



**My Future
My Success**

**Mo Theachd-àin
Mo Shoirbheas**

**ANNUAL REPORT
2022 - 2023**

John Finlayson
Education Committee Chairperson
The Highland Council

My Future, My Success was introduced in 2021 as a member - led program to support vulnerable young people to achieve a positive and sustained destination.

It now works with all 32 secondary and special schools in Highland connecting young people with their community to see the opportunities available to them once they leave school through employment, volunteering or further learning.

MFMS has worked with 721 young people since August 2022, being supported by 68 businesses through mentoring and work related learning opportunities. It provides a solid foundation on which to build a Highland wide mentoring and employability offer for all our children & young people to ensure all young people have a place in Highlands economy.



Maxine Garson
Senior Education Lead Skills, Employability & Prosperity
The Highland Council

My Future, My Success as a collaborative program using place based principles to ensure that public, private, 3rd sector and schools can come together to provide timely support to your most vulnerable young people during their transition into the world beyond school.

Raising the aspirations of all our young people and developing their skills and attributions to see opportunities and a future for themselves within their own communities. The team work tirelessly using a person centered approach supporting each referred young person to develop the skills to move on to a positive and sustained destination. 96.32% of the 2022/23 leavers achieved a positive destination with 53% entering local employment including apprenticeships.

As we move forward with the Work Force of the Future, we look forward to further developing the great work that has been undertaken with our special schools to enable all our young people to have a place within Highland's economy.

Through a partnership approach "My Future My Success" empowers Young People in the Highlands to think about their future careers and aspirations. Offering them genuine support, links with employability & enterprise learning, mentoring and building upon their personal skills ensures that their futures are determined by potential and not by background or the postcode.



THE ASK:

Strengthen support for MENTORING young people and upskilling mentors

Develop the PATHWAYS to apprenticeships for our most vulnerable school leavers

Expand training, skills & learning opportunities through PARTNERSHIPS.

Support for SOCIAL ENTERPRISE and the 3rd sector

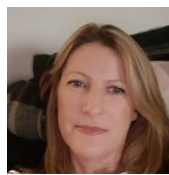
Work Placement programme linking to the PUBLIC SECTOR.

The MFMS development officers use a person centered approach when working with young people, meeting the learners where they are at so that each young person has a bespoke offer which develops their skills for life, work and learning. Each development officer knows their geographical area well and brings together Mentors, Employers, Partners and Education in a professional, efficient, accessible and mutually beneficial community.



Ami Warren - MFMS Team Leader

MFMS supports young people to re-engage in the right type of learning for them after months and years out of education. Building confidence and providing tools for them to move on independently is a joy. Revisiting the impact it has had on their love for learning as well as their wider happiness adds weight to the impact MFMS can have on our young people.



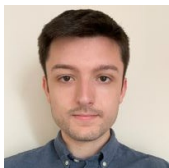
Heather MacGillivray - Mid Ross

MFMS allows young people the space to be curious and have someone walk beside them to support them to change direction rather than them feeling they have failed.



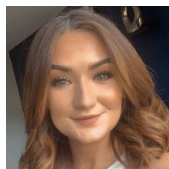
Sam Drummond - Lochaber

MFMS sets out the vision and plans for ambitious and sustained destinations for young people in Highland. As development Officers I feel we make a difference. Our wealth and experience and knowledge allows us to design bespoke packages to create opportunities and help them to find positive destinations.



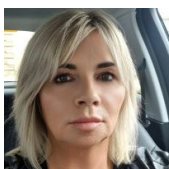
Iain Hyslop - Nairn, Badenoch & Strathspey

MFMS contributes towards supporting young people who have barriers within our education system and making sure they don't go unnoticed.



Tamara Laing - Inverness West

Meeting and engaging with referrals and making positive breakthroughs with those most disengaged and allowing them to see their full potential



Tracey Anderson - Caithness

MFMS is a project greatly received within my area, it has been a great alternative for young people to gain a positive pathway back into education. My biggest achievement has been seeing young people move forward and become more confident and positive, with guidance and support to enable them to make choices on their future pathways.



Dean MacLeod - Skye, Lochalsh & Wester Ross

MFMS is important in our local communities as the identified need is great. It is a unique opportunity to guide young people towards positive destinations that I hope will be sustainable for years to come.



Josh Hutchison - Ainess & Inverness

MFMS has a hugely positive impact on young lives within my community. It is a great feeling to see young people that I work with develop their confidence and motivate themselves to re-engage in education.



Yvonne Boa - West Sutherland

MFMS has a hugely positive impact on young lives within my community. It is a great feeling to see young people that I work with develop their confidence and motivate themselves to re-engage in education.



Scott MacFarlane - East Ross & Sutherland East

I have loved helping young people that were highlighted as 'will never go to college' apply for their course, supporting them prior to interview and seeing them be accepted onto the course. MFMS has been a lifeline to some young people in my area.

Dean MacLean - Apprentice

MFMS has been a great opportunity to gain knowledge in working with young people who need an opportunity and mix with a team of professionals who care about their futures.

My Future, My Success Team approach

- Offer a person centered learning environment.
- MFMS Development Officer's commitment to not give up on any young people.
- "Young people's future should be determined by their potential not their background."
- Support young people to see their potential and grow to become more confident about achieving their ambitions.
- Use a mentoring approach to guide young people into a positive destination.
- Collaborative partnership working to give young people the best possible opportunities.

2022/23 MFMS Learning Offer



Mentor
Treòraiche

My Future My Success | Mo Theachd-àin Mo Shoirbheas

Mentoring is an integral part of My Future My Success. Recruiting a wide range of mentors, each coming from a unique background and sharing a common goal of putting our young people and their aspirations first. The mentor training consists of Child Protection and Mentoring/Coaching skills and tools, ensuring mentors are well supported throughout their journey. The mentors often develop new skills themselves that they can use within their own lives and workplaces. All Mentors benefit from Continuous Professional Development and Supervision.

