashion to biodiversity and climate action this course delivers appropriate information on a range of sustainability topics, perfect for hands-on learning.</p>	<p>Minimum 5 hours</p>	<p>Space</p>	<p>Free</p>	<p>12, 13, 17, 24, 28, 29, 31, 32</p>	<p>*Participants can also complete HI5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.</p>

Title	Summary	Timescale	Resources required to be provided by school / establishment	Cost to school / establishment	Relevant UNCRC articles (https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)	Further Details
See Me (What's on Your Mind) https://www.seemescotland.org/	This programme focuses on: Mental, emotional, social and physical wellbeing Substance misuse Relationships	Can be delivered as a 1 hour awareness session or delivered over a school term for a minimum of 5 hours.	Space	Free	3, 6, 12, 13, 15, 16, 17, 19, 29, 36,	*Participants can also complete Hi5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.
UN Convention on the Rights of the Child (UNCRC)	Standalone workshop facilitated through material from Scotland's Commissioner for Children and Young People.	Approximately 1 hour (one-off session).	Space	Free	All	
Youth Loneliness https://young.scot/get-informed/youth-loneliness-toolkit/	Using the Young Scot Youth Loneliness Toolkit this course will inspire young people to take action on youth loneliness in their local community.	Minimum 5 hours	Space	Free	6, 12, 13, 15, 17, 29, 31	*Participants can also complete Hi5 (5 hours +) or a Dynamic Youth (10 hours +) Award as part of this course.
Young Scot https://young.scot/	Young Scot card and website awareness session (Primary 7).	Approximately 1 hour (one-off session)	Space, Internet access and screen	Free	13, 15, 17	

*There is a cost of £6 per participant for completion of a Hi5 or Dynamic Youth Award as an element of these courses, unless agreed otherwise, schools will be required to pay for this. See below for more information on these awards.

Youth Work Support in school as part of the Pupil Engagement Team - PET (Papdale Primary School and Kirkwall Grammar School only)

Papdale Primary and Kirkwall Grammar School currently have Pupil Engagement Workers (Youth Workers) based in the school, posts that are funded via PEF funding. These members of staff can work with school staff, targeted groups of young people and with individual young people with a history of poor attendance at school, behavioural issues and social and emotional issues to create a personal learning plan to raise attainment and develop meaningful, relevant, and suitable activities that will enable young people to develop their skills, for life, learning and work. As well as this these staff also create other opportunities within the school setting such as enhanced P7 transition support and breakfast bars. To request PET engagement for a small group or individual pupil complete the attached 'Request for Engagement' form and return to youth.services@orkney.gov.uk.

YouthLink Scotland have created a resource to sit alongside other resources intended to inform decision making on the use of Pupil Equity Funding (PEF) and approaches within wider school improvement planning for excellence and equity in education. It explains youth work's role within Scottish education, and where collaboration between schools and youth work can help achieve the Scottish Attainment Challenge mission to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap <https://www.youthlinkscotland.org/media/3914/youth-work-a-guide-for-schools.pdf>

Whole Family Wellbeing

We are aware that family support is vital in our work with children and young people. We have recently been awarded funding to support families who may benefit from additional support in their parenting role. We currently have limited capacity for the 1-1 element of this work, however if you have a family you feel may benefit from additional support then complete the 'Request for Engagement' form attached in the first instance and return to youth.services@orkney.gov.uk we will then contact you to discuss this. Alternatively, if you would like to discuss this first then please contact us. We hope to be able to increase our capacity for this work in the near future as we recruit to posts.

Additionally, as part of this programme we will be delivering a number of opportunities for families, such as attendance at parenting courses (ie: Solihull Approach). These opportunities to support parents are currently being developed and we will update you as opportunities become available.

Youth Voice

Youth Services supports 'Youth Voice', which includes support to Orkney's 2 Members of the Scottish Youth Parliament - <https://syp.org.uk/>, support to the local Young Islander Network champions - <https://yin.scot/> and support and administration for Orkney Youth Forum - <https://youthforumorkney.wordpress.com/>

The Scottish Youth Parliament is the democratically elected voice of Scotland's young people. Elections are held every two years, in which young people from all across Scotland stand as candidates to become Members of the Scottish Youth Parliament (MSYPs). Within Orkney CLDE support 2 MSYP's each 2 year term.

Orkney Youth Forum is open to young people aged 12-25 in Orkney who have an interest in making sure that young people's voices are heard locally in key decision making by regularly discuss issues affecting them and providing them with an opportunity for meaningful discussion with elected members and relevant public bodies and organisations.

Young Islanders Challenge / Network - Working in partnership with the Scottish Government and the National Islands Plan, we are supporting Youth Scotland to understand what it's like to live and grow up in our island communities. They want to know children and young people's views on topics that matter to their lives.

Youth Services are also able to support pupil voice within school (such as pupil / student councils) to make sure that this structure is better informed, we would also like to see members of pupil / student councils become involved in the above Youth Voice opportunities to make this more representative. Please contact us to discuss this further.

Additional Youth Services Opportunities available in the community

- Junior and Senior Youth Clubs run in various community locations during term time (usually) from September – March (contact us for more details on specific clubs).
- Youth Achievement Groups Stromness Community Centre (updated time tbc from August 2024)
Orkney Youth Café, Monday's 3.30 pm – 6.00 pm (term time)
- Young Parents Group Orkney Youth Café, Monday afternoons (please contact CLDE in advance to discuss attendance)

We also deliver a number of other activities and projects in the community in partnership with other organisations such as Friday afternoon drop ins, Fireskills courses, Residential Trips – however these are external funding dependent so we will advertise / be in touch as these arise.

Accreditation and Attainment

Youth Services staff will work with school staff and provide training for staff and support to allow young people to participate in the awards detailed below as part of a school / educational establishment group:

Award	Awarding body	Description	Age	SCQF Level (where applicable)	Time commitment (hours)	SCQF Credit Points (where applicable)	Insight Tariff Points (where applicable)	Price per participant**
Hi5 Award	Youth Scotland	Provide a simple framework to support work with children to offer recognition and accreditation for their achievements.	5+	2	5+	1	N/A	£6.00
					15+	2		
					25	3		
Dynamic Youth Award	Youth Scotland	Peer assessed, and follow a plan-do-review process enabling young people to more effectively recognise and articulate their learning and achievements.	10+	3	10+	1	2/3	£6.00
					20+	2	1	
					30+	3	2	
Bronze Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'taking part'.	14+	4	60+	7	7	£17.00
Silver Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'assisting'.	14+	5	60+	8	15	£17.00
Gold Youth Achievement	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'leading'.	14+	6	60 + presentation	10	47	£17.00

Award	Awarding body	Description	Age	SCQF Level (where applicable)	Time commitment (hours)	SCQF Credit Points (where applicable)	Insight Tariff Points (where applicable)	Price per participant**
Platinum Youth Achievement Award	Youth Scotland	Peer assessed award centred around personalisation and choice, and creative evidencing. At this level the award is about 'peer education'.	16+	7	135+ hours	16	136	£17.00
Bronze Duke of Edinburgh's Award	Duke of Edinburgh's Award	The DofE is a balanced, progressive programme allowing young people to develop their teamwork skills, improve their physical fitness, enable them to develop a lifelong interest and engage them more fully in their local community	14+	N/A	6 months	N/A		£28.00
Silver Duke of Edinburgh's Award	Duke of Edinburgh's Award	As above	15+	N/A	6 months	N/A		£28.00
Gold Duke of Edinburgh's Award	Duke of Edinburgh's Award	As above	16+	N/A	12 months	N/A		£35.00
Participatory Democracy Certificate	YouthLink Scotland	Acknowledges and develops communication, decision-making and negotiation skills in the context of democratic engagement. CLD staff can work with pupil councils or other relevant	12+	5	20 + hours	2	tbc	£10

**Schools / Educational Establishments will be required to pay (or cover) the cost for delivery of these awards unless additional funding has been sought and this has been agreed prior to delivery.

Find out more on the awards available here:

<https://www.youthscotland.org.uk/awards/>

<https://www.dofe.org/> (Please note that we require staff in schools to be able to deliver this award)

<https://www.youthlinkscotland.org/programmes/participative-democracy-certificate/>

The Awards Network facilitates organisations working collaboratively to promote awareness of youth awards and grow access to the opportunities they provide for recognition of young people's learning and achievement. Their Vision is that young people's non-formal learning youth awards are nationally recognised and equitably valued with formal learning qualifications as evidence of attainment and achievement. For more information on awards available see here:

<https://www.youthscotland.org.uk/resources/amazing-things-5th-edition/>. Although we do not deliver all of the awards in this publication, there may be other organisations in Orkney where some of these awards can be accessed.

Training

We often have training opportunities available for staff, young people and the wider community. This ranges from training on how to deliver the awards mentioned above, to issue based subjects. We are planning a few training opportunities this academic year and will contact you about these in due course.

