

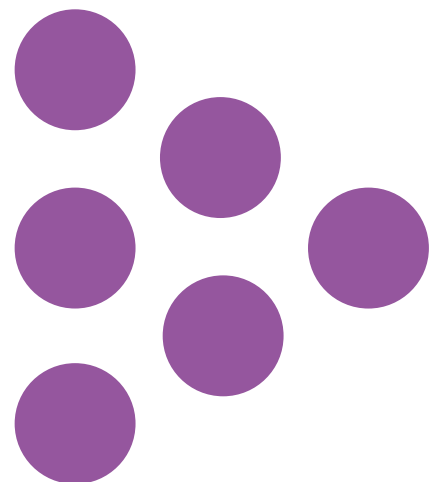
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## Report

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# **Insights into major initiatives aimed at improving the life chances of children and young people in adversity in the UK and Republic of Ireland**

**National Foundation for Educational Research (NFER)**



# **Insights into major initiatives aimed at improving the life chances of children and young people in adversity in the UK and Republic of Ireland**

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The authors wish to express their sincere thanks for the valuable input from the country and sector experts, these are named in Appendix G of this report.

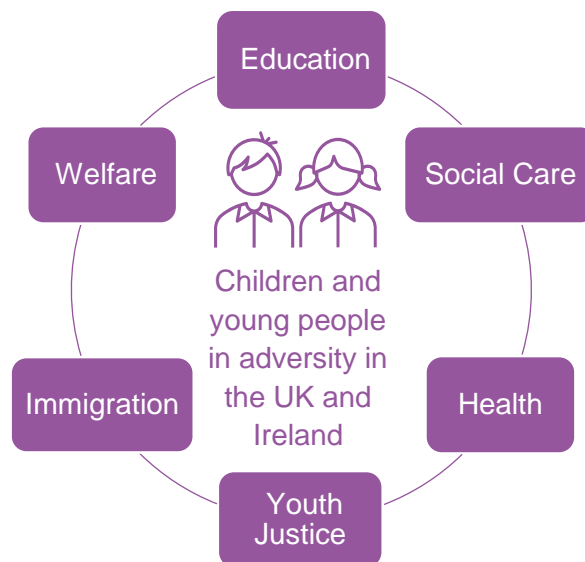
The views expressed in this report do not necessarily reflect those of any of the individuals or organisations acknowledged above.

## Executive summary

### Aims of the major initiatives mapping study

Children and young people in adversity are a very vulnerable group as they can be subject to many negative influences that can lead to undesirable outcomes for themselves and others. One of the ways to meaningfully improve the life-chances of children and young people in adversity is through initiatives designed to support them and prevent harm. Too often, however, governments and other funders can take a narrow, short-term view of a particular policy area without considering the wider picture, which can lead to a piecemeal approach to support these children and young people, so the focus of this mapping study is on initiatives designed to bring about change at the system level.

The overarching aim of this work, commissioned by Porticus, is to provide an understanding of the major initiatives supporting children and young people in adversity operating in the four nations of the United Kingdom (UK)<sup>1</sup> and the Republic of Ireland and focussing on six policy areas, selected for their particular relevance to young people's lives.



For the purposes of this study, a 'major initiative', is defined as an initiative of sufficient scale and scope to meaningfully improve the life-chances of children and young people in adversity. Such an initiative is likely to involve a 'large' commitment of resources, be funded by governments, large philanthropic funders and/or corporate organisations (e.g. as part of corporate social responsibility programmes), aimed at system-level change (i.e. delivered across a system rather than within a single institution or setting) and have the potential to make a lasting/sustainable change.

By identifying what provision exists for which groups of children and young people within and across countries, this work is intended to be used to raise awareness and support future programmatic decision-making, by identifying where existing provision across systems can be

<sup>1</sup> The UK refers to England, Scotland, Wales and Northern Ireland. The UK is a sovereign state, the nations that make it up the UK are also countries in their own right.

amplified and where there are gaps to be filled. We are unaware of any similar previous studies of this scale and nature – this mapping provides a unique opportunity to inform cross-sector learning.

## **Initiatives mapping methodology**

Our approach to this mapping exercise involved a comprehensive and consistent approach to the identification of current major initiatives. Based on the process of conducting evidence reviews, our approach sought to minimise selection bias.

The team developed a search strategy, setting out explicit inclusion and exclusion criteria. Targeted web searching took place from May to October 2022. All the identified initiatives were screened to exclude those that did not meet the agreed parameters.

Within each country we explored: the types of in-scope initiatives funded by government, large philanthropic or corporate funders; the goals of each initiative; their delivery mechanisms, the target group(s); and any gaps or areas of overlap.

To enhance the comprehensiveness and reliability of the research mapping we invited country and policy sector experts to input into the research. The expert panel were involved at key points of the project to review search parameters; identify current relevant major initiatives in their area(s) of specialism; validate the selected major initiatives; and review sections of the report relevant to their areas of expertise.

## **Study limitations**

Attempting to map major initiatives across five nations, six policy areas and three types of funding body, was a considerable undertaking and can only reveal part of the picture. We recognise that there is a wealth of other support available for children and young people in adversity within the UK and the Republic of Ireland which falls outside the scope of this study. In addition to statutory provision (such as universal access to education and health services), local government, charities, voluntary organisations and practitioner networks provide a wealth of smaller-scale delivery programmes and services for children and young people in adversity, as well as advocacy and research. These activities are not included in our study, due to its focus on major, strategic initiatives.

Although evaluation data exists for some of the initiatives identified, the study does not explore whether existing provision is sufficient or impactful. It is also important to recognise that this mapping represents a particular moment in time. Whilst we have attempted to ensure the information in this report is correct at the time of writing, it will become outdated as time moves on and new major initiatives are introduced.

## **Key findings and implications**

This study placed children and young people in adversity at the centre and has mapped the current major initiatives that they potentially have access to, and are supported by, for each country.

This report identified a diverse and rich tapestry of initiatives that exist to improve the life chances of children and young people in adversity in England, Scotland, Wales, Northern Ireland and the Republic of Ireland. Across all five nations we identified a total of 65 major initiatives. There were



some common themes across countries. Many initiatives focused on children and young people from economically disadvantaged backgrounds. In education, for example, there was a focus on closing the attainment gap between disadvantaged pupils and their peers.

As might be expected, we found that a greater number of initiatives were operating in England compared to the other nations. This reflects the fact that England has the largest population with the greatest levels of both public and private investment. However, more of the major initiatives in England focused on a specific policy area with fewer cross-cutting initiatives aiming to address the causes and effects of adversity holistically. Unlike in Scotland, for example, where support for children and young people is underpinned by a major policy focus on ‘Getting it Right for Every Child’. Some countries focused on regional disparities, with place-based initiatives featuring in both the Republic of Ireland and England.

While some policy areas, such as welfare and youth justice, encompassed initiatives which targeted a range of goals, others, such as health and immigration, tended to focus on a smaller number of issues affecting particular groups. It is beyond the scope of this initial mapping study to consider whether the number, size and breadth of initiatives in each county or policy area is proportional to the level of underlying need, or whether the children and young people in some countries or policy areas are being better supported than in others. This report is designed to provide a starting point to inform funders, policymakers and researchers, rather than provide a comprehensive assessment of all the support available.

### The limitations of current provision

While we have identified many initiatives aimed at supporting children and young people in adversity, our analysis suggests several limitations with the current approaches. These include:

- **Narrow focus:** some of the initiatives we identified recognise that children can experience multiple disadvantage, and seek to address these, which means they appear in more than one of our six policy areas. However, most initiatives were more limited in their scope, and only appear in one policy area. This could reflect lower levels of funding and/or narrow remits and suggests that more strategic and joined-up thinking is required to tackle these complex issues.
- **Lack of focus on systems change:** despite purposely selecting initiatives that were large in scale and therefore potentially more likely to improve the life-chances of children and young people in adversity, comparatively few of those we examined stated that they had an explicit focus on supporting systems change. It is possible that this finding is a consequence of a lack of information (for example, this may have been an underlying aim of an initiative that was not explicitly stated in the information we were able to obtain). However, it could also indicate a real lack of ambition, reflecting lower levels of funding, narrow remits, and/or siloed thinking.
- **Limited health focus:** compared to the other policy areas, we identified relatively few health-focussed initiatives for children and young people in adversity, with most of those we identified operating in England. This is likely to reflect the existence of national health services which are free at the point of delivery. It should be noted that during our searching we identified several health initiatives which did not reach our benchmark of ‘major’ because they were smaller in scope – perhaps reflecting the move to more localised delivery.

- **Different approaches to targeting support:** some of the initiatives we identified, and particularly those in the health sector, were not targeted specifically at children and young people in adversity and were instead open to all age groups but offered a tiered level of support based on need.
- **Limited role played by philanthropic and corporate sectors:** The findings reveal that while governments play a key role in funding major initiatives in the UK and the Republic of Ireland, philanthropic organisations were less frequently associated with funding current major initiatives and corporate funders least of all. This may not be surprising, given the much larger budgets available to governments. We should also acknowledge that some of the initiatives we identified evolved from pilot programmes that were funded by philanthropic organisations, and the lobbying work that many of these organisations engage in to influence government funding decisions.

Overall, while there are many initiatives aimed at supporting children and young people in adversity, addressing the current limitations will be critical to ensuring that all children and young people have the support and resources they need to thrive. This may require more investment in evidence-based initiatives, greater collaboration and coordination between organisations, and a focus on addressing the root causes of adversity as well as its symptoms.

### Priorities and considerations for future funders

The findings of this study of major initiatives in the UK and the Republic of Ireland provides an evidence-base from which to inform future investment decisions. Funders have an important role to play in shaping provision. This can be approached in different ways. For example, funders may decide to fund one-off programmes, which are small in scale, and time-limited, and which address an immediate need or challenge. This provision has the potential to support children and young people in adversity and provide a lifeline to those who are most in need. However, where possible, we would encourage funders to invest in confronting the root cause of an issue. This is likely to involve considerably more resources, both financial and staff, collaborations that help align mindsets and goals, and a shift in culture and behaviours. This may be beyond the remit or capacity of some funders, in which case funding smaller scale but well designed and targeted initiatives is a viable way forward.

But how might funders more effectively address the problems of severe and multiple disadvantage experienced by children, young people and their families? The findings from this mapping study provide some suggestions. For example, funders could consider the importance of demonstration projects. These can be a short-term, relatively low-cost way of demonstrating an effective approach to providing the evidence for larger system-wide investment. If effective, the findings can be used to secure further investment to scale-up the intervention.