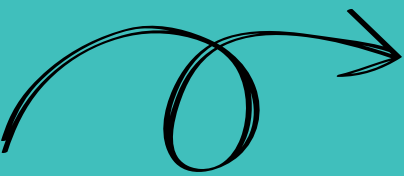
Young people have had the opportunity to attend UHI college courses in their local area. This provides young people an opportunity to re-engage with learning and achieve in a bespoke setting, that inspires them to make positive choices about their future. The course covers practical learning opportunities, incorporating core skills, ensuring the young person can explore their chosen pathway. The young people achieve qualifications enabling them to progress into an apprenticeship, further education and/or employment.

UHI



**SOCIAL
ENTERPRISE
ACADEMY**

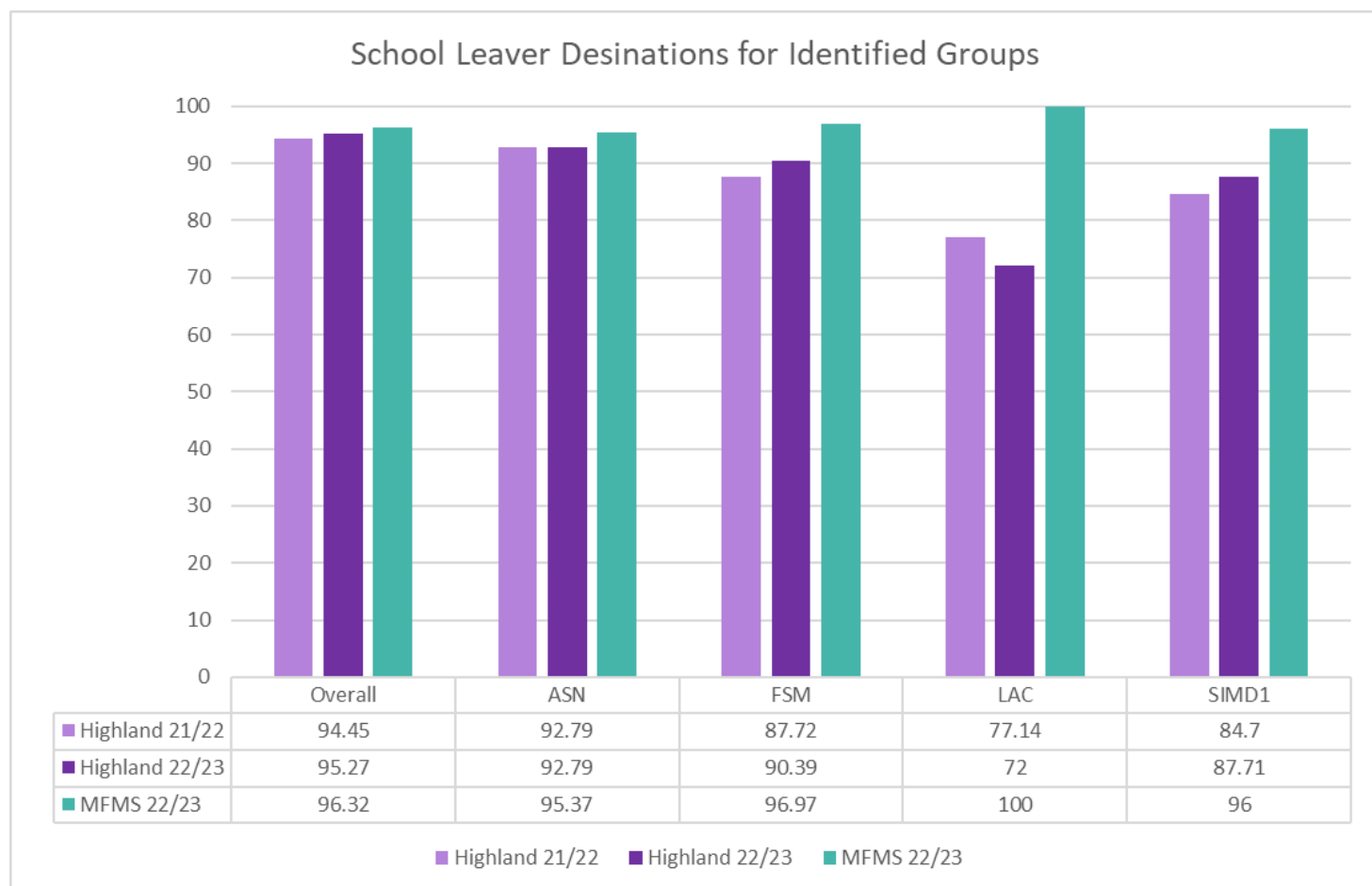
Young people have had the opportunity to engage in Social Enterprise. This has enabled them to develop key skills such as teamwork, creative thinking and recognising the needs of their community. The young people involved identified a social aim that is important to them, drafted a business plan and presented a pitch to a 'Dragons Den' panel, to access funding to bring their ideas to life.



2022/23 Leavers

SLDR Data February 2024

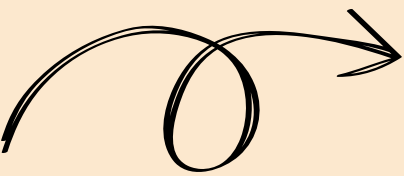
The table above demonstrates the positive impact of the My Future, My Success on the young people who were referred to the programme by their schools.



Please Note: National data records LAC (young people currently in care) and not those who are care experienced.

Criteria for Referral by the School: any one from the list below

- At risk of not entering a positive destination after leaving school
- In their final year of Senior Phase at school
- Attendance below 70%
- 1 or more of the following indicators, Additional Support Needs, Free School Meals, SIMD 1&2 or Care Experienced Young Person.

