



## Growing2gether Youth Social Action Impact Report (September 2024 - July 2025)



### Introduction

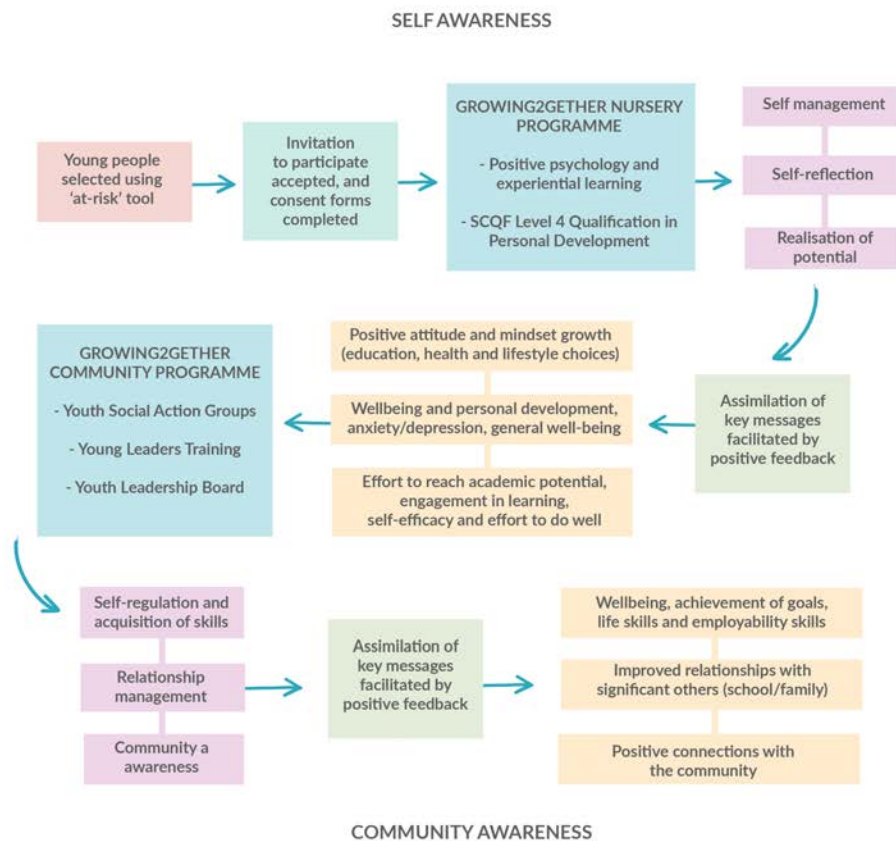
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Growing2gether Youth Social Action empowers young people to design and deliver youth-led community projects, on issues that are important and relevant for them and supported by community mentors. It was requested by young people on our Growing2gether Nursery Mentoring programme (where young people mentor a nursery child requiring additional support) to create a subsequent intervention, to develop the skills they gained and to continue giving back to their community. Growing2gether Youth Social Action forms a key part of a Growing2gether Community, a supportive peer community which gives young people a voice, led by our Youth Leadership Board (12 young people with lived experience). Growing2gether Community also includes: Young Leader training to build skills to co-deliver our projects; and regular communications and events at Findhorn eco-village, where we are based.

The community projects the young people develop are cascaded down into their communities, shared on our website and, where appropriate (e.g., mental health films) used within our Growing2gether Nursery projects.

***“Being part of the Youth Social Action group has really helped my confidence and also speaking to people. This will help me when I go to college and when I am older. This is a great way to build your confidence and personal skills!”***

**Figure 1: Our Impact: Process Model for Growing2gether Programmes**



93% reach a positive destination (education/training/work)

