



First Annual Report June 2007

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Charity Number
Company number

SC036896
291616

DAY1 “Discovering our youths’ potential!”

Objective

To allow stakeholders to measure the success of Day1 in achieving the set objectives outlined for their young awardees, including a first career move, improved self esteem, increased respect for others and an overall positive change in attitude.

Summary

Day1 was initiated to give young people (14 -16 yrs) in the Highland region, with otherwise limited opportunity, who are potentially at risk of becoming a NEET statistic (i.e. not in education employment or training), a way of providing a special focus on them, to let them experience something different and to help them unlock their true potential.....through a “Day1 scholarship”! In the first three years Day1 aims to make awards to 50 young people in the Highland Region.

DAY1 provides selected young people with a year long mentoring service at the end of which he/she will have built some self confidence and discovered some direction or interest, where before there was none.

The program is designed to improve self esteem and self worth and to offer a “window” or taster of potential career opportunities, ultimately with the aim of following the young person through into first employment.

Day1 has designed their service to perform as a community glue to create more social cohesion in local communities. Once the three year pilot phase has been completed it is Day1’s intention to introduce the Day1 award scheme to an increasing number of young people both geographically and through continuing relationships with current schools involved with Day1. **“I think this excellent initiative should be introduced to all secondary schools. Day1’s commitment is to be applauded.” Mario Di Carlo, Deputy Head Teacher, Dingwall Academy.**



The Day1 Process

The Day1 coordinator liaises with senior staff members at the four schools that have been selected to provide the Day1 candidates. Over the course of several meetings, short lists of candidates are discussed and individual students who best match the Day1 profile are identified. These candidates are then introduced to Day1 and informed fully of the Day1 award. If the young people volunteer then they are enrolled onto the Day1 program.

Day1 then runs an “Into the wild” fun weekend of camping and canoeing in a remote location for all the new Day1ers. The weekend is about enjoying a challenge, in whatever shape or form, and in engaging positively with new experiences. By removing each person from their normal surroundings they become less inhibited and more open to experimenting with new activities and new ways of “being”.

The outdoor element of Day1 is only the initial catalyst, and a cost effective way, to take the young people into a new environment, an environment which we believe engenders the beginning of change and allows everyone to quickly get to know each other.



Two young Day1ers Canoeing on Loch Luchart

The Day1ers are then “matched” with their mentors, based on expressed preferences, similar backgrounds and common interests.

Through weekly contact meetings the first six months of the mentoring program revolves around befriending, building trust and developing a strong relationship between mentor and Day1er. This is facilitated where both mentors and Day1ers engage in mutually agreed activities. Beyond this, the aim is to spark the flame of an employment interest from the Day1er and channel it through the mentor by linking in to other individuals and organisations who/which can take the interest further and maintain the inspiration. For some this will mean engaging in work experience initiatives whilst for others it may be about identifying some other challenge or interest that the Day1er wants to learn more about.

Towards the end of the program, the Day1ers and Mentors together with support from the project coordinator explore the opportunities available to the Day1ers that will lead to direct employment or training in the field of employment that the Day1ers have identified as of greatest interest to them.

Day1 Mentors

Once recruited, Day1 mentors undergo a full training program that includes a bespoke Highland Council training program in Child Protection and intensive training in the Day1 mentoring ideal. Throughout the year Day1 runs additional training programs including how to be inspiring, solution focused counselling, building self esteem and communication skills and workshops on work experience initiatives and careers planning. The Day1 mentors are given continual support and coaching from the Day1 Coordinator and Board and are encouraged to attend focus group meetings which are held regularly with the Coordinator and other mentors. **“the Day1 mentors can really take the credit for guiding these young people to the very promising place where they find themselves now.” Mario DiCarlo, Deputy Head Teacher, Dingwall Academy.**



Some of the Day1 Mentors and Management team

Young people/Day1ers

Case Study - Craig is being mentored by Jen who is an airport security officer

Craig is a 16 years old and at the beginning of the Mentoring process was a 4th year pupil at Dingwall Academy. He lives at home with his mother and younger sister but still has regular contact with his father. Although his attendance at school was good, his behaviour was poor and he had little respect for teachers. His anger proved to be such a problem that the school brought in an anger management specialist to try and deal with the issue. The school also stated that Craig tended to follow his own agenda and refused to listen to any rules set out by the teachers.

Craig was selected by staff at Dingwall to be asked to be part of the Day1 project because they could see his potential but ultimately realised that if no help was offered he would be at risk of dropping out of school and becoming another NEET statistic.

Once Craig was selected it was the job of the Day1 Coordinator to meet with him and gain buy-in from him. It was explained to Craig what Day1 was and why we wanted him to become involved. It was very important to let him know that Day1 is a completely separate program to school and that we were there to help him look towards the future. At this point Craig was extremely quiet and had little to say other than that he would give it a go.