Despite the potential benefits of more ambitious major initiatives, if funders shift to funding just one or two strategic major initiatives there is a risk of destabilising existing ecosystems and diverting resources away from services that are meeting young people’s needs. Funding organisations face several difficult decisions when it comes to investing in initiatives to support children and young people in adversity. This includes balancing the short-term needs of children and young people, such as providing immediate relief from crisis situations, with the longer-term and potentially wider-

reaching benefits that may come from more ambitious initiatives that support systems change. Overall, funders must carefully balance these and other factors when making investment decisions to support children and young people in adversity, weighing trade-offs and seeking to maximise their impact in the most effective and sustainable way possible.

This research has shown that mapping studies are an important first step in understanding how the needs of children and young people in adversity are currently being met and the possible gaps to be filled. However, what is also needed is an identification of existing and emerging threats to children and young people, an investigation of the underlying issues and clear decision making as to the most cost-effective ways of addressing them. Proof of concept, evaluation of new initiatives and reviews of the evidence base are important considerations for future funders too.

# 1 Introduction to the initiatives mapping study

Porticus is a philanthropic organisation that aims to create a just and sustainable future where human dignity flourishes. With colleagues based in 14 offices around the world, their work is realized through strong networks of partners including local and global non-governmental organisations (NGOs), communities, people with lived experience, policy makers and co-funders. They commissioned this mapping study, which will be publicised widely. As an organisation they are committed to continuous learning. By sharing the insights of this mapping study they hope that others can benefit and build on the learning.

## 1.1 Aims and rationale of the study



The overarching intention of this study is to provide an understanding of the major initiatives aimed at improving the life chances of children and young people in adversity currently\* in place in England, Scotland, Wales, Northern Ireland and the Republic of Ireland.



The study aims to identify what current initiatives exist and how provision compares across countries. In doing so, it is hoped that the findings will support the future decision-making of funders and other key stakeholders, by identifying where existing provision can be amplified and where there are gaps to be filled.



The study focuses on six key policy areas: education; social care; health, welfare; immigration; and youth justice. The main rationale for selecting these areas was to put the child in adversity at the centre – an individual in difficulty is potentially affected by all of these systems.



The study concentrates on three distinct groups of funders: government, philanthropic and corporate.

## 1.2 Background to the study

Children and young people in adversity in the United Kingdom<sup>2</sup> (UK) and Republic of Ireland are a very vulnerable group as they may be subject to many negative influences that can lead to undesirable outcomes for themselves and others. Poverty is a major cause of adversity, as is disruption to family life (for example, through trauma or forced migration). Adverse Childhood Experiences (ACEs) are specific, highly stressful, and potentially traumatic, events or situations experienced during childhood and/or adolescence that are known to increase the risk of future

<sup>2</sup> The United Kingdom refers to England, Scotland, Wales and Northern Ireland. The UK is a sovereign state, the nations that make it up the UK are also countries in their own right.

mental and physical health problems and other issues in later life (Asmussen *et al.*, 2020). ACEs are over ten times more likely to occur in the poorest 20 per cent of the population compared to the richest 20 per cent. Poorer children are also at increased risk of experiencing multiple ACEs, which is associated with increased risk of negative outcomes across the life course (Asmussen *et al.*, 2020) (Marryat and Frank, 2019).

One of the ways to meaningfully improve the life-chances of children and young people in adversity is through initiatives to remediate and ameliorate the situation for those in need across the various and interrelated systems they become part of. Too often, however, governments and other funders of initiatives can take a narrow view of a particular policy area without considering the wider picture, which can lead to a piecemeal approach to support these children and young people.

Following successive periods of short-term policymaking and funding in the UK and Republic of Ireland, there has been an increasing move towards systems-change through the delivery of major initiatives to tackle multiple disadvantage. Systems change aims to address the root causes of societal issues, rather than just the symptoms. It requires an understanding of how the different parts of the system interact, rather than focusing on parts of the system in isolation (Vexler, 2017). It also encourages organisations to work collectively towards a common agenda rather than delivering isolated interventions (Kania and Kramer, 2011; Farnham *et al.*, 2021).

Understanding the current landscape in terms of interactions and funding is key for systems-change thinking (Putnam-Walkerly, 2017). Having a deep understanding of the issues and the ecosystem provides a deeper knowledge of the dynamics that perpetuate the problems, the other actors involved in solving the problem and it enables organisations to focus on critical needs and opportunities (Farnham *et al.*, 2021). Collaboration and embracing a systems mindset underpins the Catalyst 2030 movement, led by social entrepreneurs and innovators, which calls for donors and funders to remodel their traditional practices to support grassroots organisations and achieve sustainable social impact more effectively.

Governments in the UK and in the Republic of Ireland play an important role in establishing major initiatives to support children and young people in adversity. The systems and administrative structures operating across these nations are, however, multiple and complex. The UK is a unitary state. The UK Parliament (in Westminster, England) has reserved powers but there are devolved legislatures and governments in Scotland, Wales and Northern Ireland (UK Government, n.d.<sup>3</sup>) which have powers over a range of policy areas which had previously been the preserve of the UK. There are complexities in that some policy areas are devolved in one UK country but reserved elsewhere, or a policy area may be reserved, but aspects of how it is delivered are devolved. The local government system also varies across the four nations of the UK. In England, Scotland, and Wales, local authorities (or councils) are responsible for social care and provide some aspects of transport, housing, and education. The responsibilities for local government in Northern Ireland is more limited (Institute for Government, 2019). The Republic of Ireland is a parliamentary republic and is a member country of the European Union (EU), whereas the UK is not. There are different political parties in power in each of the UK administrations and in the Republic of Ireland with

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<sup>3</sup> n.d. refers to 'no date'. This is because the citation is an online source, and we were unable to identify when the information was first published.

differing positions on tackling social inequalities and these are evident in some of the initiatives they fund.

Recent significant contextual changes in the UK and Republic of Ireland have also led to changes in the focus of major initiatives to support children and young people in adversity. The UK formally withdrew from the EU in January 2020 in a process known as ‘Brexit’. UK children’s charities raised concerns about the potential negative implications of Brexit for children and their families, particularly in relation to children’s rights and the continuation of EU-funded projects supporting children and young people (Coram Children’s Legal Centre, 2017).

The Covid-19 pandemic, which began in early 2020, has had a severe effect on the UK and Republic of Ireland, with England, Wales and Scotland suffering the highest rate of deaths among 21 industrialised countries during the first wave (Wigton, 2020). Emerging evidence on the social and economic impacts shows that young people aged 12–24 years are one of the worst-affected groups, particularly in terms of mental health and employment (Leavey, Eastaugh and Kane, 2020). Covid-19 also had a significant impact for charities, both in terms of service delivery and how they provided funding and support (Council on Foundations, n.d).

The UK and Republic of Ireland are also currently experiencing an economic downturn and ‘cost-of-living crisis’<sup>4</sup>. This has brought existing inequalities between children in adversity and their peers, into sharp focus. Research into the impact of the cost-of-living on children and young people in England, Scotland, and Wales in October 2022 (Barnardos, 2022) found that more than half of parents of children aged 18 or under had been forced to cut back on food spending for their family in the past 12 months and just over a quarter said their child’s mental health had worsened due to the situation<sup>5</sup>.

As funders and policymakers in the UK and Republic of Ireland focus on supporting post-Covid recovery and closing the disadvantage gap during a period of economic instability, this mapping exercise is particularly timely.

### **1.3 A note on reporting**

This report focusses on current major initiatives. By ‘major’ we mean an initiative of sufficient scale and scope to meaningfully improve the life-chances of children and young people in adversity. Such an initiative is likely to involve a ‘large’ commitment of resources, be funded by governments, large philanthropic funders and/or corporate organisations, aimed at system-level change and have the potential to make a lasting/sustainable change (see Chapter 2 for further details on research parameters). We recognise however, that there is a wealth of support available for children and young people in adversity in the UK and Republic of Ireland which falls outside the scope of this study but should be considered in a holistic assessment of support available for specific needs. This includes the provision of services and support for children and young people delivered under

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<sup>4</sup> The ‘cost of living crisis’ refers to the fall in ‘real’ disposable incomes (that is, adjusted for inflation and after taxes and benefits) that the UK has experienced since late 2021. Overall, the worst-affected households are those on low incomes (Hourston, 2022).

<sup>5</sup> Total sample size: 1,053 Great British parents of children aged 18 or under. Online survey undertaken in October 2022. The figures have been weighted and are representative of all Great British parents of children aged 18 or under (Barnardos, 2022).



statutory duties or embedded in statutory structures of the health, social care, education and other systems. It also includes the numerous charitable and voluntary organisations providing smaller-scale programmatic and project delivery work supporting children and young people, as well as advocacy, research and practitioner networks, which have key roles in sustaining and influencing the systems in which they operate.

In undertaking this large mapping study across five nations, six policy areas and three types of funder, the research team had to make decisions about what was possible and practical within the parameters of study. This report is therefore designed to provide a starting point from which other funders, policymakers and researchers can identify major initiatives aimed at improving the life chances of children and young people in adversity, rather than provide a definitive analysis. We expect readers to question the inclusion of certain initiatives and the absence of others. At various points throughout this report we recognise and ‘call out’ some of the uncertainties and the decisions made by the research team in response. Furthermore, although evaluation data exists for some of the initiatives identified, the study does not explore whether existing provision is sufficient or impactful.

We have been unable to find evidence of other mapping studies of a similar scale and nature. Because this approach does not appear to be widely employed, it is important to detail our methodology so that it can be scrutinised and its limitations understood. We provide insights into the benefits and challenges of the approach to provide learning for future studies so that this approach can be built upon and further refined.

Finally, it is important to recognise that this mapping represents a particular moment in time. The initiatives, policy and contextual information referred to in this report is correct to the best of our knowledge however, contexts and situations inevitably change. We acknowledge that these will quickly start to be updated and replaced.

## **1.4 Structure of the report**

The remainder of the report is structured as follows.