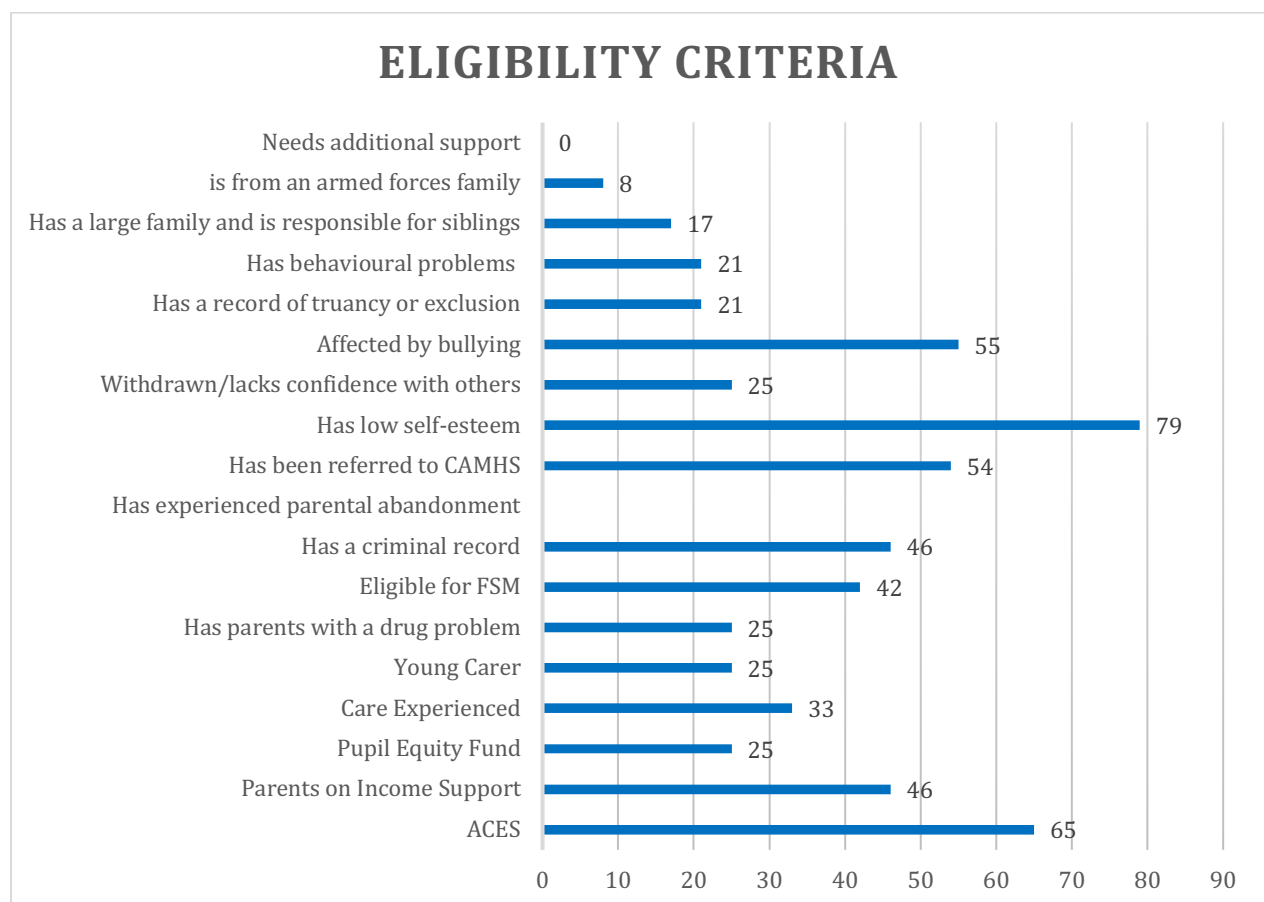
Throughout the process of designing and implementing youth social action projects to improve their community, young people acquire valuable skills that will help them in their future careers, as well as their personal lives. Furthermore, by setting small individual achievable goals as well as achieving group goals, participants develop the self-efficacy and confidence in achieving what they set out to achieve. This leads to raised aspirations, enhanced wellbeing and connectedness in their community and strengthened relationships with peers and family.

This is a systemic approach where young people are encouraged to discuss ideas with their families. The programme has been developed to promote psychological growth by allowing young people to feel in control of setting their own goals and group projects (autonomy), by helping them to build confidence through the acquiring of new skills in order to achieve these personal and group goals (competence) and through providing positive reinforcement and facilitating connectedness with others (relatedness). Young people will be more motivated to achieve their goals if they are supported by others and feel a sense of belonging to the group as well as to the wider community. This report focuses on three main outcomes of the project(s):

- Improved life and employability skills
- Improved aspirations and wellbeing
- Positive relationships and connectedness with the community.

Young people are selected for the programme on the basis of psychosocial (including poverty) and behavioural disadvantage, via an eligibility tool which is completed by school contacts. Teachers must tick three of the criteria as a minimum, in order for the young person to be eligible. Missing values and “don’t know” answers were removed from the analysis. We typically see high levels of poor mental health/confidence, poverty and adverse childhood experiences (ACES), including parental abandonment, bereavement, divorce and parents on drugs/in prison. Eligible young people also attend a project presentation so they can make an informed choice to participate. Please see **Graph 1** for details regarding eligibility criteria.

**Graph 1:** Eligibility criteria



## Description of the Youth-led Community Projects

### **Project 1: Inverness Youth Social Action: United Nations Convention on the Rights of the Child (UNCRC), Section 29, Education for all.**

This was the largest group Growing2gether had experienced and held 17 initial starters, with 16 completing. Mainly a group of girls, the group was both dynamic and lively. The group explored wide areas of community understanding on general human rights. Key questions arose from this awareness of the UNCRC and its move from Ratification to law in Scotland.

Some knew nothing of this, while others shared that their schools had been involved in upholding and creating awareness of the UNCRC.

Young people explored the following areas:

- What is this UNCRC?
- Why is it enshrined in Scottish Law since July 2024?
- Is it important?
- How does this support us as young people
- Who ensures the UNCRC is kept for young people?



Each section of the UNCRC was explored and through a process of sharing experience and ideas, the group arrived at Section 29.

During this YSA group, six Young Leaders were supported to develop, enrich and embrace their individual skills: scribing, supporting those with communication needs, supporting the facilitators in divided group work. Each Young Leader showed initiative, an increase in confidence and a depth of kindness and empathy for others in the group. Without the support of the facilitators, such a large group could not have been imaginable. In addition to Young Leaders, we also had one Young Facilitator support the group. This young person had come via Growing2gether nursery programme in 2019, then reconnected with the Growing2gether Community Programme in 2022. Our Young Facilitator has been involved in four YSA projects since.

The YSA group decided to connect with the Leader of Highland Council, Youth Parliament Conveyor, School Heads and teachers, guidance teachers, The CHYP Commissioner for Scotland, key mental health leads in local

government. The Youth Parliament Convenor became the Community Mentor for this project and supported the young people in an hour-long session sharing, advising and signposting for accuracy and depth for their project.

See here for the Inverness 'Rights of the Child' [Video](#)



## Project 2: Alness YSA - Fundraising for St Clements School, Highlands



Our Alness YSA group had 14 starters with 13 finishers. This was an equal split between boys and girls attending. Most of the group had been involved in the YSA previously on a project covering Violence in the Community (noted in our previous report). The group explored wider areas around this topic as a possible continuation, but decided to create a fundraising initiative for a local Educational Needs School, St Clements. The touching nature of this choice was presented by one young person who, in previous groups, remained quiet. The young man created a presentation of need to be shown to the group, which was the impetus for the fundraising project.



