



Fund report for the period April 2016 – April 2017  
for the Scottish Government's  
Children, Young People and Families Early Intervention  
& Adult Learning and Empowering Communities Fund

23<sup>rd</sup> June 2017

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## 1. Report summary

This report summarises the activities relating to the Corra Foundation's administration and management of the Children, Young People and Families Early Intervention and Adult Learning and Empowering Communities Fund (CYPFEI & ALEC Fund) from April 2016 – April 2017, and the impact being delivered by funded organisations.

The Corra Foundation is working in partnership with the Scottish Government to administer and manage the CYPFEI & ALEC Fund.

The CYPFEI aspect of the Fund aims to improve outcomes for children, young people and their families. The key components of the CYPFEI Fund are:

- Promote the [GIRFEC](#) wellbeing indicators and the implementation of the [UNCRC](#).
- Delivery of prevention and early intervention activities.
- Improving parenting capacity and family support.

The ALEC element of the Fund supports third sector organisations to deliver outcomes that improve opportunities for adult learning and building community capacity. The primary objectives of the ALEC fund are:

- Prevention and Early Intervention through adult learning and community capacity building.
- Supporting the delivery of lifelong, learner-centred adult learning as outlined in the [Adult Learning in Scotland Statement of Ambition](#).
- Using asset based approaches to work with adult learners or with communities to plan and co-design learning or capacity building opportunities.

The funding is split into two strands: core funding and project funding.

### 1.1 Core funding

[Core Funding](#) awards were first announced by the Scottish Government in December 2015, with £14 million allocated to 118 third sector organisations. An additional announcement was made in December 2016 to confirm the [core funding awards for 2017/2018](#).

The Corra Foundation has managed these awards since January 2016, and this includes:

- Issuing grant offer letters.
- Managing and reviewing quarterly reports.
- Managing quarterly funding payments.
- Providing non-financial support through a support and engagement programme.

Core funding is being delivered using a new model of funding, with the Corra Foundation working closely with policy officers in Scottish Government and Education Scotland. This is to ensure the relevant policy teams are fully aware of the work delivered with the funding, and funded organisations are linked into policy development.

## 1.2 Project funding

The Scottish Government announced an additional £2 million in Project Funding, and this was launched by the Corra Foundation in July 2016. A total of 171 applications were received, and in December 2016 the Scottish Government announced that 30 projects aiming to improve the lives of children, young people and families have been awarded project funding. The full Scottish Government announcement relating to the 2017-18 core funding awards and the project fund is available on the [Scottish Government website](#). The full list of organisations receiving funding through the CYPFEI & ALEC Project Fund is available on the [Corra Foundation's website](#).

The Corra Foundation has managed the delivery of project funding since its launch, including:

- The application process, including support for potential applicants.
- Assessing all eligible applications.
- Making funding recommendations to the Funding Board.
- Communicating all funding decisions.
- Issuing grant offer letters.

As with core funding, final funding decisions were made by the CYPFEI & ALEC Funding Board.

## 2. Core funding

### 2.1 Interaction with policy officers

As this funding model is based on the fund administrator working in partnership with policy officers to manage funding and support funded organisations, an important area of the Corra Foundation's work during the last year has been building relationships with policy officers in Scottish Government and Education Scotland. The Corra Foundation's CYPFEI & ALEC Fund team has viewed this as being fundamental to ensuring the success of this funding model and delivering maximum benefit to funded organisations, Scottish Government and Education Scotland. During the last year we have met the vast majority of policy officers at least once and in many cases a number of times, and the few we haven't met face to face we have spoken with by phone. These meetings have taken the following forms:

- Preparatory meetings/phone discussions in advance of some meetings with funded organisations.
- Meetings with funded organisations.
- Involvement in support and engagement networking events.
- Involvement in, or attendance at, the fund conference.
- Policy officer meeting organised by Scottish Government.
- Group meetings with Education Scotland policy officers.
- Policy officer involvement in the fund Stakeholder Group.

Twenty one policy officers attended the annual fund conference, with one being involved in the joint delivery of a workshop with one of the funded organisations. All the policy officers who attended have had the opportunity to give feedback on the event, both on the day and in a subsequent feedback questionnaire. In addition, policy officers continue to be invited to be involved in the networking sessions run as part of the support and engagement programme. Input from the policy officers who attended the meeting organised by Scottish Government in September 2016 has also been a significant factor in the development of the support and engagement programme for 2017-2019.

We have also had a significant level of phone and email interaction with policy officers where specific issues have arisen with individual organisations. These include:

- Agreeing the course of action where potential underspends had been flagged in the quarter three reports.
- Agreeing the course of action where underspends were reported at the year-end which had not previously been flagged.
- Discussing actions where an organisation was not delivering as planned.

As previously agreed, all policy officers were given the opportunity to provide feedback on the progress to date of work being delivered by the funded organisations for which they are the lead contact.

In addition we continue to have other regular engagement with all policy officers. Updates provided to all policy officers have been:

- PDFs of all quarterly monitoring reports from funded charities.
- A copy of the personalised feedback provided for every second and fourth quarter core funding monitoring report.
- All editions of the fund newsletter.

## 2.2 Stakeholder group

Scottish Government has set up a Stakeholder Group for this fund, and during the last year we have attended three of their meetings. It has been extremely beneficial to take part in discussions about the fund with the funded organisations, Scottish Government and Education Scotland. These discussions have helped the Corra Foundation understand even more about how the work being delivered through the CYPFEI & ALEC Fund fits with national policies, and how newer work, such as the Attainment Challenge Fund, may impact on funded organisations.

## 2.3 Reporting

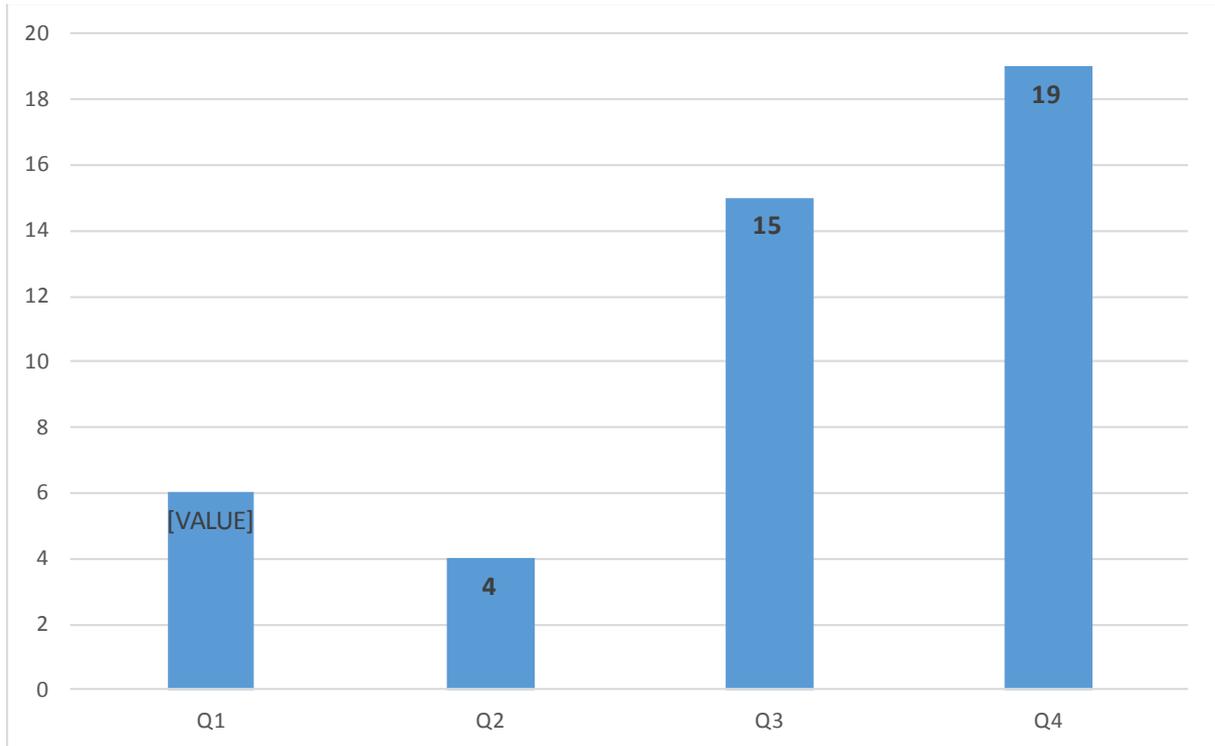
All monitoring reports throughout 2016-17 have been managed using the Corra Foundation's online grants management system. For the majority of organisations this reporting process has worked extremely smoothly throughout the year. All organisations were given copies of the monitoring reports in their original grant offer letters, and are sent links to each monitoring report at least a month in advance of the deadline for reporting.

The process for these reports works well, with each organisation being sent a link to their personalised reporting template which already has all their agreed outcomes in it. This has made a significant difference to the reporting process, as it is very clear that organisations need to report against each agreed outcome and obvious if this has not been done. Consequently we are confident that policy officers receive reports containing information about the full range of work being delivered by funded organisations, and that we are able to provide comprehensive fund reports using this information.

### 2.3.1 Late reporting

Of 117 active grants, the majority of quarterly monitoring reports were returned by the relevant deadlines. Looking across the 2016-17 financial year, the full picture of late returns for reports for each quarter is given in figure 1.

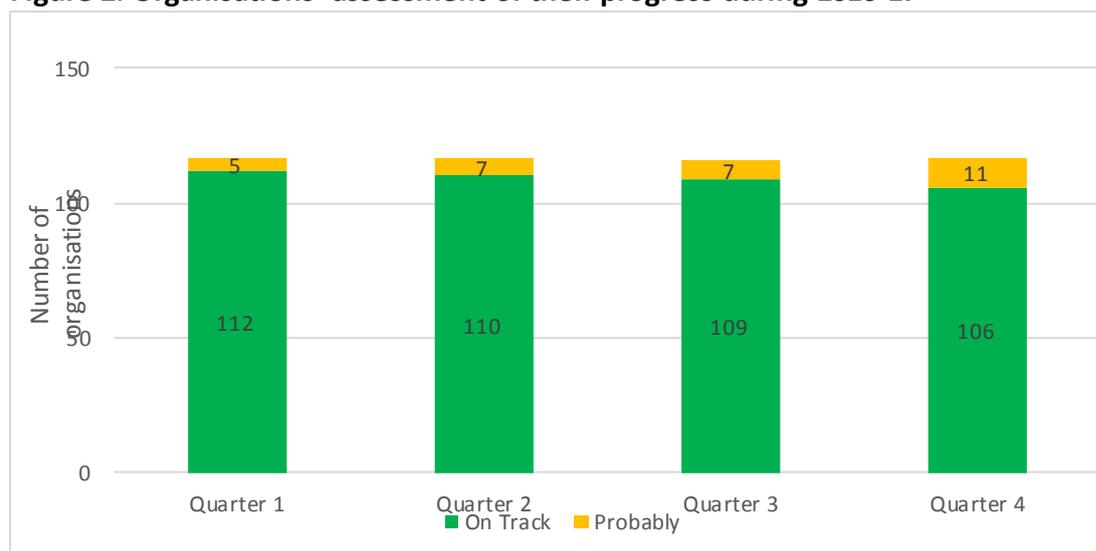
**Figure 1: Number of late reports by quarter for 2016-17**



### 2.3.2 Organisations' assessment of their progress in meeting outcomes

In the quarterly reports for the 117 active grants, funded organisations report on whether they believe they are on track to meet their outcomes, will probably meet their outcomes but have some concerns about being able to do so, or are not on track to meet their outcomes. The information reported for each quarter of 2016-17 is shown in figure 2 below. Where an organisation has reported that they are not fully on track to meet their outcomes, this is followed up to understand what concerns the organisation has and whether any additional support is required.

**Figure 2: Organisations' assessment of their progress during 2016-17**



### 2.3.3 Policy Officer feedback on progress to date

All policy officers were sent a template to complete in order to gather their feedback on the progress to date of the organisations for which they are lead contact. This process has enabled feedback to be collected in a consistent format, and has minimised the time required for policy officers to do this.

There was a very high level of agreement by policy officers with the self-evaluation of progress by funded organisations, with only two where there were differences. In both these cases, the policy officers' comments reflected that there are no major concerns with the work that is being delivered, and in both cases this has been discussed with the relevant policy officers.

### 2.3.4 Organisations that had been predicting an underspend by the year end

This funding has been set up so that annual funding is paid in equal quarterly payments, and no funding can be carried forward from one financial year to the next. Every quarterly report contains a question about whether there is an underspend, and in their quarter three reports in January 2017 five organisations had reported a possible underspend by the end of the 2016-17 financial year. All five had courses of action agreed with the involvement of their policy officer and CYPFEI & ALEC Fund lead contact, and this funding was fully utilised to deliver their agreed outcomes.

### 2.3.5 Organisations reporting an underspend at the year end

Two organisations reported a previously unflagged underspend in their annual report in April 2017. As soon as we became aware of these underspends they were raised with the relevant policy officers and a way of addressing these agreed, with the underspends being deducted from the next quarterly payments.