- In Chapter 2, we briefly describe the definitions and methodology used for this study. A fuller description of the methodology is provided in Appendix A.
- In Chapter 3, we provide an overview of the mapping analysis framework.
- In Chapter 4, we present the major initiatives to support children and young people in adversity in place in England.
- In Chapter 5, we present the major initiatives to support children and young people in adversity in place in Scotland.
- In Chapter 6, we present the major initiatives to support children and young people in adversity in place in Wales.
- In Chapter 7, we present the major initiatives to support children and young people in adversity in place in Northern Ireland.
- In Chapter 8, we present the major initiatives to support children and young people in adversity in place in Republic of Ireland

- In Chapter 9, we draw conclusions from the initiatives mapping study, reflecting on the current landscape, the limitations of current provision and the initiative mapping methodology

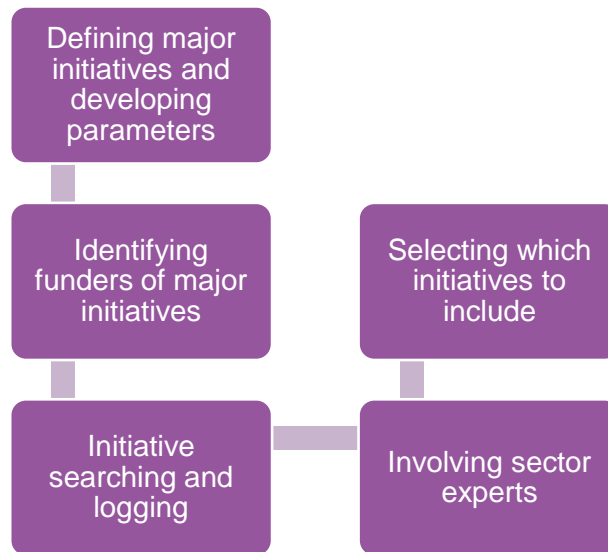
We have designed this report so that the mapping findings for each country can be read as standalone documents. As such, there is an element of repetition, particularly where initiatives operate across counties and policy areas.



## 2 Initiatives mapping: study definitions and methods

The aim of this section of the report is to set out our approach to identifying current major initiatives supporting children and young people in adversity in the UK and Republic of Ireland. We investigated existing methodologies for mapping studies of policy and practice (for example, . Perryman, 2016; Flynn, 2022; Pierce, n.d.) and were unable to find anything directly applicable to the requirements of this study. We therefore drew on the expertise of NFER information specialists and designed a methodology based on the principles of systematic searching used for conducting literature reviews. The methodology was designed to provide a comprehensive and consistent approach to mapping relevant initiatives, while minimising selection bias so that we can have confidence in the validity of the findings. Our approach is summarised in Figure 1 below and outlined in the remainder of this chapter. It is also set out in greater detail in Appendix A for transparency and future replicability.

**Figure 1 Initiatives mapping process**



### 2.1 Defining major initiatives for children and young people in adversity

For the purposes of this study children and young people are defined as individuals aged from 0 (i.e. birth) to 18 (i.e. adulthood).

There is no commonly used or agreed definition of childhood adversity. A child can be vulnerable to poor experiences and outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment (Public Health England, 2020). Within the scope of the study are:

- Children and young people referred to as ‘disadvantaged’ or ‘vulnerable’.

- Defined ‘vulnerable groups’ or other ‘groups’ of children and young people who are discriminated against as a result of, or in adverse circumstances due to, unmet needs. This includes those: with Special Educational Needs (SEN), with health/medical needs, who are looked after children or care experienced<sup>6</sup>, who are care leavers [if under 18], who are young carers<sup>7</sup>, who are asylum seekers, migrants, refugees or from other mobile groups, who are Not in Education, Employment, or Training (NEET), who have been (or who are at risk of being) excluded from school, who are subject to neglect, who have direct contact with the youth justice system and/or are victims of crime.<sup>8</sup>
- Children and young people identified as subject to adverse childhood experiences<sup>9</sup> (ACEs).

A range of factors were considered when identifying whether or not an initiative was ‘major’. This included the aims of the initiative, its scale and level of funding, and the extent to which it sought to bring about systems change. An initiative did not necessarily need to meet all criteria to be included. Within the scope of the study are initiatives that are:

- **Strategic and visible** with a clear plan of action to solve a problem and bring about change.
- **Of sufficient scale and scope** to meaningfully improve the life-chances of children and young people<sup>10</sup> in adversity, through reduction in distress and risks, support, remediation and amelioration. This includes initiatives that operate at sufficient scale to affect meaningful sustainable change across a whole system. It also includes initiatives which set out to make a lasting/sustainable change or difference to children and young people.
- **High monetary value** – initiatives which involve a ‘large’ commitment of resources (for example, funding/grants in excess of £1 million+ in England or £500k+ in Scotland, Wales, Northern Ireland or the Republic of Ireland where population sizes are smaller).
- **Targeting systems change** – the aim of systems change initiatives can vary considerably, from seeking to reform policies and services, to altering the distribution of resources, to changing the nature of power (Abercrombie, Harries and Wharton, 2015). Pilots, intended as a precursor to a larger initiative were also included.
- **Funded by government, philanthropic and/or corporate funders** that have the potential to influence change (details of how we identified funders for inclusion in the study are set out in section 2.3).
- **Currently in operation** – initiatives operating in 2022<sup>11</sup> that are time limited (i.e. not permanent services or provision).

We *excluded* from the mapping:

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<sup>6</sup> i.e. anyone who has been in care or is currently in care.

<sup>7</sup> Children and young people who are responsible for caring for other family members.

<sup>8</sup> These terms and definitions vary across the five nations.

<sup>9</sup> Based on research that shows adverse experiences in childhood are associated with an increased risk of poor health and other problems in later life (Asmussen *et al.*, 2020).

<sup>10</sup> The study sought to include initiatives which provided (some level of) direct support to children and young people rather than broader support for parents/families and/or for the practitioners who work with them – although this varied depending on the country size and policy area.

<sup>11</sup> To the extent this date information was available.

- **Existing national or local government services** – this includes provision delivered under statutory duties (such as, services to support SEN, mental health support, paying benefits and providing housing)
- **Small scale operational/delivery level projects and programmes** – this includes programmes and projects which may have developed from initiatives, carried out over a period of time and intended to achieve a particular purpose.
- **Research and practitioner networks.**
- **Campaigning/advocacy-related** support where this is the sole focus.

## 2.2 Targeting key policy areas

In public policy terms we considered that six overarching areas had most relevance and potential to influence the lives of children and young people in adversity, these were: education, social care, health, welfare, immigration and youth justice<sup>12</sup>. Initiatives were considered in scope where they focused on one or more of these, including those which were multi-disciplinary in nature. The focus within these policy areas included:

- **Education** – including early years, primary, secondary, Further Education (FE) [for those up to 18], children and young people not in mainstream school.
- **Social care** – including children’s social care, residential care, kinship care, fostering, adoption, safeguarding and child protection.
- **Health** – including health issues which are particularly prevalent among children and young people in adversity (such as, mental health, chronic diseases such as asthma, epilepsy, diet-related problems such as being overweight/obesity, malnutrition, diabetes and tooth decay, infant mortality, childhood accidents/unintentional injuries/deaths, substance misuse and sexual health) (see BMA, 2017 and Pearce *et al.*, 2019).
- **Welfare** – including particular welfare initiatives for children in care, children leaving care [if under 18], children seeking asylum, children with Education and Health Care Plans [EHCPs]/mental health issues receiving benefits, youth homelessness, Education to Employment and poverty
- **Immigration** – including initiatives for children and young people who are asylum seekers, migrants or refugees.
- **Youth justice** – including crime prevention initiatives to rehabilitation and children and young people as victims of crime or subject to criminal exploitation.

## 2.3 Identifying government, philanthropic and corporate funders

We reasoned that major initiatives meeting our criteria were likely to be funded by one of three main sources, namely: national government departments, philanthropic trusts and corporate organisations (as part of corporate social responsibility programmes for example). As there are a vast number of funders operating across the UK and Republic of Ireland, we implemented an identification and selection process to find those most likely to be funding initiatives that met our

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<sup>12</sup> The rationale for selecting these areas was to put the child in adversity at the centre – an individual in difficulty is potentially affected by all of these systems.

inclusion criteria and to ensure the number of funders identified was manageable within the constraints of the study. We excluded funders operating at lower levels such as local authorities, councils and smaller localised charities which were unlikely to fulfil the criterion of funding a ‘major initiative’ (see Appendix A2.2 for details). These searches generated a list of 67 government departments, non-departmental public bodies and agencies, 47 philanthropic trusts and 20 corporate organisations across the five nations.

## 2.4 Initiative searching and logging

For each government department, philanthropic and corporate organisation identified, we searched publicly-available information online<sup>13</sup> to capture as many ‘in-scope’ initiatives as possible.

Attempting to map major initiatives across five nations, six policy areas and three types of funding body, was a considerable undertaking. It was a time intensive process involving a team of five researchers over a five-month period. Targeted web searching took place from May to October 2022 with some additional ‘top-up’ searches towards the end of the study to ensure any new initiatives, that had been very recently operationalised, were included prior to reporting.

Snowballing searching techniques were utilised to find relevant initiatives, the process entailed:

- searching policy information, news and announcement webpages
- searching ‘about us’ or ‘what we do’ webpages
- searching online annual reports, impact and evaluation reports
- keyword searching (for example ‘vulnerable children’, ‘adversity’, ‘disadvantage’) using webpage search functions.

A large proportion of the searching time involved reviewing initiatives and attempting to find information on scale and scope. For each major initiative identified, key descriptors were logged (including the purpose/aim, type of support on offer, key groups targeted) and the team gave each an ‘in-scope’ rating ( low/medium/high relevance). The mapping involved a highly iterative process to arrive at a shared understanding and consistency across the research team. There was a need to make reasoned judgments given the exploratory nature of the method involved. Data tables for the initiatives identified in each country are provided in Appendix B to F.

The extent to which we were able to locate and populate information for each initiative varied considerably due to the information available. Web pages varied extensively in terms of their content. The levels of detail provided tended to vary according to nature and size of the organisation and amount of funding allocated. A key reason for some philanthropic and corporate funders being excluded from the mapping was where different schemes and grant provision could not be linked to a clear initiative. This contrasts with government funders, who tended to be more transparent. The absence of publicly available information from philanthropic and corporate funders, may be deliberate, for example, to avoid competitors accessing that level of detail. Alternatively, philanthropic, and corporate funders may choose to strategise at the general theme level, without a specific rationale or initiative, to allow for flexibility in their funding allocations (see Appendix A5 for further details). It was particularly challenging to find information on the scale and

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<sup>13</sup> Because it can be difficult to identify when information was published on online – and therefore how current the information is – some of the citations in this report have no date (n.d.).

reach of initiatives (in terms of number of beneficiaries and costs) and whether they were aiming to achieve systems change.

At the start of the initiative searching process, the research team identified a wide range of delivery programmes and smaller scale projects that were supporting children and young people in adversity but did not appear to meet our inclusion criteria/thresholds based on (the often limited) publicly-available information. However, we have included some examples of out-of-scope initiatives in this report to provide insights into our exclusion decisions.

## **2.5 Involving sector experts**

In response to the complexities of the systems operating across the UK and Republic of Ireland we sought to enhance the comprehensiveness and reliability of the research mapping by inviting a panel of country and policy sector experts to input into the research. Although the individual involvement of experts varied depending on capacity, expertise and specific area(s) of interest, experts contributed to the study in the following ways:

- reviewing search parameters
- sharing knowledge of the key issues affecting children and young people in adversity
- identifying current relevant major initiatives in area of specialism and validating the selected major initiatives to be included in the mapping
- reviewing the findings.