The fundraising project took the shape of a Christmas event, with a Santa's grotto, raffle and wide community

advertising. A stall was held in the local Morrisons foyer, to draw attention to the initiative. The engagement in the community was vast from this stall and increased the visibility of the YSA and their work for St Clements. St Clements pupils and the YSA group created craft items to sell at the event and local businesses were approached and asked for raffle prizes for the fundraising event in December 2024. A full day of activity raised £400 for the school and an increase in visibility and community involvement saw hundreds of community members attend the fundraising event.

Please see the Alness video (Aug 24-Jan 25) [Video](#)

### Project 3: Alness YSA: Practical ways to Support our mental health daily 12 young people started, 9 finished

The Alness Youth Social Action group took place once a week for 22 weeks in the Alness Youth Centre thanks to the support of Highland Council. The nine young people who made up the group mostly attended Alness Academy with one of the young people attending the University of the Highlands and Islands. They live in Alness and the surrounding areas. At the end of the project the number of young people declined as a number of the young people started work and could not attend due to work commitments. The group discussed how they wanted the space to be and created a group agreement.

The group created short videos that could be used in the community - to be shared with schools, youth clubs and GP surgery. The group showed a growing commitment to each other as well as to the task in hand. [Here is a link to the final video uploaded to YouTube.](#)



Rather than a written quote, here's a young person's point of view directly! [video](#)

#### Looking more in depth with one young person

'Alice' was someone who struggled to engage or give eye contact at all in the early days of joining the group. She rarely spoke out, however, when the theme of improving mental health was chosen she slowly started to interact. When filming was decided on, it really allowed Alice to use her creative talents to full effect by giving her a vehicle to express herself. Alice storyboarded one of the videos on how she uses music as a coping mechanism. She also then filmed it and chose the music to be used in the video. She also took on the task of creating a number of high quality animations for the videos that increased their impact. Alice also stepped forward to take on the role of a Young Leader within the group and has thrived within that role. Alice is clearly more confident in social settings and has a new found belief in her abilities. This is evidenced when she was prepared to go on a 10-day immersive Ecotheater programme for teens ages 15-19 and performed the role of a narrator which is a tremendous achievement for her. Alice has only missed sessions when she has required medical treatments and has an excellent attendance despite moving schools. Alice says: ***"YSA gave me the confidence to come to Ecotheater in Findhorn this summer. I felt physically sick at the thought of joining in but I made it! I ended up writing most of the script and motivating others. I couldn't have done this a year ago."***

### Project 4: Inverness: Supporting Local Activities to Provide Local Inclusive Practices 18 young people started, 15 finished

This was the third project held at Eden Court, bringing together young people from different schools in Inverness. Inverness High School, Inverness Royal Academy, and Millburn Academy were all represented, with a particular focus on Inverness High School, as it is located in the Merkinch area.

The group met every Tuesday afternoon after school at Eden Court for 20 sessions, in addition to three clay-working sessions at the Clay Studio, a showcase event, and the final fundraiser, which will be described later. The group grew over time, and by around the fourth session, it had reached its full size, with 18 young people, aged between 13 and 17.

Due to extracurricular activities, schoolwork, homework, and part-time jobs, about 14 young people attended each session on average. As the programme progressed, attendance gradually declined, mainly due to study leave and exams, but all young people would stay in contact via the WhatsApp group.

Following good Growing2gether practice we start every session with a check-in. This gives the young people the opportunity to land in the space and share how they are feeling. In a group of 18, this takes some time, but there is deeper meaning and learning behind it which makes it so important to do. The young people get the space to let their voices be heard. Not all young people feel confident enough to do so from the beginning, but in this group all young people started to share eventually and worked on their personal goals, learning how to speak.

Certain topics were being addressed, which gave them a bigger understanding of the world around them, but also the opportunity to support each other and even give advice. This was a powerful thing to observe. Older teens would help the younger ones to look at events in a different light. There was a feeling of cohesiveness and safety in the group.

The young people made a survey to spread in the community to see what the Merkinch community think their community needed. The survey was spread on social media and presented during registration in their schools in the morning.

- 1) School burn-out
- 2) Needs of people with disabilities
- 3) Waste and recycling
- 4) Underaged substance abuse
- 5) Conditions of public services
- 6) Mental Health
- 7) UNCRC
- 8) Needs of elderly
- 9) Feeling safe in the streets

The majority of the people that filled in the survey combined with the group's votes resulted in the topic:

*~ Supporting people with disabilities in the community ~*

There were a variety of hurdles that the young people encountered but they were resilient and finally it was decided to support the Clay Studio which was under threat of closure by holding a summer fete. This was a true partnership between the community and the YSA group with careful planning and organisation beforehand and on the day.





To watch the young children and their families included and supported to have fun and relax together was truly special. Almost £1000 was raised for the Clay Studio - which is being kept as a local resource for inclusive activities - and the group aims to continue the connection with the Clay Studio going forward. ***'I loved meeting other people that have helped with the Clay Studio and meeting some of the people in the sunflower group. To know who the money will be helping directly.'*** Quote from one young person.



### Looking more in depth with one young person

'Jean' lives with her parents, in a very supportive, kind home. She is a bright and fun young woman with a wider, healthy network of friends.

To begin, Jean would speak quietly, barely louder than a whisper and her hands, voice and body would shake. Her anxiety rose to heights when she wished to express herself. To begin with, it was thought that she had an illness which facilitated the shaking.