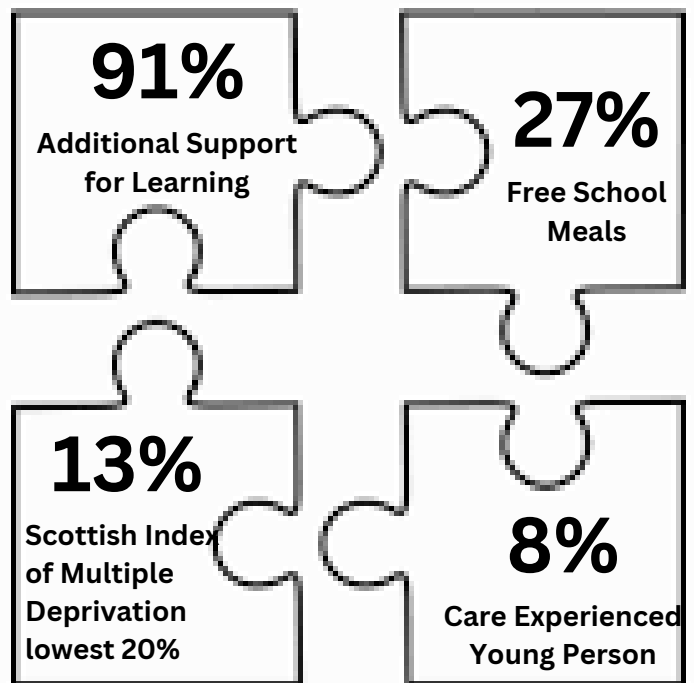
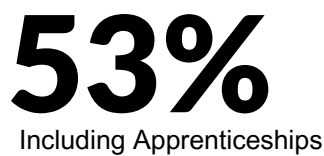


2022/23 Leavers

All data is up until 6th October 2023



29 young people extended their school leaving date for up to 12 months to May 2024 and are now engaging with the MFMS Learning offer or continuing their learning in school.



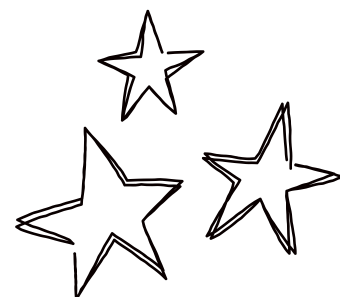
52 YP had a Volunteer Mentor 1-1

Mentor Treòraiche
My Future My Success | Mo Theachd-àin Mo Shoirbheas

43 YP set up and ran a Social Enterprise.

SOCIAL ENTERPRISE ACADEMY

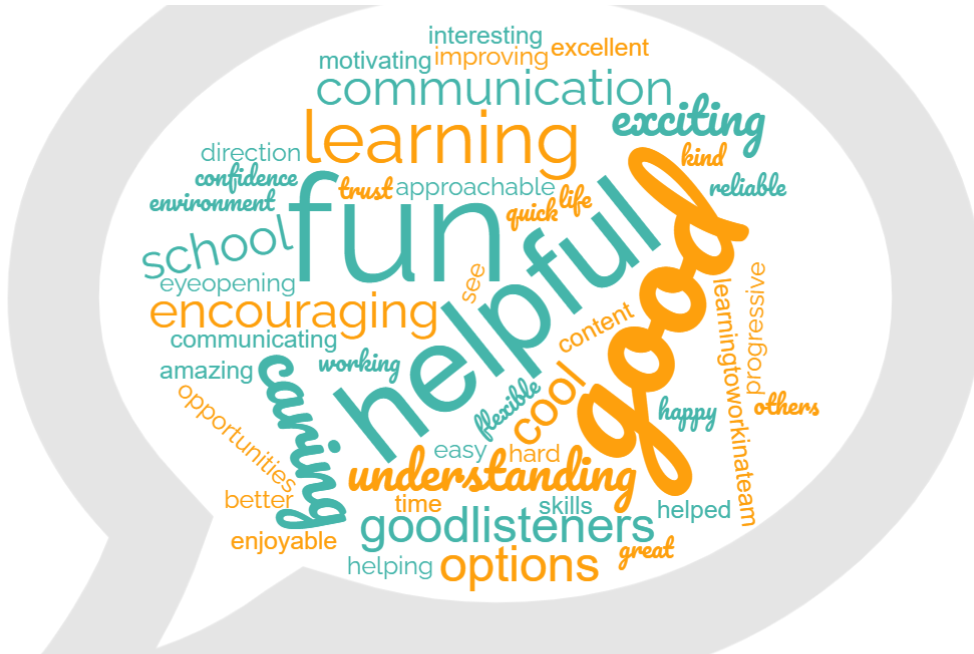
UHI 55 YP achieved qualifications through the Learning Offer delivered at local UHI partner college





2022/23 Leavers

91% Of Young People felt more positive about their **FUTURE**



Young people's 3 words describing MFMS

“I like how we can choose whether to meet up in person or use Google Meet, it takes the pressure off & allows me flexibility on how we meet.”

“I enjoy making new friends that I now have a great friendship with, the very relaxed environment and the fact that it is based around what you would like to do works for me”

“Thank you for my weekly mentor sessions – I find our times together put me in a positive head space for the week ahead.”

“It’s helped me with my confidence, the team building tasks we do have also helped. you get opportunity’s and have a say in what you would like to learn. A good and comfortable environment.”

“It gives me hope for my future and gives me something to work to”

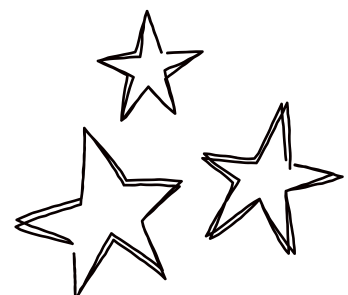
97%

Young People’s relationship with Development Officer is Excellent/Good

“I really enjoyed being able to talk about potential future opportunities with someone with so many cool life experiences.”