Transition

Pre-secondary School Transitions

We recognise that for some young people, the transition from Primary to Secondary school can be quite challenging. We are therefore able to deliver the majority of the courses above for P7 pupils to assist them with their transition to secondary school where staff time and capacity allows. We also deliver some Summer P7 transition holiday programmes.

CLDE Youth Services Team Staff

Cheryl Rafferty, Community Learning Officer / Team Manager – Youth Services – cheryl.rafferty@orkney.gov.uk

Richard Smith, Community Learning Officer – Richard.smith@orkney.gov.uk

Karen Bevan, Area Youth and Family Learning Worker (17.5 hours per week) – karen.bevan@orkney.gov.uk

Lianne Taylor, Area Youth and Family Learning Worker (17.5 hours per week) – lianne.taylor@orkney.gov.uk

Lucy Leech, West Mainland Project Worker (3.5 hours per week)

Danielle Ritchie, East Mainland Project Worker (2.5 hours per week - term time)

Sessional Senior and General Youth Workers based in Youth Clubs

CLDE Youth Services - Pupil Engagement and Whole Family Wellbeing (projects currently funded until March 2025 and March 2026 respectively)

Kat Beaver, Community Learning Officer (PET & FET Co-ordinator) – kat.beaver@orkney.gov.uk

Gavin Innes, Pupil Engagement Worker – Kirkwall Grammar School – gavin.innes@orkney.gov.uk

Kim Dearness, Pupil Engagement Worker – Papdale Primary School – kim.dearness@orkney.gov.uk

Family Engagement Worker – tbc

Family Engagement Worker (17.5 hours) – tbc

CLDE Service Manager and Team Managers focusing on other service areas

Kerry Spence, CLDE Service Manager - kerry.spence@orkney.gov.uk

Lindsey Johnson, Community Learning Officer / CLDE Team Manager – Employability - lindsey.johnson@orkney.gov.uk

Walter Gorman, Community Learning Officer / CLDE Team Manager – Adult and Community - walter.gorman@orkney.gov.uk

Further Information

Cheryl Rafferty, Community Learning Officer / CLDE Team Manager Youth Services
Community Learning, Development and Employability
Orkney Islands Council

Posting Council Offices, School Place, Kirkwall, KW15 1NY

Calling 01856 873535

Emailing cld@orkney.gov.uk / youth.services@orkney.gov.uk

Clicking <https://www.orkney.gov.uk/Service-Directory/C/cld-services.htm>

Facebook <https://www.facebook.com/communitylearningorkney/>

Twitter @CLD_Orkney



CLDE YOUTH SERVICES

Request for Targeted Engagement Form

Family Engagement Team	Pupil Engagement Team	Youth Work in Schools Offer
Please tick as appropriate	<i>Papdale Primary school and Kirkwall Grammar school only</i>	Please contact Youth.Services@orkney.gov.uk to discuss request
	<i>Please tick as appropriate</i>	

Individual / Organisation requesting engagement

Name		Contact number	
Organisation/School		Contact email	
Role		Date	

Office Use Only	
Date received	
Entered of database	
Signed	
Case Number	



1. Family Engagement (please continue from section 4)

Full Name	Address	Contact number	Contact email

Name of dependants	In Education		Name of School or College	Age or year group	Attendance %		Wellbeing (Leuven Scale)	Engagement
	Yes	No			School	Class		
1							/5	/5
2							/5	/5
3							/5	/5
4							/5	/5
5							/5	/5

Is the family actively involved with another support provider?

Name of Agency/Support Provider	Name of Contact	Current Workplan/role



2. 1-2-1 Pupil Engagement (PPS and KGS only – please continue from section 4)

Full name	Year group	Parent / carer name/s	Contact details
			Tel:
			Email:

Is there a current support plan in place? (please tick box)	Attendance %		Leuven Scale Scores		Has parental / carer consent been gained to make this request?	
			<i>Papdale Primary school only</i>			
Yes	No	School	Class	Wellbeing	Engagement	Name of consenting parent / carer: <i>(if different from above)</i>
				/5	/5	
Next Meeting Date:						

Is the young person actively involved with another support provider?

Name of agency / support provider	Name of contact	Current workplan / role



3. Targeted Small Group Support (PPS and KGS only – please continue from section 4)

Group focus: (please tick)	School transition	Social development/ engagement	Wellbeing support	Other (please specify)

	Name of pupil	Attendance %		W/B PPS only	Eng PPS only	Name of Parent/Carer	Contact details	Parental Consent PET Action
		Sch	Class					
1							Yes / No	
2							Yes / No	
3							Yes / No	
4							Yes / No	
5							Yes / No	
6							Yes / No	



4. Eligibility Criteria – Please complete for all Engagement requests

Criteria	Please enter for each young person (Use column 1 for individual requests)						Additional information
	1	2	3	4	5	6	
Lower than expected attainment.							
At risk of not being included.							
At risk of not being able to engage.							
At risk of not being able to participate.							
Lone parent family.							
Minority ethnic family.							
Families with a disabled adult or child.							
Families with a young parent (under 25).							
Larger families (3+ children).							
Young Carer.							
Care Experienced.							
Free School Meals.							
Other please specify.							



Reason for the Request (please provide as much detail as possible)

Known barriers to support (for each young person if targeted group)

Has there been previous support intervention? (please provide as much detail as possible)

Please send all completed requests for engagement to:

youth.services@orkney.gov.uk

Please do not send this request for targeted engagement to any additional / individual email addresses at this stage unless absolutely necessary and please ensure that all information boxes are completed as incomplete forms will be returned to you, delaying the implementation of support.

CLDE Youth Services use only past this point.



Initial contact outcome					
Current Situation (<i>what's working well</i>)					
Risk (<i>What are we worried about</i>)					
Workplan (<i>what needs to happen</i>)					
<p>I agree that you can share and request information about myself and/or family members so that you and other professionals can work together to provide us with help, advice, information or support, for example: educational staff, medical professionals, support agencies, social workers and others. I understand that I can withdraw my consent at any time by emailing youth.services@orkney.gov.uk</p> <p>I acknowledge and agree that there are some exceptional circumstances when without my consent. For example, if we believe there is a risk of serious harm has been disclosed or is being planned and/or through a court order.</p> <p>I understand that this consent will last until I ask for it to be changed or until organisation is no longer required.</p>					
Name		Signed		Date	
Verbal consent provided by				Date	



The reasons in which we retain and share your personal information are legally justified under the General Data Protection Regulation. This document will be stored securely and only staff who need to know will access the information. For further information on this, please refer to [Privacy Information Notice \(orkney.gov.uk\)](http://orkney.gov.uk)

I consent to Orkney Island Council Employability team collecting and using my data to support me in my programme/ course.

Name		Signed		Date	
Verbal consent provided by				Date	

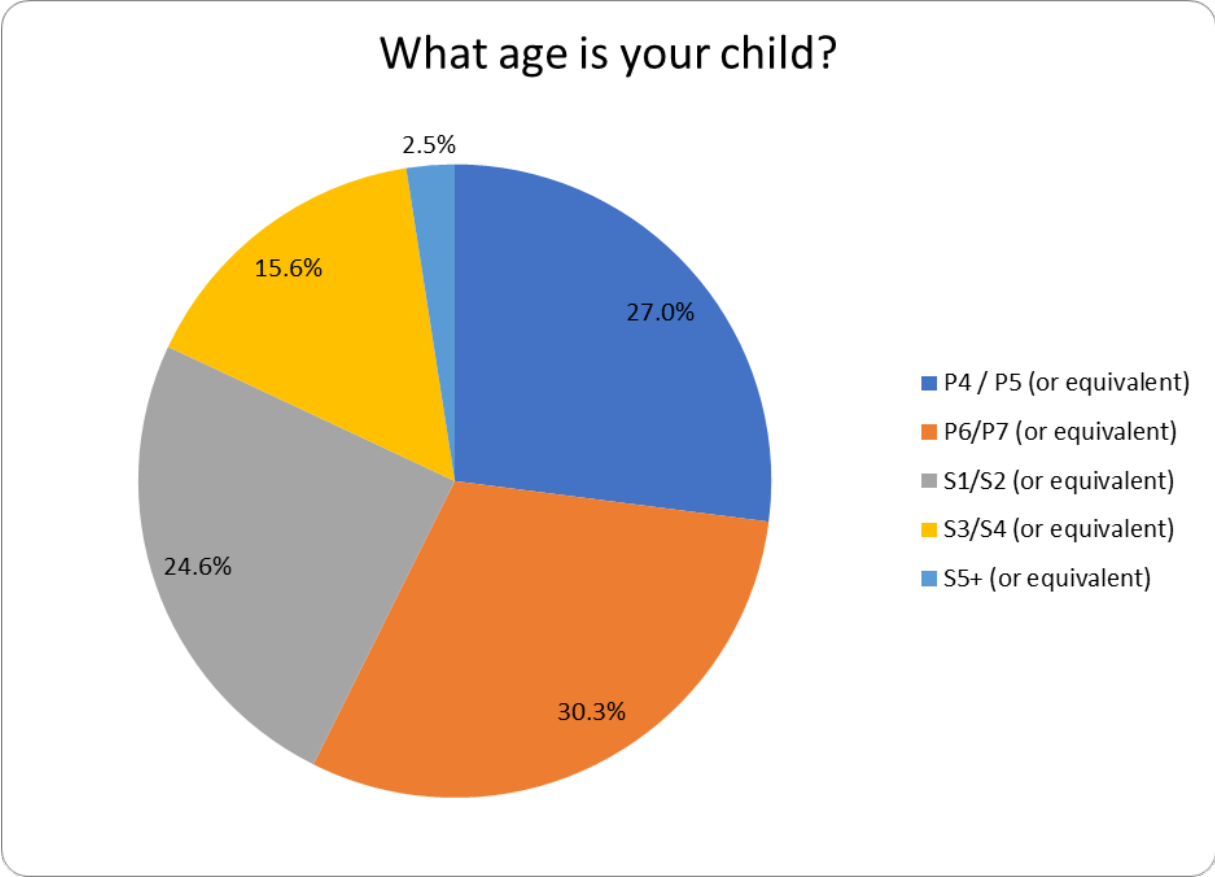
Allocated Worker – Once consent is received and a workplan has been established please send the completed form back to the individual/organisation and update them as required.