### 2.3.6 Quotes from organisations on impact on beneficiaries

The following quotes, all taken from reports throughout the year from funded organisations, illustrate the impact this funding is having on the people they work to support:

**Bethany Christian Trust:** This story came from our Glasgow employability hub.

*"Robert came to us with a history of being excluded from the workplace due to challenges with a speech impediment. Previous employers had struggled to include Robert as part of their team, however Bethany were able to foster a nurturing environment which allowed Robert to begin to fulfil his potential and he is now an integral part of the team at our café. Bethany's partnership with a multinational hotel chain has given Robert further opportunities to excel and we will continue to support him as he strives develop his role within the workplace."*

**Bobath Scotland:** *"Her parents tell us that she is more able to move her hands. She has been moving her hands spontaneously and will move them in response to a command, such as "Give me a high 5"."*

*"Callum has grown more confident and is now able to walk, stop, turn and walk back across the room without any help."*

**Child bereavement UK:** The following quotes are from professionals who have attended training:

*"Finding out about the support in the local area available."*

*"It's good to know the networks that are out there and how to access them if needed."*

*"I found the practical elements of the training to be very beneficial and have knowledge now of services available in Ayrshire where I can get advice of signpost."*

*"As a classroom teacher I found it extremely useful. Gives me a deeper understanding of what the pupils I see 3 / 4 times a week are going through – this training should be compulsory CPD of a classroom teacher, necessary, especially if you want to create a nurturing environment in your classroom. I am from a secondary school background."*

*"Very useful information and advice and also lots of practical suggestions; helps to add to our Seasons for Growth Programme by giving us more confidence in talking to children; very useful and enjoyable!"*

**Children's Hospice Association:** *"I'd never been listened to before and it's a great feeling, when people actually care what you've got to say."*

*"It made me see I was a worthwhile person – that I had the potential I could achieve anything I wanted to."*

**Crossreach:**

Parent feedback: *"It's a great place to come and we feel very privileged to have a place here. It's an opportunity to play with your wee one without being disturbed. There is no pressure and there are people to talk to."*

Feedback from professionals on 'What are the key differences Daisy Chain makes' includes:

*"To unite families a place that families feel supports them an area for children to play and learn."*

*“Strengthening bonds between children and parents and raising children's confidence and self-esteem.”*

*“Parents confidence, child development and parent/ child attachment.”*

After-school teacher feedback:

*“The children who attend the after school support group experience positive nurturing relationships with the adults running the group. Parents and carers also get to meet and regularly interact with the leaders and their children during games and homework times. This allows parents to experience first-hand the modelling of positive nurturing relationships.”*

**Cyrenians:** From the Accredited National Conference, "Transforming Conflict Nurturing Human Relationships" on 22<sup>nd</sup> February 2017, 108 delegates attended and of these:

86% strongly agreed/agreed that the conference contributed toward reducing youth homelessness.

80% strongly agreed/agreed it had increased their ability to support families experiencing conflict.

One delegate said: *“I feel like I have left today wanting to stand up and make a difference in the world.”*

**Dyslexia Scotland:** *Feedback from adult members who've used the employment service: “Thank you for helping me put this magnificent CV together. This is amazing work. I'm overwhelmed with how it reads and how quickly we pulled this together. It's lovely that you saw these [strengths] in me just through us talking yesterday. I would never have written this myself.”*

*“I've got a full time permanent job. Thank you so much. There is no way I would have got this far without your help.”*

**Families Outside:** *“I feel that if it wasn't for (FSC) and the advice and support she gave me I would not be the strong person I am today. She really helped me to come to terms with what had happened and realise that my feelings are just as important as everyone else's. I cannot thank her enough for what she did.”*

**Fast Forward:** *“I really enjoyed the experience as it has informed me on things about sexual health that I didn't know. Also that it was very easy for me to talk to the adult supporters, it was a very welcoming environment and I never found it awkward at all. The website is easy and helpful you use once it was up and running. I enjoyed having the Facebook page to inform others about the topic as they could come up to me in person in confidence. I have learned not to judge people on their sexual activity, and to offer advice on anyone who needs or wants it.”*

**Lead Scotland:** 243 disabled learners and carers now registered and are working towards 194 courses (some learners are in the early stages of engagement and initial guidance). 84% of learners across all projects report have reported improved confidence this quarter

when asked during a review. 51% of all learners responded to tracking 6 months after leaving the service which is an increasing response rate to our tracking. Breakdown of responses: 75% of learners tracked are still using the skills they learned with Lead, 73% felt motivated to keep learning, 72% were still in learning, volunteering or employment, 100% of learners would recommend learning with Lead.

### **Peep:**

Peep Trainer: *"Since the Scotland team came in post it's been fantastic, they're always at the end of the email or can pick up the phone. The support from Edinburgh is greatly improved since posts filled."*

Parents: *"It's the learning aspect of Peep that makes it different to other groups. More focused and time is given to focus on learning."*

*"My husband is a different kind of dad because of Peep. He parents totally differently now he has a better understanding of what is important for him to support his son's learning and development. This has been great for us as a family unit. He is also more involved with other dads and their kids because of Peep."*

**Positive Help:** Following a recent outing, one befriender noted: *"Francine was a lot more talkative than on previous outings, telling me all about family and friends and her plans for over Christmas. She was keen to plan our next few outings and we have put dates in our calendars. It's good to see her taking the initiative and having the responsibility for managing her own schedule. Francine has become a lot more confident since being matched with her befriender, their outings are stable which encourages Francine to take charge and work on her planning skills."*

### **Scotland Yard Adventure Centre:**

*"My family and I now have a solid social group, staff offer solace, support and routine. It is probably the most important part of our network of support we have as a family. It has and continues to be the main support for my child with autism and her sibling. Each of us is supported equally."*

*"The Yard is for the whole family. Everybody comes together and this place supports all of us, as a whole family."*

*"It has been difficult for us as a family to find opportunities that Anna could engage with and that didn't end badly quite quickly, and in groups it has often been impossible to work out what went wrong because Anna can't communicate things that are emotional clearly. So, in those terms, the simple fact that she is in her 2nd year at The Yard is amazing. Also, the trips out that the girls group go on are amazing and she really really loves that. At nearly 14, most teens are able to go out and do stuff without their parents and without their parents and with their friends, but for Anna this whole area of socialising and experiencing things on a wider scale, out at cinema, walking with friends, a show in the festival etc, is all covered in this group at The Yard."*

*"The Club benefits in two ways - one- it provides some much needed and enjoyed time to do our own thing and knowing that, if it a bad week, Thursday will be here and everyone gets time to re-group really helps. Secondly the enjoyment that my son gets from 'going to the Club with his friends' - no parent fussing over - time to be independent - is also a plus."*

*"Hannah has grown in confidence, particularly in social situations. Before going to the club she would hardly socialise with her peers at all, but now she occasionally goes out with a school friend as well as looking forward to spending time with her 'real friends' at the club."*

### **Scottish Childminding Association:**

Childminders: *"I will use what I have learnt on this course to review and improve my policies and practice in relation to Child Participation. Very thought provoking!"*

*"This course gives you confidence and makes you feel better as a childminder as it helps you to identify what you do already as well as giving lots of other ideas to put into practice."*

Community Childminder: *"When Alex fist started he never made eye contact with myself or any of the other children. After time we developed a bond and Alex's confidence and trust grew. Alex and his Dad still pop into see me now when they are passing."*

Parents:

*"We were going through a really stressful time and knowing that Amy was well cared for and safe took away the strain. I don't know what I would have done without the support of my childminder."*

*"I feel a whole lot better with everything now. I struggled to bond with Joey and having the time on my own with him whilst his brother was being looked after made all the difference. I also had a great source of advice and support provided."*

*"Had it not been for the service I could not have attended my counselling sessions. I still keep in touch with my childminder."*

Mother of two year old referred for isolation, mental health, respite and socialisation for child: *"After having the childminding service I feel that if it had not been an option I would have been put in a mental institution! I have no family and no friends so no support. My husband works away some weeks so I am on my own with C a lot. June has been a godsend for us. C has enjoyed her time with J and the other children she looks after. I have managed to have some 'me time' which has really helped my mood. It has helped my relationship with C as I have had time away from her which makes me realise how precious and important she is to me."*

Social worker: *"T played with other children, learning social skills. It gave mum time with the baby and time to help her partner who had been in hospital. She is happy to work with us again as she found this beneficial to the family as a whole and helped greatly in lots of ways. As a family they don't like social work input but are now trusting others to help. Many thanks, a job well done!"*

**Scottish Families affect by Drugs and Alcohol:** Direct feedback has been provided through webchat (instant messaging) direct to the helpline operator.

*“Never have I spoken to a service before where they actually listen to me, not constantly asking about my sister. I know I contacted you for help for my sister but nobody has ever asked me how I am. To be honest it made me cry when you asked but happy tears as I truly felt that you care about me as a person, as a sister that is struggling to save my sister for that I am truly grateful”.*

**Scottish Out of School Care Network:**

*“I was really pleased with what I learned today and will take the knowledge back to my service.”* – Wishaw, North Lanarkshire

*“Yes, I learned a lot of new simple activities to use.”* – Castlemilk, Glasgow

**Smart Play Network:** Practitioner feedback:

*“Staff feel more knowledgeable in outdoor play.”*

*“Great ideas which we intend to develop further.”*

*“Positive new learning experience.”*

*“Great to get the parents working with the children.”*

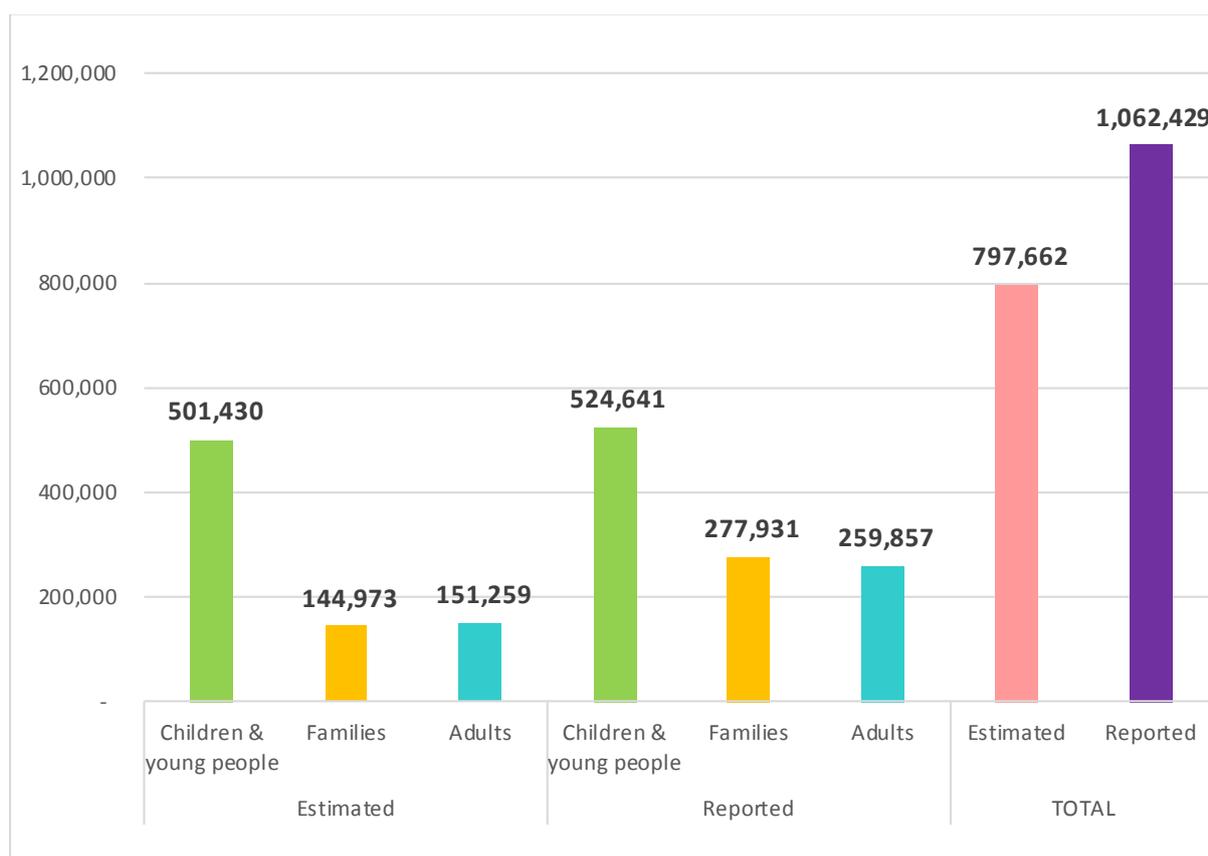
**The Fostering Network – Impact of the Fostering Line:** Between October and December, 27 foster carers have reported that they feel better able to advocate on behalf of the children in their care as a result of contacting Fosterline Scotland; 35 have reported increased confidence; and 33 have reported experiencing reduced stress and isolation. By supporting foster carers, we are helping to ensure that children in foster care achieve better outcomes and have a more positive outlook on life.

**The Place2be:** In line with our vision that all schools have access to quality mental health support, we are in talks with South Ayrshire Council about delivering training to teaching staff. We are also working with Relationship-Scotland and the Family Life Centre on a collaborative approach to services in the Forth Valley.

### 2.3.7 Numbers of beneficiaries

Funded organisations were asked to report on the number of beneficiaries of their work in the first year of funding. The figures for children and young people, families and adults respectively are shown in figure 3 below. Also shown in figure 3 is a comparison to the estimates provided at the start of the funding of the number of beneficiaries of their work in the first year of funding.

**Figure 3: Comparison of reported beneficiary numbers with estimates**



Breaking down the beneficiary figures by policy area shows that some policy areas have seen a significant increase in the number of beneficiaries being reported compared to estimates provided for 2016-17. These include ALEC and parenting, play and family support. Conversely, some areas have seen a significant decrease in reported beneficiary numbers compared to estimates for the year, and these include child health, children’s rights and wellbeing, early learning and childcare and youthwork. These figures are all shown in table 1 below.

**Table 1: Comparison of numbers of beneficiaries reported at Q4 with annual estimates**

Policy area	Children & Young People		Families		Adults	
	Estimate for 2016-17	Year end beneficiary numbers reported	Estimate for 2016-17	Year end beneficiary numbers reported	Estimate for 2016-17	Year end beneficiary numbers reported
ALEC	1,227	73,764	2,431	164,243	8,909	96,803

Child health	49,242	5,248	2,617	9,677	5,720	5,785
Child protection	1,276	2,436	885	766	2,264	3,912
Children's rights and well-being	30,600	10,099	12,545	8,442	12,250	14,470
Currently unassigned	1,000	250	200	250	10	-
Early Learning and Childcare	88,533	79,996	40,716	31,082	12,640	9,737
Gender based violence	14,290	13,548	1,831	-	2,131	-
General	11,547	8,981	1,692	2,083	5,320	10,538
Looked after children	7,391	5,725	8,468	7,607	7,070	12,004
Parenting, Play and Family Support	73,455	118,753	27,673	33,240	46,542	56,359
Youthwork	222,869	205,841	45,915	20,541	48,403	50,249
<b>TOTAL</b>	<b>501,430</b>	<b>524,641</b>	<b>144,973</b>	<b>277,931</b>	<b>151,259</b>	<b>259,857</b>

In addition, organisations have also reported on the numbers of beneficiaries for each of their outcomes. While there is inevitably some duplication of beneficiaries across outcomes which means the figures do not directly correspond to those given above, this does provide a great deal of useful detailed information about who the beneficiaries actually are. For example, some organisations have specified which groups of professional they have been working with, that the parents they have worked with all have disabled children, or provided additional information about the ages of the children and young people who have been supported.