“this is the longest time that I have ever spent doing anything to do with school”

“Meeting new people and the leaders are really great and understanding and its made me more confident about my future cause I didn’t think I had a shot at getting any job but now I think my future is looking good”



Regan was 15 when I met her, she was experiencing many barriers to learning and looking towards her future. Regan is a young carer to a parent who has significant drug and alcohol problems. Her father is well known in the local area and appeared regularly in the local press, resulting in her being made fun of and judged by her peers. Regan struggled with her own mental health experiencing anxiety, having ideas about suicide and had little resilience to cope with any stress factors. Regan has a loving, nurturing family environment, However there has been social work support, due to Regan showing some anti-social behaviours in the community. Regan found it hard to trust and develop new relationships, she felt everyone judged her family and that her future was already mapped out.

It was agreed with the school that Regan would no longer be expected to attend. Her attendance was 26% at the time of referral, as it was evident that she was not going to achieve success with so such little time in school. She found school so stressful, she was unable to learn. Regan agreed to work with a mentor and to look at what needed to change for her to move forward and make plans that were purely for her, while supporting her to develop healthy boundaries.

Regan met with her mentor for up to 2 hours each week, working on agreed targets such as independent bus travel, going into shops independently, being more confident meeting new people, saying no to others, exploring ideas about her future, what changes she wanted to make, and visiting new environments.

She started to attend college twice weekly, using the skills she had been learning with her mentor and continuing to be supported by her development officer. This was challenging, as independent travel was very difficult for Regan and it was decided that college wasn't the right place for her at this time. It was agreed that Regan would work on difficult tasks and her mentor noticed that things Regan saw as impossible challenges, changed to difficult challenges, and she was able to overcome them in time.

Regan identified that she would like to work in the care sector, and she had suggested working with older adults, after exploring this with her mentor, they decided working with children was more suitable which complimented her caring nature and supported the college course she had started when in school.

Regan started to work with the Highland Council Employability Team and secured a paid placement in her local primary school. She has built up professional relationships and learns new skills everyday. She is hopeful she will gain permanent employment when there is a vacancy. She now travels on the bus independently and her world has opened up as a result.

Regan states that without the space, the 1:1 support, the mentoring and the understanding of her situation, none of this would have been possible.

Jack is a Young Carer who has Autism with Pathological Demand Avoidance (PDA) and started to feel overwhelming anxiety during the COVID 19 pandemic. At the time, his parent had recently undergone surgery, resulting in complications. This made Jack concerned about leaving the house and this continued after lockdown was lifted.

Learning online was overwhelming, tasks would make little sense and soon became a demand that Jack needed to avoid. In the most difficult situations, it could lead to anger and frustration at home, which distressed Jack a great deal.

When restrictions eased and schools re-opened, Jack found the new routine incredibly stressful. The busy school environment was hard to integrate back into, with crowded places and loud noises being a trigger for sensory overload. Jack also felt that he had fallen too far behind with his learning at school to ever catch up.

Jack started engaging with My Future My Success, having not attended school for two years. Planning for leaving school was made clearer by his interest in working with animals. Jack shared his experiences of lambing, looking after chickens and said he enjoyed spending time with his parent who worked as a vet. He was unsure where to find opportunities locally in his community to pursue his interests.

Jack was matched with MFMS mentor, Lucy – local manager of the Cairngorms Rangers service. They found shared interests in the rural environment and its wildlife. As mentoring developed, Jack started to regain his confidence by being in the outdoors, learning about conservation in his local area and he has recently been learning camera skills to monitor native species safely.

With a network of support, Jack decided to return to school for S6. He is now studying a range of national qualifications including Rural Skills, where he can continue to develop his land-based knowledge. Jack said,

“It was better for me to follow a routine, if things changed, I could feel upset or even angry. I didn’t like the classroom, with instructions, taking no as an answer was difficult to understand. Since I’ve been back at school, I go out with my friends a lot more and feel more aware of how to deal with PDA. I am looking forward to going back to school in August and continuing to meet with Lucy as part of My Future My Success.”

10

Andy (name changed for confidentiality) was on the cusp of leaving school. A quiet young person, who kept himself to himself and lacked confidence in his capabilities. He moved into a rural Highland area in his early teens, having previously living in a deprived urban community. He had experienced violence that caused him to be very reserved when meeting new people and taking a long time to trust those who offered him support. These experiences resulted in a lack of confidence, he was hesitant to try something new and want to leave school as soon as he could.

HIGHLIGHT - Andy decided to try MFMS mentoring. His mentor had only 5 weeks to guide Andy towards a positive destination post school. Fortunately, their match was excellent.

Andy positively engaged and enjoyed working with his mentor, albeit. In a short space of time, trust was mutual and Andy is now working in his first full-time job in hospitality in his local area. The whole experience had been a big confidence boost for him and Andy now realises his potential and is considering further education in the not too distant future.

“Been able to be proactive in supporting young people
Able to feedback this information to parents ,
strong communication Great in supporting transitions for young people”

“I feel we are very clear on who are at risk pupils are and we get excellent communication and updates allowing us to respond dynamically to needs. Some of our at risk pupils now have agreed positive destinations now”

“I have young people engaging with MFMS who have not engaged with school in the last year plus. I'm looking forward to seeing where this progresses.”

“I feel that the current MFMS programme works really well as it is, and that Heather is excellent with the pupils.”

“An invaluable service for many pupils who would otherwise be lost in the cracks. MFMS has been brilliant - so calm, professional and solution focussed!”

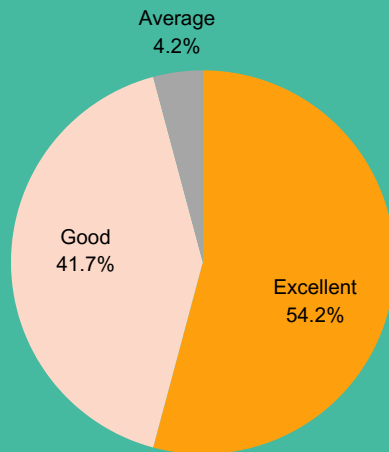
“Keep doing it please! If there was something similar for younger pupils too it would be fantastic.”