Referrer Name		Date Sent		By	
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Notes

Annex 2

Below are the results from a parent survey that was accessible on MS Forms and emailed out to parents / carers via all schools with regards to youth club provision in their area. 123 parents / carers responded to the survey. Below are some charts showing the varied response and some examples of what they would like to see in their community.



The survey asked parents / carers what age youth clubs should be available for, the response was as follows:

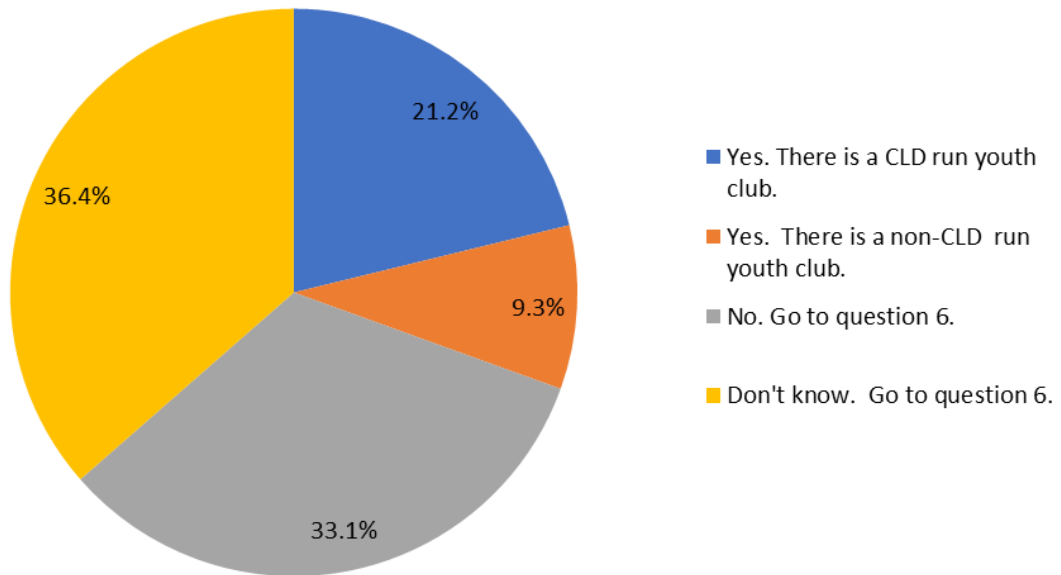
8+ 55.5%

10+ 44.5%

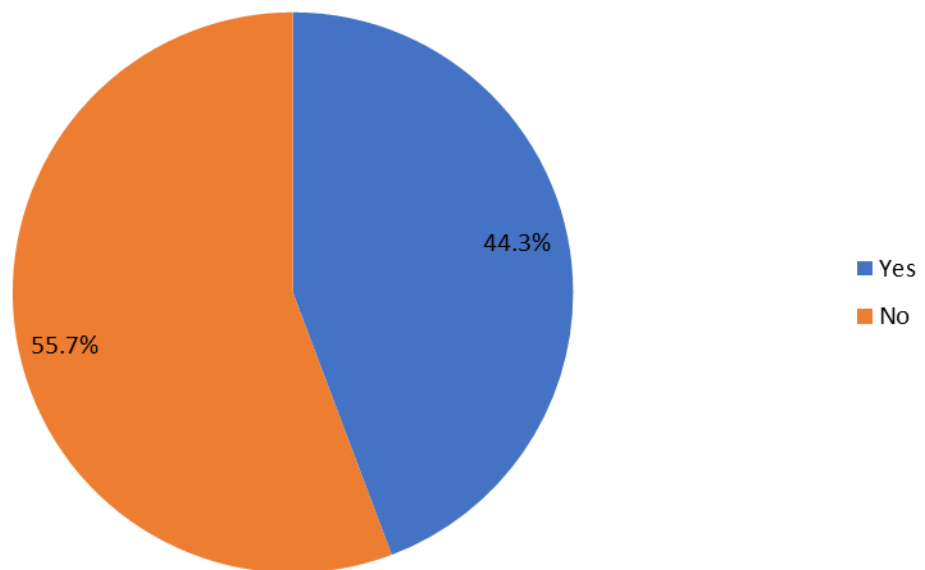
12+ 40.9%

Other 14.5% (this included all school age children, age 16+ and up to adulthood)

Is there currently any type of youth club provision where you live?



Does your child / young person attend the Youth Club?



Some examples of comments from parents / carers on why their child attends youth club:

Great place to play a meet school friends and the staff are great.

Getting out amongst other children and doing things he likes in a safe environment.

My child benefits greatly from socialising with peers and being able to take part in self initiated group games, as well as learning how to independently deal with money at the snack bar.

She is too young. She's love to go when she can.

New skills, after school care.

Social interaction in a safe environment with secure adults. My child goes to very little clubs/groups but loves Youth Club.

They enjoy meeting their friends outside of school and having some independence.

Less isolated. Enjoys spending extra time with his friends doing different activities.

Social Benefits.

Relaxed Atmosphere.

Fun and age appropriate activities.

Great youth workers.

Good mixture of active games.

She has fun.

Socialising.

Building friendships. Creative play.

When it is possible, she does.

In previous years it has benefitted her mood by providing social opportunities. It has also allowed her to develop skills.

Friendship.

Not enough activities at his age.

Gets to see friends away from school environment, and also kids who have gone to other secondary.

Don't know whether there is anything for S1s and older. My kids attended up to and including P7, but we never heard any more about it after that.

Connection with peers, safe space to socialise, especially in winter months.

Social skills. More integrated into island life.

Social interaction, learning new skills, development of new friendships across ages.

Enjoy mixing with friends.

Great fun. Enjoys socialising.

Social benefits and even small things like the independence of walking there on their own.

Socialising outside of school

Feeling social, less boredom, happier, learning, more active

Socialising, playing new sports, relaxing

Some additional comments and responses from parents / carers on youth club provision:

Stronsay is really lacking any facilities. My children all travel to Kirkwall for extracurricular sport and activities which is not only extra expense but the impact it has on them with the travelling several times per week.

It would be great to see more for children with Autism

It would be great if there was a youth club in Orphir. Especially as some children who attend smaller schools find Kirkwall-based events overwhelming in size.

I have children aged 12 and 9 and have never known of the option of youth club in our area, apart from P7 transition.

Youth Clubs should be available to young people in all areas, not just limited to some areas.

It would be really good if youth club could start up again as soon as possible. They are not many other things for children and this would give them something to look forward to and have fun. I feel we are really missing this on the island.

Dounby Youth Club is a great place for bairns. Staff are familiar and friendly. Good at letting us know what's on each week and dates. They are fab and the bairns get a lot from it!

It would be great to see youth clubs return. There a great way for kids to socialise outside school and especially if they are not into sport.

It lacks on islands things for young people to do, lots for retired folk but nothing for youngsters.

Youth clubs are great for children. After covid it gives them more social activities and have fun.

Sanday has now been without a youth club since before lockdown. My eldest child misses it greatly; my youngest in P6 knows he is missing out.

It's great for kids being on Sanday but I feel they miss out on some activities being here, no scouts, can't go to sea cadets etc.

It would be great if a youth club was coordinated at same time as parents could swim (Mon or Thur evening) as it's a drive each way and time consuming, so would be helpful for health & well being to coordinate it with pool or even gym opening."

I would just like to stress how important it is to provide a safe, welcoming, relaxed and friendly environment for children to chat and play with other children. Where they can learn new skills, play games and just be kids. I attended a youth club as a child where we played a huge variety of games from unihoc, to dodgeball, snake in the grass to wink murder and table tennis and pool. We have music and had to the option to purchase a snack. It was so much fun.

I think it is good that we are trying to do something for the younger generation.