In addition, some organisations have highlighted specific difficulties with reporting accurate beneficiary numbers for some outcomes. In particular, this is linked to organisations which are intermediaries, and additional support has been provided to help them develop appropriate evaluation approaches.

### 2.3.8 Partnerships

Organisations were asked to report on any partnerships this funding had supported them to create, sustain or develop, and 109 reports contained relevant information with only eight reports having no information in this section or stating that no partnerships had been created, sustained or developed. Examples of partnership working include:

**Aberlour Child Care Trust:** *In particular, this funding has directly supported our recent success in the Highlands. Previously, we had no service provision in this local authority area, however as of 2017, we are one of The Highland Council's biggest providers. Our ability to win the contract for residential care, as well as our success in designing, implementing and launching an edge-of-care service which has subsequently been funded by the STV Appeal,*

*have both been directly supported by our renewed and refreshed focus on participation and lived experience.*

**Adoption UK:** *The funding has enabled us to have security around core funds that has been the foundation of our joint working opportunities with other organisations such as Sleep Scotland and Peeple Scotland.*

**Care & Learning Alliance:** *We have developed new partnerships with Early Learning and Childcare settings, managers and practitioners in areas out with Highland. We have made links with other funded organisations through the CYPEIF conference and shared experiences. We have built a relationship with our support officer(s) from the CYPEIF and Scot. Gov. teams.*

**Coalition of Care and Support Providers in Scotland:** *In the past three months: - we have established a new connection with the Improvement Service; - we have begun working with Stirling University and Parenting Across Scotland on our family support research; - our members will be directly involved in the work of the Care Review, a major independent review set up by the Scottish Government to review the system for looked after children; - we have also worked closely in partnership with 5 member organisations running a joint policy influencing campaign (as noted above). This is the first time these organisations have worked together in this manner and creates a valuable precedent for future joint work on policy influencing.*

**Duke of Edinburgh's Award:** *The core grant provided through the CYPFEIF ensure that DofE is able to maintain national engagement in relevant policy with Education Scotland, Youthlink Scotland, Children in Scotland. The grant has also enabled the DofE in Scotland to have sound financial footing to seek wider partnership with other funders from Local Government and from the Private Sector - this financial support ensures that the DofE model in Scotland is sustainable.*

**Families Need Fathers Scotland:** *We have been working together with other organisations in connection with Year of the Dad, including joint work with Relationships Scotland in connection with the Swedish speaker on shared parenting.*

**Includem:** *We have developed successful partnerships with several local authorities, with the Scottish Health Council, and with various third sector organisations including the Princes Trust and Music Plus. In addition, this funding has enabled us to establish relationships with independent trusts and foundations.*

**Learning Link Scotland:** *We have developed a partnership with Next Step Initiative and we aim to increase our support for BME adult learning projects. We have created a partnership with three organisations funded via ALEC in order to explore ways of supporting school teachers to more easily engage parents and carers in their children's education. The partnership bid led by LLS was successful in a funding application to the ALEC Project fund to*

*lead a two year Home School Links project. The LLS Network of members and stakeholders could not exist without this funding. Receiving core funding allows us to employ others to work on an Erasmus+ funded programme DigiMaths which is looking at ways in which digital technologies can support the teaching of numeracy and maths to children and adults. The funding allows us to continue our partnership with YouthLink Scotland and Scottish Community Development Centre to support the Digitally Agile CLD Principles and we were successful in a funding application to SCVO to lead a Digitally Agile - the Basics project for 2017-18.*

**Missing People:** *The funding has supported our work with Police Scotland and with Scottish government while drawing up the strategy. Our Ambassador has built and sustained relationships with key charities which have cascaded information about Runaway Helpline to children and professionals, including Barnardo's, Aberlour, Children in Scotland, Children 1st, Scottish Youth Parliament, Young Scot. Our attendance at The Gathering helped to raise awareness of our work within the sector.*

**Positive Help:** *Thanks to the networking sessions organised by Lloyds TSB Foundations for Scotland (for funded organisations), we have been able to forge a new working relationship with One Parent Families. This has been valuable and led to 3 children receiving our services. These meetings have also been very good for letting us share stories of our work and for allowing us to hear about the work of other agencies.*

**Scotland Yard Adventure Centre:** *This year we have begun delivering a new partnership with Mindroom. In response to an ongoing issue that our families and external studies report, which is a lack of information for families, we have developed a partnership to help address this issue. Mindroom are experts in supporting families with children with learning disabilities however struggle to find the space for families to meet to discuss. At our families sessions we provide a secure space for families to attend and a private space for families to meet whilst The Yard staff can supervise their children whilst they are in a meeting. This works for families as they can now access this support without having to think about childcare etc.*

**Scottish Spina Bifida Association:** *We have established strong partnerships with NHS departments and also schools as a result of this funding. We have also been able to work in partnership with Reeltime, Starcatchers & the Forestry Commission, to deliver expert fully accessible sessions with Music, Art and Bushcraft.*

**Scottish Women's Aid:** *We have developed a new partnership demonstration Project with the following agencies formally involved: Barnardo's, Children and Young People's Commissioner Scotland, Rape Crisis Scotland, Scottish Youth Parliament, The University of Edinburgh, School of Social and Political Science and Claire Houghton (Children's advisor to Equally Safe board) The Power Up:Power Down Project involves joint working with the Children and Young People's Commissioner for Scotland. We also have an ongoing partnership with the Children and Young People's Commissioner Scotland around the issue of*

*court ordered contact and domestic abuse, including a joint participation project and systems mapping work. We are working with Barnardo's on a joint approach to promoting and implementing the Safe and Together model in Scotland.*

**Sleep Scotland:** *Having this funding in place allowed us to concentrate on the development of new projects with new partners. We have developed new services with Adoption UK and the Fetal Alcohol Syndrome collective.*

**Stepping Stones for Families:** *New: Moira Anderson Foundation to provide parenting support to parents seeking their counselling services; Starcatchers. Sustained/developed: Positive Possilpark Partnership- New build community and nursery building. Feasibility phase complete, Community Development Trust established, Business plan finalised, Now ready to speak to funders.*

**Zero Tolerance:** *This funding has allowed us to build and sustain partnerships with CELCIS, Youth Link Scotland and the Northern Alliance. It has allowed us to undertake work on prevention with young people with learning disabilities through Action for Children. The funding has also supported us to expand our steering group to include LGBT Youth and Saheliya.*

### 2.3.9 Successes

Funded organisations reported on the successes they had achieved in the delivery of their outcomes to date. Examples of successes that were reported are given below.

**Action for Children:** *As mentioned earlier in the report, Scotland is the first country world-wide to now be a position to have our own Scottish instructors, mentors and trainers. This means we are not reliant on Canadian colleagues to monitor and support programme delivery and has allowed for a considerable reduction in the overall costs since we first delivered in 2011. In addition to this, the evaluation both nationally and internationally, continues to show consistent benefits and demonstrate the impact for those who participate.*

**Barnardo's:** *Engagement with young people with one young person in particular developing an app for other young people in relation to (basic) online safety. Analysis of self-evaluations has also enabled us to highlight issues in relation to diversity and CSE - an area where confidence amongst practitioners is low. This will be picked up in the shared learning workshops.*

**Bobath Scotland:** *We have seen a rise in numbers over the last year from 75 children and their families in 2015/16, to 102 during 2016/17. This has been due to the developments in group activities, outreach projects and working in partnership with other organisations. For example, a week of outreach took place in the Western Isles which provided sessions for families as well as providing training and information sessions for local health and education teams.*

**Child Poverty Action Group:** *We have been very pleased that the Early Warning System findings are now reaching UK wide policy audiences, for example with references in House of Commons library packs. The introduction of the Child Poverty (Scotland) Bill has also been a huge success given the scale of the impact it will potentially have in driving action to lift tens of thousands of children out of poverty. We are pleased with the integral role that CPAG and the Early Warning System evidence played in ensuring its introduction and informing its content.*

**Circle:** *Developing the User Guide has led to better understanding and consistency in recording amongst staff. The new system has also allowed the opportunity to revise tools used by practitioners for recording.*

*It was rewarding to meet and support the three mothers and their young children as part of the Scottish Government consultation. We have prepared a blog for this.*

**Down's Syndrome Scotland:** *The publication of our 'Listen to me, I have a voice' report represents a major success for Down's Syndrome Scotland. Not only does it give a voice to 400 of our members who sent us feedback, but it also receives great attention in the media during awareness week. It helped raising the profile of the charity and of Down's Syndrome among the general public. Importantly it is also a significant step in terms of policy work as it provides us with strong evidence and important recommendations on how to improve services for people with Down's Syndrome across Scotland. We will now ensure that recommendations are considered by relevant authorities and monitor progress on these over the next few months/years.*

**Families Outside:** *One of our biggest successes this year was a round table discussion with the Scottish Sentencing Council about the role of the judiciary in acknowledging and supporting the impact of decisions in criminal justice courts on children and other dependants. We do not yet know the outcome of this discussion in relation to the forthcoming sentencing guidelines, but this was the first opportunity we have had to have a full and open discussion with the judiciary specifically about this issue. We have also had great successes this year in collaborating with international partners for shared learning and promotion of sustainable change for children and families affected by imprisonment.*

**Govan Law centre:** *GLC is proud to report a positive result in every strategic litigation case raised. In delivering this outcome, we have had the benefit of our specialist knowledge gained from past key cases and experience. This knowledge and case success is highly persuasive when arguing a case with a local authority. This allows us to resolve cases quickly and efficiently to the benefit of the families and young people.*

**Mellow Parenting:** *1. Our biggest success this year has to be the Evaluation Framework and being able to provide this level of evaluation support to every Mellow Parenting practitioner. It has offered practitioners a way to not only evaluate their groups but also understand why*

*it is so important, how the information can be used and how it can be a means of sharing best practice whilst evidencing their work. 2. We are also pleased with the number of agencies and Mellow practitioners we have been able to reconnect with through this funding. Year 1 has set the way for us so that in the coming year we can invest our energy and resources where it is most needed and will have the maximum impact. 3. Our relationship with Universities and academics continues to strengthen and these relationships are being used to encourage more communication and partnership working between academia and practice. We have established a relationship with 4 universities in Scotland (Edinburgh, Glasgow, UWS & Dundee).*

**NSPCC:** *We have been really pleased with the way our twilight Knowledge Transfer sessions have been received and through our work and engagement with Glasgow City Council, nurseries and parents. We have established ourselves as a Together for Childhood centre in Glasgow, taking a place based approach to prevention, seeking to address problems at a local level in a truly integrated way, with a focus on community capacity building and evidence based development. Together for Childhood will continue to drive a focus on prevention and early intervention.*

**Scottish Families Affected by Drugs:** *Over the course of the year, through looking at our communications and developing our contact channels we are reaching a broader demographic. We are now engaging with younger adults through webchat on our helpline and through utilising a suite of social media channels we can now tailor communications to different audiences.*

**Scottish Huntington's Association:** *Throughout this reporting period the level of one to one sessions has remained consistent with 75 young people receiving individualised support. A young person has developed a plan for a campaign called 'I am HD Positive' which aims to empower people to be positive about HD and which is well under development. Funding was received from Awards for All to update SHAYPs literature and the process is underway designing the new booklets. Furthermore two groups and an activity were held which educated the young people about HD and reduced their social isolation. Overall a successful quarter.*

**Scouts Scotland:** *Our Youth Involvement Strategy has really taken off and we are now starting to really make a difference in young people shaping Scouting. Regions and Districts are starting to appoint young people in various roles and young people are engaging in the process.*

**Stepping Stones for Families:** *The work with migrant/asylum seeking families continues to expand. The Go2play pilot in particular is now ready to move from pilot status to full implementation. Our rural Money Advice service has secured funding to appoint a family support worker to address the 'revolving door syndrome'. A community based family support group is now exploring the potential to expand their craft activity into a social enterprise.*

**Working Rite:** *At the beginning of the year our target for the number of young people enrolled on the programme was 124 from our SDS and PCF projects - which have been exceeded. Our greatest success of the year was the successful tendering for the IGF grant in Glasgow - which has resulted in a further 42 young people enrolling on the programme. Overall for the year this means 175 young people enrolled on a programme - equating to a 41% increase against the target for the year.*

### 2.3.10 Unexpected challenges

Funded organisations also reported on unexpected challenges they had experienced in the delivery of their outcomes to date. Many organisations reported challenges with recruiting and/or retaining staff or volunteers. Other examples of challenges that were reported are given below.