The experts who contributed to the study are listed in Appendix G.

### 3 A framework for mapping major initiatives to support children and young people in adversity

As Figure 2 illustrates, this study placed children and young people in adversity at the centre and has mapped the current major initiatives that they potentially have access to, and are supported by, for each country.

**Figure 2 Key policy areas which children and young people in adversity may access**



In each country we explored: the types of initiatives that have been funded; whether the initiatives were funded by government, philanthropic or corporate organisations; the goals of each initiative; their delivery mechanisms, the target group(s); and any gaps or areas of overlap. Some of the initiatives we identified are multidisciplinary, and therefore appear in more than one policy area. In our reporting we describe these in relation to the policy areas where they fit best and cross reference – recognising that many crosscutting initiatives could arguably be considered to have some element of focus (at more minor levels) in relation to several themes. We are also aware that evaluation data does exist for some of the initiatives we identified, this was not the focus of the mapping study and so our analysis does not explore whether existing provision is sufficient or impactful.

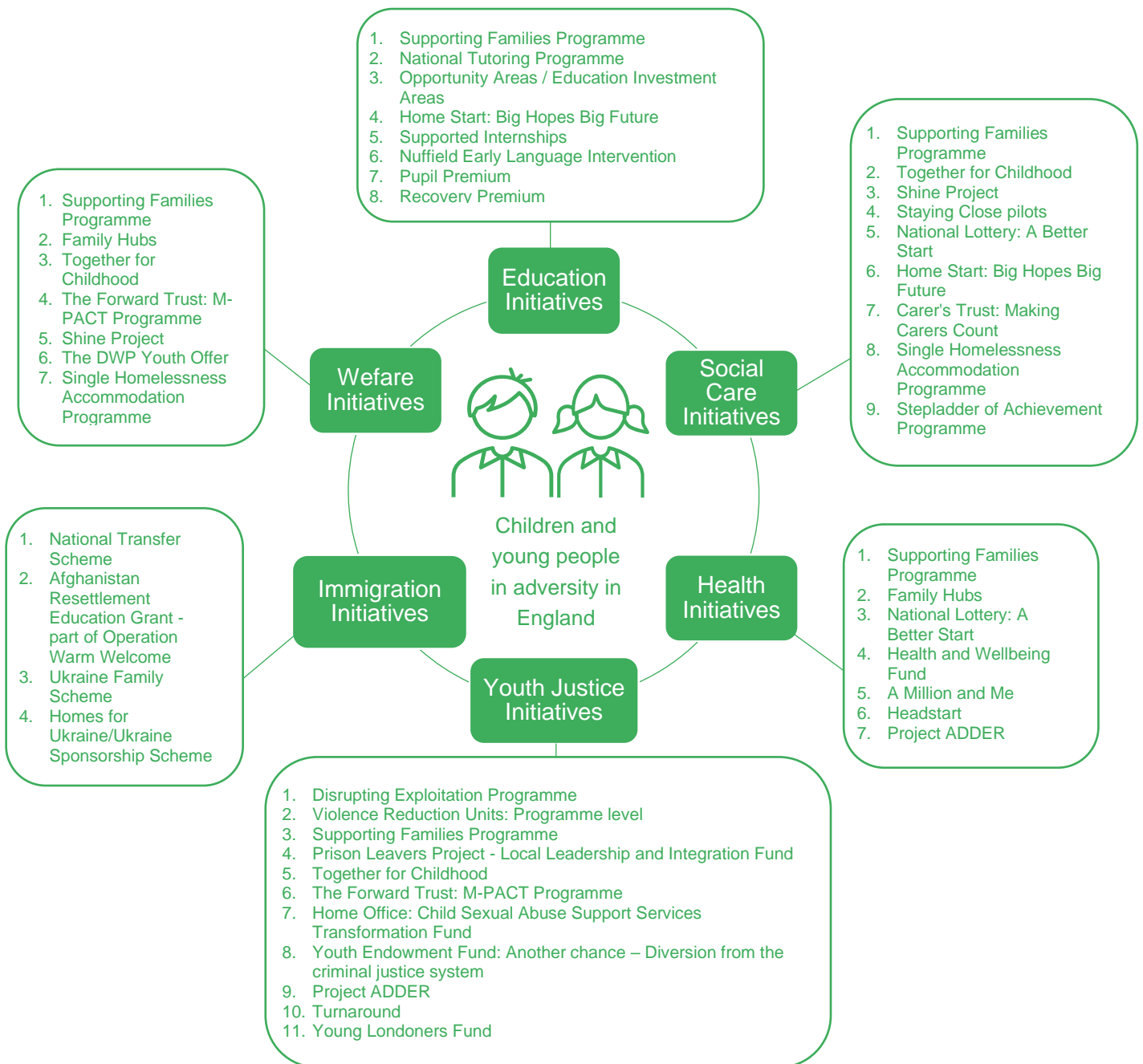
To support the interpretation of the mapping findings and in recognition of the wider provision in place for children and young people in adversity (referred to in section 1.3), we also present short policy background sections, which provide country-level information about the context in which these initiatives operate.

We hope that this large-scale mapping study will serve to raise awareness of current provision among key stakeholders and help to inform future investment decisions.

## 4 Major initiatives to support children and young people in adversity in place in England

Here we present details of the current major initiatives in England in each key policy area: education; social care; health, welfare; immigration; and youth justice. Data tables for the England initiatives are provided in Appendix B and are referred to throughout.

**Figure 3 Overview of major initiatives in England**



We recognise that there is a wealth of other support available for children and young people in adversity in England which falls outside the scope of this study. This includes the provision of national and local government services delivered under statutory duties; smaller-scale programmatic and project delivery work, as well as advocacy, research and practitioner networks – these are not covered in this mapping.



## Key findings and implications – England

- Many of the major initiatives we identified in England focussed on early prevention and intervention. Some had an explicit focus on developing and/or testing approaches to supporting children and families.
- While some policy areas, such as welfare and youth justice, encompassed initiatives which targeted a range of goals, others, such as health and immigration, focussed on a smaller number of issues. It is not clear whether these variations in scope are proportional to the level of underlying need, or whether children and young people facing adversity are simply being better supported in some policy areas than others.
- The initiatives we identified adopted a variety of approaches to bring about their intended goals. These included dedicated funding, initiatives which promoted inter-agency working, and those which provided support from an ‘expert practitioner’, such as a youth worker, mentor or life coach.
- Some of the initiatives we identified, such as the Supporting Families Programme, recognised that children and their families can experience multiple disadvantage, and sought to address these, which meant they appeared in more than one of our six policy areas. However, most initiatives were more limited in their scope, and only appeared in one policy area. This could reflect lower levels of funding, and/or silo thinking engendered by ‘departmental budgets’ and ‘focus areas’. The findings could suggest that more strategic thinking is required to tackle these complex issues in England.

### 4.1 Introduction to the policy landscape for children and young people in England

England does not have its own devolved parliament so is entirely subject to the administration of the UK Government in Westminster. There are nine English regions and 333 local authorities made up of different types,<sup>14</sup> the structure of government varies between them (Institute for Government, 2019). Local authorities in England are responsible for social care and provide some aspects of education, housing, and transport. There are currently ten areas of England with mayoral devolution with further plans for expanded devolution – most have a core set of powers relating to transport, skills and economic development (Institute for Government, 2023).

With over 56 million inhabitants, England is the most populous country in the UK, accounting for 84.3 per cent of the overall UK total (Office for National Statistics, 2022b). In 2021, 81.7 per cent of the population self-identified as white. People from Asian ethnic groups made up the second

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<sup>14</sup> County councils, district councils, unitary authorities, metropolitan districts and London boroughs.

largest percentage of the population (9.3 per cent), followed by black (4 per cent), mixed (2.9 per cent) and other (2.1 per cent) ethnic groups (Office for National Statistics, 2022a)<sup>15</sup>.

There are approximately 12.6 million children and young people aged 0 to 18, representing approximately 22.5 per cent of the population of England (Office for National Statistics, 2021). Although there was a small increase in births in England in 2021, this follows a long-term trend of decreasing rates across the country (Office for National Statistics, 2021).

England is one of the wealthiest nations in the world, with an average adult GDP<sup>16</sup> per capita of £28,100. However, household income varies significantly between regions. For example, in 2017/18, the North East of England had the lowest median income before housing costs, while London had the highest (Francis-Devine, 2021).

The government's 'levelling up' agenda (HM Government, 2022a) is designed to address economic disparities between regions. These inequalities have also led to a more recent move to place-based provision in England, particularly in relation to health and social care, to deliver more joined-up and person-centred support in a given location (NHS England, NHS Improvement and Local Government Association, 2021). Separate from the Government, there is a Children's Commissioner for England whose aim is to safeguard and promote the rights and welfare of children.

A child is living in poverty if they live in a household whose income falls below a given threshold. In the UK, there are two definitions of that threshold: 1) the threshold for *relative* poverty is set at 60 per cent of the average (median) net household income in the year in the year in question. This threshold can fluctuate from one year to the next, 2) the threshold for *absolute* poverty is set at 60 per cent of the average (median) net household income. This threshold does not fluctuate over time. These thresholds can be considered before and after taking into account housing costs (Penington, 2020). In 2019-2020, 4.3 million children (31 per cent) were living in relative poverty after housing costs (Joseph Rowntree Foundation, 2022). Thanks to the temporary increase of £20 a week to universal credit during the Covid-19 pandemic, this figure fell to 3.9 million (27 per cent) in 2020-21 (Action for Children, 2022). However, with rising inflation and the increased cost of living, this improvement is expected to be reversed. For example, the Resolution Foundation predicts that without a rise in household income, 500,000 more children in England will be living in poverty in 2023 (Resolution Foundation, 2022).

In common with the other parts of the UK, the Covid-19 pandemic had a severe impact on the lives of children and young people. As the pandemic progressed, the policy focus shifted beyond the immediate impacts and towards recovery and the future (Department for Education, 2022). This is reflected in several of the initiatives we have identified.

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<sup>15</sup> Note that the proportion of households with dependent children is higher among families from ethnic minority backgrounds than in the population of England and Wales as a whole (Office for National Statistics, 2022).

<sup>16</sup> Gross domestic product (GDP) estimates as the main measure of UK economic growth based on the value of goods and services produced during a given period.  
<https://www.ons.gov.uk/economy/grossdomesticproductgdp>

Within each of the policy areas of interest, there are specific issues facing the children and young people of England. In education, there is a long tail of low academic performance, which is highly correlated with poverty, SEN, some aspects of ethnicity, and other characteristics of vulnerability (Hutchinson, Reader and Avinash, 2020). The Covid-19 pandemic appears to have widened the attainment gap between disadvantaged pupils and their non-disadvantaged peers (Ofsted, 2022; Twist *et al.*, 2022).