Through many weeks, facilitators saw the shifts and changes in Jean and her confidence. Through the process of suggesting, discussing and choosing topics, Jean would find her confidence to speak louder and the increase in confidence began to show. It is unclear as to whether Jean felt reserved in the group or whether she felt genuinely anxious about speaking. For the facilitators, it has been a gift to witness her growth and increased anticipation to be a vocal member of the group.

During the end period of the project, Jean entered a debating competition, and was involved in a 24 hrs debate on key topics for young people. On her return to the group after her week



away debating in Edinburgh, she shared her great news. She had been voted as the best debater in the competition. This ongoing increase in her confidence, shined through and she became quite proud of her achievements. Facilitators noticed toward the end of the project that Jean was no longer displaying shaking (hands, body or voice), and that she maintained her kind, gentle way with a flowering of agency, power and strength.

### **Projects 5 and 6: Tain YSA: Visual artwork to bring joy to the community**

#### **8 young people started, 8 finished but 63 others were encouraged to take part!**

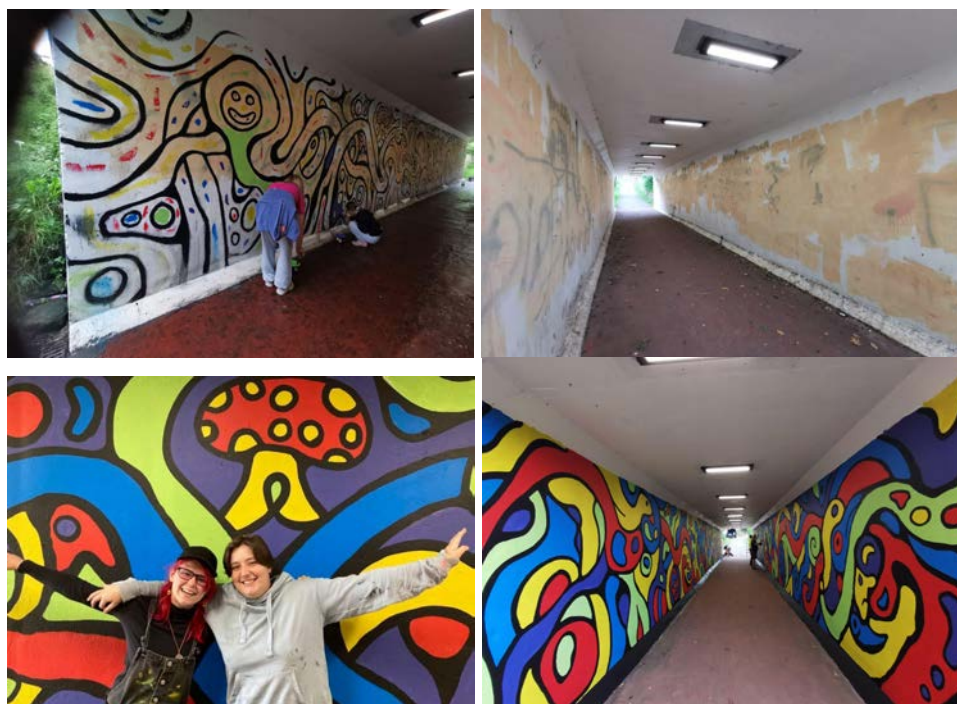
This project fell naturally into two groups and we were delighted that both groups could be sustained. One was led by a Lead Facilitator and one led jointly with a High Life Highland Youth Development Officer and a Young Leader, Lorelei. Lorelei is an amazing young person, who we have seen blossom over many years, starting with her participation on Growing2gether Nursery, through several Youth Social Action projects and as a member of our Youth Leadership Board.

The first group being led by our Lead Facilitator consisted of four young people who required extra mentoring and counselling in a group setting. She realised very quickly that the young people were talented in creating visual arts. Meanwhile, Lorelei had been approached by the Youth Development Officer for Tain as the youth group that meets there wanted to paint the local underpass but didn't have the skills...but he knew that Lorelei did! There were two others who worked on this with Lorelei and they worked closely with the youth group for inspiration and direction. This is a real community working together.

So two groups emerged:

1. create a welcoming and friendly environment for the underpass
2. create art activities to carry out with a local primary 6 class to create postcards

Group one created, planned and carried out the painting and the underpass was completed by 24th July. In the end, 37 young people all took part, taking an hour or so each to help out with the painting while Lorelei engaged in conversation with them. Comments from the



community commented on what a difference, how welcoming and friendly the underpass now was and babies in pushchairs couldn't get enough! Strong relationships were developed with the Youth Development Officer who wants to continue working with Growing2gether in new projects.