Perhaps the youth club needs to be reinvented and given a new identity. Perhaps get some young people to be involved in this.

The issue of transport is a big one on hoy.

Would be nice in local areas to get the children together so bonds can be made. Also for new families to get to know people.

Transport on the island is also an issue for our young folk. Some of the kids miss out because parents can't get them to youth clubs.

There is very little provision for teenagers out of Kirkwall, which is appalling to be honest, and should be addressed at the earliest opportunity!

I do think it is important to have that mix of structured and unstructured opportunities. Mostly my kids just liked hanging out there and I think that's okay.

Youth clubs are such fun for young ones and were very much supported in the past in Finstown

More should be done to help all children on Hoy to have the opportunity to have some club to attend or activities which can be easily accessed, such as qualified people coming across to hold dance/gymnastic lessons or other opportunities that these children are deprived of.

As much and as wide provision as possible for these fantastic services.

This is such a shame and needs addressing as these pupils are losing out tremendously which is very unfair.

Dounby youth club is run by fantastic and committed staff who provide a great range of activities for the children.

It is hard for funding these services but more volunteers or external funding could help, but this requires resources too.

Clubs would need to have trained volunteers to run the club who have a vested interest in bringing out the best in every child regardless of background etc

Annex 3

Pupil Engagement Team

Year One Summary 2023-2024

Community Learning, Development and Employability (CLDE) Youth Services team collaborated with Papdale Primary School (PPS) and Kirkwall Grammar School (KGS) to create two Pupil Equity Funded (PEF) in-school youth worker posts (known as Pupil Equity Workers). Along with a Community Learning Officer / co-ordinator post (initially funded until March 2024 from the Strategic Equity Fund) the primary focus was placed on closing the poverty-related attainment gap for children and young people in Orkney, using a Community Learning and Development / Youth Work approach.

Known as the Pupil Engagement Team (PET), the team provide targeted support for children, young people, and families from P1 – S3 who are at risk of disengagement or non-attendance, in line with the criteria for the PEF. Pupils were offered individual and/or targeted group support sessions which are led by the young people, supported by the youth worker, and can include activities to develop or enhance their social, emotion, inter-personal skills, improve their wellbeing and also provide opportunities to achieve wider accreditation through Youth Awards. In both schools, the youth workers also provided wider engagement opportunities throughout, and after the school day to encourage engagement, such as a breakfast bar, a soft start option for young people who feel unable to go directly to class themselves, and confidence building spaces and programmes. As part of their role, both youth workers also offered support to the wider family. This could include offering low level wellbeing support, building confidence to engage with the school and signposting to alternative support organisations.

The first year for the PET was very much focused on recruitment of staff, relationship building, establishing processes, project development and exploring initiatives and activities, with the principal goal of identifying and implementing the most appropriate support required in each school.

Throughout the first 12-month period, multiple activities and initiatives were trialled as a means of identifying what best suited each location. The most comprehensive measure for success in the first year was the level of engagement from the schools and the positive interactions and outcomes for the children, young people and their families. In the first 12 months the collective team directly supported 124 young people, both in a 1-to-1 and/or group setting (fig1.). In addition to this, 81 wider achievement Dynamic Youth awards were completed, with another 44 ongoing (Fig2.). Numerous clubs and groups were explored in each school as a means of identifying universal and targeted support opportunities. Success has been variable with some clubs remaining active, some being adapted, and others made inactive. See fig3 and fig4 for details and a breakdown example.

Fig1. RFE's received

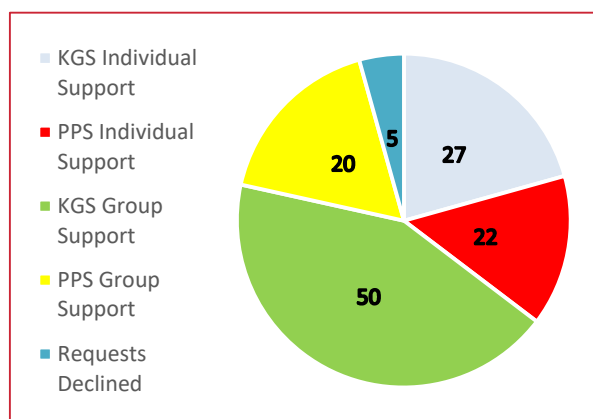


Fig2. Wider Achievement Awards

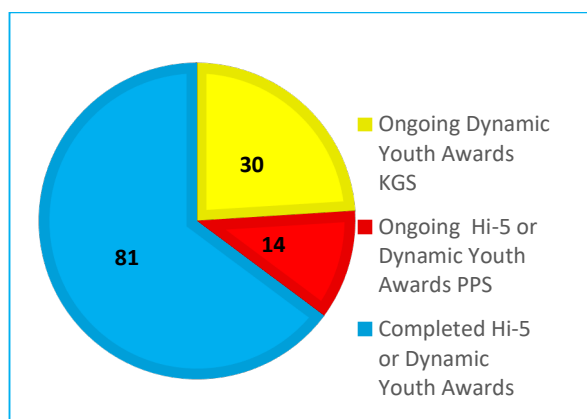


Fig3. Papdale Primary School

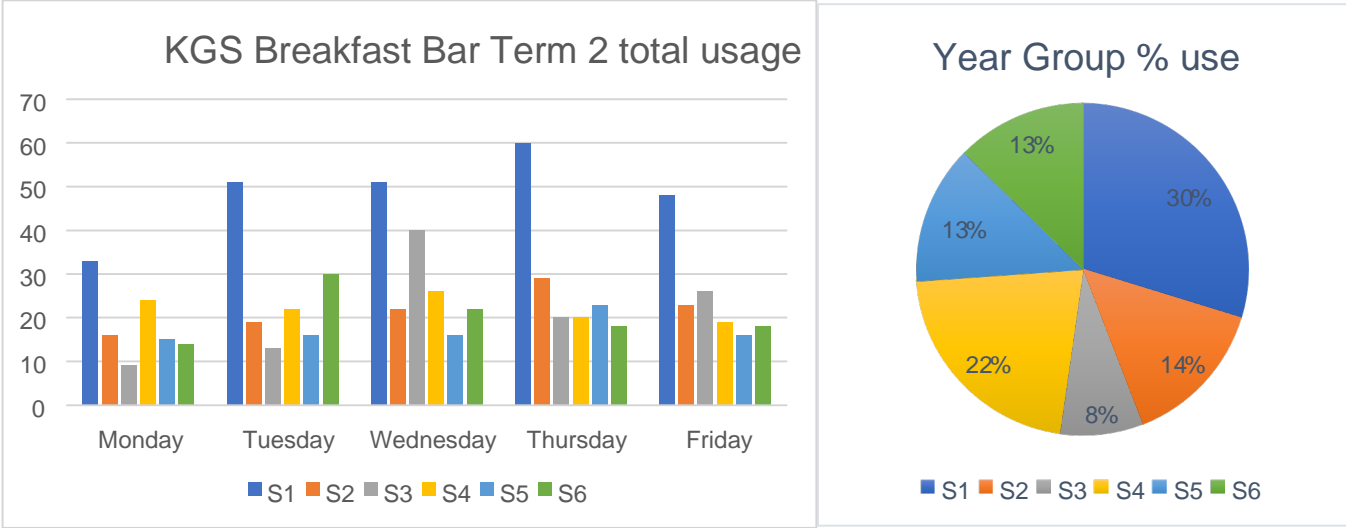
Total attendees for clubs and activities	Papdale Primary School	Status	Reason
<i>Before School</i>			
Breakfast bar	1908 attendances	Active	Funding secured through Tesco blue chip scheme.
Front door escort	6 attendances	Active	As required.
Walking Bus	4 attendances	Inactive	Not viable with staffing numbers.
<i>Break / Lunch</i>			
Boccia	62 attendances	Inactive	Interest declined
Magazine / Reading space	17 attendances	Inactive	Interest declined
Games club	436 attendances	Active	Universal provision, supporting PET visibility and school lunch time activity.
Creative crafts and colouring	406 attendances	Active	Universal provision, supporting PET visibility and school lunch time activity.
Quiet zone	15 daily attendances	Active	Adapted from universal to targeted provision due to popularity. Space not adequate.
Transition Support	1 x group of 4 10-week block	Active	Term 4 provision. Additional support provided to the school for all P7 pupils for familiarisation visit during busy times.
<i>After School</i>			
Homework support club		Inactive	Unsuccessful in gaining teacher support to facilitate.