During the "Into the Wild" weekend Craig began to have fun and started developing a relationship with his mentor. All of the Day1ers seemed to enjoy being outside their comfort zones, participating in activities they had never had the opportunity to try before. Craig in particular was very active and helpful throughout the weekend and was more than happy to lend a hand unprompted.

On returning from the weekend Craig began the Day1 process of befriending through weekly meetings with his mentor. For the first few months basic subjects such as family, friends and his interests were discussed until Craig and his mentor developed a stronger bond. It was at this stage that he began to talk more about school and he opened up and talked about his school timetable being cut as he was not doing well in certain classes. On meeting with the school it was clear that his behaviour and lack of interest in school was becoming more of a problem. The school then enrolled him in a special unit where he was involved in more hands on, practical classes. Craig and his mentor discussed these changes and he expressed how he felt that it was a positive turn in his life. They talked about his future and what options were out there for him. Craig and his mentor also attended a careers fair together to explore training and employment possibilities. It was here that Craig started to look at the courses available to him at Inverness College

With the help of his mentor and the school Craig gained a place on an Electricians course and this proved to be a real turning point for him. He enjoys the college environment and his attitude improved significantly. He talked a great deal about the future and where he wanted the course to take him to. Together with his mentor Craig researched opportunities available to become an apprentice and the wages an Electrician can earn. As part of his course he had an opportunity to complete a weeks work experience with a local electrician. After this week he was so enthusiastic that it was suggested that he call the supervisor and ask for a second weeks work experience. Craig discussed this with his mentor and seemed quite unsure of

what to say. His mentor helped him clarify this. He then went on to call by himself and offered to work a week during his Easter holiday. This was agreed and Craig was very pleased at organising this himself and thoroughly enjoyed his second week.

Over this period it was noted how much more vocal Craig had become and how he now interacted with others. His mother also expressed the changes she had noticed in his behaviour and confidence.

The conversations between Craig and his mentor are as a backdrop to various activities they undertake together. Initially during the winter months they spent time in indoor activities such as pool, bowling and going to the cinema. This has progressed now to more outdoor physical activities. Lately he has been keen to go to the driving range and learn to play golf, which is something he used to do when he was younger but hadn't continued. He is very keen to keep learning. His new-found confidence has also resulted in him wishing to rejoin his football team, after having spent evenings with his mentor simply kicking a ball around in the park. This positivity towards his life is one of the most rewarding changes noted in Craig.

Craig is about to finish his college access course and has signed up for a third week of work experience with the same electricians company. Craig has been contacting local firms to establish if they are recruiting apprentices and in tandem with efforts made by the college, Craig's mentor and the Day1 Coordinator, Day1 is extremely confident that Craig will be enrolled on an electricians apprenticeship in the immediate future.

Craig is still meeting his mentor once a week, and his mentor has asked Day1 to report that she has very much enjoyed the year spent mentoring Craig, is looking forward to seeing him embark on his chosen career path and is very much looking forward to mentoring her next Day1er.

Other Day1er in Brief

Linsey is being mentored by Emma who is a youth worker

Linsey has been meeting with her Mentor Emma since September 2006 and has formed an extremely trusting relationship with her. At the beginning of their mentoring relationship Linsey's behaviour in school was poor as was her attendance. Linsey has admitted that the turning point for her was when she asked her Mentor to attend her School Liaison Group meeting to discuss her future at the school. During this meeting, through her Mentor, Linsey felt confident enough to voice her concern about a deteriorating relationship with one of her teachers. It was agreed that Linsey could change classes and since then it has been reported by the school that her attitude has improved significantly. Linsey has just completed her Standard grades, and intends to return to school and continue with her education into 5th year. Linsey has recently started a part time job as a waitress which she is really enjoying and has asked Day1 to explore the possibilities of gaining work experience in hospitality, child care and tourism. Emma has proven to be extremely resourceful and has been able to utilise her experience as a youth worker to the full whilst mentoring Linsey. She has committed to mentoring on the next program beginning in August 2007.

Jade is being mentored by Gayle who is an administrator

Jade has been meeting weekly with her Mentor Gayle since September 2006. Jade's atten-

dance at school has been very poor, although the school reports that it has improved over the past six months. Much to the schools delight, Jade has actually taken 4 standard grade final papers and is awaiting her results. Jade expressed an interest in Hairdressing and Day1 implemented a work experience initiative over 4 weeks with a local hairdressing company. Having attended this initiative Jade has decided that she would prefer to work in another field and is currently seeking employment. She has completed an application form to work in a call centre and has also completed an interactive career questionnaire with the guidance of her Mentor to establish areas of employment that she is best suited to. Jade just want to work and with the help of Gayle, Day1 is confident that she will find employment very soon.