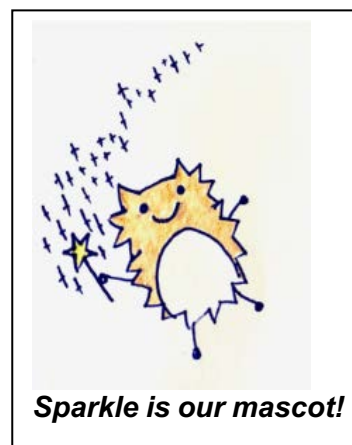
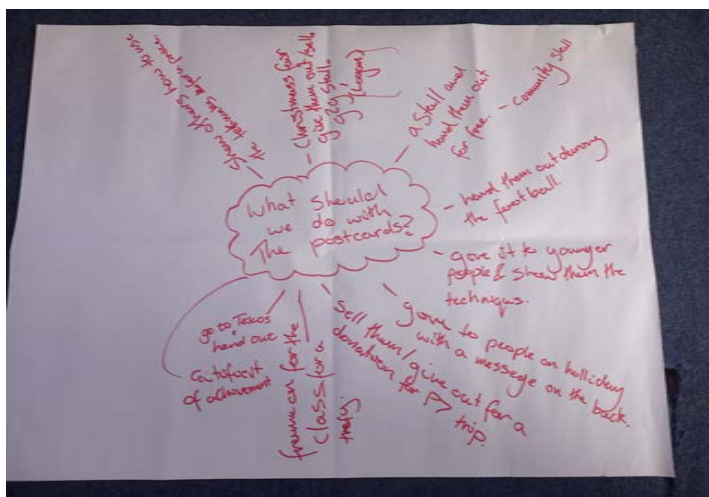
For the second project, 27 children were grouped together and during four weeks they learned different techniques from the young people. These four grew in confidence and realised they were making a difference in the P6 class lives. The class teacher was thrilled and said, ***'I had no idea just how much the young people could teach my class. It has been the highlight of the class' term and being able to talk to the young people freely about what life is really like at the secondary school has relieved so many of them already - and they're not yet in P7.'***

[Please see the video using the link to watch the young people engage with 'their group'](#)

The final collage was put together to create a visual for how the postcard would look:



The postcards were printed over the summer and the discussion about what to do with them has begun. The P6 class is now P7 and has agreed to be a 'sounding board' for YSA projects going forward this year and they are keen to be involved already. One class member was delighted to meet Lorelei as the designer of the artwork in the underpass and said how great it was! Having Lorelei there proved that you can have your voice heard but taking action is what gets 'the job done'. Action is not just for adults but for children and young people, too. Here are some of their suggestions going forward:





Great ideas! The four young people will now take these ideas forward and use the 27 people in the class to make the ideas come to life with the four young people. One young person's quote: ***"I was scared to start with but I am pleased that this group managed to do this and it went really well. I still get anxious but I think being in this group and sharing with others what bothers me has been such a good thing."***

### **Project 7: Forres Youth Social Action project: Saving the Forres Community Centre.**

We expanded into a new area for the community programme and developed a Youth Social Action project in Forres. This project took place over two cohorts, engaging 19 young people and dropping to four, due to the high needs of the young people (many excluded) in a highly deprived area and because this was a new geographic location for the charity.

The quality of the final small group's project was inspiring. The first step in their Youth Social Action project was engaging with the wider community through online surveys and in-person events, one of which included holding a stall in the Forres town centre to speak to the public.

The community were concerned with the proposal to close the Community Centre and the young people decided to create a video and interview people to help raise awareness (this received interest from the local newspaper and Gavin Morgan (Co-CEO) has also been invited to speak to the Forres Rotary Club (September 2025). It highlighted the importance of the charity to build strong local contacts, including Forres Academy, Forres youth work team and the wider Forres community, to embed projects in new areas.





- Click [here](#) to watch the video the young people made.

## Community Engagement

Community mentors included High Life Highland, Eden Court, Tain and District Development Agency and local schools and community centres. All projects were widely shared in schools, through our wider communications and are reviewed by our delivery team to see how they can be incorporated into our Growing2gether Nursery programme (e.g. mental health films).

Social media was utilised throughout and young people shared the posts on their YSA Project widely. The video of the event and the project were shared on the Growing2gether YouTube channel and was linked by young people to their Instagram feeds and included in our alumni mailing list and on our website. Regular social media posts were sent out by our Communications Officer to our organisational mailing list and followers.

Two events for young people, friends, family and community stakeholders were held at Eden Court where the young people showcased their projects. Both events attracted over 80 members of the community. For the second event, we took a new approach by splitting the audience into smaller groups. This allowed everyone to circulate around the project tables and connect more deeply with the young people's stories and ideas. Each group showcased videos and presentations that captured their journey so far, a glimpse into projects that are already creating real impact, with more still to come.



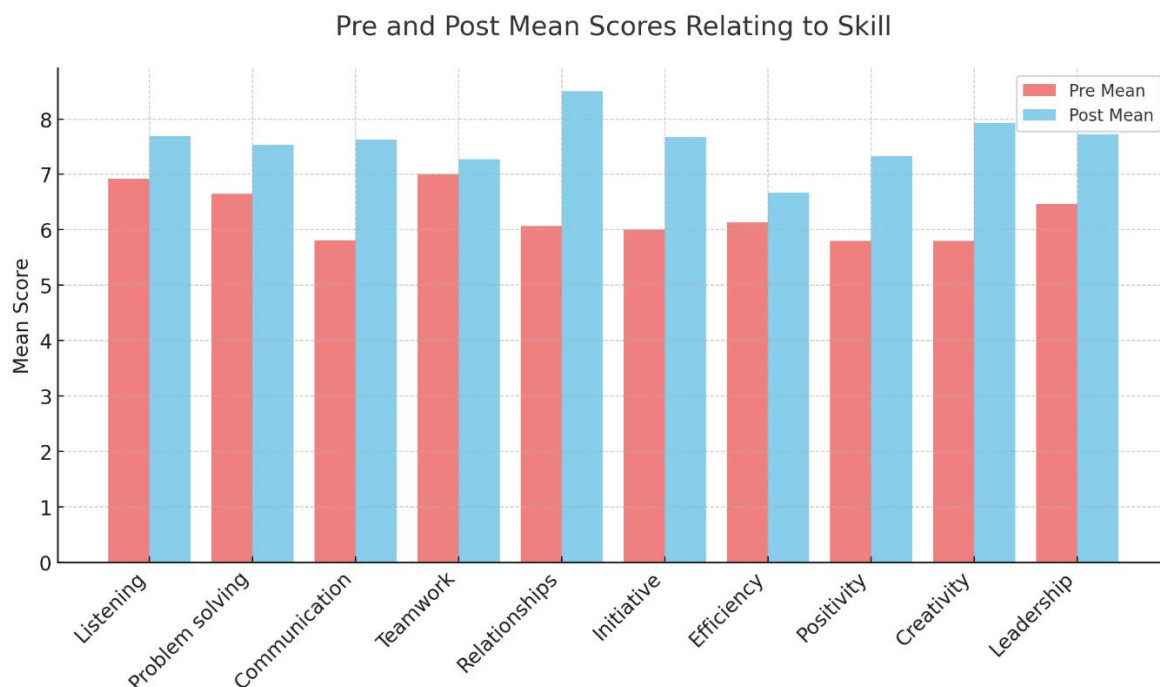
Overall, the community impact and engagement reached hundreds of people through the awareness campaigns, GoFundMe pages, fundraising events, QR codes, and the wider YSA event at Eden Court. Our ongoing sharing of the Youth Social Action projects is monthly and will have an impact wider than can be quantified through social media.