Schools feedback

79%
Of the schools were Very Clear on the objectives of MFMS

100%
Thought the Development Officers Support was Excellent.

MFMS Impact on Young People Referred



96%
Rated the impact on young people as Good/Excellent

88%
Found the weekly feedback Very Helpful

“For us, MFMS has had a person-centered focus that has been lacking in other similar interventions. There is a dedication to problem-solving and working with schools. Organizationally it has been a huge success and the sheer number of young people who have been seen and offered assistance is testament to this”

“One student who had not engaged with school or associated support for two years, began to engage with MFMS, went to college and applied for a full time course. His mental health has improved and his parents are delighted that he has a vision for his future.”

“I think the increased engagement by some pupils has been positive. I believe many of the young people are happier within themselves, however I believe we need longer to get an accurate measure of impact.”

“We have gone from 93% of pupils in a positive destination in 22/23 to 98% in 23/24 (Feb 2024 uplift data). MFMS has had a direct impact on this improvement. Attendance at parental meetings, whilst difficult to measure impact, has been very useful as has attending 16+ meetings”

“More of the same, please -this is an intervention that is making a difference to identified pupils.”

“MFMS offers further support, training, opportunities that school cannot, offering hope and positive destinations to our most vulnerable pupils.”

Millie was referred to MFMS from Invergordon Academy in August 2022, with attendance of 61%. In school, she worked entirely at in the 'Hub', not managing 'mainstream' classes due to anxiety. At home she was relied on to be a young carer for her mother. Initial Development Officer meetings were supported by the Children Services Worker from the school, as she did not want engage with me alone. Working on her profile together, we began to build a relationship and after a short while she was happy to see me 1-2-1. Millie is very practical, due to the responsibilities she was at home (cooking, cleaning, childcare), but she had low self-esteem and did not consider herself to have any skills. I remember having a conversation with her where I highlighted how caring I thought she was, due to the help she provided at home, but she couldn't see it that way. Most of her time in school was not spent constructively and her peer group were involved in drugs, antisocial behaviour and bullying. She agreed to come along to the social enterprise group that we ran in partnership with 'The Place Youth Hub' and after one session, when asked if she would come back, she replied that she would 'probably be ill'. She returned the next week, and by the end, her attendance overall was better than anyone else's involved. Through support from MFMS and the youth workers at 'The Place', she began to grow in confidence, due to having a safe place to be and non-judgemental listening ears. When the MFMS College course started a few months later, it was a similar non-committal start, but her attendance kept up. She even kept going after all her main friend group stopped, displaying real courage and discipline. The culmination of her growth in confidence and attitude was evident at the Social Enterprise Awards at Eden Court - setting up and running a market stall; She spoke confidently about the products she and her peers had made, traded and talked about her journey with MFMS/SEA. Supported by the MFMS DO and NHC staff, she applied to the Pathway to College and Employment course at Tern House and was accepted after an impressive interview. She also supported others from the group with their interview preparation. She started college in September 2023. When she spoke at the SEA Award/Marketplace she said; *"my life was going in the wrong direction, I was hanging around with the wrong people and not doing the right things. Throughout my MFMS journey, with help from everyone involved, I have been able to turn my life around, leave friend groups that weren't right for me and now I have a chance to have a better future"*.





My Future
My Success

Mo Theachd-àin
Mo Shoirbheas

LEARNING OFFER - COMMUNITY BASED 2023/24

Offering a bespoke learning offer within a community setting, we are developing young people's entrepreneurial and employability skills to support them into a positive destination. This is done through the delivery of SQA (Scottish Qualifications Authority) units' social enterprise, employability, and youth achievement awards. The bulk of this is delivered face to face, twice weekly, using small groups, with visitors from businesses and services in the local community and structured into bite sized learning activities.

Our delivery styles include capturing the autonomy of the young people, practical workshops, and opportunities for one-to-one development. Young people work towards work placement opportunities to increase their practical skills and confidence.

Dual outcomes, to ensure the young people achieve accreditation from their learning as well as increased purpose, increased confidence, making friends, developing social skills and independence. Young people are supported into a positive destination of further learning, training or employment.

In addition to the offer at Planefield Road, those young people not attending are given the opportunities to achieve adaptations of the same learning offer within small groups in schools or on a one-to-one basis with their development office or my future my success mentor.



UHI | NORTH, WEST AND HEBRIDES A TUATH, AN IAR IS INNSE GALL

The Development Officers support the young people's transition from non-attendance to MFMS at college. Time is spent building relationships, towards applying and enrolling at Thurso and Dornoch Campuses and online for Lochaber, Skye and Ullapool. The course is delivered over two days with the Development Officers leading Social Enterprise and college tutor delivery on the second day. We work closely with Social Enterprise Academy to plan and deliver a Social Enterprise within the community. The course has been designed to give the Young People a great introduction to college study, while building on their skills, qualifications, and confidence. We support young people with their progress and what options are available to them in both employment and further study. Development Officers play a supportive role within the college environment and out with to encourage young people to a positive destination.

Outcome; The main aim of the MFMS college course is to give young people a feel for a relaxed college environment and to prepare them for leaving school. After completion of the course, young people hold an NPA award in Enterprise & Employability, Mental Health Award and other core skills. Development Officer's support young people with further opportunities such as work placement, further study, apprenticeships etc.