Demand for children's social care in England has also increased over the last decade (2010-2020), with the main drivers for this demand including: growth in the number of children aged 0-17; the perpetuation of poverty caused by economic downturns and the impact of welfare reforms; and a lack of parental capacity to provide an adequate caregiving environment (The Association of Directors of Children's Services, 2021).

The period between 2017 and 2021 saw a rise in the proportion of young people experiencing a deterioration in their mental health, mental health disorders and eating problems (Kuhn *et al.*, 2022). Poverty has a significant impact on children's health, and there are related disparities in children and young people's health across England, largely driven by where people live and the wealth of their family (Darlington, 2016).

With regards to the migration of children, attention in policy making tends to focus on protecting unaccompanied asylum-seeking children who are one of the most vulnerable groups in England. Recent drivers for the flow of immigrants to the UK include the war in Afghanistan (2001-2020) and the war in Ukraine.

Finally, the number of children and young people who were cautioned or sentenced in England has fallen over the last decade (2011-2021), as has the number in custody. However, as reported by the Youth Justice Board for England and Wales (2023), there is an over-representation from ethnic minorities, in particularly black minorities, in the UK youth justice system. There are growing concerns about the link between children who are excluded from school and their involvement with crime (Cathro *et al.*, 2023) as victims, and/or potential perpetrators.

## **4.2 Major education initiatives in England**

### *Education context in England*

Education in England is overseen by the UK's Department for Education (DfE), while local government authorities are responsible for implementing policy at a local level. England has a tradition of independent schools and state schools, with state-funded schools further split into those that receive their funding from the local authority, and academies and free schools which receive their funding directly from the DfE. The majority of children and young people in England attend state-funded education; only 6.4 per cent of pupils attended independent schools in 2021 (Green, 2022).

Most of the UK's schools are in England. In 2021, there were a total of 24,413 schools in England. This includes 388 nurseries, 16,791 primary schools, 3,458 secondary schools, 2,366 independent schools, 1,005 special schools, 57 non-maintained special schools and 348 Pupil Referral Units (PRUs) (BESA, 2022).

Academically, pupils in England perform well compared to other countries, including other parts of the UK, with England achieving its highest scores in international comparison studies in reading and maths for primary-aged pupils and in maths and science for secondary-aged pupils<sup>17</sup> (McGrane, Stiff and Lenkeit, 2017; Richardson *et al.*, 2020). Yet, one of the biggest challenges facing the English education system is the long tail of low academic performance, which is highly correlated with poverty, SEN, some aspects of ethnicity, and other characteristics of vulnerability (Hutchinson, Reader and Avinash, 2020). In addition, the attainment gap between disadvantaged pupils and their peers is wider in England than in some other developed countries (Jerrim, Greany and Perera, 2018).

In England, the Covid-19 pandemic appears to have widened the attainment gap between disadvantaged pupils and their non-disadvantaged peers, with evidence suggesting these effects have been most acute amongst primary and pre-school-aged pupils (Ofsted, 2022; Twist *et al.*, 2022). There are several characteristics of pupils, such as poverty and SEN, which are related to lower attainment and other negative outcomes. Overall, 22.5 per cent of pupils in England were eligible for free school meals<sup>18</sup> (a measure of disadvantage) in January 2022, which equates to 1.9 million children<sup>19</sup>. Other vulnerable groups include the 16.6 per cent of pupils in 2021/22 with SEN, which equates to 1.49 million children<sup>20</sup>, and the 3,900 pupils who were permanently excluded from school in 2019/20<sup>21</sup> (however, it is important to note that these numbers are not additive, because there is some degree of overlap between the groups). The Government's White Paper 'Opportunity for all' (HM Government, 2022b) published in March 2022 outlined measures to close the gaps in outcomes between children and regions with different characteristics<sup>22</sup>. One of the mechanisms for doing this is through its 'levelling up' agenda.

### *Types of major education initiatives in England*

A total of eight major education-related initiatives in England were identified as meeting the inclusion criteria for this study (see Tables B1 and B2). These were distributed across the following six categories.

- 1. Education recovery from the Covid-19 pandemic:** two initiatives designed to support children and young people whose education has been most affected. The first, the National

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<sup>17</sup> For example, in 2019, pupils in England performed, on average, significantly above the Trends in International Mathematics and Science Study (TIMSS) centrepiece (500) in mathematics and science in both years 5 (9–10-year-olds) and 9 (13–14-year-olds).

<sup>18</sup> In England, all children in Reception, Year 1 or Year 2 receive a free meal under the Universal Infant Free School Meal programme. They are also available to other children whose parents or guardians receive certain benefits.

<sup>19</sup> See DfE data on 'schools, pupils and their characteristics': <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> (04/11/22).

<sup>20</sup> See DfE data on 'special educational needs in England': <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2021-22> (04/11/22). Figures includes pupils with an EHC plan.

<sup>21</sup> See DfE data on 'permanent exclusions and suspensions in England': <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england> (04/11/22).

<sup>22</sup> The Government confirmed that the White Paper, which later became the Schools Bill, had been dropped in December 2022 but stated that ministers remained committed to its objectives (Belger, 2022).

Tutoring Programme<sup>23</sup>, provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained tutors and mentors. The second, the Recovery Premium, is a time-limited grant of additional funding for state-funded schools focused on helping pupils from deprived backgrounds.

2. **Improving attainment:** two initiatives were identified. Firstly, the Pupil Premium, which provides funding to improve education outcomes for disadvantaged pupils in schools in England. Secondly, the Nuffield Early Language Intervention (NELI), which is designed to improve the oral language skills of children aged four to five in need of additional targeted support to develop their language.
3. **Family support:** one initiative, the Supporting Families Programme, aims to build the resilience of vulnerable families, and to drive system change so that every area of the country has joined-up, efficient local services which are able to identify families in need and provide the right support at the right time.
4. **Preparation for learning:** one initiative, Home Start: Big Hopes Big Future, works with parents and children to help them to build the skills they need to be ready for the first day of school.
5. **Levelling up agenda:** one initiative, Priority Education Investment Areas (PEIAs) (and their predecessor initiative Opportunity Areas<sup>24</sup>), a place-based programme which supports social mobility in areas facing entrenched deprivation. This includes The Local Needs Fund which provides PEIAs with additional funding for bespoke interventions to improve attainment at key stages 2 and 4.
6. **Employment support:** one initiative, Supported Internships, designed to support young people with a SEN or disability into sustained, paid employment.

#### *Funders of major education initiatives in England*

All the initiatives we identified were funded by the DfE, although the Supporting Families Programme was led by the Department for Levelling Up, Housing and Communities (DLUHC), co-funded by the DfE and the Department of Health and Social Care (DHSC). To mark the 10<sup>th</sup> year of the Supporting Families Programme<sup>25</sup>, a further £233.5 million was allocated for 2023-24, in addition to the £1.9 billion allocated since the scheme was launched in 2013 (Department for Levelling up, Housing and Communities, 2023) (see Table B2).

#### *Intended goals of major education initiatives in England*

The aims of the education programmes we identified differed, but there was a particular focus on supporting children from the most disadvantaged families, including those living in the most

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<sup>23</sup> The National Tutoring Programme was launched by the government following pilots of four different models of online tuition funded by philanthropies including Wellcome Trust, Paul Hamlyn Foundation, the Hg Foundation, the Dulverton Trust, the Inflexion Foundation, Porticus and others.

<sup>24</sup> While the Opportunity Areas Programme (OAP) primarily focussed on improving young people's educational attainment, other priorities included improving early years provision, strengthening the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs, and preparing young people for work. As such, OAP has links to the health and social care policy areas, but has only been included in education.

<sup>25</sup> Previously the Troubled Families programme.

economically disadvantaged areas of England, and those who were most affected by the disruption caused by the Covid-19 pandemic (see Table B1).

### *Delivery mechanisms of major education initiatives in England*

The initiatives were designed to bring about their intended outcomes in different ways (see Table B1), including:

- **Direct funding to schools:** two initiatives, the Pupil Premium and the Recovery Premium, which both provide additional funding for state-funded schools focused on pupils from deprived backgrounds.
- **Coaching, mentoring and/or tuition support:** two initiatives, the National Tutoring Programme, which provides 15 hours of tutoring to help children and young people catch up on lost learning time, and NELI, which involves a trained teaching assistant providing short, small-group and individual teaching sessions to around three-to-six pupils for 20 weeks.
- **Place-based support:** one initiative, PEIAs (and their predecessor initiative Opportunity Areas), which supports vulnerable children and young people in specific geographical locations in England.

### *Children and young people targeted in major education initiatives in England*

While a range of vulnerable children and young people were being targeted for support, major education initiatives in England tended to focus on those experiencing socio-economic disadvantage (see Table B3). This is perhaps not surprising given that children in receipt of free school meals (a measure of disadvantage) is often used as a focus for education interventions in England. Most initiatives appeared to be targeted at children of primary- or secondary-school age (i.e. those aged between four and 16), although one was a work-based study programme for 16- to 24-year-olds with SEN, who have an education, health and care (EHC) plan<sup>26</sup>.

### *Areas of overlap in major education initiatives in England*

As noted above, major education initiatives tended to focus on children and young people from deprived backgrounds and those with SEN. More than one intervention related to problems that were created or exacerbated by the Covid-19 pandemic, such as lost learning time.

### *Gaps in major education initiatives in England*

Overall, there was less focus on initiatives for older young people (i.e. those aged 16 or above) in adversity or those at risk of, or having been excluded from, mainstream school. It is worth noting that we did identify initiatives which supported young people's mental health through school-based initiatives, but these have been reported under health rather than education. All the major initiatives that made our education shortlist were funded by government departments, with the exception of NELL which was funded by the Nuffield Foundation.

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<sup>26</sup> An Education, Health and Care (EHC) plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will meet those needs and how that help will support the child or young person to achieve what they want to in their life.



### *Summary of major education initiatives in England*

The findings reveal the important role played by government in funding education-related initiatives in England designed to support vulnerable children and young people. Efforts to close the gap in outcomes between regions and between children with different characteristics continues to be a priority. Initiatives have taken different approaches to implementation, including place-based approaches such as PEIAs (and their predecessor initiative Opportunity Areas), and tutoring provided through the National Tutoring Programme.

## **4.3 Major social care initiatives in England**

### *Social care context in England*

The Department for Education provides statutory guidance on protecting the welfare of children and setting out how social care should be delivered. However, local authorities are responsible for delivery, supporting an estimated 80,000 'looked-after children' in 2022<sup>27</sup> (MacAlister, 2022a). In extreme cases they may use their statutory powers to place children in need<sup>28</sup> on protection plans or even take them into care.

