

“Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skills and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities” 16+ Learning Choices Policy and Practice Framework

Falkirk Council’s Community Learning and Development Service (CLDS) co-ordinate and deliver as part of the Council’s commitment to support Opportunities for All. Activity Agreements work with young people aged 16-19 years who face significant barriers to their participation in learning, training and work.

CLDS work in partnership with a variety of services, agencies, voluntary and third sector organisations to secure a diverse range of learning and skills development opportunities for young people eg administration, childcare, youth work, outdoor and environmental learning, creative industries. All opportunities are consistent with CLDS core skills learning offer.

The aims for CLDS Activity Agreements in 2017/18 are:

- Provide up to 40 young people with pre Activity Agreement support.
- Increase the number of young people moving into a positive destination to 32.
- Provide up to 48 young people with Activity Agreement after care support.

### METHOD

- Identify young people, who on leaving school are most risk of not making a positive destination, via joint transition planning meetings
- Strengths based assessment
- Offer of tailored and flexible programmes of learning and activity negotiated and planned with each young person
- Defined outcomes and progression routes
- One to one support from a designated Activity Agreement worker
- Access to financial support ie Educational Maintenance Allowance

### ACHIEVEMENTS

- Development of robust assessment to identify needs, impact and outcomes
- 51 young people participating in pre engagement support
- 41 young people participating in activity agreements, 54% joining the programme in 2017/2018
- 93% of young people have sustained a positive destination which has contributed to 92.1% SLDR (FIG 1-3)
- 21 young people receiving aftercare support (CASE STUDY 1)
- Expansion of activity choices as a result of partnership work with third sector organisations
- Partnership approach to identify pathways for care experienced young people (CASE STUDY 2)
- 3 CPD events delivered to Activity Agreements and staff

### NEXT STEPS

In 2018/19 CLDS will:

- Develop a health assessment questionnaire
- Meet targets agreed, as part of Scottish Government funding, to address the Scottish Government Indicator: *To increase the proportion of young people participating in training, learning and work*

### RESULTS

FIG 1 Positive Destinations 2017/18

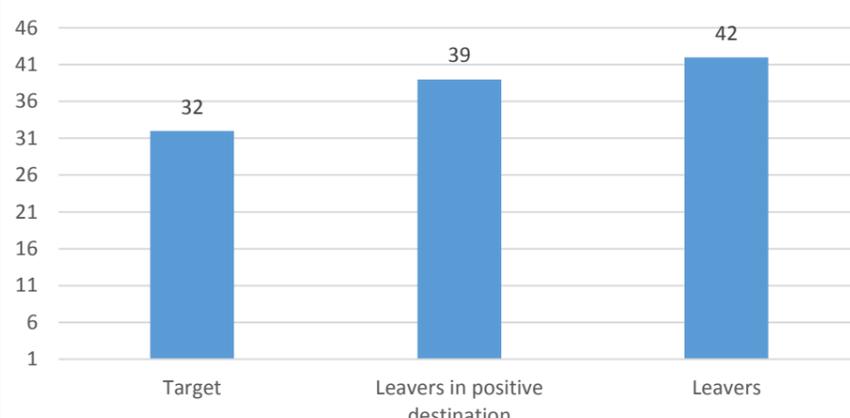
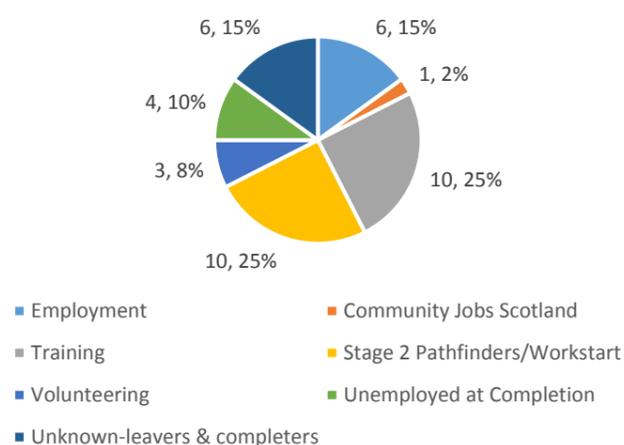


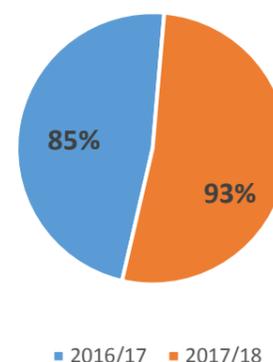
FIG 2

Next Destination 2017/18



Comparison of % of Leavers in Positive Destinations

FIG 2



## CASE STUDY 1

(C) was an unaccompanied 16 year old refugee from Southeast Asia who, when he arrived in the UK spoke no English whatsoever. He was referred to the Activity Agreement programme, AA, in March 2017.

(C) was already attending English classes but was further helped with his new language by his AA key worker who was an ESOL practitioner. Indeed one of the main objectives of his participation with AA was to allow for immersion in activities along with other young people to help him acclimatise to his new environment/culture and help him better understand 'Scottish English'.

(C) enjoyed his involvement in the music workshop, learning to play ukulele within a group setting. He also attended an art group which entailed making a communal banner with other young people.

He was further supported by 1-2-1 meetings with his key worker where they looked for opportunities to get involved in the wider community. For example he was introduced to, and supported by, a CLD worker who invited him to come along to a junior football team local to (C).

The 1/2/1 meetings were also useful to help support (C) into full time education; (C) now attends college in Edinburgh full time and therefor has moved on from AA mid-August 2017. After he left he was given continued support for a few months to make sure he was ok.

**CLD Support Worker**

## CASE STUDY 2

(A) was referred to Activity Agreements, AA, in January 2017. When initially contacted he said that he may not be able to join AA due to mental health problems. He was receiving support from a mental health nurse throughout his time with us. He allowed me to communicate with the nurse to get background information to make it easier for us to offer the correct support.

The main barrier (A) had was being around other people. (A) agreed to try the music workshop run by AA staff and quickly settled in. He learned a few chords on the guitar and ukulele and enjoyed the 'group strumming' sessions. The music workshop was progressively peer led: when a participant learned a few chords they would pass this knowledge on to the latest 'new guy' so that most in the group would at some point be teaching others. (A) was very supportive of others in this respect and reports that this one of the most helpful aspects of his activities in that it greatly increased his confidence and self-belief.

(A) also attended weekly 1/2/1 support meetings with his key worker where progress was discussed and further opportunities were explored. He was supported to, first visit, then participate in the Link Academy employability course - where he eventually moved on to at the end of August 2017. We monitored (A)'s progress and offered continued support for the first few weeks to ensure a smooth and steady transition.

He will shortly be starting a course in the Security Industry, his career of choice. In a recent conversation (A) says he the AA course 'has turned his life around'. He still has anxiety issues but no longer needs the former level of professional support and is confident of coping with future challenges.

**CLD Support Worker**