2023/24 Current Referrals

All data is up until 30th March 2024

497

Young People Referred



Schools

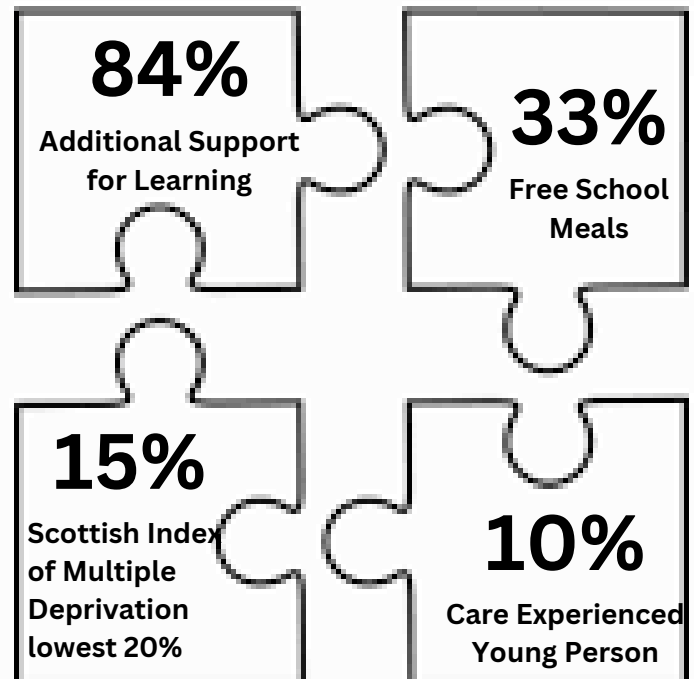
Expected School Leaving Date

| Dec 2023 (left) | May 2024 | Dec 2024 | May 2025 | Other |
|-----------------|----------|----------|----------|-------|
| 78 | 283 | 61 | 95 | 58 |

| | | |
|--|-----|---------------------------|
| Learning Offer | 62 | |
| My Future My Success Mo Theachd-àin Mo Shoirbheas | 139 | Learning Offer |
| Developing a Social Enterprise | 80 | SOCIAL ENTERPRISE ACADEMY |
| Mentor Treòraiche | 64 | Matched with a Mentor |
| Work Experience | 33 | WORK EXPERIENCE |

5% of referrals choose not to participate, mainly due to mental ill health.

Identified characteristics of Referred Group



What our mentors say.

“I recently bumped into a young person I mentored until the end of the school year. To see them smiling and speak enthusiastically as they told me what they were up to, how they were doing at college was really special. They were still thanking me for my support. I reminded them they had done the hard work. The difference in them from the very first time I met them was world’s apart.”

“Mentoring has been engaging, exciting and challenging, all at the same time. Feeling that I can possibly inspire a young person and bring out the best in them is rewarding”

“I’ve really enjoyed supporting the MFMS programme as a mentor, after being a mentee over 15 years ago. I’m delighted to give back to a mentoring scheme. I had a wonderful student that I supported last year, who was perfectly matched to me via the great team and she is now out there smashing goals. I am so proud to be part of the programme.”

Danni had previously attended school, but wasn't attending now and was referred to My Future, My Success (MFMS). Danni was clear about a future in Childcare, but lacked purpose and hope about how to achieve that due to low attendance at school and lack of experience. She had previously struggled with behaviour at school and felt her relationship with school was at a low point. Collaborative working was imperative as Danni had a good relationship with her SDS worker, who was helpful in promoting the value of MFMS to her.

Danni lacked direction and self-belief that she could achieve her goals. MFMS provided her with a mentor, Ariane. Ariane had attended the same school as Danni and had experienced similar challenges to Danni. She had also been through a previous mentoring programme herself, knowing how positive this could be for a young person and had chosen to give back to her community by going onto being a mentor herself. When they met, the resonance between them was clear to see and this spurred Danni's engagement and trust, with Ariane. Ariane was able to talk to Danni about her journey, overcoming challenges and point her in the direction of some independent learning Danni could start immediately. Danni completed Scottish Social Services Council Open Badges and met with Ariane regularly. Their relationship continued to blossom over the weeks and months and Danni would regularly share her achievements in a 3-way chat which highlighted the positive impact MFMS was having on her.

As Danni's development officer, it was vital to use the information we covered in her MFMS profile to make this mentor match so successful. I was able to step back knowing Danni was being supported and her needs were being met. We met regularly as a 3 to monitor success and highlight any areas of support needed in addition to the mentoring.

I was able to support Danni to complete her application for Childcare at UHI as well as take Danni for a tour of the college. We also arranged to meet the lecturers who deliver the course and made brief introductions. All of this resulted in Danni feeling at ease with attending college and gave her the best start possible for transition.

Danni received an unconditional offer for 'Step into Care' at UHI and is excited to start her journey in college. The mentoring has continued right up to her first week at college to ensure Danni is successful in that transition and feels supported to make that step.

When Danni received the unconditional offer, she told me and Ariane "this is all thanks to the both of you." We were able to feedback to Danni that we had been the guidance however the action to make her aspirations come to life was down to her.

Following on from that Danni independently interviewed for a job at Drummond School working in SNAP (Special Needs Action Project) where she will be supporting with the clubs that run to support children and young adults who have additional support needs. This part time work will run alongside college giving life and experience to the knowledge she will gain on the course.

For all three of us, mentee, mentor and development officer, this had proven to be a positive experience with an amazing outcome achieved by the young person.

National Certificate in Employability & Citizenship SCQF 3

As part of My Future My Success course materials were created for the National Certificate in Employability and Citizenship. The course aims to empower young people with additional support needs to effectively progress towards education and/or employment. Each session encourages the young people to develop new skills while showing them what they are already capable of.

For young people with additional needs the path from school to life beyond can be challenging and the likelihood of accessing employment can be reduced. The reasons for this are many and varied. My Future My Success has begun to challenge these barriers through the National Certificate and by beginning a project to encourage employers to offer work placements. Unlike mainstream education it can be difficult to organise appropriate work placements for pupils with ASN which in turn reduces their outlook as to the opportunities that exist.