**Community Law Advice Network:** *We have identified that we have outgrown our current systems for recording and monitoring data and in the next year we are going to review and overhaul our systems and processes including creating a database and new evaluations designed to capture the impact that all our work has on the life chances of children and young people.*

**Early Years Scotland:** *One pressing challenge for us throughout the year has been the recruitment of qualified Early Years Practitioners to deliver Stay and Play and Baby Massage services in the Aberdeen City area funded by Big Lottery. After several recruitment rounds and failing to shortlist suitable candidates we proposed to Big Lottery that we reprofile the service and deliver it in Glasgow City, specifically Barlanark and Easterhouse, instead. Big Lottery agreed and we are now confirming venues and advertising the service in the area.*

**Learning Link Scotland:** *We are a small organisation and have restructured to make best use of our resources. We had not anticipated how long the restructuring would take and how it might impact on our workload. As a result of restructuring, the survey and the development of the new website took much longer than we had planned. Capacity is a constant challenge, we have been effective in representing third sector adult learning and have been invited onto many groups and while this is useful to our members it impacts on direct membership support. We aim to employ a membership development worker this year to help support this very important area of our work.*

**Learning Through Landscapes Trust:** *Some parents were very over protective of their children. One mum in particular comes to mind. She brought 3 pairs of welly boots and a few pairs of socks. The area we were using had a small burn which grabbed the children's attention every week. As soon as Mark's feet were even a little wet mum changed his socks and/or boots. Some parents had also mentioned the children getting wet feet to the head teacher, she then asked staff to bring changes of socks and boots. On week 5 I chatted with parents and staff about how if we always change the children how can we expect them to learn to only go in the water as deep as our welly boots allow. Being a little uncomfortable is a good way of building resilience and children all lived a short distance from the area we used. So it was not a huge inconvenience for children to walk home in wet shoes. Most*

*parents agreed with this and the children learned to try and keep their socks dry. Life skill of keeping feet dry!*

**Moira Anderson Foundation:** *The recent media coverage of high profile abuse cases within the sporting world has had an effect on our overall referral rates. Our current statistics show that new referral rates to our service in the 3 months Nov 2016 to Jan 2017 were 118. This is an astounding 107% increase on the same period last year. We have responded to this well and continue to keep our waiting lists to a minimum.*

**One Parent Families Scotland: Fathers Support Service:** *It has been difficult in managing the transitions out of the group for families who have been with the service for a long time. This year, we have had to ensure that there is not an overdependence on the group activities, and that families are building up capacity to take do similar things on their own. Money remains a barrier in this area. Some of the dads had asked about literacy courses, so we made enquiries on their behalf. They had said they would attend but would like to go with other from the group that had also raised concerns over their lack of literacy skills. The problem we came up against is the classes were run on different dates around Edinburgh and only fathers living in the area where the course was running could attend making it impossible for the fathers to support each other and gain the literacy skills they need.*

**Rathbone Training Ltd.:** *Engagement with DWP has been seen as a barrier to engagement for parents, particularly in East Ayrshire where on at least one occasion the opportunity to come together was perhaps viewed as mandatory as it was promoted by DWP staff. This has been acknowledged and the misconception addressed.*

**Scottish Women's Aid:** *It is very difficult for us to collect statistics on the number of individuals who benefit from our work as the majority involves agencies and working groups etc.*

**Sleep Scotland:** *Recruiting delegates for training courses has been difficult this year due to austerity and shrinking budgets in health and education. We have diversified our income streams to include more commissioned courses for the next financial year to overcome problems with recruiting delegates.*

**The Place2Be:** *The recruitment of quality volunteers continues to be our primary challenge. To support this, we have started to deliver a series of local 'pop up' volunteer engagement events – a mixture of continued professional development talks and networking opportunities. Once on placement volunteers have access to a range of training days including Working with Difference and Diversity, Helping Children Tell their Story and Attachment Theory*

**UP-2-US:** *Not unexpected but difficult nonetheless - last year we had to close a project due to insufficient funding. So, whilst we are on a growth trajectory we are well aware of the pitfalls of expanding workload in ways that are not sustainable.*

### **2.3.11 Non-financial support for funded organisations**

While there is a significant level of 'formal' support delivered to organisations through networking events, workshops and the Fund conference, many organisations also benefit

from more informal support from their policy officer and their named contact in the Corra Foundation's CYPFEI & ALEC Fund team. Sometimes what seems like a small piece of support can help organisations develop partnerships or new ways of thinking, and the impact can be far reaching. This is evidenced by the following examples of comments from funded organisations, which are broken down into the benefits of links with policy officers and the Corra Foundation, and benefits from the work delivered through the support and engagement programme.

#### **Links with policy officers and the Corra Foundation:**

**Adoption and Fostering Alliance Scotland:** *The Policy Officer has provided helpful advice and guidance in relation to organisational, governance and sustainability issues. The willingness to work openly and to promote a strong dialogue between us, [the Corra Foundation] and the Scottish Government has been particularly valuable in the light of the number of changes of personnel within the Scottish Government.*

**Bethany Christian Trust:** *We very much have benefited and appreciated the face to face contact and engagement given by [the Foundation] team. We have found the reporting process very rational, effective and helpful. This has enhanced continuous improvement within our monitoring and evaluation. We have benefited from advice given in regards to further information and training available from other organisations via [the Corra Foundation]'s contacts.*

**Cyrenians:** *Our Scottish Government Policy Officer attended our National Conference and Annual Reception at the Scottish Parliament. He liaised with us in relation to these high profile events with regard to the Ministers of Childcare and Early Years and the Minister of Housing and Local Government, who both provided key note addresses and quotes for media and press releases. In addition to this our Policy Officer is also providing input to our Advisory Group.*

**Fast Forward (Positive Lifestyles):** *[the Corra Foundation] and our Policy Officer have been supportive and practically helpful throughout the year. They have responded very promptly and openly to any queries regarding payments, reporting, outcomes and indicators. They have provided feedback on our progress, signposted Fast Forward to appropriate third sector umbrella organisations and networking groups and have provided contact details for services that could help build our capacity or skillset. They have sought our feedback and views regarding early intervention services as a whole.*

**Govan Law Centre:** *The involvement of [the Corra Foundation] has been very positive in the first year of the project. We had a very worthwhile meeting with our Policy Officer and the full discussion around the project and reporting etc. was most helpful and encouraging. We have found Gordon to be most supportive over the period. Our Project Manager attended the annual conference in Edinburgh and found this most informative and also an excellent opportunity for networking and making new contacts.*

**Mellow Parenting:** *We are very satisfied with the level of support we have received from our [Corra Foundation] Grants Officer and our Policy Officer. Every time we have had any questions they have been prompt in responding and providing appropriate guidance and*

*support. As the project has evolved new issues have emerged, during this communication has been regular and both have worked closely with us to find the best solutions and plan forward. As a result we have felt more confident in our ability to continue delivering the project and achieving our outcomes.*

**Narcolepsy UK:** *One of the main differences that non-financial support has made is that the advice and guidance about the wider Scottish Government's strategy for Scotland and its communities has made us review our own wider remit. As a result of this 'wider' view of our activities, we are looking at how we can support and represent people with narcolepsy in the long term.*

**National Society for the Prevention of Cruelty to Children (Childline):** *We have had excellent visits to the Childline base in Glasgow from Catriona Henderson and Gordon Jamieson of [the Corra Foundation] and Katrina McDonald and Claire Jamieson from the Scottish Government. We have explored links with other third sector organisations through the foundation, including SPARK, The Yard, Crossreach and the Children's Hearing System.*

**Next Step Initiative:** *The non-financial support provided by [the Corra Foundation] and our policy officer has been exceptional. We have always been made to feel that no question or enquiry was an intrusion on their time; always ready to help and provide sound advice. Knowing a member of the funding organisation is always on the other end of a phone or email is encouraging in itself; adds to our confidence in what we do and builds our knowledge and understanding where we sometimes are not 100% sure. Receiving affirmation as we go along during one to one meetings is also motivational and inspiring. Furthermore, having this contact makes us as an organisation and service provider feel that we are a part of the 'bigger picture' and we have the scope to contribute in some way to the funders knowledge and understanding e.g. by raising awareness of African communities in Scotland. The webinar service is good support as well for us.*

**Scottish Community Development Network:** *The [Corra] Foundation team have been instrumental in providing and sharing contact details for groups and agencies that we had not even considered and these contacts are proving to be both viable and invaluable in sharing the information about the work of SCDN but also in providing us with a better understanding of their roles and remits and how these in turn support Community Development.*

**The Girl's Brigade in Scotland:** *Information provision, support, guidance and, on occasion, a confidential ear to discuss any concerns you may have is what is offered by both Gordon Jamieson and Mhairi Gilfillan as and when required. I am very impressed by the monitoring process after one year with [the Corra Foundation].*

**Youth Scotland:** *The interest in our work by [the Corra Foundation] representative and the link person at Education Scotland has been invaluable and helpful. The demands in reporting and recording have been proportionate to the funding received and this has been appreciated by the charity. Access to, and participation in, the annual conference of funded organisations was also a helpful programme and networking opportunity.*

## **CYPFEI & ALEC Fund annual conference, and networking and learning events:**

**Adoption UK:** *The opportunities to attend steering groups and conference has enabled professional development and sustainability plans.*

**Befriending Networks Ltd:** *The Networking and Learning events and the Conference have provided useful opportunities to engage with other services, access resources useful to members and to feed into policy debate.*

**Children in Scotland - Working for Children & their Families:** *Exploring the ways to measure our impact given our role as intermediary organisation has been really helpful, and look forward to continuing on that journey. The conference was a great networking opportunity - and three new potential collaborations with other organisations have come out of it, and are being taken forward by the Children in Scotland team.*

**Carers Trust Scotland:** *The Young Carers Development Manager attended the Learning Exchange session in Edinburgh in October and found this helpful. Other Carers Trust Scotland colleagues attended the conference in March, and also rated this very positively. The team is very responsive and helpful with any issues or queries which have arisen. This provides good support to our work.*

**Circle:** *The annual conference was a useful topic and forum to learn/network. In particular we have used the sustainability tool to inform our Business Action plan. The Business Manager attended the 'Organisational Sustainability' workshop on this. The UNCRC webinar was great. The Development Manager will follow up on these contacts/resources. A meeting at the Children's Commissioner's Office has already been established as a result.*

**Contact a Family:** *The support provided through the Webinars (UNCRC), the newsletter, Learning and Networking opportunities and the Conference are very welcome support. As well as keeping me and my team informed about key policy and practice, chance to learn what other organisations are doing, and networking to improve the services we offer to families. The Sustainability Workshop and the resource – 'a lasting difference', have been shared with colleagues and helping us to think about our core purpose for families with disabled child. Meeting with [the Corra] Foundations Grants officer helped make connections to organisations we know well but hadn't linked up with lately or meet new people learn about their work and share that with families. I met up with 4 other organisations including two that Catriona made introductions to which have led to us sharing information for parents on their support or training and new services, as well as families being signposted to our services. Reporting directly to Scottish Government through our policy officer benefits our work and services so that we can share what is affecting families.*

**Learning Through Landscapes Trust:** *The Children's Rights webinar helped our organisation push this to the fore. We discussed Children's Rights as a whole team and it was decided all would do the training you suggested. When I deliver any training to staff I always include a part re enforcing the importance of being mindful of children's rights.*

**LGBT Youth Scotland:** *I attended the CYPFEIF conference at the start of March and found the session on sustainability from Graeme Reekie particularly helpful. LGBT Youth Scotland has since engaged directly with Graeme to facilitate some strategic development work with Board and staff, around the theme of sustainability and in the preparation of a new strategy for the organisation.*

**Peepie:** *[The Corra Foundation] conference and Networking Learning Exchange provided an opportunity to 1) network with other funded projects and plan for collaboration; 2) hear from relevant policy makers; 3) catch up with [the Foundation] link team member; 4) learn; 5) make a specific connection suggested by Lloyds TSB team with NSPCC - we are going to meet later this year to discuss a potential collaboration. The Wren and Greyhound workshop provided a focused opportunity to review organisational sustainability with opportunity for 'free peer consultation'. We have since been in touch with Graeme Reekie from Wren and Greyhound to discuss collaboration with their organisation - with Peepie providing a case study for their self-evaluation around sustainability. When we did not receive responses from the policy officer at ScotGov, the [Corra Foundation] team were able to resolve this within a day. [The Corra Foundation] team are supportive and encouraging of our work.*

**Scottish Mentoring Network:** *The two events I attended for organisations funded by the CYPFEIF and ALEC have been useful and I look forward to the next one at the end of April. The meeting I had with Carolyn Younie and Ffyona Taylor helped to reinforce that we have the same objectives and the positive feedback on our contribution was appreciated.*

### 2.3.12 Community benefits

Organisations were asked to report any community benefits that had resulted from this funding, with guidance given that this might include using local suppliers, community-run venues or other community-based groups being able to use your facilities. Examples of community benefits delivered to date include:

**Action for Sick Children:** *We use Leith Community Education Centre and Gorebridge Parish Church Hall for delivering workshops to Kinship Carers. We use Edinburgh Leisure (room at Commonwealth Pool) and Eric Liddell Centre for delivering our Self Management Workshops to children and young people with long term conditions. We use local suppliers where possible, Barrs and Arkay Imaging for printing; The Graphics Coop for design and website development; Changeworks Recycling Company for waste collection.*

**Apex Scotland:** *Apex Inclusion has been working with local Foodbanks whereby young people have assisted in the running of the Foodbank Café. Through the fundraising carried out by young people in both Dunfermline High School and Levenmouth Academy, young people are delivering the café at a cost of £30 per week. In turn this has saved money for the Foodbank café that may be put to other use for the benefit of the community. This can be further evidenced by the fundraising carried out in Dunfermline where young people raised £130 which was divided between the Salvation Army, Foodbank and to support a drop in facility for LGBT groups.*

**Children in Scotland - Working for Children & their Families:** *Development of Food, Families, Futures programme creates direct community benefit through the provision of holiday club focused on preventing holiday hunger.*

**Girlguiding Scotland:** *opportunities are available to girls and young women aged 5-25 in all 32 local authorities. Social action is an integral part of the guiding programme. A recent example is Guides from East Lothian working with East Lothian Foodbank. The Guides took part in an activity to develop improved recipe cards for users of the service and turned this into a cooking competition to raise awareness of the service.*

**Glasgow ESOL:** *For our events, we use a local catering company - Soul Food Sisters. One of our previous learners started working with this women's cooperative. Our PAT testing is provided by Fresh Start, an Edinburgh based social enterprise that works with those affected by homelessness. Photographs for our website have been taken by a photographer (a refugee who set up his own business) recommended by Central and West Integration Network.*

**John Muir Trust:** *The John Muir Trust produced a report on how the John Muir Award acts as a community engagement tool for all seven properties it manages. The report highlighted that over 2,500 people achieved their John Muir Award through direct experience of Trust properties and land partnerships. These were delivered by 25 partner organisations: [John Muir Award and community engagement on John Muir Trust properties](#)*

**Mentor UK:** *Our work with football clubs has been a huge success and we are still working very closely with Hearts with discussions being had with Raith Rovers, Aberdeen and Motherwell. Volunteers still are coming forward from Hearts Supporters Clubs with 111 now in active roles among different community services including ourselves. We also have brought in 15 befrienders to Broomhouse Befriending project who are now supporting children in kinship. Our peer mentors have also been active in the community and holding small and local awareness raising events which have seen a number of new kinship families come forward.*

**Scottish Child Law Centre:** *We offer work placements to school pupils. We also offer volunteer opportunities to local law students and young people.*

**Scottish Spina Bifida Association:** *We have been able to welcome local organisations to the centre including a local nursery, neighbouring mosque, and local businesses for networking, raising awareness and showing them the accessible play equipment. Local traders have also secured work to create a sensory garden and locals will have access to it in the summer holidays.*

### 2.3.13 Case studies and opportunities for visits

In every quarterly report, organisations highlight if they have case studies available, and if they have current or forthcoming opportunities for a ministerial visit. A small range of the case studies are included here to illustrate the diverse work being delivered with CYPFEI & ALEC Funding.