STEM	3 x Groups of 15	Active	Ongoing after school
Green Science	1 x Group of 15	Active	Ongoing after school
Boccia / Soft bowls	1 x Group of 10	Inactive	Interest declined
<i>School Holidays</i>			
Summer Transition	Support to KGS	Active	PET worker familiarisation and handover
Autumn Activity club	85 attendances	Active	As per holidays and school request
Step back to school	Families 30 / Children 51 attended	Active	As per holidays and school request

Fig4. Kirkwall Grammar School

Total attendees for clubs and activities	Kirkwall Grammar School	Status	Reason
<i>Before school</i>			
Breakfast bar	1986 attendances	Active	Initial funding through Orkney foodbank. Challenge to find continued funding
Soft start	723 attendances	Active	Adapted from targeted to universal provision.
Front door escort	4 attendances	Active	As required
<i>Break / Lunch</i>			
Boccia	1 attendance	Inactive	Interest declined
Magazine / Reading space	3 attendances	Inactive	Interest declined
Games club	1 attendance	Inactive	Interest declined
Quiet zone	6 attendances	Active	As required
Transition Support	80 attendances and support to PPS	Active	Ongoing support provision through summer transition programme
Homework support club		Inactive	Unsuccessful in gaining teacher support to facilitate.
Boccia / Soft bowls	4 attendances	Inactive	
Summer Transition	72 attendances	Active	
Autumn Activity club	Support to PPS		As per holidays and school request
Step back to school	Support to PPS		As per holidays and school request

Fig5. Example of a KGS breakfast bar term breakdown



Supplementary to the main focus of implementing bespoke and targeted support for children, young people and their families, additional support was provided to the schools and wider CLDE team. This includes:

- Facilitation of ‘uniform pop-ups that offered donation of, and free access to both Papdale and KGS school uniform and P.E clothing for all year groups.
- 1-2-1 informal support to pupils for school activities, such as ‘bag the bruck’, ‘nursing home visits’, daily mile.
- Residential support on P7 School trips to Hoy and Lagganlia.
- Support to the P7 school transition programmes to KGS.
- Support to Friday afternoon alternative provision at the Pickaquoy Centre.
- Increasing engagement and raising the profile of CLDE at the Dounby and County Show
- Support to wider CLDE events, ‘picnics for families’ programme, national numeracy day, Youth Conference.

Partner Project Feedback – Papdale Primary School

“Engaging families is crucial to establishing and maintaining good attendance with our children. The PET engage with families that, due to various factors, may be reluctant to engage with school staff. We have noted that trusting relationships develop that include a parental openness that is less forthcoming usually. This inevitably impacts on the positively on the school relationship. Using PEF to invest in this partnership is bringing a new approach to engaging our children and families. It has opened a new route for children who are struggling with their engagement and enjoyment of school and provides a different type of support from that that the school can ordinarily offer. In our school and family meetings, children and parents are reporting to us that they are thrilled with having the support of the PET team. While quantifying the impact is more difficult at this early phase, I have no doubt that we will see impact in our wellbeing and engagement data as time moves on.”

Papdale Primary School Head Teacher - Emma Billington

“The PET involvement at Papdale Primary has evidenced numerous successes’ in its short lifetime.

The introduction of our Breakfast Club is a universal support and has proven to be hugely popular. The register taken is monitored highlighting frequent attendees. Emotional check-ins similar to those happening in our classes have opened conversations which have led to disclosures and consequently Child Protection Plans to be opened.

Several of our learners who were disengaged at school now benefit from increased engagement and learning tailored to their emotional need and interest. This has resulted in multiple learners achieving or working towards achieving their High 5 / dynamic youth awards. For these children, the PET has reestablished the purpose of school and reignited ‘fire’ for learning.

Holiday ‘drop in’ activity sessions complement our transition process and provide families with an opportunity to come into school when it is quiet and enjoy fun activities such as treasure hunts in their new learning environment.

PET have run several successful in school/after school clubs namely colouring club, games club, craft club and STEM club. The colouring and games clubs that took place at lunchtime supported those children for whom the playground was overwhelming while the craft club targeted a particular group of learners whose attendance and engagement was dipping.

The STEM club is interest led though it was noted that it was attended by many of our ASD learners - a local lack of clubs for this cohort has been identified.

Transition pathways have been created for our P7 learners who will benefit from enhanced transition. It is anticipated that this will mean our learners will settle into KGS seamlessly thus further supporting their engagement.”

Papdale Primary School Depute Head Teacher - Mhari Eunson

Partner Project Feedback - Kirkwall Grammar School

"The impact of the support our young people have received has been significant across a range of outcomes, but two that have stood out include the improvement in lesson attendance and the achievement of additional qualifications. Our youth worker has quickly built-up positive relationships with pupils, families and staff, which have ensured they are very well-placed to work with our young people, in one-to-one, and group, situations. Supporting our young people to feel ready and able to access learning, has resulted in achievements across the curriculum."

Kirkwall Grammar School Head Teacher - Claire Meakin

"The Soft Start every day has been amazing! Starting each day in a small group, has really transformed some of your people's experiences! Some personal gentle encouragement, having a space which feels safe and comfortable has meant that some of our most socially challenged young people start their day in a way that gives them the wherewithal to carry on all day. Breakfast Club has also made such a difference. Many of our young folk just don't make the time to grab something to eat in the morning, and then it is a long time to wait until break. Knowing that they can get a nutritional start here means that their brains are ready for learning. Just being able to pick something up, whether it be toast, fruit or a breakfast bar changes their day."

Guidance Manager at Kirkwall Grammar School – Marlyn Firth

"PET have been a fabulous addition to the KGS student support team. I have seen first-hand the impact that PET's support has on some of our students. One S2 student, who was finding consistently attending school challenging in S1 (66% in March 2023), engaged fully with a small piece of targeted 1-1 work with the PET team and this has transformed his school experience. In January 2024, he is now sitting at an S2 attendance rate of 92% with 5 of the 6 absences due to buses not running. His Mum has also commented to me: "I wanted to say that he had only positive things to say on his time with the PET, he thoroughly enjoyed going to the marina and was able to name the different birds they'd spotted too. He is doing so well with his attendance, he makes me laugh at the complete turnaround in his thinking - when there's been bad weather and we've been checking to see whether the barriers are open/closed, he said once 'I'm going to school, and you can't stop me!!' - changed days".

PET, in collaboration with CLDE, have also provided several groups of S1 – S3 students with fun, practical, youth work experiences during curriculum time, that were looking to develop their confidence, self-esteem and social skills. This has seen 34 students accredited with Dynamic Youth Awards and a further 30 students ready for moderation. From speaking to these young people, they have really valued and appreciated this opportunity."

Guidance Teacher at Kirkwall Grammar School - Mark Berry

Service User Feedback

For each activity offered parents and children are requested to complete a short evaluation of impact, below are some question-and-answer examples.

Step back to school summer activities (Papdale Primary School)

Parental feedback:

Q -Was your young person worried about coming back to school after the holidays?

A - Yes=25

No=2

Nervous =2

Not Sure =1

Q – If yes, is there a particular reason?

A - New class and new routine

No friends in new class

Doesn't do well with change

School is not the favourite place

New toilets, new doors, new classroom and worried for making new friends

Q – Do you think your young persons wellbeing benefitted from today?

A - Yes, this has been a fantastic initiative.

Yes, it helped both settle with knowing where they are going to be next term.

Yes, he was excited to come and enjoyed it.

Yes, this is a great idea, please do this again next year.

Yes, he came in screaming not wanting to be here, and left screaming not wanting to leave.

Thank-you, hugely, making a trip to the toilet with me there has shown her she can manage.

Absolutely, having a parent settle her in has made a huge difference.

Summer P7-S1 Transition Programme (Kirkwall Grammar School)

Young Person Feedback:

	It was amazing	It was good	It was OK	I didn't enjoy it	I hated it
Did you enjoy the Summer Activity programme?	11	4	1		
Did you like getting to know KGS better?	8	2	5		
Did you enjoy spending time with other young people in KGS?	13		1		1
Did you enjoy doing a DYA?	7	5	2		1
Did you enjoy the lunches?	9		3	2	
	Super YES	Yes	Maybe	I don't know	No
Did you make any new friends?		6		6	3
Do you know where the Guidance department is?	4	7	1	3	
Do you know where the PET office is?	8	3	1	3	
Do you feel ready to come to KGS?	10	4		1	
What was your favourite activity?	Painting bird houses / Football / Egg Drop / Treasure hunt / Obstacle course				
Is there anything you didn't enjoy?	No / Filling out paperwork / Netball				

Example Case Study 1

P6 – Papdale primary school pupil

Starting point

AB¹ was first referred to the PET with the request to help support with emotional regulation and coping skills. AB was unable to socialise in the playground without regularly getting into fights or dangerous situations with other pupils. AB used aggressive and inappropriate language to both staff and pupils and would rarely listen to instructions when in a heightened state. This impacted on AB's capacity to engage in a learning environment.

Workplan

AB presented as a very vulnerable young person, angry, scared and unable to control emotions and responses to situations they either didn't understand or didn't enjoy. The priority from the offset was to build a rapport and develop a trusting relationship with AB to help them feel safe and supported. The youth worker scheduled regular sessions and with consent of the head teacher, offered the PET/family room space as a 'safe space' for them to come at various points during the school day, especially during break and lunchtimes. Over a course of 12 planned sessions AB participated in a number of youth work and stem-based activities, leading to the successful completion of a Dynamic Youth Award. AB was a key player in the setting up and promotion of the PET led breakfast bar. Initially helping to put up posters around the school, he soon, with the support of the youth worker developed the confidence to enter classrooms and let the children know all about the breakfast club.