It is for local authorities to decide how to prioritise their spending on social care based on local priorities and need. Local authorities in England spent £9.93 billion on children's social care in 2019-20. In recent years, the government has announced additional funding for children's social care, including funding for support services for children and families during the Covid-19 pandemic. This includes £4.6 billion of un-ringfenced funding for local authorities to help them respond to pressures faced as a result of the pandemic (Foster, 2021).

The demand for children's social care in England has increased over the last decade (The Association of Directors of Children's Services, 2021). For example, between 2010 and 2020 there was an increase in activity across a range of measures, including: child protection enquiries (+125 per cent); child protection plans<sup>29</sup> (+32 per cent); looked after children<sup>30</sup> (+24 per cent); and children in need<sup>31</sup> (+4 per cent). The drivers for this demand have been associated with a range of factors, including: growth in the number of children aged 0-17; the perpetuation of poverty caused by economic downturns and the impact of welfare reforms; and a lack of parental capacity to provide an adequate caregiving environment (The Association of Directors of Children's Services Ltd, 2021).

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<sup>27</sup> The figure represents less than one per cent of the total number of 12.6 million children and young people aged 0 to 18 in England.

<sup>28</sup> As defined under section 17 of the Children Act 1989, a child in need is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services, or the child is disabled.

<sup>29</sup> A child becomes the subject of a child protection plan in England if they are assessed as being at risk of harm, at an initial child protection conference.

<sup>30</sup> Defined by the cited study as a child is looked after by a local authority if they are provided with accommodation for a continuous period of more than 24 hours; are subject to a care order or are subject to a placement order.

<sup>31</sup> If, following an initial referral and assessment, a local authority decides that a child requires further support to reach a reasonable level of health or development, then they will be defined as a child in need under section 17 of the Children Act 1989.

Two major inquiries related to children's social care reports were published in 2022. In May, the independent review of children's social care (MacAlister, 2022a) recommended the need for a 'whole-system reset', including a more generous multidisciplinary help offer for children and families, improved workforce knowledge and skills, more decisive intervention for inadequate and drifting local authorities, and strengthened multi-agency arrangements. In October, the Independent Inquiry into Child Sexual Abuse (Jay, Evans and Sharpling, 2022) reported on the extent to which State and non-State institutions failed in their duty of care to protect children from sexual abuse and exploitation and made recommendations for reform. They recommended the establishment of Child Protection Authorities in England because there was insufficient focus on child protection within any of the existing agencies charged with investigations, assessment and support.

### *Types of major social care initiatives in England*

A total of nine major social care-related initiatives were identified as meeting the inclusion criteria for this study (see Tables B5 and B6). These were distributed across the following seven categories.

- 1. Family support:** two initiatives, the first, the Supporting Families Programme, aims to build the resilience of vulnerable families, and to drive system change so that every area has joined-up, efficient local services which are able to identify families in need and provide the right support at the right time. The second, A Better Start, aims to test new ways of making support and services for families stronger, so that children can have the best start in life.
- 2. Community-based support:** one initiative, Together for Childhood, aims to help local partners and families come together to prevent child abuse and tackle the problems that cause it.
- 3. Support for young people with complex needs:** one initiative, the Shine Project, aims to improve the way in which YMCAs<sup>32</sup> understand and respond to the needs of young people who have experienced multiple disadvantage.
- 4. Support for young people leaving care:** one initiative, Staying Close pilots, which aim to provide an enhanced support package for young people leaving care from children's homes.
- 5. Preparation for learning:** two initiatives, the first, Home Start: Big Hopes Big Future, works with disadvantaged parents/carers and children to help them to build basic skills, such as being able to hold a pencil, recognising their name when it is written down and being toilet trained, so they are ready for the first day of school. The second, the Stepladder of Achievement Programme, aims to inspire children and young people in care to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult.
- 6. Support for unpaid young carers<sup>33</sup>:** one initiative, Making Carers Count – Young carers and young adult carers, aims to identify and support carers who are under-represented and who have been disproportionately affected by the Covid-19 pandemic.

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<sup>32</sup> YMCA is an international youth organisation, which was originally founded as the Young Men's Christian Association.

<sup>33</sup> Children and young people who are responsible for caring for other family members.



**7. Support for young rough sleeping or at risk:** one initiative, the Single Homelessness Accommodation Programme aims to reduce and ultimately end rough sleeping for young people.

During the mapping exercise we also became aware of initiatives designed to develop new knowledge related to children's and young people's social care. These included the Innovate Project<sup>34</sup>, which is exploring how social care and other safeguarding agencies are innovating to address the extra-familial risks and/or harms (EFRH) that young people may encounter and experience beyond the family home, such as sexual and criminal exploitation, and the Tackling Child Exploitation (TCE) Support Programme<sup>35</sup>, which is creating 'Practice Principles' for child exploitation and extra-familial harm. While these were not within the scope of this mapping exercise because they were not providing direct support to children and young people, these initiatives have the potential to develop new knowledge about innovative practice methods in social care, including the effectiveness of three emergent approaches to addressing EFRH – Trauma-informed Practice, Contextual Safeguarding, and Transitional Safeguarding (The Innovate Project, 2023).

#### *Funders of major social care initiatives in England*

Major social care initiatives in England had a range of funders. Four of them were funded by government (Supporting Families Programme, Staying Close Pilots, Home Start and the Single Homelessness Accommodation Programme); two by philanthropic organisations (A Better Start and the Stepladder of Achievement Programme); and three through a mixture of different funding sources (Together for Childhood, Shine Project and Making Carers Count) (see Table B6).

#### *Intended goals of major social care initiatives in England*

The aims of these social care programmes differed, with support being provided for a range of recipients, including vulnerable families, young people leaving care, young carers, and young people at risk of rough sleeping (see Table B5).

#### *Delivery mechanisms of major social care initiatives in England*

The initiatives were designed to bring about their intended outcomes in different ways (see Table B5), including:

- **Place-based initiatives:** two initiatives, Together for Childhood and A Better Start, which both work with local communities to improve the lives of children.
- **Youth worker or mentoring support model:** two initiatives, the Shine Project, which deploys 'Shine workers' to provide intensive support to young people who are identified as having complex needs, and the Stepladder of Achievement Programme, which paired a mentor with a young person leaving care.

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<sup>34</sup> A four-year (2019-2023) pan-UK study funded at £1.9million by the Economic and Social Research Council.

<sup>35</sup> A consortium funded by the DfE and led by Research in Practice with The Children's Society and the University of Bedfordshire. Funded from 2019 to 2023.

### *Children and young people targeted in major social care initiatives in England*

A diverse range of children and young people were targeted by the initiatives we identified, including those leaving care, sleeping rough or at risk of sleeping rough, and those with multiple and complex needs, including SEN and/or health needs.

### *Areas of overlap in major social care initiatives in England*

Within the sample of initiatives identified, there was little overlap in terms of the focus and/or approach taken. For example, to reach very young children, some initiatives targeted parents and families, while others directly targeted children and young people with specific support needs (such as children leaving care and those at risk of rough sleeping). This may be because different agencies are working well together to identify gaps and coordinate provision. However, with so many major initiatives in place (not including local provision), it could be difficult for families to navigate their way to the most appropriate support.

### *Gaps in major social care initiatives in England*

The diverse range of initiatives identified suggests a broad range of support is available for vulnerable children and young people in the social care sector. However, there seem to be some groups of children that might not be able to access support through these programmes but need it – including children in foster care, children in kinship care and children in residential care. It is difficult to say from this mapping exercise whether the current level of funding is adequate, or sufficiently comprehensive to meet the level and range of care needs, although the independent review of children's social care (MacAlister, 2022b) would seem to suggest that it is not.

### *Summary of major social care initiatives in England*

As noted above, we identified a wide range of initiatives catering for a diverse range of children's and young people's support needs in the social care sector. Our findings suggest that government and philanthropic funders are investing in initiatives designed to respond to the growing demands placed on local authority social care, although our analysis does not explore whether existing provision is sufficient or impactful. Interestingly, at least three of the initiatives we identified (A Better Start, Shine Project and the Staying Close pilots) involved an explicit focus on developing and/or testing approaches to supporting children, families and/or local agencies. This suggests there is a need for more evidence in understanding 'what works' in supporting children in social care (The What Works for Early Intervention and Children's Social Care<sup>36</sup>, funded by the DfE, will have a key role in this), and perhaps also indicates a move towards greater involvement of service users in the design and implementation of initiatives.

## **4.4 Major health initiatives in England**

### *Health context in England*

In England, the DHSC is responsible for improving and protecting the nation's health. Improving children's mental health and wellbeing and reducing obesity are the main priorities for the DHSC.

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<sup>36</sup> See: <https://whatworks-csc.org.uk/about/>

Until recently, government policy and school curricula focussed on children's physical health, but mental health is a growing area of concern.

There are disparities in children and young people's health across England, largely driven by where people live and the wealth of their family, with poverty having a significant impact on children's health (Darlington, 2016). In early childhood, growing up in poverty has been shown to impact on children's brain development and the development of other body systems (Children's Bureau, 2019). Adults who experience childhood poverty are also at greater risk of experiencing later health problems and a shorter life expectancy (Children's Bureau, 2019). Working with the Department for Education, the DHSC are supporting the most disadvantaged and vulnerable children and young people to access high-quality services to reduce health disparities.

Data from the National Health Service (NHS), the umbrella term for the publicly-funded healthcare systems of the UK, sheds some light on the major health issues facing children and young people in England. For example, between 2017 and 2021 (with the most recent data point encompassing the Covid-19 pandemic), there were rises in the proportion of young people experiencing:

- **Mental health disorders:** one in six children and young people aged six to 16 in 2021 had a probable mental health disorder, an increase from one in nine in 2017. These children were also twice as likely to have missed more than 15 days of school compared to their peers who were unlikely to have a mental health disorder (Lifestyles Team, NHS Digital, 2021).
- **A deterioration in their mental health:** 39.2 per cent of six- to 16-year-olds and 52.5 per cent of 17- to 23-year-olds had experienced a deterioration in their mental health since 2017 (Lifestyles Team, NHS Digital, 2021).
- **Possible eating problems:** rising from 6.7 per cent to 13.0 per cent in 11- to 16-year-olds, and from 44.6 per cent to 58.2 per cent in 17- to 19-year-olds (Lifestyles Team, NHS Digital, 2021<sup>37</sup>).

Recent evidence suggests mental health has declined within some groups more than others. For example, secondary-aged girls and primary-aged boys appear to have been most vulnerable to declines in mental health during the pandemic, while pre-pandemic evidence suggests that disadvantage is also associated with lower overall wellbeing and mental health (Kuhn *et al.*, 2022).

