



**Second Annual Report  
June 2008**

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## Executive message

2007 – 2008; the second year of operations for Day1; has proven to be a year of development and growth. As the board member with the responsibility for operations and coordination I can testify that Day1; as an organisation; is increasingly aware of the needs of the young people being targeted and how to address those needs through Mentoring. More importantly Day1 is growing in expertise in being able to identify the correct young people who will most benefit from being on the Day1 program and how to engage those young people and allow them to fulfil their potential.

Over the course of the past 12 months the Day1 award and model has been fine tuned as would be expected for an organisation that is only in its second year and it gives me great pleasure to report that in March this year Day1 was awarded the **Approved Provider Standard full accreditation** (APS) by the Scottish Mentoring Network and the National Mentoring and Befriending Foundation. The APS is the national benchmark for organisations running mentoring and befriending projects. It provides a realistic and credible basis for assessing core practice and focuses on the key management and operational areas that underpin the effectiveness of any mentoring or befriending project. It is supported and funded by the Home Office, the Department for Education and Skills, and the Scottish Government.

Existing relationships with the four partner schools has been consolidated over the past 12 months and 2 new schools and a special education unit have been added to our list of service partners. Through these partnerships, 20 young people have benefited from being on the Day1 program since August 2007.

2007-2008 has also been a year for developing new partnerships within the community in particular with the Highland Council and Lifescan (the largest private sector employer in the Highlands). Day1 is currently in discussions with senior management within the education department of the Highland Council to discuss the impact of our service and how lessons can be shared. Day1 has launched a unique Mentor recruitment drive supported by Lifescan for their employees where employees will be encouraged to explore the opportunity for personal development by volunteering to become a Day1 Mentor. This allows Day1 access to over 1500 highly motivated, dynamic professional employees, with a view to providing them an opportunity for great reward and allowing them to support their community by becoming a Day1 Mentor.

The past year has provided Day1 with the opportunity to build on relationships with our existing funders and with an eye to the future, I am confident that our results are giving those funders every encouragement to continue with their support. Exciting new initiatives are being explored with regard to social enterprise and funding and with the help of a newly appointed member, the executive team will be making Public Relations one of our new priorities for the next 12 months.

It remains for me, on behalf of the Board to thank all our Mentors, without whom our achievements would be naught. Whilst chatting to one of our Young People recently, who has been on the program for 10 months, I learned that “ **you see this Day1 thing, it really works, doesn't it?**”

Corrin Henderson

Operations Director.

## 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 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. **“Day1 has made a world of difference to my daughter, she loves her new job and now knows what she wants from employment..... Thank you Day1”** Day1er’s parent.



An introduction to Day1 for new participants on their “Into the Wilds Weekend”

## The Day1 Process

The Day1 coordinator liaises with senior staff members at the six schools and one special education unit 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 to get to know each other.



Two young Day1ers enjoying something outside their comfort

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. **“It is extremely affirming that there are so many ordinary people in the community who have the appetite to get involved in the life of a young person in such a constructive way. Day1 provides the excellent model and the mechanism, but it is the Mentors who really turn things around for the Young People.”** Principal teacher, Highlands.



The Mentors' Training venue 'Tufty'

## Young people/Day1ers

### **Case Study - D is being Mentored by H who is a finance technician.**

D recently turned 16, at the beginning of the Mentoring process she was a 4<sup>th</sup> year pupil at Invergordon Academy. She lived at home with her Mother and Father older sister and younger brother. Although her attendance at school was good, her behaviour was poor and she had little respect for teachers. Her attitude became such a problem that the school felt forced into excluding D and this happened several times before the start of her year with her Day1 Mentor.

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

Once D was selected it was the job of the Day1 Coordinator to meet with her and gain buy-in from her. It was explained to D what Day1 was and why we wanted her to become involved. It was very important to let her know that Day1 is a completely separate program to school and that we were there to help her look towards the future. From the beginning D showed real enthusiasm for the program. D really enjoyed the Into the Wilds experience and along with the rest of the group, asked if they could try more of this type of thing.

On returning from the weekend D began the Day1 process of befriending through weekly meetings with her mentor. For the first few months basic subjects such as family, friends and her interests were discussed until D and her mentor developed a stronger bond. It was at this stage that she began to talk more about school and what her hopes were for the future.

Over the course of the year, supported by H, D has matured. She increasingly recognised that she had needs regarding her attitude and it was with this maturity that D suggested that one of her friends; whose father had recently died; would also benefit from having a Mentor. The circumstances of D's friend were discussed with the school and D's friend was enrolled onto the Jan 08 program.