Over the course of the 3 months working with the PET, AB gradually increased his visits to family room at times where he felt overwhelmed and emotionally dysregulated. AB now describes this as his safe space within the school.

Current situation

AB is now a frequent visitor to the PET and feels comfortable and confident to let us know when they are struggling or has had a challenging time at home. They openly share their frustrations about the classroom environment and takes advice and guidance to reduce these. AB regularly supports the PET at lunch to show younger groups of children games and activities. AB is now actively participating in an after-school cooking club and is keen to complete another Youth Award.

AB disclosed to the PET that they were participating in risk taking behaviour and requested support with the peer pressure they were experiencing.

¹ The name has been changed to respect the anonymity of the individual.

Going forward.

The PET will continue to support AB informally and offer the family room as a safe space.

AB has been identified as a participant for the PET enhanced transition group next term in preparation for the move across to KGS next year.

Example Case study 2

S3 Kirkwall Grammar School pupil

Starting point

CD² was referred to the PET for support with mental health and poor attendance in school.

CD's attendance rate in school was 70% but attendance in classes was below 20% and declining. The fear was that CD would disengage from school entirely.

Workplan

As CD was rarely in school in the early stages it was initially difficult to develop a relationship or comprehensive workplan. Various methods were tried to encourage participation, but with limited success. The PET reached out to CD's parent for additional support with engagement and it was agreed that the PET would meet CD outside of the school environment and then work towards meeting them at the school door and walking with them to the PETs soft start.

The workplan remained flexible during the relationship building phase and structured sessions were slowly integrated as school attendance became more regular. Sessions were halved to include wellbeing exercises and a small goal to attend an agreed number of sessions per day. This worked well and over a course of a term CD went from attending 7 classes a week to 32 classes a week. The collaborative approach and constant communication with the guidance staff and parent was key to the success of this workplan.

It was then mutually agreed that as CD was now in receipt of external wellbeing support and their attendance in both school and class was consistently increasing that this case would be put forward for closure, and informal check-ins would continue during the soft starts.

Current situation

Unfortunately, due to a few adverse incidents and relationship breakdowns within the school CD lost a lot of confidence and their attendance dropped quickly. The PET reframed the workplan and worked with the guidance teacher, external support provider and CD's parent to restore confidence and build resilience in the hope that CD could again return back to school. Class attendance is now at an all-time high and CD is even exploring trying classes they have never attended.

Going forward

This workplan will remain for the rest of this term and be reviewed as per PET processes to ensure case closure is suitable.

Comments have been received from teachers stating that this pupil has "really turned around" and "it's great to have CD back in class".

² The name has been changed to respect the anonymity of the individual.

Project Coordinator and Pupil Equity Worker summary

Bringing to life the shared vision of the Community Learning, Development and Employability (CLDE) department and personnel within the schools and education sector to create and deliver a youth work approach early intervention service in the two largest schools in Orkney has proven itself to be equally exciting and challenging, with many successes and some disappointments in its first year of delivery.

Being a pilot initiative, having the well-established reputation that the CLDE department carries within the community has been instrumental in successfully developing and maintaining effective relationships with colleagues in education, social services, third sector organisations and families alike. The personnel within the Pupil Engagement Team have worked hard to carefully navigate professional roles, remits and relationships to build a provision that meets the needs of the pupils within the individual schools, whilst maintaining a strong and proactive focus on the changing needs of the wider community.

A fundamental learning point for the project thus far has been the importance of having and communicating a clear description of services, the criteria for engagement and associated boundaries to the provision. As there is a standing selection of in-school, external and third sector support available to pupils it was important to effectively communicate that the PET offered short-term targeted support as a means of supporting inclusion, wellbeing, engagement, attainment and attendance. This approach was embraced by both schools as the primary focus and utilised to good effect. In addition, we were able to also explore universal support opportunities that could be beneficial to all pupils, such as a breakfast bars and soft start. The KGS soft start was initially only available to S1-S3 pupils as per the PEF guidelines, but as the academic year changed, we identified that there was no available provision for S4+ pupils. Following a discussion with the Head Teacher and Guidance Manager we all agreed, and the soft start was made available to all year groups, promoting continued support and equity through the years.

From a strategic perspective, patience is essential if the project is to achieve its full potential. The initial expectation to have and show clear evidence of increased attendance and attainment within a year was unrealistic, largely due to the unseen time that it takes to build trusting relationships and rapport with young people and in some cases, entire families. However, working closely with the senior leadership team in Papdale Primary school the team are focusing the workplan on exploring and recognising whether there is a tangible connection between short-term targeted goals aligned to increasing wellbeing and engagement levels and whether this positively influences the longer-term holistic wellbeing and engagement levels of the young person thus, increasing the chances of improved attendance and attainment.

Having a team that has remained enthusiastic, independently motivated and passionate about the support they offer and the belief in the project has undoubtedly been the keystone to achieving the multiple successes and positive outcomes to date. It has also reinforced the high professional standards of the team and helped build a reputation of transparency, efficiency and proficiency by professionals and service users we have engaged with.

Next Steps

Reflecting on the multiple successes and lessons learnt from the first year, the PET remain very motivated and focused on the collective goal of supporting the reduction of the poverty related attainment gap through the provision of universal and targeted support to pupils and families in Papdale Primary and Kirkwall Grammar School. Moving forward into the second year the key priorities are:

1. Relationships

- Continue to strengthen the relationships with the schools and ensure the collaborative working approach remains proactive and responsive to the evolving needs and key trends that are detrimentally impacting the young people and families in our community.

2. Funding

- Having successfully secured PEF funding from both schools for a second year, there is still a requirement to seek further funding to ensure the continuation of the 2 pupil equity worker posts and the PET project
- Due in part to the success of the PET, CLDE Youth Services secured the Whole Family Wellbeing Fund, which secured the CLO position for a further 2 years.
- Identify and secure funding streams that secure the continuation of the breakfast provision in both schools, ensuring that all young people have access to a nutritious meal before the start of the school day.

3. Transition

- Build on the success of the initial transition support programme between primary and secondary, being conscious to the support requirements of both children and parents during this time.

4. Attainment

- Continue to create a variety of opportunities for young people to achieve through alternative pathways, including wider achievement opportunities, community support and employment opportunities.



Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

1. Identification of Function, Policy or Plan	
Name of function / policy / plan to be assessed.	Community Learning Development & Employability (CLDE) Youth Services Review
Service / service area responsible.	Education, Leisure and Housing
Name of person carrying out the assessment and contact details.	Cheryl Rafferty 01856 873535 ext. 2432 cheryl.rafferty@orkney.gov.uk
Date of assessment.	27 July 2024
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	Existing

2. Initial Screening	
What are the intended outcomes of the function / policy / plan?	<p>There is a statutory requirement for the CLD sector to:</p> <ul style="list-style-type: none"> • Improve life chances for people of all ages, through learning, personal development and active citizenship; and • Help build stronger, more resilient, supportive, influential and inclusive communities. <p>Youth work is a vital element of CLD provision and as such works to national youth work standards and outcomes: Youth Work Outcomes & Skills Framework </p>

	<p>YouthLink Scotland</p> <p>The seven youth work outcomes describe the key overarching impacts of youth work in young people’s lives.</p> <ul style="list-style-type: none"> • Young people build their health and wellbeing • Young people develop and manage relationships effectively • Young people create and apply their learning and describe their skills and achievements • Young people participate safely and effectively in groups and teams • Young people consider risk, make reasoned decisions and take control • Young people grow as active citizens, expressing their voice and enabling change • Young people broaden their perspectives through new experiences and thinking <p>The eleven youth work skills describe key building blocks that enable young people to make progress towards these outcomes.</p> <ul style="list-style-type: none"> • Confidence • Resilience • Looking after myself • Building Relationships • Communication • Organising and planning • Decision making • Problem Solving • Teamwork • Leadership • Creating Change <p>Equity and fairness are central to CLD approaches and this youth service review is focused on providing accessible and inclusive youth provision that supports positive outcomes, improvement in life chances and reduces inequalities and barriers to participation.</p>
<p>Is the function / policy / plan strategically important?</p>	<p>Yes. The Youth Services Review ensures that CLDE are working strategically with partners and stakeholders to provide “adequate and efficient” CLD and Youth Work support, in line with our statutory responsibilities.</p>
<p>State who is, or may be affected by this function /</p>	<p>All Orkney young people who engage in CLD Youth Work will benefit from an improved, more</p>