**Coalfields Regeneration Trust:** *Darren failed at his first attempt to join the Army but was accepted after completing the Alloa Sport Works programme. Darren said: "I really enjoyed the Sports Works programme, which combined coaching in employment skills and range different sports. The course equipped me with all the essentials, like interviewing skills which meant I made a much better impression second time round, and that helped me achieve my*

*goal of joining the Army.” Darren starts in the Army in February, but in the meantime he continues working as a volunteer at Alloa Boxing Club and the Makers Village.*

**Linknet Mentoring:** *“My contact with LINKnet was the beginning of a new life for me. I was introduced to LINKnet by a friend who got a great job as a result of LINKnet’s assistance.*

*“I was warmly received by LINKnet’s staff members who were friendly, supportive and professional. They matched me with a mentor and later I received an opportunity to volunteer with LINKnet where I learnt a lot about how to overcome some of the barriers that hinders the minority ethnics groups from getting a decent job. Within three months of my volunteering and contact, I got a job as a development officer. A month later my office portfolio was redesigned with added responsibility and I was promoted to the post of Recruitment and Development officer.*

*“Two months after, I was promoted to team leader’s level and more opportunities for progression are opening up for me. LINKnet’s support was very amazing! Getting my first job had been a struggle though I had a master’s degree here in UK but the support I received helped me to cross over the barriers. Please continue the good work LINKnet!” (David Ashimolowo)*

### **Relationships Scotland:**

Issues at Presentation:

- Parents separated.
- 3 children with mother (10, 10 & 8).
- Father previous alcohol problems.
- Father unemployed and not paying child support.
- Father charged with threatening behaviour towards mother.
- Courts making custodial decisions.
- Court ordered family mediation and direct contact with children.

Intervention:

- 2 Intake sessions.
- 7 mediation sessions.
- 1 Direct consultation with children session.

Outcome for family:

- Court appearances cancelled as no longer needed.
- Parents able to make own contact arrangements.
- Father’s behaviour no longer threatening.
- Improved well-being of children.

### **Scottish Out of School Care Network:**

The following future practice was agreed at a First Steps Training Session:

- Option 1 - Promote Active packs (British Heart Foundation Pack & Set 4 Sport Booklet) within service on a weekly basis. (85%)
- Option 2- Introduce children to Physical Activity opportunities e.g. new sports and games. (80%)
- Option 3 – Create a Physical Activity SHANARRI Wheel. (80%)
- Option 4 – Focus on breaking down barriers linked to children’s inactivity within own service. (80%)
- Option 5 – Introduce new equipment and experiences to children when possible. (90%)
- Option 6 – Plan and carry out sports days. (65%)
- Option 7 – Share ideas/resources with other Out of School Care services. (60%)
- Option 8 – Introduce SHANARRI into every child’s plans. (85%)
- Option 9 – Inform parents about GIRFEC/SHANARRI. (70%)
- Option 10 – Find out about local GIRFEC procedures. (65%)

**Actions agreed at Next Step Training:**

- Option 1 – I will promote the Better Movers and Thinkers theory within my service. (93%)
- Option 2- I will promote the Significant Aspects of Learning within my service. (93%)
- Option 3 – I will evaluate activity I carry out and link it in with the Significant Aspects of Learning. (93%)
- Option 4 – I will focus on adapting games to challenge and stimulate children (100%)
- Option 5 – I will engage with other staff and services to provide new and exciting opportunities for children (83%)
- Option 6 – I will carry out the Activity & Wellbeing post training booklet within service. (85%)
- Option 7 – I will engage with children throughout my planning and evaluation of activities (93%)
- Option 8 – Use the British Heart Foundation to plan sports games and activities (95%)
- Option 9 – I will inform parents and guardians about GIRFEC/SHANNARI (90%)
- Option 10 – I will continue to use SHANNARI as a foundation to all plans with children. (90%)

**Stepping Stones for Families - Go2Play family play:**

**Family Background:** The family are Arabic and come from a country in the Arabian Peninsula. The youngest member is pre-school age (child W) and the eldest sibling is in her mid-20s (S).

The have lived in Scotland for 11 months. Child W’s primary caregiver in Scotland is her older sibling S. The family have very limited English and little interaction with other members of the community therefore suffer from social isolation.

The family live in a small one bedroom flat with their other siblings. The mother of the family travels back and forward to the Arabian Peninsula for work and study. The family was referred to Go2play by a member of the community.

Child W had no prior play experiences before registering with Go 2 Play.

**Family Interactions:** When initially meeting the family, Child W and carer S were unable to make eye contact with staff or other participants. Child W would be very distressed in the environment and often try and hurt herself in order to leave the playroom.

At first Child W would not allow her sister to leave her side and become extremely distressed when anyone else tried to interact with her. She would not interact or play with the play resources, but sit next to her sister observing the sessions nervously.

Through observations and assessments, it was apparent that S's mental well-being was being affected by her younger sibling's behaviours and inability to interact with anyone but her.

**Positive Developments:** Child W now attends three different play sessions a week within the community centre. One of these is an external agency which they were referred to as an additional play opportunity for the child. She attends the Go 2 Play-Family Play programme, as well as accessing the Go2Play drop in service to seek targeted additional support needed for the family.

She has improved confidence in interacting with others and has built trusting relationships with the staff. She is also forming peer relationships within the sessions, and can now be observed parallel playing with other children and directly inviting them into her play.

S provided feedback to the staff that W's tantrums are now more manageable at home as she is able to self soothe without the support of her sister. S has increased well-being and confidence within the community. She has formed several peer relationships with other carers and parents through the Go 2 Play programme as well as attending English classes in the community. She is more participative within the sessions, and helps facilitate the activities taking place.

### **One Parent Families Scotland:**

We received a referral for a parent who was caring for her youngest child of three. The other two children had previously been removed from her care due to the mother's long term issues with substances and were now living with Adopted parents. We were asked to support the mother her parenting skills and maintaining her own tenancy. We initially supported this parent with issues around social anxiety by supporting her to attend mother and toddler groups. We offered one to one tips and strategies to enable the parent to handle stressful situations and put in place workable routines and boundaries. This support is ongoing and the parent now has the confidence to handle difficult situations well and is attending groups on her own.

## **Article 12:**

M2 is 22-year-old Gypsy/Traveller female attending the literacies sessions in the Stirling Office with two other young women. M2 has undertaken a number of challenges based around her priorities and interests and has been making good progress. She has a good level of literacies, but wishes to build her confidence in preparation for future opportunities, including employment. She is working on literacies through ASDAN, but for this case study I will concentrate on one area that she has achieved a particular success.

As she had a young daughter and has identified support to her child's education as one of her goals, it was decided to make a storybook for her child to encourage paired reading. The challenge was from ASDAN Bronze3 module1 section B3 - make a story book for a young child with illustrations and simple text.

This captured her imagination and she created a personalised storybook with photographs and text which has the possibility of growing with her child and provides a valuable record of the early years and the relationship between them. This activity not only fulfilled the requirements of ASDAN, but also provided a precious resource to encourage early reading in her daughter.

Engaged by this early achievement, she has moved on to the next challenges including; work experience, a display on the positives and negatives of being a Gypsy/Traveller and a project around 'The Tinkers Heart' in Loch Fyne. It is anticipated that M2 will have completed the ASDAN Bronze Award in spring 2017 and will have the option to progress on to the Silver Award if she wishes.

M2 has taken part in developing and delivering awareness raising workshops in schools in partnership with Show Racism the Red Card and another female Gypsy/Traveller. She provides a valuable input into the session, sharing her experience of attending school as a Gypsy/Traveller and raising awareness of discrimination towards Gypsy/Travellers. Early feedback demonstrated the impact on the children and her confidence is growing with each delivery.

So far M2 has attended 11 literacies session and has identified at her 8-session review that she feels like she has accomplished something and that getting an award is important. It is evident that her literacies and confidence are improving. She continues to develop her skills with Article 12 in Scotland and has proved to be an influential advocate on behalf of other young Gypsy/Travellers.

## **Save the Children: FAST (Families and Schools Together) programme**

Taking part in the FAST programme proved to be a truly inspirational experience for Dean and his two young sons. The weekly sessions provided a safe space for them to bond and connect. As a single parent, Dean was starting from scratch to develop a stable home life and loving relationship for his sons. It was at a FAST session that 4 year old Aiden hugged his

father for the first time: *“I had a wee boy who was scared and a bit alone, then you come out the FAST programme and he’s a completely different boy.”*

Dean’s Story: Dean lives in Edinburgh with his three children Aiden (4), Michael (9) and Dylan (17) and recently attended the FAST programme at his young sons’ primary school in Edinburgh.

Aiden and Michael spent their early childhood living with Dean’s ex-partner and he had little contact with them. Since being granted full custody of the boys last year Dean has been working on re-establishing the connection and building a strong relationship.

Dean first heard about the programme at Aiden’s nursery and signed up without being sure what to expect, but the children enjoyed taking part in FAST right from the start. Dean says: *“So we go back the second week and it just gets better and better for them. The kids start saying things like “how many sleeps is it until we go to FAST?””*

FAST also paved the way for a significant breakthrough moment between Dean and his children: *“in the FAST room – that was the first time I got a cuddle off of them, which was just incredible.”*

Before FAST, Dean had been finding it challenging to connect with the two younger boys. Due to a challenging home life growing up, Aiden in particular was very nervous and was struggling to adjust, but that all changed after FAST. Dean says: *“For me it was brilliant because we went from a wee boy who was, you know at the time – three and a bit years old, isolated in a strange home, anxious, worried, no really sure of what’s going on, to a confident, happy settled wee boy and there was nothing I could’ve done, because I could never have put together something like that or anything at all that would’ve done what [FAST has] done or got the results it got.*

*“Even the [school] receptionist was saying that watching the relationship grow from where it was at the beginning to where it was at the end was unbelievable and it was lovely to watch.”*

Dean has seen a massive difference in the children after participating in FAST: *“I can’t thank the people that ran the FAST programme enough because in my head I thought there’s no way this is going to make any difference whatsoever, I mean what – singing along and playing games? But what a difference, I mean like incredible, even with Michael as well. Michael was a nervous boy, a proper worrier, and it gave him confidence. So he was a bit more comfortable in his own skin and less anxious and stressed, it sounds weird to talk about 8-9 year old kids being stressed but they do get stressed.*

*“Just having that hour and a half every week brought us together as a family to the point where when we came home we were still doing the wee cards, like the charade things<sup>1</sup> and everything, we still do them .... or we make time to have a bit of special time<sup>2</sup> and it’s made*

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<sup>1</sup> In Feeling Charades family members practice recognising each other’s emotions using ‘emoticon cards’ and discussing them in a positive way.

<sup>2</sup> Through Special Play a parent providing undivided attention for 15 minutes meets the emotional needs of a child who is seeking parental attention and has proven to reduce hyperactivity and improve self-esteem.

*a massive difference. It's changed my perspective on how to deal with them and how to have the family life in the house completely."*

Now that the eight weeks of FAST sessions have come to an end, DEAN and the rest of the FAST families are setting up their FASTWorks<sup>3</sup> group and planning for the future:

*"We've got the Facebook page set up now and there'll be messages like "we're going to the park this afternoon, does anybody fancy it?", so it has created that community thing as well; it's brilliant. We are hoping to put on an event as a fundraiser to raise more money so we can then plan events and things every month for the rest of the year and then we can even it up to other families as well."*

### **Govan Law Centre:**

The appellant is the mother of a twelve year old girl who is enrolled as a pupil at her local high school; however, she is not currently attending this school. She has a diagnosis of Autism Spectrum Disorder (ASD) which causes her to experience high anxiety and engage in avoidant and oppositional behaviours consistent with Pathological Demand Avoidance (PDA). This in turn has impacted on her sleep pattern and attendance at school. She has not attended school since early 2014 due to issues arising from her diagnosis of ASD and complex mental health issues.

The child has not attended school on a regular basis since early 2014. Despite her difficulties, she has demonstrated in the past that she is an academically able pupil and was even awarded a scholarship for an independent school in P6. Unfortunately she was unable to settle there and returned to her current placement soon after. She is talented musically and popular with her peers despite showing little interest in them.

The child has significant mental health issues, she self-harms and has also expressed suicidal ideation on several occasions. She has significant involvement from the Child and Adolescent Mental Health Service ("CAMHS"). She saw a CAMHS keyworker three times a week, she has frequently tried to run away from home and from activities outside of the home. There has been police involvement on these occasions.

Due to the complex nature of the child's disability the child is unable to attend school. The education authority failed to take account of the complexity of the child's support needs. Education Law Centre became involved in this case under our Let's Talk ASN project as the terms of the child's Co-ordinated support plan (CSP) were wholly inadequate. (This hearing has now taken place under our Let's Talk ASN Funding and was successful).

The solicitor involved in this project quickly became involved as it was clear that child was not receiving appropriate support to allow her to access education. This was considered an appropriate case in terms of our strategic litigation policy. The child should be provided with an education that she can access via a bespoke package that reflects her extreme anxiety and demand avoidance, however, the education authority refuse to provide an

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<sup>3</sup> After the initial eight weeks FAST group parents continue to meet on a monthly basis. They lead the agenda and this group continues for at least 22 months to maintain bonds and support networks created during FAST.

education to the child if she cannot attend the school, which is not possible due to debilitating bouts of anxiety.