Throughout the course of the year D's home life became increasingly challenging. This culminated in D's Mum taking the decision to move to a woman's refuge with D and her sister and brother.

Whilst this was happening D really need and received the support of H. They would meet at least once a week and D has said that if it wasn't for H then she could quite easily imagine that could have ended up in serious trouble with the police.

School has continue to be a challenge for D, although she has not been excluded since starting the Day1 program. She has worked hard throughout the year and has real hope of gaining some good Standard Grades. Heather has really opened D's eyes about the importance of education and has supported D through her preparation for her exams.

Perhaps the most significant impact that Heather has had on D, other than just being there for her, was giving her self belief and the coaching that she gave D prior to a work experience initiative at a local Children's Nursery. D impressed the owner of the nursery so much that she has offered her a full time position and has pledged to support D through her HNC in Child

Care at the local college. “if it hadn’t been for H, I don’t know where I would be.... **Certainly not about to start a full time job and college course, its amazing”**

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



Building a trusting relationship between the Mentor and the Day1er.

#### **Other Day1er in Brief from the Aug 2007 program**

J. J has a very rocky relationship with her step father and step sister. She has anger management issues and has been excluded from school on a number of occasions. She is being mentored by an intensive care nurse

J has participated in a couple of work experience tasters at the local hospital and has completed her school’s 5<sup>th</sup> year options list and will be returning to school for 5<sup>th</sup> year with a view to enrolling on a nursing degree course.

J. J’s relationship with her mother has broken down completely, she has run away from home several times and is on report with social services. She is on a curfew with the local police department. She is being mentored by a charity support worker

J has decided to take a year out next year and intends to find work; her long term aim is to enrol on a college course to study travel and tourism.

J. J is living in supported accommodation with his mother and sister due to social services’ concerns about the violence of his step father. He is being mentored by a sports centre supervisor.

J has recently gained a place on the National certificate course at Inverness College to study Mechanics. He will start in September.

N. N has the poorest attendance in her year. The school believe she is a home carer. She is being mentored by an administrator

N has recently started a part time job in catering and intends to return to school for fifth year.

K. K has been excluded from school on a number of occasions. He has had psychological evaluations and there are concerns about his health which are diet related. He is being mentored by a factory manager

After a good deal of coaxing, K has finally admitted to the fact that he wants to explore the opportunities of being employed in Child Care. He has attended a couple of tasters and has accepted the offer of extended work experience which will see him through to the point when he will leave school in December. His hope is that the work experience will lead to a firm offer of full time employment.

M. M has been excluded and expelled from school. He is attending a special education unit. He is on the periphery of the local drug scene and is very well know to the local police force. He is being mentored by the Coordinator of Day1

M has enjoyed a week of work experience with a large plumbing company. He has asked for a second week of work experience and has sat the SNIPEF. Michael has recently left school and is seeking general employment until he can start his apprenticeship.

I. Had a history of self abuse and was struggling with her peer group. She felt isolated from her family, friends and at school. Her father is over-seas 6 weeks in every 8 which leads to T feeling depressed. She is being mentored by a charity support worker

T studied hard for her Standard Grades and has filled in her options form for 5<sup>th</sup> year, she hopes to go to University but at this point is not sure what she would like to study.

D. D has been excluded from school for a variety of reasons, he was beginning to experiment with alcohol and is a very poor school attendee. He is being mentored by a financial advisor

D has won a place at The North Highland College to study an NC in Music and Performance, which he hopes will lead to the HNC. This course starts in September. He works part time in a bakery and is awaiting his results for his Standard Grades.

#### Report on Day1ers who started in Jan 2008 and will graduate in Jan 2009.

E. E's father died 12 months ago and she has gone from being a straight A's student to one who was showing very challenging behaviour. There were concerns that she was putting herself at risk in the community. She has attended a variety of bereavement workshops to help her cope. She is being mentored by a social care worker.

E's intention is to stay at school for 5<sup>th</sup> year. She has recently been accepted by the Northern Constabulary as a Police Cadet and will start her training and employment in August.

S. S has the worst school attendance in his year. He helps care for his invalid mother. He is being mentored by an IT consultant

S's intention is to stay at school for 5<sup>th</sup> year. Mad about computers, he wants to study IT.