John is being mentored by Gordon who is a sports supervisor

John and his Mentor Gordon have been meeting since the end of September 2006. John's attendance deteriorated to a point where the school was forced to put him on a reduced timetable. Since enrolling on the Day1 program, John has developed an excellent relationship with Gordon who himself is only 22. They have a great deal of common interests and were well matched at the begin of the process. John has tried a few work experience initiatives put in place by Day1, including Game Keeping and working within a garage with a view to becoming a mechanic. Becoming a mechanic is what John has really identified with and he is currently on the short list to start at the company where he attended his work experience placement. John has informed Day1 that, "**Day1 is brilliant! I really liked getting to know my mentor, we have great fun and I really enjoyed helping him at the sports centre teaching basketball to the wee children.**" and "**There's no way I would have this chance with Mackays if it wasn't for Day1.**" **John, Day1er.**

John is being mentored by Howell who is a sales manager

John has been meeting his Mentor Howell for the past 3 months and has already established a very trusting and constructive relationship. Howell is particularly good at encouraging John to think about his future now that he is planning to leave school. John has completed 5 standard grades but the school was of the opinion that he was not giving any thought or engaging with ideas about his future. Howell has established that John is keen on computers and with the help of the Day1 Coordinator is putting together a work experience initiative for John. John is also exploring the possibility of attending college locally.

Thomas is being mentored by Robert who is a production manager

Thomas has been meeting his Mentor, Robert for 2 months. He is enjoying the befriending process and already is able to rely on his mentor for support. Thomas has issues in his private life that he has discussed with Robert and Robert has been supported by the Day1 Coordinator and Board with regard to helping Thomas dealing with these issues. Thomas has asked his mentor and Day1 to help him find a part time job. Again this is viewed by the school and Thomas's parents as a very positive move in the right direction. "**I'd just like to say thanks for helping me get into day 1 with Robert I'm having a great time.**" **Thomas, Day1er.**

Current Position

At the time of writing Day1 has 6 active Day1 awardees four of which will be completing the year long program at the end of August 2007 and the other two will be completing at the end of March 2008.

Day1 has awarded 9 new young people the Day1 scholarship. The process for these young people has started and the Day1 program for them will begin in August.

Beyond August Day1 will initiate their next program in early spring 2008 for 12 awardees and then every 6 months beyond spring for another 12 young people at a time.

Day1 has six active mentors and 12 trained and disclosure checked non-active mentors standing by to be matched with Day1ers in the next program in August. We are continually recruiting mentors and aim to encourage active mentors to remain active as new programs begin.

Day1 has four board members and one full time employee (coordinator).

Day1 has just increased their program availability to four schools in the highland region and it is the intention to introduce it to another 4 schools within the next 12 months.

Day1 going into our second year

With regard to the above mentioned programs Day1 will continue to strive to operate with the greatest integrity and professionalism and to link with other organisations with a view to building community cohesion. Considerable resource is being spent on ensuring that the Day1's service is of the highest calibre.

Day1 is working closely with the Child Protection Development Officer for the Highland Region to continually address our policies and training program for Child Protection “ **I am pleased to see that the Day1 policy complies with Highland Child Protection Guidance and that you are raising the issue of child protection appropriately with your mentors.**” Pene Rowe Development Officer—Highland Child Protection.

Day1 has also developed an excellent relationship with the Scottish Mentoring Network and the Mentoring and Befriending Foundation. These government funded bodies set the national benchmark for safe and effective practice for mentoring organisations and Day1 expects to obtain accreditation as an Approved Standard Provider shortly. “**Day 1 has evidenced a strong commitment to quality mentoring practice**” Scott Telfer, National Development Manager, Scottish mentoring Network. Day1 has also been asked by and given permission to the Scottish Mentoring Network to use Day1s policies and evaluation matrix as a case study for a mentoring conference run by the SMN.

Day1 will continue to build on the strong relationship with the schools “**For the young people from our school I would suggest that Day1 have exceeded their objectives.**” Mario Di-Carlo, Deputy Head Teacher, Dingwall Academy. We will continue to offer our service to those schools that we are committed to and to new schools within the region. “**We could easily provide Day1 with a greater number and I look forward to the time when they have the resources to work with more young people from our school.**” John Chalmers, Head of Guidance, Inverness Royal Academy

Day1 is a charity that has a clear vision and strong leadership. There are ambitious but realistic plans for growing the organisation to enable it to increase its impact and make a bigger contribution to achieving its vision of helping more young people with limited opportunity the chance to make a first career move, to discover new interests and build a lasting direction in their lives.

New Day1er Kieran's response when told about Day1 and if he would like to participate.

“That sounds brilliant.... When can I start?”