### Quantitative Findings (see description of measures below)

#### *Life Skills*

All analyses are usually performed using SPSS 30 for Windows, with the significance level set at  $p < 0.05$  (two-tailed). It is encouraging to observe the mean values increase from pre-test to post-test. **Table 1** displays Mean at T1 and T2, standard deviation, percentage change, t-value and significance. There were significant changes in all skills, other than listening, teamwork and efficiency.

<b>Table 1: Skills Outcomes</b>						
<b>Skill</b>	<b>Mean</b>	<b>N</b>	<b>Standard Deviation</b>	<b>Percentage Change</b>	<b>t-value</b>	<b>Sig</b>
Listening	6.82	36	1.39	<b>12%</b>	-1.64	$p = 1.14$
	7.64	36	1.30			
Problem solving	6.59	36	1.10	<b>13.8%</b>	-2.30	$p < 0.05$
	7.50	36	1.59			
Communication	5.80	36	1.97	<b>31.7%</b>	-2.67	$p < 0.05$
	7.64	36	1.58			
Teamwork	7.01	36	1.59	<b>3.9%</b>	-0.52	$p = .602$
	7.28	36	1.28			
Relationships	6.07	36	1.82	<b>40.0%</b>	-4.18	$p < 0.05$
	8.50	36	1.22			
Initiative	6.01	36	1.77	<b>26.3%</b>	-2.94	$p < 0.05$
	7.59	36	1.45			
Efficiency	6.10	36	1.96	<b>8.6%</b>	-0.88	$p = .365$
	6.63	36	1.45			
Positivity	5.80	36	2.04	<b>26.4%</b>	-2.42	$p < 0.05$
	7.33	36	2.02			
Creativity	5.80	36	1.61	<b>36%</b>	-3.75	$p < 0.05$
	7.89	36	1.16			
Leadership	6.50	35	1.81	<b>18.5%</b>	-3.11	$p < 0.05$
	7.70	35	1.49			

**Graph 2:** Displays pre and post scores relating to skills.

The table below provides feedback from the young people regarding the programme's impact on their skills and future employment.

	<b>Percentage Agreement</b>	<b>Frequency</b>
I am more confident in communicating with others	<b>76%</b>	38
The programme has made me feel more confident in my abilities	<b>82%</b>	38
The programme has increased my chances of getting a job	<b>82%</b>	38
The programme has made me feel more empowered	<b>76%</b>	38