A. A has shown challenging behaviour at school for which he has been excluded. He is being mentored by an Outdoor Educator

A has recently gained a place on the National certificate course at Inverness College to study Mechanics. He will start in September.

K. K has given cause for concern about her health, a consequence is that her attendance is extremely poor. She is being mentored by a health retail worker

K's intention is to remain at school and to concentrate on Music and performance. She wants to enrol in the HNC in Music Production at the North Highland College at the end of 5<sup>th</sup> Year.

J. J has recently been diagnosed as having Aspergers syndrome. He has had a variety of psychological evaluations and is beginning to show elements of violent behaviour brought on by experimentation with alcohol. He is being mentored by a design engineer

J started with Day1 in April, he is still unsure about what he wants to do, but he has applied to study construction at Inverness College.

S. Scott has ADHD and is being medicated for this condition. He has been receiving his schooling at a special education unit due to disruptive behaviour at his main stream school. He is being mentored by a factory team leader

Scott started with Day1 in April 2008; he has expressed an interest in becoming an electrician and has started a job in catering which he is happy with until he can start an apprenticeship.

K. Kerri has been excluded form school for disruptive behaviour. She is being mentored by a full time Mum

K can't decide at this point if she will return to school to do 5<sup>th</sup> year or if she would rather go to college to study health and beauty. She will find out about her college application in the next 2 weeks.

K. K has been excluded from school for disruptive behaviour. There are concerns that she is putting herself at risk in the community. She is being mentored by a catering manager

Like K, K can't decide at this point if she will return to school to do 5<sup>th</sup> year or if she would rather go to college. She is keen to study catering and has a part time job as a waitress.

C. C has just turned 16 and has left home and is currently residing in a woman's refuge. She has a very poor relationship with both her Mum and Step Dad and there are suspicions of violence in the family and possible abuse. She has been picked up by the police on a number of occasions whilst still a minor, largely due to episodes involving alcohol. She is being mentored by a call centre team leader

C really enjoys her one day a week at college on the vocational pathways course in Child care.

She hopes to enrol on an NC course in Child Care at the Inverness College.

N. N has been excluded from school and has also recently moved out of the family home. She admits that she has no idea about what she wants to do for a living. She is being mentored by a scientist.

N sees the point of Day1 (she started on the program in May 08) and is looking forward to having somebody to talk to about the issues in her life and getting a job.

A trusting relationship between the young person and the Mentor is key.



## Current Position

At the time of writing Day1 has 20 active Day1 awardees ten of whom will be completing the year long program at the end of August 2008, the other will be completing at the end of Feb 2009.

Day1 has awarded 10 new young people the Day1 scholarship. The process for these young people has started and the Day1 program for them will begin in August 2008.

Beyond August Day1 will initiate their next program in early spring 2009 for 12 awardees and then every 6 months beyond spring for another 12 young people at a time.

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

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

Day1 has just increased their program availability to six schools and one special education unit in the highland region.



A real sense of achievement for two Day1ers at the graduation evening.

### **Day1 going into our third 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 will continue to offer ordinary people in the community who have the appetite and talent to become Day1 mentors a unique way to allow those individuals to become involved in the life of a young person in a constructive way. **"Being a Day1 Mentor has proven to be the most rewarding experience I have had for years. I am sure that I will be in touch with my Day1er for years and I am really proud of what she has achieved to date."** Day1 Mentor.

Day1 will continue to explore ways in which we can build relationships with large employers in the region with a view to informing them about the work of Day1 and encouraging them to support Day1 through training in the community initiatives. **"Day1's professionalism and vision has exceeded my expectations and it is with great confidence that I introduce Day1 and the opportunity of becoming a Mentor to the employees of this company."** HR manager of Lifescan.

Relationships with current and new work experience providers will be built upon. **"I am extremely impressed with Day1. Through the Mentor system I am enlightened to see that young lads are beginning to feel comfortable about admitting to wanting to try working in Child Care."** Local Child Care Business owner.

Day1 will continue to build on existing relationships with the schools. **"Given the work to date and obvious professionalism of Day1, we would be extremely pleased to be in a position to continue with the development of our relationship with Day1. Moreover we would hope that Day1 is able to expand their service to include a greater number of young people from this school, who would really benefit from a Day1 award."** Head Teacher Highland Region Secondary School.

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.

**"I know one of the guys who did Day1 last year and he is about to start college now, so when I was asked if I wanted to do Day1 I said yeah, absolutely."** Day1er who will be starting in Aug 2008.