We were instructed by the child's mother to raise a discrimination action against the local authority seeking a finding of discrimination, an apology for the treatment of her daughter, training in both ASD and PDA for teachers and staff who have contact with her daughter in order that they are able to understand the child's needs and difficulties and so they know how best to communicate with her and support her.

In order to benefit from education the child must be able to meaningfully engage, she requires significant support to do so. It is our view that the authority have failed in their duty. Regrettably the authority fails, at present, to see the position advanced by our client in this case. We are hopeful given the dictum in the reference decision relating to the child's CSP that some matters of fact can be agreed and the authority will alter their view.

We are confident that there is a strong case in relation to discrimination and in the event that matters cannot settle without a hearing we will press for thorough education of authority staff in relation to their duties in terms of reasonable adjustment in terms of the Equality Act 2010.

#### 2.3.14 Level of confidence in delivering during 2017-18

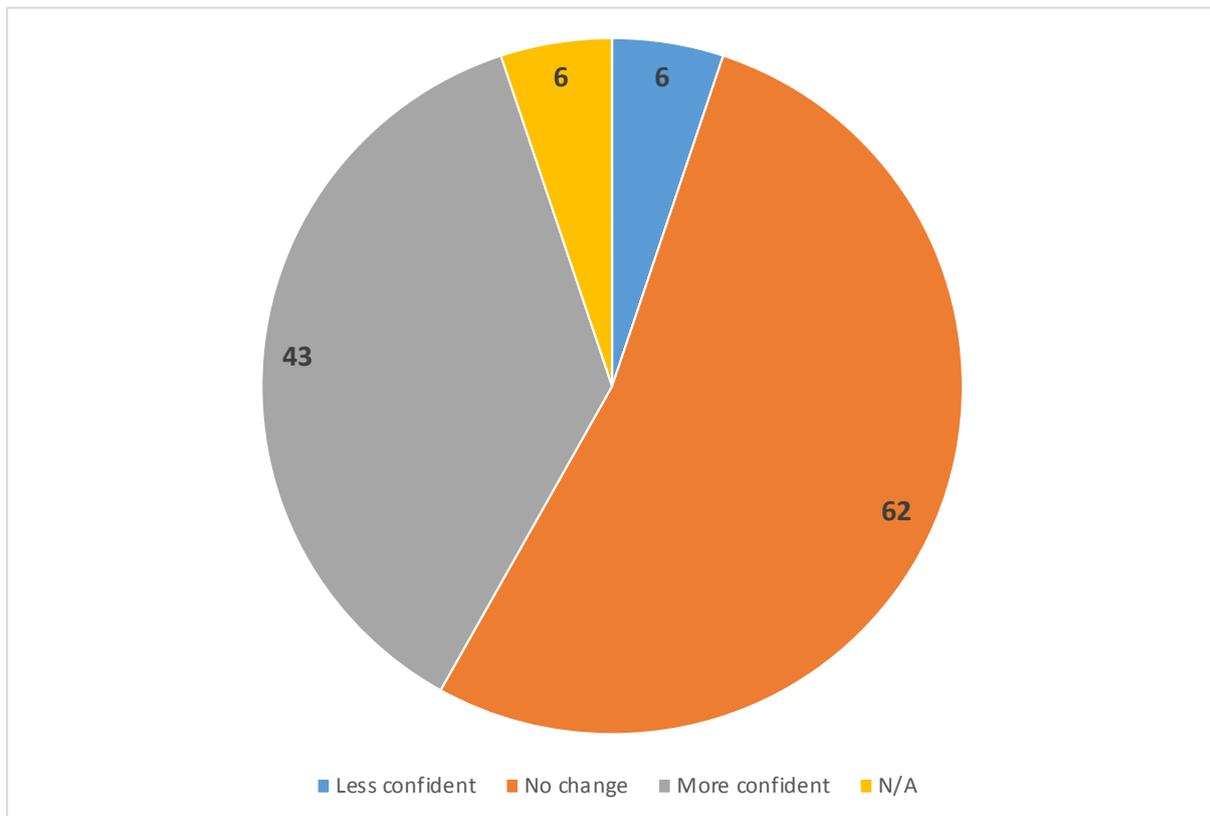
As a way of understanding the issues facing funded organisations and assessing their needs, all funded organisations were asked to report on their confidence relating to the following factors for their work in 2017/18:

- Securing funding from other sources.
- Retaining staff and other resources.
- Delivering planned activities.
- Achieving outcomes and indicators.
- Controlling grant costs.
- Effectively monitoring impact.

For the level of confidence in securing funding from other sources, the majority (63 of 117) reported no change. A large minority (43 of 117) reported being more confident, with only six reports showing organisations that were less confident and six organisations reporting that this did not apply to them. These figures are shown in figure 4 below.

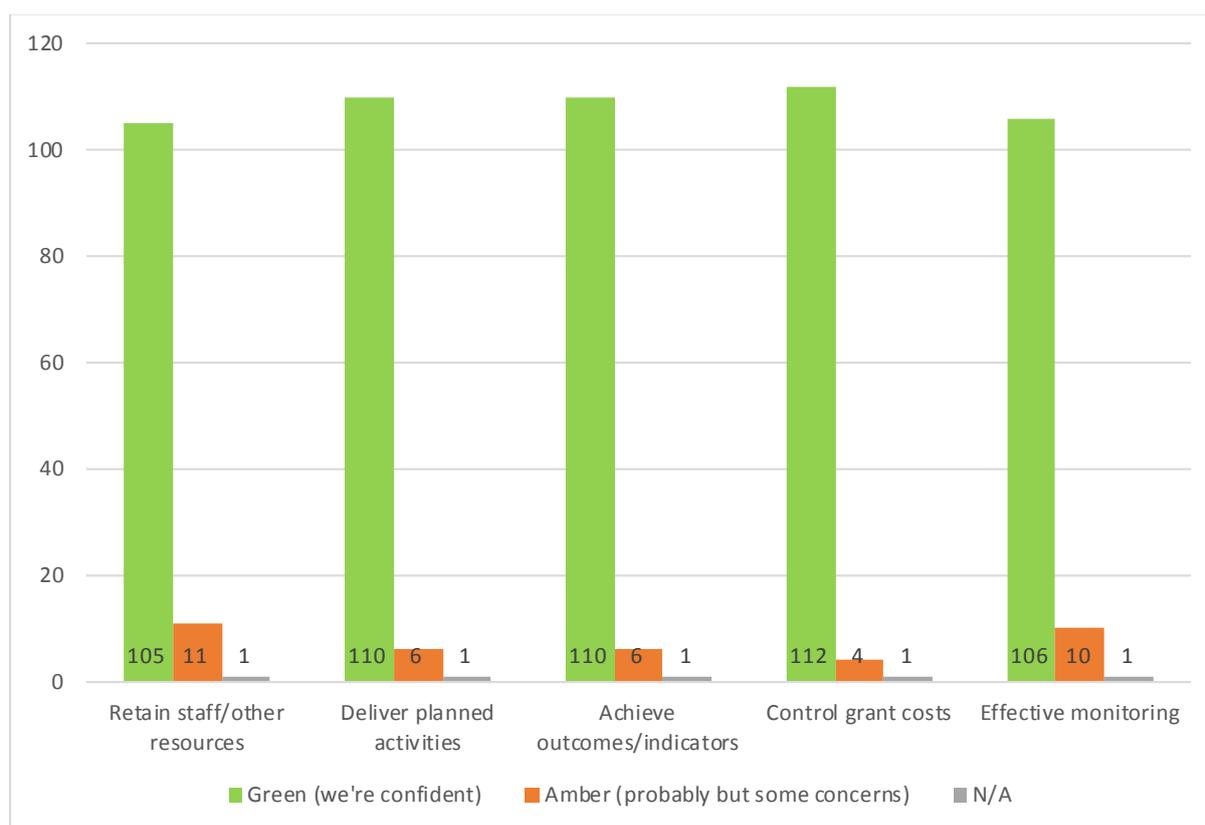
As part of the ongoing support and engagement programme, discussions will take place with the small number of organisations reporting they were not at least as confident in securing funding from other sources as at this time last year.

**Figure 4: Level of confidence on securing funding from sources other than the Scottish Government**



Confidence ratings for the other areas are shown in figure 5 below. These show that, on the whole, organisations are confident in their ability to manage key areas of their operations in order to deliver their agreed outcomes and indicators. The vast majority of organisations reported they were confident across all areas. As above, discussions will take place as part of the ongoing support and engagement programme with the small number of organisations reporting they were not confident in one or more of these areas.

**Figure 5: Confidence ratings**



### 2.3.15 Delivery of UNCRC funding condition

All Scottish Government funding for work with children and young people now includes a link to the United Nations Convention on the Rights of the Child. Therefore in addition to the specific outcomes agreed for every funded organisation, a condition of this funding during 2016-17 was: *“that all staff in your organisation who are delivering work with this funding will be made aware of the United Nations Convention on the Rights of the Child and children’s rights.”*

Funded organisations were asked to confirm that they had met this condition, and also to provide information on the actions they had taken to do this. Of 117 reports, only two did not confirm that they had met this condition, however it is clear from the narrative provided that they have delivered work to ensure this had happened and had merely forgotten to tick the relevant box in their report.

### 2.4 Payments to core funded organisations during 2016-17

A total of £13,784,625 was paid to core funded organisations during 2016-17. This funding is paid quarterly in arrears, with every organisation having an opportunity to request advance funding. A process was put in place to manage these requests to ensure there was a consistent approach for all organisations. During 2016-17, 26 organisations had made a business case for receiving advance funding, and all had their requests approved.

As had previously been agreed, to ensure payments were made within the financial year and in advance of the March year end, all organisations receiving funding in arrears received their final payment of 2016-17 in March 2017. These payments were not linked to reports,

but all organisations had to complete and return schedule 2 and 3 forms before payments were made.

## 2.5 Funding for 2017-18

### 2.5.1 Advance funding

In January 2017, all core funded organisations were contacted to check if they would like to request advance funding for 2017-18. Where organisations were requesting advance funding for the first time the same process was used as for 2016-17 funding. For 2017-18 all of the organisations that had requested advance funding in 2016-17 asked that this be continued, and in addition two other organisations requested advance funding. This means that during 2017-17 there will be 28 core funded organisations receiving their funding in advance every quarter.

### 2.5.2 Changes to outcomes and indicators

Where necessary, changes to outcomes and/or indicators have been agreed with funded organisations that are receiving a different level of funding in 2017-18 than they did in 2016-17. All relevant policy officers were included in these discussions.

In addition we agreed outcomes and indicators with Barra Children's Centre and St Andrew's Children's Society (Register) for their funding which started in April 2017.

Work is also underway with two other organisations to agree minor changes to their outcomes or indicators.

### 2.5.3 Grant offer letters

Grant offer letters were sent to all core funded organisations in February 2017 to enable them to be signed and returned in advance of the start of the 2017-18 financial year. For organisations that had been in receipt of funding during 2016-17 these took the form of continuation grant offer letters. For the two organisations that had not received any funding in 2016-17 full grant offer letters were issued, including schedule 2 and 3 forms and templates for monitoring reports. All signed grant offer acceptances have been received and collated.

## 3. Support and engagement programme

A significant level of support and engagement activities have been delivered during 2016-17, and these have been accessible to all core funded organisations. An evaluation of the support and engagement programme for 2016-17 has been carried out and the results are shown in the following sections. It presents information from the activities delivered as part of the year 1 programme, which has been used to inform the content of programme in 2017-18.

### 3.1 Aims of support and engagement programme

There are three aims for the support and engagement programme which were agreed with the Scottish Government prior to any delivery taking place in 2016-17:

1. Provide on-going and broad support to organisations receiving core funding to deliver their CYPFEI & ALEC Fund work and to contribute to the overall aims of the Fund.
2. Develop the capabilities, skills and capacity of the individuals and organisations receiving core funding to support them deliver both the outcomes and indicators of their work and wider outcomes for children, young people, families and adult and community learners.
3. Encourage greater partnership working across the funded organisations, providing an opportunity to link in to and influence national policy development.

The programme is for individuals working within organisations receiving CYPFEI & ALEC Fund core funding. It was developed with input from Scottish Government, Education Scotland, funded organisations, the CYPFEI & ALEC Fund stakeholder group and the baseline report produced by Iconic Consulting. Analysis from a range of sources, including core fund applications, the Iconic Consulting self-assessment baseline report and the wider sector needs have also been considered in finalising the programme details.

To achieve the aims of the programme, the activities set out in table 2 were delivered in 2016-17.