Children and young people's mental health services (CYPMHS) is used as a term for all services that work with children and young people who have difficulties with their mental health or wellbeing. (The term 'children and adolescent mental health services' (CAMHS) is an older term for the main specialist NHS community service within the wider CYPMHS that may be available locally.) Getting help from a specialist CYPMHS can vary depending on where young people live, for example some schools in England offer specialist support onsite, while support may also be available from an NHS trust, local authority or charitable organisation (National Health Service, 2022)

Many children and young people in England face problems with their physical health. For example, levels of childhood obesity remain higher than pre-pandemic levels, with those living in deprived

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<sup>37</sup> This is based on survey data from the Mental Health Survey for Children and Young People, 2021 (MHCYP 2021). Wave 2 follow up was based on 3,667 children and young people who took part in the MHCYP 2017 survey, with both surveys also drawing on information collected from parents.

areas twice as likely to be living with obesity than those in the least deprived areas (NHS Digital, 2022).

Government policy focuses on improving children's health through early interventions and preventative measures. This approach aims to prevent physical and mental health problems developing later in life, as well as preventing low educational attainment, involvement in crime (as victims and/or perpetrators) and anti-social behaviour (Powell and Gheera, 2021).

#### *Types of major health initiatives in England*

A total of seven major health-related initiatives were identified as meeting the inclusion criteria for this study (see Tables B9 and B10). These were distributed across the following three categories.

- 1. Family support:** three initiatives, the Supporting Families Programme, Family Hubs and A Better Start, which all aim to build the resilience of vulnerable families through the transformation of local public services, thereby supporting system change.
- 2. Mental health support:** three initiatives, the Health and Wellbeing Fund, A Million and Me and Headstart, all aim to prevent mental illness in children and/or young people.
- 3. Drug-related health and offending:** one initiative, Project ADDER which stands for 'Addiction, Diversion, Disruption, Enforcement and Recovery', aims to ensure that more people, including young people, get effective treatment for drug use, with enhanced treatment and recovery provision, including housing and employment support, and improved communication between treatment providers and courts, prisons, and hospitals. Project ADDER is designed to build the evidence base to inform the UK Government's longer-term strategic approach to diverting people away from offending, and therefore has the potential to bring about system change.

#### *Funders of major health initiatives in England*

Four of the major health initiatives we identified were funded by government (Supporting Families Programme, Family Hubs, Health and Wellbeing Fund and Project ADDER) and three by philanthropic organisations (A Better Start, A Million and Me and Headstart) (see Table B10).

#### *Intended goals of major health initiatives in England*

The seven initiatives we identified focussed on three areas: 1) support for families, including with their mental and physical health problems; 2) support for children's and/or young people's mental health; and 3) support for people (including young people) affected by drug use.

#### *Delivery mechanisms of major health initiatives in England*

The initiatives were designed to bring about their intended outcomes in different ways (see Table B12), including:

- **Interventions for families:** two initiatives, the Supporting Families Programme and Family Hubs, which both aimed to build the resilience of vulnerable families through the transformation of local public services.
- **Place-based support:** two initiatives, A Better Start and Project ADDER, which operated in specific localities to test new ways of making support and services for families stronger and to ensure that more people get effective treatment for drug use respectively.

- **Early intervention and support services:** three initiatives, the Health and Wellbeing Fund, A Million and Me, and Headstart, which were all designed to help prevent mental illness in children and/or young people through early intervention.

#### *Children and young people targeted in major health initiatives in England*

A range of children and young people were being targeted by the initiatives we identified, including those with mental health needs, those who are marginalised and those involved in the youth justice system or at risk of offending due to drug addiction (see Table B11). As noted above, there was a focus on early intervention as well as on treating young people already experiencing health issues.

#### *Areas of overlap of major health initiatives in England*

Activity was focussed on improving the mental health of young people.

#### *Gaps in major health initiatives in England*

Amongst the initiatives identified, physical and other health issues and children and young people with disabilities appeared to receive less focus, although they did appear to be in scope for the family support initiatives we identified. Also, given the focus on prevention in mental health programmes, there appears to be a gap for young people with chronic (physical) health and mental health difficulties and those dealing with the physical and mental health impacts of trauma. It is possible Family Hubs might address some of these gaps in the future but because the hubs were not fully operationalised at the time of reporting, it is difficult to be certain.

It should be noted that we identified several healthy eating initiatives, including the National School Breakfast Club Programme, as well as a range of organisations and initiatives which collect evidence to understand and meet the particular health and wellbeing needs of children and young people, including the Association for Young People's Health. These were excluded because they did not fully meet our inclusion criteria; for example, they did not have a focus on system change.

#### *Summary of major health initiatives in England*

The initiatives we identified sought to tackle and/or prevent two major issues in particular: those related to drug addiction and poor mental health. The initiatives were funded by government and philanthropic organisations. It should be noted that we identified several other health initiatives, but these sometimes appeared smaller in scope – perhaps reflecting the move to more localised service provision – and were consequently considered out of scope for this study.

## **4.5 Major welfare initiatives in England**

### *Welfare context in England*

The Department for Work and Pensions is responsible for the welfare system in England. In 2021-22, £217 billion was spent through the welfare system, £87.4 billion of which was spent in benefits and universal credit, including for low-income families (Department for Work and Pensions, 2022a). Despite this, many children in England are being raised in poverty.

The Child Poverty Act 2010 aimed to reduce child poverty in England to below ten per cent by 2020; however, this commitment was dropped after the 2015 General Election and not replaced.

Several organisations have called on the government to support families in poverty better. The Children's Society, (2022) set out three requirements:

- Extending the provision of free school meals to all children whose parents/guardians are in receipt of Universal Credit<sup>38</sup>
- Increased funding for Local Welfare Assistance which would enable Local Authorities to provide emergency financial support to families
- Removing the barriers to support experienced by low-income migrant families with No Resource to Public Funds (NRPF) status.

Many people in England and in other parts of the UK are currently experiencing increases in the cost resulting from a fall in 'real' disposable incomes caused by high energy prices and global inflationary challenges (Hourston, 2022). The government has created a £421 million Household Support Fund that has been made available to Local authorities in England to support those most in need (Department for Work and Pensions, 2022b). The Fund is intended to cover a wide range of low-income households including families with children of all ages, pensioners, unpaid carers, care leavers and disabled people. While the Household Support Fund is not within scope for our study, the increased cost of living is likely to increase pressure on the welfare system, particularly if funding for welfare-related initiatives does not increase accordingly.

#### *Types of major welfare initiatives in England*

Seven major welfare-related initiatives were identified as meeting the inclusion criteria for this study (see Tables B13 and B14). These were distributed across the following six categories.

1. **Family support:** three initiatives, the Supporting Families Programme, Family Hubs and Moving Parents and Children Together Programme (M-PACT). The first two aim to build the resilience of vulnerable families, while the third is a whole family support programme which aims to improve the wellbeing of children and families affected by substance misuse.
2. **Community-based support:** one initiative, Together for Childhood, which aims to help local partners and families come together to prevent child abuse and tackle the problems that cause it. It supports system change by strengthening and building relationships between partner organisations such as local authorities, charities and schools.
3. **Support for young people with complex needs:** one initiative, The Shine Project, aims to improve the way in which YMCAs understand and respond to the needs of young people who have experienced multiple disadvantage.
4. **Support for young people to find work:** one initiative, the DWP Youth Offer, which aims to combat youth unemployment and to ensure that young people have the skills they need to look for, find and keep employment.

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<sup>38</sup> In England, all children in Reception, Year 1 or Year 2 receive a free meal under the Universal Infant Free School Meal programme. Older children in state-funded schools are entitled to receive free school meals if a parent or carer is in receipt of specific benefits, including income-based Jobseekers Allowance and income-related Employment and Support Allowance. Universal Credit is not currently one of the recognised benefits.



- 5. Support for young rough sleeping or at risk:** one initiative, the Single Homelessness Accommodation Programme, which aims to reduce and ultimately end rough sleeping for young people.

#### *Funders of major welfare initiatives in England*

Four of these initiatives were funded by government (Supporting Families Programme, Family Hubs, Youth Offer and Single Homelessness Accommodation Programme), one by philanthropic organisations (M-PACT) and two through a mixture of different funding sources (Together for Childhood and the Shine Project) (see Table B14).

#### *Intended goals of major welfare initiatives in England*

The eight initiatives identified focussed on a range of areas. These included: 1) support for vulnerable or disadvantaged families, including through the development of efficient local services which can identify families in need and provide the right support at the right time; 2) support for young people leaving care; and 3) support for young people who are sleeping rough.

#### *Delivery mechanisms of major welfare initiatives in England*

The initiatives were designed to bring about their intended outcomes in different ways (see Table B16), including:

- **Through the support of an expert practitioner, mentor or coach:** three initiatives, M-PACT, the Shine Project and the DWP Youth Offer, which all paired vulnerable young people with an expert practitioner, mentor or coach to bring about a range of positive outcomes.
- **Interventions for families:** two initiatives, the Supporting Families Programme and Family Hubs, which both aimed to build the resilience of vulnerable families through efficient local public services.
- **Specialist accommodation:** one initiative, the Single Homelessness Accommodation Programme, which aimed to reduce rough sleeping for young people.

#### *Children and young people targeted in major welfare initiatives in England*

A diverse range of children and young people were being targeted by the initiatives we identified, including those in social/economic disadvantage, those in the care system, those at risk of becoming NEET, and those with SEN (see Table B15).

#### *Areas of overlap in major welfare initiatives in England*

There were few areas of overlap in the initiatives identified, although it is perhaps not surprising that some of the initiatives, such as the Supporting Families Programme and Together for Childhood, also appeared in the social care policy area. While some groups of children and young people, such as those in social/economic disadvantage, were targeted more often than others (see above), the focus of these initiatives differed, reflecting the range of welfare-related issues and needs being supported.

#### *Gaps in major welfare initiatives in England*

The diverse range of initiatives identified suggests a broad range of types of support is available through initiatives for vulnerable children and young people in the welfare sector, though there are

acknowledged gaps for families of working parents on low income and migrants with NRPF status. It is notable that we identified relatively few initiatives that sought to address more explicitly some of the problems caused by the current cost of living increase, such as the growing use of food banks. We are aware of organisations such as the Trussell Trust<sup>39</sup>, which provides emergency food and support to people in poverty, and campaign for change to end the need for food banks in the UK. There are likely to be other services and initiatives in place to meet some of the immediate welfare needs of children and families in poverty, but which did not meet our criteria for inclusion (i.e. they were at local level, did not provide direct support to children and/or we were unable to identify a focus on systems change).

#### *Summary of major welfare initiatives in England*

The welfare initiatives we identified sought to tackle a range of issues, including support for young people leaving care and for young people who are rough sleeping. They used a range of intervention approaches, including through the support of an ‘expert practitioner’, such as a youth worker or life coach. The initiatives were funded by government and philanthropic organisations.