policy / plan, and how.	accessible and needs led Youth Service.
How have stakeholders been involved in the development of this function / policy / plan?	Consultation exercises, and feedback have been undertaken as part of this review, to help inform practice and strategic direction of the CLDE Youth Service. The findings, inputs and feedback have been integral to the development of the proposals.
<p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise.</p> <p>E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).</p>	<p>Yes</p> <p>The overall aims of the Community Learning and Development plan are to improve life chances for people of all ages, through learning, personal development and active citizenship. Youth work and the review is intended to lead to more positive outcomes and more equitable opportunities for our young people, particularly for those that are most vulnerable and disadvantaged in our community.</p> <p>Youth workers play a vital role in ensuring young people have equal access to services and that their voices are heard. Youth work focuses on standing up for the rights of all our young people and challenging poverty and inequality.</p> <p>The youth work sector works tirelessly to respond to the pressing needs of young people and communities, particularly those most affected by poverty and inequality. With the cost-of-living crisis increasing child poverty, the sector has become a lifeline for many young people, providing critical support for their learning and mental health.</p> <p>“Invest in young people invest in youth work” warns of adverse consequences for young people if cuts to vital youth work services are made.</p> <p><u>Scotland's Young people face a significant threat to their future life chance YouthLink Scotland</u></p> <p>Research has shown that Youth work in Scotland played a vital role in supporting children and young people’s health and well-being during the Covid-19 pandemic</p> <p><u>Youth work’s role during and in recovery from Covid-19 YouthLink Scotland</u></p> <p>Our provision directly impacts on some of the outcomes of Orkney Child Poverty Strategy 2022 to 2026:</p> <p><u>Orkney Child Poverty Strategy 2022-2026</u></p>
Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise.	<p>Yes</p> <p>“Invest in Young people invest in youth work” warns of adverse consequences for young people if cuts to vital youth work services are made.</p>

<p>E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Guidance for Public Bodies for further information.</p>	<p>Scotland's Young people face a significant threat to their future life chance YouthLink Scotland</p> <p>Exploring the impact of social inequality and poverty on the mental health and wellbeing and attainment of children and young people in Scotland - Joan Gaynor Mowat, 2019 (sagepub.com)</p> <p>‘Steeling’ Young People: Resilience and Youth Policy in Scotland Social Policy and Society Cambridge Core</p> <p>CLDE aims to deliver youth work services in two ways</p> <ol style="list-style-type: none"> 1. Universal Youth work – which offers community based youth work services for all young people. 2. Targeted youth work provision which focuses on working with those young people that are most vulnerable and disadvantaged in our community including those facing social and economic disadvantage. <p>The overall focus of Youth Work and the CLD approach is to work with people and communities, especially people who are facing disadvantage and are in need of support.</p> <p>The Youth Services review is focusing on universal provision, targeted provision, youth voice and achievement and accreditation to ensure we reduce barriers to participation and improve outcomes and life chances for young people through learning, personal development, and active citizenship, with early intervention being key to this provision.</p>
<p>Could the function / policy have a differential impact on any of the following equality areas?</p>	<p>(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).</p>
<p>1. Race: this includes ethnic or national groups, colour and nationality.</p>	<p>Yes, potential positive impact for people from minority groups who engage with youth work provision</p>
<p>2. Sex: a man or a woman.</p>	<p>No</p>
<p>3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.</p>	<p>Yes, potential positive impact for LGBTQI+ young people who engage with youth work provision.</p>

4. Gender Reassignment: the process of transitioning from one gender to another.	No
5. Pregnancy and maternity.	Yes, potential positive impact for young parents who engage with CLDE Young Parents groups and other related activities, including the Family Engagement work.
6. Age: people of different ages.	Yes, potential positive impact for children and young people up to the age of 25 and their families. Whilst Youth Services focuses on work with young people up to the age of 25, it also includes family learning and early intervention work with children, young people and families requiring support.
7. Religion or beliefs or none (atheists).	No
8. Caring responsibilities.	Yes. Young Carers, Young Parents.
9. Care experienced.	Yes. Potential positive impact for care experienced people as provision includes targeted learning and youth work provision in the community for those most in need of support.
10. Marriage and Civil Partnerships.	No
11. Disability: people with disabilities (whether registered or not).	Yes. Potential positive impact for people with disabilities as provision includes learning and youth work provision for vulnerable and disadvantaged groups in the community.
12. Socio-economic disadvantage.	Yes. Potential positive impact for those facing socio-economic disadvantage as Youth Services include universal and targeted provision to engage those facing hardship and those most in need of support. This includes aligning work with the Child Poverty Strategy and our CLDE focus on providing free or subsidised youth work opportunities to increase access for those that are disadvantaged. Youth Services are involved in the wider coordinated approaches to tackle the cost-of-living crisis through CLD approaches.

3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	No, any impacts identified are likely positive impacts.
How could you minimise or remove any potential negative	N/A

impacts?	
Do you have enough information to make a judgement? If no, what information do you require?	Yes

4. Conclusions and Planned Action

Is further work required?	Yes
What action is to be taken?	Youth Services will implement any actions following on from the review and monitor and adapt delivery to ensure our provision meets the needs of Orkney's young people, especially those in need of support.
Who will undertake it?	Officers within the Community Learning and Development Team.
When will it be done?	This review is part of the 3-year CLDE Team plan which will be reviewed and updated annually. It also links to the latest statutory CLD Partners Plan 2024 - 2027 which is currently being drafted and when approved will be monitored and reviewed on a yearly basis.
How will it be monitored? (e.g. through service plans).	CLDE collate key performance indicator data annually for national submission. CLDE also produce an Annual Report and an Annual Performance Report which will monitor progress. The CLDE Team plan is reviewed and updated annually to ensure it remains relevant, up to date and on target to achieve intended outcomes. The CLD Partners Plan also get monitored annually and the review and update will be submitted by the Community Learning Development Partnership to the Education, Leisure & Housing Committee for scrutiny and approval.

Signature:



Date: 24/07/2024

Name: CHERYL RAFFERTY

(BLOCK CAPITALS).

Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at hrsupport@orkney.gov.uk

Island Communities Impact Assessment

[Youth Services Review, Education, Leisure & Housing]

Preliminary Considerations	Response
Please provide a brief description or summary of the policy, strategy or service under review for the purposes of this assessment.	Community Learning Development & Employability's (CLDE) Youth Service delivers youth work for young people up to the age of 25. Youth work is delivered through both universal and targeted approaches. This review was completed to examine and re-evaluate youth work provision and how we best provide youth services to support our young people and communities across Orkney and reduce barriers to participation.
Step 1 – Develop a clear understanding of your objectives	Response
What are the objectives of the policy, strategy or service?	The Youth Services Review was undertaken to ensure that CLDE are working strategically with stakeholders and partners to provide “adequate and efficient” CLD and Youth Work support, in line with our statutory responsibility to meet the needs and requirements of all young people. The focus of the review is to ensure we are providing equitable and accessible youth work provision across Orkney.
Do you need to consult?	Yes – Consultation was undertaken with young people, parents and staff to gather views and opinions on universal youth service provision and to clarify the range of youth work provision that is being offered. Previous evaluation feedback and self-evaluation reviews alongside directly linked planning actions and requirements have also fed into the review process.
How are islands identified for the purpose of the policy, strategy or service?	Youth Services opportunities are offered across the whole Council area, so in theory could happen in all islands and areas across Orkney, where the required minimum numbers are met, where applicable (i.e., minimum of 10 young people attending for a youth

	<p>club to run). THE CLDE Youth Work offer for schools and other establishments is offered to all schools in Orkney – mainly aimed at Junior High and Secondary age provision.</p>
<p>What are the intended impacts/outcomes and how do these potentially differ in the islands?</p>	<p>There is a statutory requirement for the CLD sector to:</p> <ul style="list-style-type: none"> • Improve life chances for people of all ages, through learning, personal development and active citizenship; and • Help build stronger, more resilient, supportive, influential, and inclusive communities. One of the ways we do this is through Youth work. <p>Youth work is a vital element of CLD and as such works to national youth work standards and outcomes: Youth Work Outcomes & Skills Framework YouthLink Scotland</p> <p>Effective youth work takes place in a wide range of settings: youth clubs and youth centres, uniformed and voluntary youth organisations, youth counselling units, outreach and detached projects, youth cafes, youth action and participation groups - wherever young people are at. Although programme, activity and setting may differ significantly across this range, the values, principles and developmental processes are core to achieving the following aims for young people:</p> <ul style="list-style-type: none"> • Build their self-esteem and self-confidence. • Develop their ability to manage personal and social relationships. • Create learning opportunities and to develop new skills. • Encourage positive group atmospheres. • Build the capacity of young people to consider risk, make reasoned decisions and take control.