**Table 2: Support and engagement activities delivered 2016-17**

Activity	Purpose	2016/17 Delivery	
<b>1-2-1 Organisational Development</b>	Support and advice for funded organisations to help them make progress towards their outcomes and indicators as well as general guidance.	<ul style="list-style-type: none"> <li>• Held 134 1-2-1 meetings with funded organisations.</li> <li>• This includes additional meetings with organisations as required, including four meetings with The Spark between January and March 2017.</li> <li>• Provided on-going and regular email and telephone support.</li> </ul>	
<b>Networking and Learning Exchanges</b>	Regular sessions to encourage and increase networking and learning, including sharing best practice, joint working and building relationships with other funded organisations.	<b>Fund-wide sessions</b> <ul style="list-style-type: none"> <li>• 3 October, Edinburgh attended by 20 individuals.</li> <li>• 6 December, Glasgow, attended by 25 individuals.</li> <li>• 7 March in Edinburgh, attended by 8 individuals.</li> </ul>	<b>ELCC specific</b> <ul style="list-style-type: none"> <li>• 29 August in Edinburgh attended by 6 people.</li> <li>• 16 November in Edinburgh, attended by 11 people.</li> <li>• 30 March in Edinburgh, attended by 8 people.</li> </ul>
<b>Learning and Development Workshops</b>	Opportunities to develop the skills and abilities of staff within funded organisations.	<ul style="list-style-type: none"> <li>• 2x half-day ‘A lasting difference: sustaining organisations, projects and impact’ workshops in Edinburgh on 14 March were attended by 19 people in total. These were delivered by Graeme Reekie from Wren &amp; Greyhound and continued to focus on organisational sustainability.</li> <li>• Evaluation: 69% reported the workshops to be ‘extremely useful’, with 31% indicating it was ‘very useful’. Further evaluation available on request.</li> </ul>	
<b>Annual Conference</b>	A full day event to bring funded organisations, partners and stakeholders together to explore the work achieved to date, share key learning and areas for improvement whilst looking ahead.	<ul style="list-style-type: none"> <li>• Designed and delivered ‘exploring organisational sustainability’ annual conference on 1 March in Edinburgh.</li> <li>• Attended by 132 individuals, including 101 from funded organisations and 21 policy/development officers.</li> <li>• For the full evaluation report, see section ‘exploring organisational sustainability – annual conference review’ below.</li> </ul>	
<b>Communication and Information Sharing</b>	A formal platform to share key information, news and updates and opportunities to support funded organisations deliver and develop their work, including regular newsletters, webinars and other mailings relating to the core fund work.	<ul style="list-style-type: none"> <li>• Distributed 3x CYPFEI &amp; ALEC Fund newsletters reaching nearly 250 individual email addresses on each occasion.</li> <li>• Hosted the ‘Raising Awareness of the UNCRC’ webinar on 18 January, delivered by the Sarah Stewart (Scottish Government Children’s Rights team), Tam Baillie (Children’s Commissioner) and Juliet Harris (Director, Together) with 25 individuals participating live. The recording is available for download via the Corra Foundation’s website.</li> <li>• Created, promoted and maintained a dedicated CYPFEI &amp; ALEC Fund ‘resource and further support’ section on the Corra Foundation’s website.</li> <li>• Issued ad-hoc CYPFEI &amp; ALEC Fund announcements, news and updates as necessary/requested.</li> </ul>	

### 3.1.1 Ongoing support to deliver CYPFEI & ALEC Fund work

The aim of this work is 'to provide on-going and broad support to organisations receiving core funding to deliver their CYPFEI & ALEC Fund work and to contribute to the overall aims of the fund.'

We continue to develop relationships with funded organisations and our understanding of the work they are delivering. This is achieved through face-to-face meetings, often with policy officers attending as well, and more ad-hoc support and guidance through email and telephone correspondence. The quarterly reports also help identify potential support needs within organisations. The Corra Foundation's CYPFEI & ALEC Fund team collates quarterly report information to help inform the guidance and advice offered.

Throughout 2016-17 the Corra Foundation's CYPFEI & ALEC Fund team had face to face meetings with all but three of the funded organisations. Face to face meetings with all three of these organisations took place in early 2017-18, meaning that all core funded organisations have had at least one face to face meeting involving a member of the Corra Foundation's CYPFEI & ALEC Fund team since April 2016. Some funded organisations have had a number of face to face meetings, with the highest number being seven meetings with one organisation.

The January edition of the fund newsletter was distributed to nearly 250 individual email addresses, including lead and secondary contacts within funded organisations, policy/development officers and stakeholders such as Iconic Consulting and Improvement Advisers. The theme for this newsletter focused on promoting upcoming support and engagement opportunities in quarter four. There were 966 total opens by 149 unique users, representing a 60% open rate. The most popular link opened was the 'exploring organisational sustainability' annual conference agenda, which was opened 34 times in total. The second most opened link was to case studies of organisations' work.

### 3.1.2 Developing capabilities, skills and capacity of individuals and organisations

The aim of this work is 'to develop the capabilities, skills and capacity of the individuals and organisations receiving core funding to support them to deliver both the outcomes and indicators of their work and wider outcomes for children, young people, families and adult/community learners.'

Activities delivered to contribute to this aim include the annual fund conference on 'exploring organisational sustainability' took place on 1<sup>st</sup> March and further evaluation information on this is reported separately below.

In addition, we also delivered the 'Lasting Difference: Sustaining organisations, projects and impact' workshops to 19 individuals from funded organisations. These were delivered by Graeme Reekie from Wren & Greyhound two weeks after the conference, giving participants an opportunity to further develop their skills and knowledge of the 'Lasting Difference' sustainability toolkit while this was still fresh in their minds.

As stated above, 69% of participants at these workshops reported the session to be 'extremely useful', with 31% indicating it was 'very useful'. Some participant comments include:

- *"Really interesting workshop. Most interesting – facing up to the challenge of sustainability."*
- *"The pre-course considering of self-evaluation framework, re-framing of 'challenge' question – links with other organisations."*
- *"Focus maybe on the barriers faced by understanding/lack of understanding re sustainability. We might know the challenges but where do we start – massive issue!"*

The third networking and learning exchange session was delivered on 7<sup>th</sup> March. There was a lower attendance compared to the previous two sessions, with eight individuals attending on this occasion. This can be attributed to the busy nature of year-end as well as being one week after the annual conference. Despite the low attendance numbers there was positive feedback, including:

- *"Talking to other organisations, sharing experiences, meeting Fee and Gordon 😊"*
- *"Peer support and hearing other organisation's issues are similar, space for conversation positive – good balance."*
- *"Being able to network with a range of organisations and learning about the range of incredible work we are doing. Learning through the workshop activities."*

Participants also indicated a desire for future sessions to have a specific topic on which to focus. This feedback has been given from the other networking and learning exchange sessions this year. As such the sessions being developed for the 2017-18 programme will respond to these suggestions by trialling focussing on topics that cut across the policy areas funded organisations work across.

We also worked with the Scottish Government's Children's Rights and Participation team to deliver a webinar to funded organisations called 'Raising Awareness of the UNCRC' during this quarter. There were 36 registrations for the webinar with 25 participants attending the live session. The recording was shared across the fund to help organisations achieve their grant award condition within 2016-17.

### **3.1.3 Exploring organisational sustainability – Annual Conference review**

The first CYPFEI & ALEC Fund conference took place on the 1<sup>st</sup> March in Edinburgh and was themed 'exploring organisational sustainability'. The theme was identified through feedback from:

- Funded organisations via their quarter two reports.
- Consultation with Scottish Government and Education Scotland policy/development officers.
- The baseline report produced by Iconic Consulting.
- Further dialogue and conversations with some funded organisations including those participating in the stakeholder group within the CYPFEI & ALEC Fund.

This full-day conference was made possible through support and additional resources from the Scottish Government, for which we are grateful.

### 3.1.3.1 Aim and agenda

The aim of the conference was:

- To bring individuals, organisations and partners from across the CYPFEI & ALEC Fund together to share information, knowledge and skills to develop understanding of organisational sustainability as the fund progresses.

The event was designed to be informative and useful for participants whilst also giving opportunities to network and interact with each other throughout the day. There was an emphasis on having fun, as demonstrated by asking participants to design their own name badge using a range of stickers, sequins and emoji.

There were a range of speakers from across the third sector and Scottish Government contributing. We were delighted to have Mark McDonald MSP (Minister for Childcare & Early Years) give the key note speech and participate in a question and answer session. Additionally, Terri Smith Member and Chair of the Scottish Youth Parliament contributed by giving the opening address and welcome. The conference was hosted by Fraser Falconer, chair of the CYPFEI & ALEC Funding Board and former Head of Scotland for BBC Children in Need.

Other speakers throughout the day included Martin Sime, Chief Executive of SCVO, Maureen Mallon, Executive Director of Education Scotland (panellists for question and answer session), Graeme Reekie, Director of Wren & Greyhound, who presented some key principles of sustainability and Gareth Allen, Head of Intra-Government Team, Third Sector Unit, who carried out a consultation session linked to Scottish Government support to the third sector. The closing reflections from the day were given by Gillian Hamilton, Chief Executive of the Scottish College for Educational Leadership.

### 3.1.3.2 Registrations and attendance

The event was well attended with 91 funded organisations (77%) represented on the day. Policy and development officer participation was also encouraging, with a total of 21 attending as shown in table 3.

**Table 3: Summary of conference registrations and attendance**

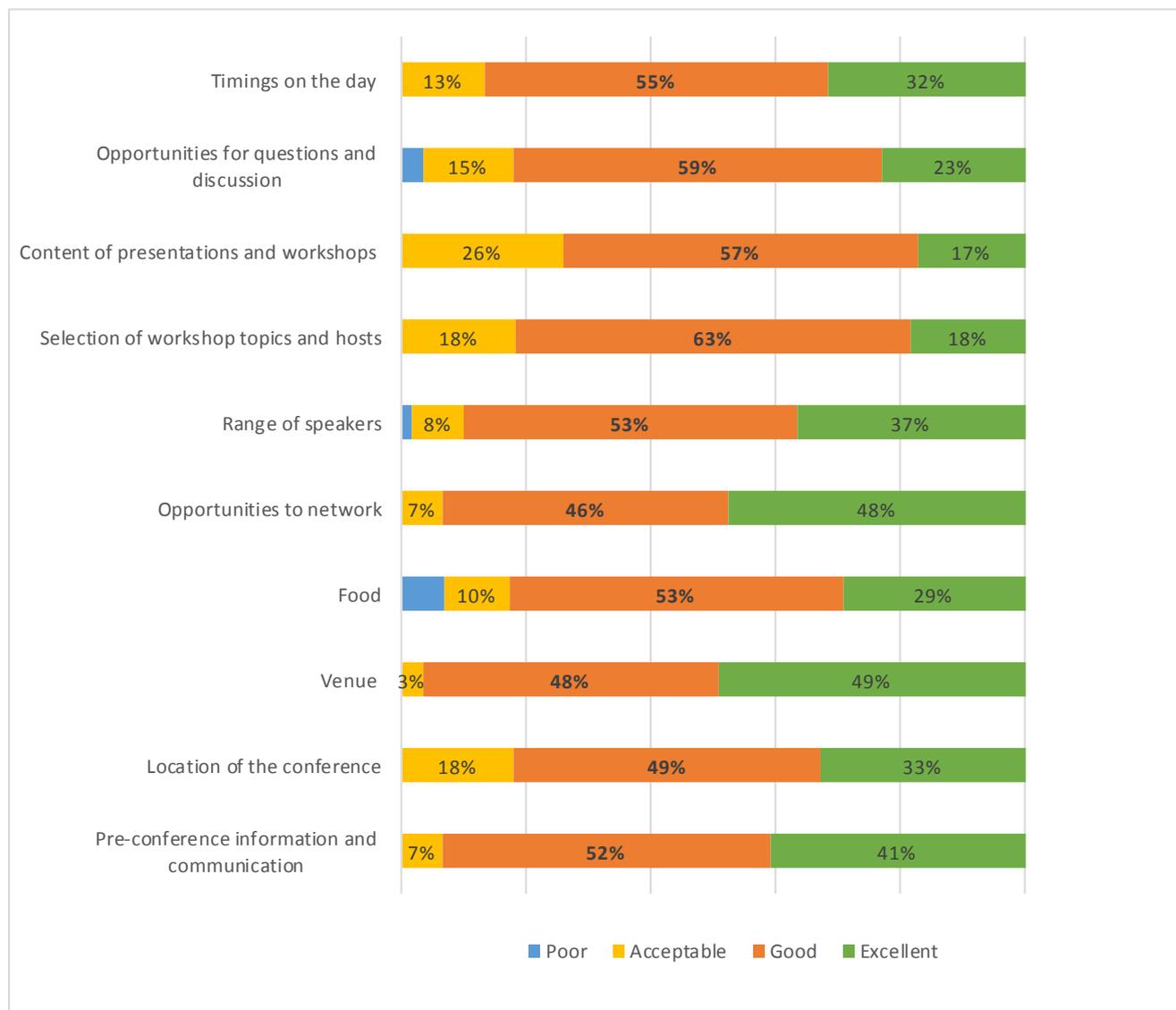
Total registrations prior to conference - includes policy/development officers, workshop facilitators and speakers	164
Total participant numbers on the day - includes policy/development officers, workshop facilitators and speakers	132
Total apologies/no-shows	32
Funded organisations represented on the day	91
Individuals from funded organisations	101
Policy/development officer attendance	21

### 3.1.3.3 Evaluation summary

We used two approaches to evaluate the conference. The first approach captured instant feedback from participants by inviting them to contribute comments and reflections to feedback table. This involved using a large table cloth across a number of tables with two sections for feedback comments on 'I really liked' and 'hmm, maybe next time'. The Corra Foundation's event team guided participants to add feedback as they were leaving the conference.

For the second evaluation method, we issued an online evaluation survey to all participants the day after conference. The survey asked a mix of qualitative and quantitative questions. There were 63 response in total to the online survey, representing a 48% return rate from participants attending the conference. The responses to this survey are summarised in figure 6 below and indicate that the conference was well executed and received positively by participants.

**Figure 6: Summary of feedback from participants**



#### 3.1.3.4 Participant interaction

The format of the day was designed to give participants opportunities to interact with other attendees as well as the various stakeholders. This included giving participants the opportunity to connect with other funded organisations by using the ‘help wanted/help offered’ notice board. The feedback received on the usefulness of this approach was mixed, with some stating it was really useful and gave them opportunities to share and see what other funded organisations can do or need, whilst other people indicated they didn’t really engage with the notice board.

The information added to this board was shared immediately after the conference and then again in the May newsletter.

The Corra Foundation’s event team also captured participants’ views on why sustainability is important to them. This involved participants writing their responses on an A3 board and this message being shared on Twitter using the #Allourfutures. The [Twitter Storify for this is available here](#) and provides an informative visual summary of the day.

#### 3.1.3.5 Improvements and suggestions

The information from the online evaluation survey and the instant feedback table indicates that the conference was well received with participants finding the event useful. However, there were also suggestions and improvements to be considered for future events:

- **Workshops:** the feedback indicates there is a desire for workshops to be more participatory, slightly longer in duration and to have more practical/examples shared. There is also suggestions to have workshops in the morning and afternoon, rather than just the afternoon.
- **Content:** from the comments received, participants would have liked more content focused on the adult learning, empowering communities (ALEC) section of the fund and more/continued focus on the main theme (sustainability).
- **Format:** participants would like to have more networking opportunities, a greater range of market stalls and interaction with other funders.

A number of respondents indicated they didn’t have any improvements or suggestions to make. We also asked participants to give suggestions for the next annual conference. These comments range from specific topics for workshops, speakers and format through to overall conference themes, and will all be considered when the 2017-18 fund conference is being planned.