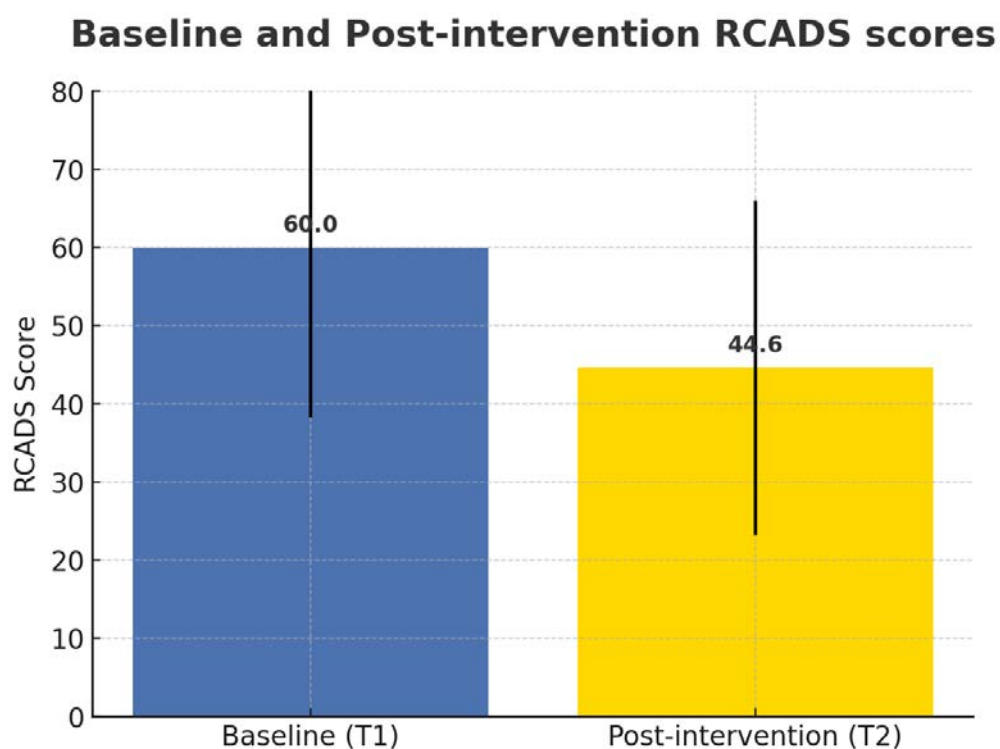
### *Aspirations and wellbeing*

This is measured using the Revised Children's Anxiety and Depression Scale (RCADS), a robust tool which measures mental health and wellbeing. Global scores were calculated before and after the programme. The table below displays Mean, sample, Standard deviation, t- value, significance and Cohen's d. Cohen classified effect sizes as small ( $d = 0.2$ ), medium ( $d = 0.5$ ), and large ( $d \geq 0.8$ ). For RCADS, low scores correlate to better mental health (i.e., lower depression and anxiety). The results indicate that there was a significant improvement (**26%**) in young people's mental health, measured by RCADS ( $t = 3.858$  (14),  $p = <0.05$ ). Moderate to large effect sizes were achieved for this measure.

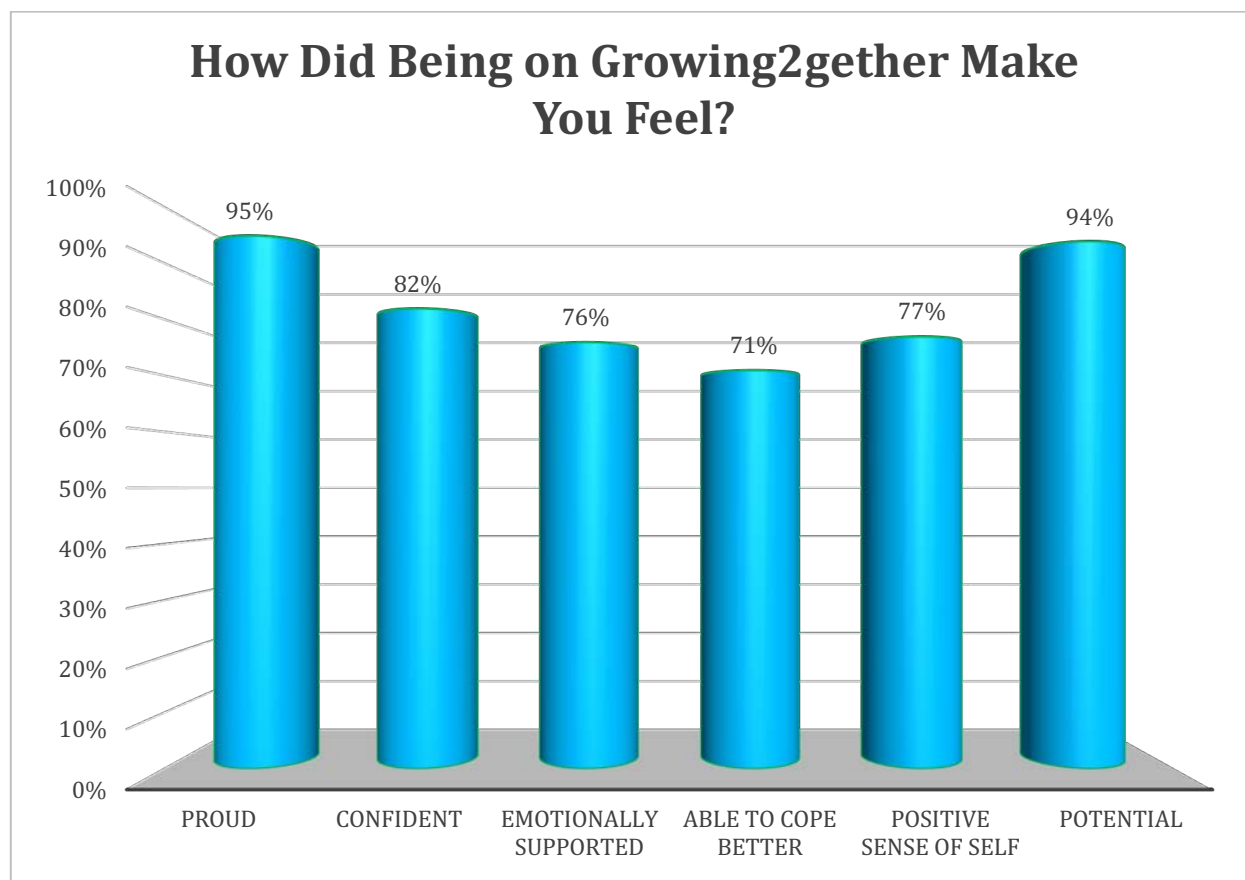


Table 3: Mental Health Outcomes						
Scale	Mean	N	Std. Deviation	<i>T</i>	<i>P</i>	<i>Cohen's d</i>
RCADS Score Time 1	60.0	15	21.69	3.858	>0.05	0.71
RCADS Score Time 2	44.6	15	21.36			

**Graph 3:** RCADS pre and post-test scores



In total, **95%** of participants agreed that the programme had made them feel proud, **77%** reported that it had made them feel more positive about themselves, **71%** agreed that it taught them how to cope better with their problems and **76%** reported that the experience had supported them emotionally. Furthermore, **94%** felt that they learned more about themselves/how to reach their potential and **82%** reported that it had increased their confidence.