	<ul style="list-style-type: none"> Develop a 'world view' which widens horizons and invites social commitment. <p>The needs and requirements of young people in the isles are similar to the needs of young people across all of Orkney, although access to certain opportunities and services is not always comparable. Whilst current provision does offer some youth work provision across some island communities it is a central focus of this review to ensure a more equitable and sustainable youth work service which is more accessible and where possible removes some key barriers to participation.</p>
Is the policy, strategy or service new?	No
Step 2 – Gather your data and identify your stakeholders	Response
What data is available about the current situation in the islands?	<p>CLDE continuously gather and analyse data on the services provided through Youth Services, which can be drilled down to individual islands or communities within Orkney. National and Orkney wide data is also used to ensure wider partners are abreast of data trends and related indicators, so that identified needs are fed into the CLD Partner Plans of the Strategic Community Learning Group.</p> <p>Using data such as the school roll, local intelligence and existing trend data and KPI analysis, we are seeking to provide collaborative youth work provision based on need and demand, however limited resources make it challenging to provide everything that is needed across every geographical area.</p>
Do you need to consult?	Yes – Constructive engagement and consultation was undertaken by Youth Services to gather the views and opinions on youth service provision and to identify needs, gaps and opportunities.

	<p>Previous evaluation feedback and self-evaluation reviews and directly linked planning actions and requirements have also fed into the review process.</p>
<p>How does any existing data differ between islands?</p>	<p>In previous years Youth Services delivered universal youth work provision (youth clubs) in a variety of islands and communities. As youth work budgets have reduced the OIC staffed youth clubs have run in areas where we have retained staff and numbers of young people engaging. This review is looking to provide a more consistent approach to youth work provision.</p> <p>The minimum number for a youth club remains at 10 which means that smaller island populations will not be able to access OIC staffed youth club provision. The proposed hub model will mean that although we cannot have youth clubs running in every community, children and young people should be able to access a youth club, in a relatively close proximity, if they live on the Orkney mainland.</p> <p>As demand for targeted youth work has grown, some island communities have not been able to access this provision. The introduction of the Youth Work Offer seeks to provide youth work support and opportunities Orkney wide.</p>
<p>Are there any existing design features or mitigations in place?</p>	<p>Yes</p> <p>It is recognised that access to some opportunities will be more limited in more rural and island communities. A key focus of the collaborative work across CLD is to ensure that partners work together to ensure that provision is as inclusive as possible and that young people and communities in rural areas do not miss out on all the benefits that youth work can bring.</p>
<p>Step 3 – Consultation</p>	<p>Response</p>

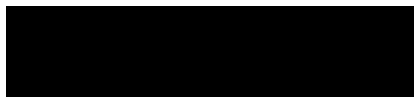
<p>Who do you need to consult with?</p>	<p>Constructive engagement and consultation was undertaken by Youth Services, with young people attending youth clubs, parents and staff to gather the views and opinions on youth service provision and to identify gaps, opportunities and needs across Orkney.</p> <p>Previous evaluation feedback and self-evaluation reviews and directly linked planning actions and requirements have also fed into the review process.</p>
<p>How will you carry out your consultation and in what timescales?</p>	<p>Consultation was undertaken with young people during youth work sessions, using a youth work approach as many had stated they did not want to fill in a questionnaire. For parents, carers and families we did ask them to complete an online form (via Smart Survey) and received 123 responses.</p>
<p>What questions will you ask when considering how to address island realities?</p>	<p>The engagement and consultation work identified what current youth club provision is available across island and mainland communities. The consultation also looked to identify need, numbers, attitudes and requirements for youth provision.</p>
<p>What information has already been gathered through consultations and what concerns have been raised previously by island communities?</p>	<p>In addition to our current Youth Services consultation, we have also utilised the data and findings from previous consultations including the recent Community Planning consultation, Orkney Matters and the consultation that was undertaken for the creation of the CLD Partners Plan.</p> <p>Previous evaluation feedback and self-evaluation reviews and directly linked planning actions and requirements have also fed into the review process.</p> <p>Throughout this process the importance of youth work and of providing opportunities for young people, irrespective of their geographical location, is clearly evident.</p>
<p>Is your consultation robust and meaningful and sufficient to comply with the Section 7 duty?</p>	<p>Yes</p>


Step 4 – Assessment	Response
Does your assessment identify any unique impacts on island communities?	Whether universal or targeted, youth work provision is an Orkney wide offer, however where numbers are very small, provision will be limited. Many opportunities are likely to be based in and around Kirkwall, as that is where the majority of young people are, but CLDE have always made a concerted effort to provide provision across the whole County. The Youth Service review has kept equality and accessibility central to the options and recommendations taken forward.
Does your assessment identify any potential barriers or wider impacts?	The main issue across most geographical areas is recruitment. Youth clubs require 2 staff to work 2 hours a week for 20 weeks of the year. It is challenging to recruit to these youth worker posts, across Orkney not just in the more rural and remote areas. Due to budget restrictions, it is essential to have a minimum of 10 young people attending a youth club, which will mean many smaller communities will not qualify for a youth club.
How will you address these?	CLDE Youth Services are looking to collaborate with partners such as Development Trusts on the islands to support other youth work arrangements and to make any posts more inviting. Youth Services have also created the Youth Work Offer, which means all communities across Orkney will have access to some youth work provision.
<p>You must now determine whether in your opinion your policy, strategy or service is likely to have an effect on an island community, which is significantly different from its effect on other communities (including other island communities).</p> <p>If your answer is No to the above question, a full ICIA will NOT be required and you can process to Step 6.</p> <p>If the answer is Yes, an ICIA must be prepared and you should proceed to Step 5.</p> <p>To form your opinion, the following questions should be considered:</p>	

<ul style="list-style-type: none"> • Does the evidence show different circumstances or different expectations or needs, or different experiences or outcomes (such as different levels of satisfaction, or different rates of participation)? • Are these different effects likely? • Are these effects significantly different? • Could the effect amount to a disadvantage for an island community compared to the Scottish mainland or between island groups? 	
Step 5 – Preparing your ICIA	Response
In Step 5, you should describe the likely significantly different effect of the policy, strategy or service:	
Assess the extent to which you consider that the policy, strategy or service can be developed or delivered in such a manner as to improve or mitigate, for island communities, the outcomes resulting from it.	The proposed actions within the review in regard to Youth Club Hubs will make youth club provision more accessible across Orkney.
Consider alternative delivery mechanisms and whether further consultation is required.	Further consultation is required with stakeholders such as schools, Community Associations and Development Trusts (where applicable) in regard to proposed actions.
Describe how these alternative delivery mechanisms will improve or mitigate outcomes for island communities.	Better provision and access to more youth work opportunities.
Identify resources required to improve or mitigate outcomes for island communities.	The review and outcomes generated are based within current budget parameters; however it has to be recognised that there is still an unmet need and some areas where additional funding is required. CLDE’s Youth Services work exceptionally hard to deliver as much as possible with the small funding allocation it gets and also to secure additional external funding to meet some of the demand. Additional budget would mean that we could make youth work more accessible with positive outcomes across Orkney.
Stage 6 – Making adjustments to your work	Response

<p>Should delivery mechanisms/mitigations vary in different communities?</p>	<p>Where CLDE provides local youth work provision, Youth Services work with the local community, school and the young people to ensure effective delivery of youth work, based on local need.</p> <p>The creation of the Youth Work Offer is focused on ensuring provision is offered to all young people P7+ irrespective of where they live. Clearly different delivery and mitigations may have to be considered for delivery in some areas / islands.</p> <p>CLDE endeavour to support every community and strive to deliver equitable youth service provision as much as possible.</p>
<p>Do you need to consult with island communities in respect of mechanisms or mitigations?</p>	<p>CLDE will work with partners, communities and young people to ensure that any modification or changes to allow delivery is done in a collaborative and appropriate way.</p>
<p>Have island circumstances been factored into the evaluation process?</p>	<p>Yes</p>
<p>Have any island-specific indicators/targets been identified that require monitoring?</p>	<p>When monitoring and evaluating youth services provision, staff will review the number of clubs, activities and opportunities and where they are based. The overall success of youth work activity will be monitored, and outcomes achieved including in line with CLDE's annual key priority indicators (KPI's).</p>
<p>How will outcomes be measured on the islands?</p>	<p>As above</p>
<p>How has the policy, strategy or service affected island communities?</p>	<p>It is envisaged that the proposed actions of youth club hubs will affect some island communities in a positive way by creating youth work opportunities for young people who would often be unlikely to receive such chances.</p> <p>Smaller island communities with low numbers of young people will inevitably be affected, as they will not meet the minimum number of participants required to make it viable to run youth club provision.</p>
<p>How will lessons learned in this ICIA inform future policy making and service delivery?</p>	

Step 7 – Publishing your ICIA	Response
Have you presented your ICIA in an Easy Read format?	Yes
Does it need to be presented in Gaelic or any other language?	No
Where will you publish your ICIA and will relevant stakeholders be able to easily access it?	The ICIA will be published as an appendix to the Education, Leisure & Housing Committee Report to scrutinise the Council's Youth Services review.
Who will sign off your final ICIA and why?	Frances Troup, Head of Community Learning, Leisure & Housing, in line with ICIA requirements.

ICIA completed by:	Cheryl Rafferty
Position:	CLDE Team Manager (Youth Services)
Signature:	
Date complete:	26 July 2024

ICIA approved by:	Frances Troup
Position:	Head of Community Learning, Leisure and Housing
Signature:	
Date complete:	