Full suite of materials available for school across Highlands on Google which can be delivered over full senior phase

Made up of 4 group awards that can be delivered and certificated individually as well as part of the full NC



Our partners include the Highland Council Employability Team and the Social Enterprise Academy including Trial work placement model with the Glen Mhor Hotel

Evidence of Success

- 21 schools have demonstrated an interest (23/24) in using resources.
- 27 young people have begun courses this session (23/24). (St Clements, The Bridge and The Hub at Milburn Academy)
- 9 students from St Clements and St Duthus benefited from trial work placement at the Glen Mhor
- During the session 2022/23 10 students achieved the Digital Literacy Course and 13 students achieved the Personal Development course.

Did you enjoy practicing skills in school?

"Yes, because it was a good education."

"YES, because it's more relaxing :)"

"Yes - we got more time to do it in school"

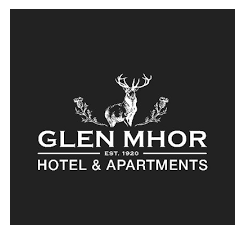
What would your advice to other workplaces thinking of providing work experiences for St Clements pupils

"I don't like it when I don't get included in stuff - it makes me feel lonely." "Workplaces should include everyone."

"It will be a good thing to do so that pupils can learn new skills and it means they are including everyone."

Parental quote

"I would love to see my daughter with a job, but it will take her time to adjust and learn what she needs to know. Work placement with school would really help"



M is a kind, engaging and hard working pupil with an Autistic Spectrum Disorder. She attends St Clements in the Highlands and is in her senior phase. Historically pupils in this school have struggled to access work experience placements, which in turn has the negative consequence of narrowing their outlook for opportunities in the world of work post school.

M took part in the National Certificate for Employability & Citizenship, successfully completing the Digital Literacy and Personal Development units. She was also one of pupils involved in a work experience trial, as part of the Work Placement unit organised by the Highland Employability team, alongside the Glen Mhor Hotel. This was a hugely beneficial experience for M and the other pupils attending. For the first time they were getting a chance to develop their skills in a real life work situation and enabling them to imagine this as a possibility for their future.

The work experience was organised to best suit the pupils and started with Victoria, the hotel owner visiting the school. This allowed the pupils to become familiar with a staff member and she had prepared stories and pictures of it allowing pupils a chance to familiarise themselves with the hotel, prior to them visiting. The first visit was a tour, with the pupils meeting the staff and learning about what types of jobs exist in hospitality. This visit concluded with the opportunity to make their own drink behind the bar and have lunch in the hotel restaurant. M really enjoyed the visit:

“I really liked making my own drink, doing the laundry, and meeting the staff. It has helped me with my confidence and to cope in new places”.

When M was asked what she would say to others to encourage them to try a work placement she said, *“It is fun and helps make you more confident”*. In addition to the activities on site at the Glen Mhor, the students were set tasks to practice in school. This was beneficial, as it allowed the pupils to continue to experience work related activities without the stress of being in a new environment. It also allowed the pupils who had visited the hotel to share their new skills with classmates who had not attended.

Other young people’s feedback:

What would you say to other pupils thinking about trying out work experience?

“You get to see and try new things”.

“Give it a try to see if you like it”.

“It gets you used to lots of different things.”

Which work related skills did you try?

“Making beds, folding the toilet roll and setting the table by laying the table cloth and laying out the cutlery. We went to the laundry room and put the towels and the sheets in the tumble dryer.”

“I like setting the tables, I like visiting the laundry and I like making my own cocktail.”

St Duthus School is an all-through specialist educational provision for children and young people with severe and complex learning needs. Sean was referred to the My Future, My Success Programme for support in January 2023, as a May 2023 school leaver. Before meeting with him. The MFMS Development Officer met with the Head Teacher to discuss a plan of support for Sean, considering his Additional Support for Learning needs. Sean has Down Syndrome and Associated Global Development Delay and needs to be always supported for his safety. A transition plan was agreed with the school, MFMS and the Highland Employability Service (HES), in which the DO's initial role was to engage with Sean to help him begin to understand that his life would be changing with new people entering it. Up to this point, his life had largely been St Duthus School, Blooming Gardeners and Glachbeg. The DO met with him every Friday, at the same time in the Rose Garden in Tain. One of Sean's favourite activities is litter picking, so we felt it was an appropriate way to get to know him. This Routine was suited to Sean as he responds well to environments that are structured. As the DO got to know him each week, a relationship developed that enabled Sean to open up and feel safe. This relationship was also beneficial for the DO and Head Teacher to be able to provide a detailed Initial Needs Assessment to Highland Employability Service. They met over a period of 10 weeks leading up to his school leaving date. In this time, HES had secured an agreement to fund a support package provided by For You Training (FYT). At the end of the 10 weeks, the DO introduced Sean to Sarah and Hugh from the FYT team in The Rose Garden while they were litter picking. The DO and Hugh met with Sean and his parents at their home in the first week of the summer holidays. This was done to establish a plan for the summer and a transition from MFMS to FYT support. The DO continued to meet Sean over the next two weeks and the third and fourth week was accompanied by Hugh. Hugh was able to show Sean the site where FYT are building a community campus in Tain as the plan is that Sean will be involved with this project. In planning Sean's support, consideration was given to including general tasks that are routine in nature to suit his needs. Hugh then took Sean, his mother, and the DO to Alladale Estate to show him the hydroponic garden that he had established there when he was estate manager. This was to help him visualize what the project in Tain will be like. After this trip was the point at which it was felt that support could be handed over to FYT. Sean is currently helping to build a herb garden at Café Eleven in Tain (another community focused FYT Project) and is looking forward to getting stuck into working on the community campus with Hugh. There are plans for this placement to become a paid placement. This collaboration with MFMS and HES has provided a useful blueprint for future referrals with complex learning needs whether from St Duthus or mainstream education. It also demonstrated successful partnership working from MFMS, St Duthus School, HES and FYT. Most importantly it gave a young person a chance to move into a positive destination with appropriate support and a chance to develop employability skills that could help transform his life.