#### 3.1.4 Encouraging partnership working

The aim of this work is ‘to encourage greater partnership working across these organisations, providing an opportunity to link in to and influence national policy development.’

The activities delivered throughout quarter four have contributed to encouraging and promoting partnership working across the fund by providing space and/or information to connect with other individuals and organisations. Feedback from the annual conference evaluation indicates that 48% of participants reported the event as having ‘excellent’

opportunities for networking with a further 46% stating it had 'good' opportunities for networking. Other events such as the networking and learning exchange session and the 'lasting difference' workshop also gave opportunities to meet and networking with individuals from other funded organisations.

In addition to these events, we proactively connect funded organisations to where possible joint working or shared learning opportunities might exist. Our face-to-face meetings are often the most useful format for this together with making links to organisations based on information from their quarterly monitoring reports.

### 3.1.5 Additional engagement with funded organisations

We regularly receive invitations to events and meetings being organised by funded organisations. Whenever possible, we will support and attend these events/meetings, and have been involved in a number of parliamentary receptions and workshops.

### 3.1.6 Early Learning and Childcare

As requested by Scottish Government, we have supported organisations working across the early learning and childcare policy area by delivering additional networking and learning exchange sessions. It was identified by Scottish Government that the funded organisations within this policy area would benefit from some specific sessions giving them the opportunity to learn more about the work they are doing and explore more joint working opportunities with each other.

We worked with our Scottish Government colleagues to design and deliver three sessions during 2016-17. Overall feedback has been positive from individuals attending each session and there are plans to continue with these events in 2017-18, with the next session taking place on the 6<sup>th</sup> June.

In each session delivered there has been a range of topics and interactive sessions designed to encourage networking and learning more about the other individuals and organisations attending. Key topics delivered this year included:

- What do we understand joint working to mean?
- Getting to know each other and the work we're all doing.
- Exploring joint working opportunities.
- CYPFEI & ALEC Fund: joint working, looking back, looking forward.
- Getting to know each other and organisation's work: The Golden Circle, Simon Sinek.
- Sharing practice: Self-evaluation methods and practice.
- Networking: catching up and updates.
- Specialist input: SIMD Index, Alistair McAlpine, Scottish Government.

A frequent request from the organisations is to continue learning more about each other's work. This will be the main focus of the session in June 2017.

### 3.1.7 Support for outcomes work with intermediary organisations

A number of funded organisations which are intermediaries had highlighted challenges in evidencing the number of beneficiaries of their work. We worked with Scottish Government

to set up and deliver an ‘outcomes, impact and contribution analysis’ workshop delivered in collaboration with IRISS in November 2016. This involved ten intermediary organisations, and following the workshop we conducted a short survey to ascertain their areas of interest for future action learning sets.

Using this as a basis, we facilitated an action learning set in April 2017, with 11 individuals from six intermediary organisations attending. Moving forward, the group indicated that they had found the action learning set extremely useful overall, and that there was a desire to meet again in approximately six months’ time. This has been organised for November 2017. Participants also suggested having Scottish Government participation at the next session would be useful.

### 3.1.8 Observations from year 1 programme

- **Participation in programme activities:** Funded organisations are enthusiastic about participating in support activities, as demonstrated by high attendance at the annual conference, the networking and learning exchange sessions and the learning and development workshops. We recognise that not all activities within the support and engagement programme will benefit all organisations, particularly given the range and diversity of organisations receiving CYPFEI & ALEC funding.
- **Identifying specific areas of interest and topics:** Feedback from across the programme has identified that funded organisations value networking with other funded organisations. However, they are also keen to have support opportunities that focus on specific areas of interest, topics and themes.
- **Current and future support needs:** The most common support needs were identified as sustainability and fundraising/income generating, monitoring and evaluation and partnership/joint working. As we develop relationships with organisations as well as capture feedback from their quarterly reports and support and engagement programme activities, we will be able to identify themes and respond, where possible, to these through the support and engagement programme or by signposting to other support opportunities.

### 3.2 Support and engagement programme 2017-19

The support and engagement programme for 2017-19 was designed using feedback and evaluation information from the 2016-17 programme. This programme has been approved by Scottish Government, enabling us to finalise the specific dates, timings and venues.

## 4. Learning and future developments for core funding support

The feedback described in this report suggests that our engagement with funded charities and policy officers remains extremely positive. We continue to review all aspects of delivery and make any necessary changes or improvements. Specific improvements are driven by feedback from funded organisations and policy officers, or by improvements we have identified within the Corra Foundation. This approach has enabled us to improve our reporting process, including making the format of final reports easier to read and enabling funded organisations to see the attachments they have added to their reports.

## 5. External evaluation

Scottish Government appointed Iconic Consulting to carry out an external evaluation of the funding model used for core funding through the CYPFEI & ALEC Fund. In the first year of funding, the Corra Foundation's CPFEIF & ALEC Fund team has met with Iconic Consulting to ensure we provide all relevant information to support this evaluation. This has included sharing the Corra Foundation's quarterly fund reports for Scottish Government, and all quarterly reports from 20 organisations involved in more in-depth work with Iconic Consulting as part of the external evaluation.

## 6 Project funding

### 6.1 Support for potential applicants

The project funding strand of the CYPFEI & ALEC Fund was launched in July 2016. A significant level of support was provided to organisations that were interested in applying. This took the form of face to face information sessions, webinars and one-to-one phone and email support.

Three face to face information sessions took place in Edinburgh, Glasgow and Aberdeen. Due to the level of interest in these an additional webinar information session was delivered to enable more people to receive face to face support prior to making a decision about whether to apply.

Webinars were also set up to provide advice on outcomes and indicators and improvement methodology. These were delivered by Mark Bitel, who is an Organisational Impact and Effectiveness Consultant, and Julie Wilde from the Scottish Government's Children and Young People Improvement Collaborative.

In addition we provided ongoing advice to people by phone and email from the day the funding criteria were launched until the deadline of 30<sup>th</sup> September.

There was a very significant uptake of this support, with over a thousand contact points with potential applicants.

The full range of information available on the Corra Foundation's website to support organisations interested in applying for this funding was:

- Fund criteria.
- General guidance.
- FAQs.
- Guidance on completing the application.
- Tips on completing the online application form.
- Q&As from the face to face information sessions and one to one phone call support.
- Information webinar.
- Monitoring and evaluation webinar.
- Improvement methodology webinar.

## 6.2 Assessment of applications

The deadline for applications was 30 September 2016, and in total 171 funding applications were received. All applications were assessed using a consistent process. This included all applications being assessed against an agreed set of criteria, and then the results of this assessment reviewed as part of a challenge process which the Corra Foundation uses within its own grant-making activities. This involved the team who were assessing the applications reviewing every completed assessment to ensure consistency and enable questions raised during the assessment process to be more fully explored. A minimum of four people were involved in every challenge meeting, ensuring a range of views were taken into consideration for every application.

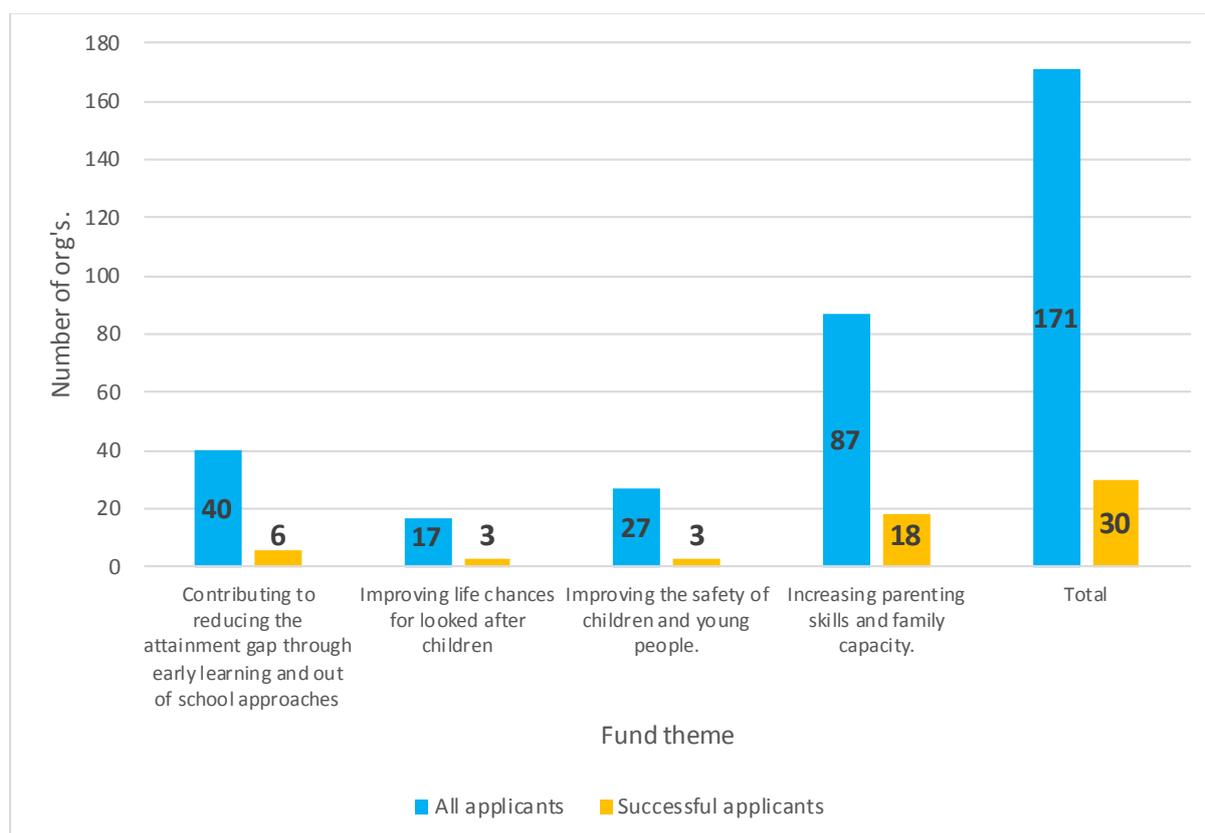
## 6.3 Recommendations to Scottish Government

Scottish Government received full copies of all application forms, and a report covering all aspects of the assessment process. The recommendations in this report were reviewed by policy leads in Scottish Government and Education Scotland, before funding recommendations were made to the CYPFEI & ALEC Funding Board. This Board made final decisions on which applicants would receive project funding.

## 6.4 Communication of funding decisions

All project funding applicants received personal emails letting them know the outcome of the Funding Board in advance of Scottish Government making this announcement public. There were thirty project funding awards made, and the breakdown of these compared to overall applications for each of the fund themes is shown in figure 7 below.

**Figure 7: Project Fund - breakdown by fund theme of all applicants vs successful applicants**



## 6.5 Feedback to unsuccessful applicants

All unsuccessful applicants were sent an overview of feedback on a number of the assessment criteria based on the Corra Foundation's assessment of all the project funding applications. This had a considerable amount of detail in it in order to help organisations be able to review their own applications and identify areas where they could have improved them.

They were also offered a one to one feedback phone call. Forty organisations contacted us to ask for feedback and this was all delivered by mid-January. Overall the feedback was extremely well received, with people commenting that it was helpful to have specific feedback about their applications as well as the more generic feedback in the email they had received.

## 6.6 Survey of project funding applicants

In order to learn more about the experiences of all project funding applicants, surveys were carried out with successful and unsuccessful applicants. There was overlap in the questions asked about their experience during the application process, with tailored questions asked about their experience after the funding decisions were announced. In total 44 responses were received, ten from successful applicants and 24 from unsuccessful applicants. This feedback has been reported in full to Scottish Government, and will be used by the Corra Foundation as part of its process of continual improvement.

## 6.7 Advance funding for 2017-18

As with core funding, project funding is paid quarterly in arrears, with every organisation having an opportunity to request advance funding. Two organisations requested advance funding, and these were reviewed using the same process as for core funding to ensure consistency. Both these requests were approved, meaning that 28 organisations will receive project funding payments quarterly in arrears and two will receive payment quarterly in advance.

## 6.8 Grant offer letters

Grant offer letters were sent to all project funded organisations in February, ensuring organisations had enough time to sign them and return them to us in advance of their funding starting. These included copies of schedule 2 and schedule 3 forms, along with the template for the monitoring reports that will be completed every six months.

# 7. Community benefits

The Corra Foundation remains committed to delivering community benefits through its work where possible. For example:

- We use local charities as venues for funding surgeries for our Henry Duncan Awards.
- Our catering for events delivered in the Corra Foundation's office is provided by Social Bite, a social business that uses profits to tackle social problems in Scotland and abroad.
- As far as possible we use Fairtrade products, for example tea/coffee.

- The project funding information sessions took place in Scottish Government or NHS rooms (the Aberdeen information session took place in the Aberdeen Health Village).
- The fund's annual conference was held a venue that delivered community benefits.

## 8. About the Corra Foundation

For 30 years, Lloyds TSB Foundation for Scotland has contributed to improving the lives of individuals and communities experiencing disadvantage all across Scotland and in developing countries.

As of 29 August Lloyds TSB Foundation for Scotland changed its name to the Corra Foundation. Our new name reflects our new strategy, a summary of which is available at <https://www.corra.scot/change-good-2017-19-strategy/>.

However, our mission remains the same: we exist to make a difference to people and communities, by encouraging positive change, opportunities, fairness and growth of aspirations, which improve quality of life.

We have three new strategic objectives to fulfil this:

- To get alongside communities – we are working differently, including with communities we don't historically reach and others with a big appetite for change.
- To share expertise – we will use our 30+ years experience in grant making to support others.
- Partnership – we want to make a bigger difference to people by working together with others.

For more information please visit <https://www.corra.scot/>.

### The Corra Foundation

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The Corra Foundation is a charity registered in Scotland (No SC009481) and is also a company limited by guarantee (No SC096068). Fortify Social Enterprise CIC is a community interest company registered in Scotland and is also a company limited by guarantee (No SC507457). The Corra Foundation was previously called Lloyds TSB Foundation for Scotland.