**Graph 4:** Displaying how the programme made participants feel.

#### *Positive relationships and connectedness*

The table below displays pre- and post-programme outcomes relating to relationships and employment. More specifically, it shows positive increases in willingness to ask for help regarding career advice, confidence in asking for advice from others and happiness to be working as part of a group. There were no significant changes in willingness to ask others to help with employment, though there was a significant improvement in happiness to be in the group ( $t = -3.83$  (29),  $p = <0.05$ ) and confidence in significant others to help support then with employment ( $t = -2.35$  (29),  $p = <0.05$ ). The table below displays mean values, standard deviation and percentage change.

**Table 4:** Relationship and connectedness

	Mean	Std. Deviation	% Change
Happiness to be in a group	6.0	0.894	33.3%
	8.0	1.549	
Confidence in significant others to help show support with employment	6.9	1.700	17.4%
	8.1	1.640	
Willingness to ask for help	5.7	1.849	22.8%
	7.0	1.844	

**Table 5** displays post programme evaluation percentages in relation to relationships.

<b>Table 5: Responses to programme evaluation</b>		
	<b>Percentage Agreement</b>	<b>Frequency</b>
I enjoyed building relationships with others	<b>82%</b>	38
I would recommend the programme to others	<b>95%</b>	38
Contributing to the community has been a valuable experience	<b>82%</b>	38
I feel encouraged me to be more involved in my community in the future	<b>95%</b>	38
The programme helped me to engage with the community	<b>95%</b>	38
I feel the programme gave me a sense of purpose	<b>97%</b>	38

## **Discussion and Conclusion**

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The results reveal that most of the skills relating to employability increased significantly by the end of the programme and willingness to ask for help with regards to employment. This is extremely encouraging as gaining confidence in their own goals through this supportive process enables the young person to feel more in control of their behaviours and goals, hence increasing their autonomy. Acquiring and mastering new skills increases the young person's competence which builds on their intrinsic motivation in relation to pursuing a career. The social recognition and positive feedback from peers and facilitators further increase their extrinsic motivation, hence encouraging them to continue with positive behaviours. Furthermore, the young people are more confident in asking others for help, hence indicating progression with regards to communication, connectedness and relationships.

Overall, the young people enjoyed building relationships with others as well as connecting and working with other people. They felt that working in the community was a valuable experience that gave them a sense of pride while encouraging them to see their potential. Consequently, they feel more confident in getting a job and are more engaged in their community and hope to be in the future. Anecdotally through case studies and observations, this experience has helped young people's mental wellbeing. The programme has been successful in encouraging psychological growth by allowing young people to feel in control of setting their own goals and group projects (autonomy), building their confidence through acquiring new skills in order to achieve personal and group goals (competence) and by providing positive reinforcement and facilitating connectedness with others (relatedness).

Young people will be more motivated to achieve their goals if they are supported by others and feel a sense of belonging to the group as well as the wider community. It is evident that the young people have gained an enormous amount of experience from this intervention, not only that, but the community impact and engagement has reached hundreds of people through the awareness campaigns, GoFundMe pages, fundraising events, QR codes, and the wider YSA event at Eden Court. Our ongoing sharing of the Youth Social Action projects is monthly and will have an impact wider than can be quantified through social media.



## Acknowledgements

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Thank you to our generous funders, including Young Start (delivered by the National Lottery Community Fund), the Scottish government (Investing in Communities Fund), Henry Smith Foundation and the Robertson Trust, who are supporting our aim to transform the lives of more young people. Also, we thank our partners High Life Highland, Highland Council, as well as our community mentors, wonderful schools and the team of facilitators who work so hard to support young people to achieve their potential.



## APPENDIX 1

### Measures

#### Life Skills

Facilitators encouraged young people to identify a major goal in relation to their employability and rate it on a scale of 1-10 (1 = not confident in achieving the goal and 10 = very confident in achieving their goal). Goals were reviewed at the end of the programme. In addition, participants were asked to identify 10 important skills that are valuable for future employment and to subsequently rate on a scale of 1-10 how weak or strong (1 = very weak and 10 = very strong) they are for each skill. The skill sheet was completed before and after the programme. Young people were asked a series of questions relating to skills in the post programme questionnaire. Each question is scored on a 5-point scale (1=Strongly Agree, 2=Agree, 3=Unsure, 4=Disagree, 5=Strongly Disagree).

#### Mental health and aspirations

The Revised Children's Anxiety and Depression Scale (RCADS) is a 47-item self-report measure and consists of questions relating to emotional well-being such as "I feel worried when someone is angry with me" and "I feel sad or empty". Each question is scored on a 4-point scale (0=never, 1=sometimes, 2=often and 3=always). This measure is intended to assess children's symptoms corresponding to selected *DSM-IV* anxiety and major depressive disorders and is considered to be a suitable instrument to assess anxiety levels across adolescence (Mathyssek et al, 2013). Global scores were calculated before and after the programme. Low scores correlate to better mental health (i.e., lower depression and anxiety).

Young people were asked a series of questions relating to aspirations in the post programme questionnaire. Each question is scored on a 5-point scale (1=Strongly Agree, 2=Agree, 3=Unsure, 4=Disagree, 5=Strongly Disagree).

#### Positive relationships and connectedness

Young people were asked a series of questions regarding connectedness and relationships in relation to employment, for instance who supports them, how confident they are in their ability to support them to seek employment, how likely they are to ask other organisations for help and advice. Answers were represented on a "happy face scale" whereby each number 1-10 corresponded with a face (sad to happy),

Young people were asked a series of questions relating to relationships and connectedness in the post programme questionnaire. Each question is scored on a 5-point scale (1=Strongly Agree, 2=Agree, 3=Unsure, 4=Disagree, 5=Strongly Disagree).