"My Future, My Success helped Sean a lot with building his confidence in preparation for leaving school and gave him the right support when it was needed" Sean's Mum



Four Youth Hubs are actively engaged with Social Enterprise Academy (SEA) - Balintore, Aness, The Buzz project and The Clay Studio. This has been achieved by the SEA facilitators forming a mentor relationship with youth leaders - Advice, resources and planning support readily available.

Balintore involved a group of young people who organised 'The Big Balti Bash' which was a community festival with music.

They led a café every Friday in order to raise funds to pay for the bands and logistics. The social enterprise festival had the focus of being a family-friendly event which was affordable. Local business paid to have stalls and they received funding to buy T shirts to print to sell as BBB festival 'merch'. The young people faced challenges along the way yet used the entrepreneurial skills to overcome challenges and create solutions. Music was delivered by local acts including including a young person who is involved in a campaign or mental health support called "Where's your head at..."

The event was a huge success and planning has started for next year.

Aness saw 7 young people named as 'The Place' be supported in developing a Strategy and Business Plan for the Field. Academy facilitators worked directly with the young people, supporting them to develop existing ideas around purpose and product. The product are items from made from whisky staves.

They held a community summer fete to sell their products with profit going towards running a community bonfire with silent fireworks.

Young people at the **Buzz Project** developed a project around jewellery and music and wanted to take it to the next level. They decided to expand on their existing project by meeting with Lochaber Environmental Group, who have a bike kitchen and also regularly throw out bike parts that can be upcycled in to jewellery. They wish to continue this project and possibly develop another to have 2 running at the same time. SEA continues to work with the young people to support them in developing their social enterprise.

Next Steps, and continued support....

Social Enterprise Academy were successful in securing a grant from The Children's Lottery, enabling them to continue to add value and scope to the current Social Enterprise Schools offer, presently funded by Scottish Government. Young people involved in building their Social Enterprise will be offered two workshops with a social entrepreneur, entry into a Dragons' Den competition, a visit to a local social enterprise, a reflection/celebration event, invitation to trade at the Social Enterprise Academy annual marketplace and receive their social enterprise in education award at the VIP event in June. The Children's Lottery fund has enabled Social Enterprise Academy to recruit a part time role dedicated to co-ordinating the delivery of Social Enterprise Schools to the MFMS cohorts. The role will provide a main point of contact for the groups and help create a community of practice for MFMS Development Officers in order to strengthen their understanding of the benefits of social enterprise and the wider third sector. Currently a 6 month post and 3.5 hours a week, this role will also be looking to gather evidence of impact and building case studies.

The Impact of the whole experience this project gave a young person is evident in the following case study:

A is care experienced and accesses Free School Meals. She is dyslexic and has ADHD. Prior to her involvement in MFMS, her school attendance was at 30%, and whenever she attended school, she was disengaged and disruptive in class. Numerous services were involved, including Social Work, Youth Action Team, Children Services Worker and Skills Development Scotland. A's relationship with her mum had broken down and there was little positive communication between them. A's dad had spent some time in prison and A was not allowed to see or meet him unsupervised. At our first meeting, it was clear that A had little respect for her mum, and this was noted by the school who said that although her mum tried to set boundaries for A, she was having little impact and had no clear direction for her future.



As A had expressed an interest in music, the *My Future My Success* development officer encouraged her to attend the Buzz Project, a social enterprise which aims to provide safe spaces for young people in the area. It also provides opportunities for young people to create and perform music. A began attending the youth club 3 nights a week and quickly formed relationships with some of the music students from the local college, who also attended. The manager of the project became a MFMS mentor to her and she noted the 'strong influences some of the older young people' who attended the project, commenting 'I have watched A try to walk away from challenges and have the rest of the group support her to work through these challenges and achieve these goals. She has become much more resilient and really accepts challenges now.'

A decided she wanted to attend the local college to study music, which motivated her to attend MFMS programme activities for 2 days a week. She had 100% attendance at both over the 6 month period and achieved all the units on offer. She was part of a small group who formed a social enterprise, making jewellery to sell in order to support the Buzz Project. As part of this she presented to a group of Business Dragons, gaining both excellent feedback and a start-up fund.

A currently runs the social enterprise which is continually expanding. The social enterprise project allowed A to see what she was capable of. The project manager commented that 'A really shone in the tasks and was able to see the rewards of her hard work. The skills A has learned will be transferable for her in years to come and have already has such an impact in her life.'



As well as attending the MFMS programme, A started to engage with the school through a CSW in order to complete some SQA qualifications. A has achieved qualifications in N4 English and Music. Some of the college music students supported her to improve her performing skills and A subsequently applied and had a successful audition for the NC Creative Industries course at West Highland College starting in September 2023.

The school are delighted with the progress A has made, even agreeing to an early release from school so that she can enrol at the college from September (her leaving date is officially Christmas 2023). A's mum says that her daughter's behavior at home has improved significantly, and their relationship is much better since she joined the MFMS programme. A is positive about the future and looking forward to college starting in September. Adults working with A highlighted 'The positive pathway she has been supported to create for herself is nothing short of extraordinary and it has been a privilege to watch her journey.'

As well as working with the Youth Hubs, the Social Enterprise Academy will continue to work with young people in schools through 'Social Enterprise Schools'. Young people who are dis-engaged in education can benefit from social enterprise projects that pivot around the issues that affect them and things that are important to them to change within the communities in which they live. This giving a 'value' to what they learn and achieve.

HEALTHCARE PATHWAYS PILOT



The NHS Pathway Pilot qualification will help young people progress into a range of great careers in health and care, by developing their transferable skills. It will also help young people understand the modern health and care workforce, by active project-based learning. It is a great example of NHS, local authorities and schools across Highland working together to help develop the workforce of the future.

Dylan White, Academy Principal Lead: Widening Access and Sustainable Workforce, NHS Scotland Academy

Healthcare Pathway Progression