## **4.6 Major immigration initiatives in England**

#### *Immigration context in England*

In England (and across the UK), the Home Office is responsible for immigration policy. UK Visas and Immigration (UKVI), which is part of the Home Office, is responsible for making decisions about who has the right to visit or stay in the country. UKVI’s responsibilities include running the UK’s asylum service offering protection to those eligible under the 1951 Geneva Convention (UNHCR, 2010).

While we could not find any data on children and young people specifically, in 2021, the main general reasons given by prospective immigrants wanting to move to the UK were:

- to study (432,279 study visas granted) (Home Office, 2022d);
- for family reasons (280,776 family related visas granted) (Home Office, 2022c);
- to work (239,987 visas granted) (Home Office, 2022e); and
- to seek asylum.

In 2021, 48,540 asylum applications were made – a 63 per cent rise on 2020 – and 3,762 of these applications were from unaccompanied asylum seeking children (UASC) (Home Office, 2022b). Specifically relating to the child migration, policy attention is focused on protecting UASC who are one of the most vulnerable groups in the UK immigration system, and in the country more widely. Recent drivers for the flow of immigrants to the UK include the war in Afghanistan (2001-2020) and the war in Ukraine.

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<sup>39</sup> Note that we did not include the Trussell Trust in this mapping exercise because providing foodbanks is an example of delivery of a much-needed service to families, rather than a strategic initiative designed to address the needs of children and young people in adversity.



The UK Resettlement Scheme (UKRS) outlines the UK Government's commitment to resettling vulnerable refugees (including unaccompanied children and young people) who have been assessed by the UNHCR as being eligible for resettlement. Unaccompanied children and UASC are treated in the same way. They are placed with a local authority via the National Transfer Scheme, which ensures equitable distribution of unaccompanied children and UASC in local authority care, based on local authority capacity (Home Office, 2021). As with all looked-after children, under section 20 of the Children Act 1989, local authorities are responsible for children's safeguarding and for promoting their welfare. This includes, but is not limited to, securing education places, identifying and responding to their health care needs and responding to any cultural and/or religious needs (Department for Education and Home Office, 2022). The Home Office fund the National Transfer Scheme, but once children are placed, seek reimbursement of education and healthcare costs from the relevant government department.

#### *Types of major immigration initiatives in England*

While UKRI deal with general immigration matters, we identified four major immigration-related initiatives that met the inclusion criteria for this study (see Tables B17 and B18), with three of the four focussed on immigrants from two countries. These were all settlement schemes, and comprised:

- the Ukraine Family Scheme and Homes for Ukraine, which are both designed to allow Ukrainian nationals and their family members to come to the UK.
- The National Transfer Scheme, which aims to ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities.
- The Afghanistan Resettlement Education Grant, which provides funding for local authorities to provide education services for children from families arriving from Afghanistan, currently in temporary accommodation.

#### *Funders of major immigration initiatives in England*

All four initiatives are funded by government, with the National Transfer Scheme, Ukraine Family Scheme and Homes for Ukraine funded by the Home Office, and the Afghanistan Resettlement Education Grant funded by the Home Office and the DfE (see Table B18).

#### *Intended goals of major immigration initiatives in England*

All four initiatives are designed to support the settlement of migrants to the UK. The Ukraine Family Scheme allows Ukrainian applicants to join family members, or extend their stay, in the UK, while Homes for Ukraine offers Ukrainian families accommodation for six months with a UK-based sponsor. The Afghanistan Resettlement Education Grant provides funding for local authorities to provide education services for children from families arriving from Afghanistan. It is part of a cross-government effort, dubbed 'Operation Warm Welcome', to ensure Afghans arriving in the UK receive the vital support they need to rebuild their lives, find work, pursue education and integrate into their local communities. Finally, the National Transfer Scheme, which is not targeted at any specific country, is a protocol for UASC, established to enable the safe transfer of unaccompanied children in the UK from one local authority (the entry authority from which the unaccompanied child transfers) to another.

### *Delivery mechanisms of major immigration initiatives in England*

All four initiatives are designed to support the settlement of immigrants. They do this through providing additional funding and developing new laws and protocols.

### *Children and young people targeted by major immigration initiatives in England*

All four initiatives were targeted at refugees, asylum seekers and recent migrants, including unaccompanied asylum-seeking children and young people, with a particular focus on those from the Ukraine and Afghanistan.

### *Areas of overlap in major immigration initiatives in England*

As stated above, all four initiatives focus on a single issue – the settlement of foreign nationals to the UK – albeit they collectively provide different pathways and support mechanisms.

### *Gaps in major immigration initiatives in England*

There is a particular focus on supporting immigrants from the Ukraine and Afghanistan, possibly to the detriment of migrants from other countries.

### *Summary of major immigration initiatives in England*

In contrast to some of the other policy areas, all four immigration-related initiatives focussed on a single issue – the settlement of foreign nationals to the UK, with a particular focus on supporting immigrants from the Ukraine and Afghanistan. All four initiatives were funded by government.

## **4.7 Major youth justice initiatives in England**

### *Youth justice context in England*

The youth justice system in England (and Wales) is overseen by the Youth Justice Board (YJB). The YJB is an executive non-departmental public body, sponsored by the Ministry of Justice (Youth Justice Board, 2022a). In 2021/22, the YJB paid £76.4 million to local authorities in England to fund their Youth Justice Services (formerly known as Youth Offending Teams) (Youth Justice Board, 2022b). Youth Offending Services are a key part of the intervention response to youth criminality in England. They deliver community programmes for young people who have been arrested, charged or convicted of a crime, are at risk of committing a crime or have been involved in antisocial behaviour (UK Government, 2022).

In England and Wales, the age of criminal responsibility is ten years old. Those aged ten to 17 who commit crimes are dealt with by the youth courts, which differs from the adult system in both countries. They are given different sentences and sent to secure centres rather than prison. Generally, if a child has been diverted away from the youth justice system but becomes involved in further offences it may be appropriate to consider an out of court disposal or charge. Out-of-court disposals can be used for children who have admitted an offence, but it is not in the public interest to prosecute as it is not always appropriate for children that commit a crime to be sent to court. Out-of-court disposals range of options include: no further action; informal out of court disposals (also known as a youth diversion disposals or youth restorative disposal); youth caution; and youth

conditional caution (with one or more conditions attached). If a child does not keep to the conditions they could be prosecuted for the original offence (Youth Justice Resource Hub, 2021) .

In 2021-22, 13,800 children were cautioned or sentenced in England and Wales, which represents a reduction of 13 per cent compared to the year before and a decrease of 79 per cent over the last decade (2011-2021) (UK Government, 2023) . The number of children and young people in custody has also been falling in recent years. In 2021-22, there were on average 450 children in youth custody at any one time during the year. This is a 19 per cent fall against the previous year and a 77 per cent fall against the year ending March 2012. The average custodial sentence length increased by six months in 2021-22 compared with the previous year to 22.8 months. This increase may have been due to a small number of cases which impacted on the overall average.

There is ethnic disproportionality throughout the youth justice system in England and Wales, with an over-representation of children and young people from black, Asian, mixed and other ethnic minority backgrounds. This disparity was highlighted by David Lammy (English Member of Parliament and Shadow Secretary of State for Justice from 2020 to 2021) as the biggest concern with the youth justice system in 2017. Although figures are not available for the proportion of children and young people in the system who have been excluded from mainstream school, the 2019 Timpson Review of School Exclusion found that in 2014, 23 per cent of young people who were sentenced to less than 12 months in custody had also experienced permanent exclusion (Timpson, 2019).

Research shows that children in the youth justice system have been subject to ACEs such as abuse, trauma and/or poverty. This research advocates for the use of trauma informed practices to increase practitioners' awareness of how trauma can negatively impact on individuals (Chard, 2021). The Enhanced Case Management (ECM) approach was developed as a trauma-informed intervention framework for case management by youth offending service staff (Youth Justice Board, 2020). There are national standards for children in the youth justice system and guidance for how these standards should be put into practice by youth justice service practitioners as part of it (Youth Justice Board, 2020). Child First is a guiding principle that runs throughout the guidance. The Child-First approach has four key principles: (1) recognising the developmental differences between children and adults and therefore the different support they require; (2) building children's pro-social identity, focussing on positive outcomes; (3) collaborating with children to encourage their engagement and social inclusion; and (4) diverting children away from the stigma that comes with being involved in the system, which cause future offending (Youth Justice Board for England and Wales, 2022).

Some previous major initiatives have also targeted young people leaving custody. For example, the Beyond Youth Custody (BYC) programme was an England-wide learning and awareness programme funded by the Big Lottery Fund as part of the Youth in Focus initiative. It ran from 2012 to 2018<sup>40</sup>, and built an evidence base about what works for the effective resettlement for young

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<sup>40</sup> Therefore does not meet our inclusion criteria for a major initiative.

people. This evidence base – rooted in the views of children and young people – was used to challenge, advance and promote better thinking in policy and practice for the effective resettlement of young people leaving custody (Beyond Youth Custody, 2022).

In 2019, the Youth Endowment Fund (which funds work in England and Wales) was established by venture philanthropy organisation Impetus, with a £200 million endowment and a ten-year mandate from the Home Office. The YEF's mission is to test interventions and approaches to prevent children and young people from becoming involved in crime and violence (Youth Endowment Fund, 2022). It supports system change by finding out what works and building a movement to put this knowledge into practice. YEF is run by Impetus in partnership with the Early Intervention Foundation and Social Investment Business.

An increasing issue in England is 'county lines' – a term used to describe gangs and organised criminal networks involved in the movement of illegal drugs using dedicated mobile phone lines or other forms of 'deal line'. As part of this, children and vulnerable adults are often exploited to move and store the drugs and money, and gangs will often use coercion, intimidation, violence (including sexual violence) and weapons. To respond to this threat, in November 2019 the Home Office established the County Lines Programme, which, as of October 2021, had closed more than 1,500 lines, made over 7,400 arrests, and safeguarded more than 4,000 vulnerable people, including children (Home Office, 2022a).

#### *Types of major youth justice initiatives in England*

A total of 11 major youth justice-related initiatives were identified as meeting the inclusion criteria for this study (see Tables B21 and B22). These were distributed across the following nine categories.

- **Youth crime intervention and prevention:** two initiatives, the Disrupting Exploitation Programme, which aims to disrupt exploitation, with a particular focus on criminal exploitation of children, and Turnaround, which also aims to prevent youth offending early and stop children and young people moving onto further, more serious crime.
- **Family support:** two initiatives, the Supporting Families Programme, which aims to build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time, and M-PACT, which aims to improve the well-being of children and families affected by substance misuse.
- **'Whole-system' approach to tackling violent crime:** one initiative, the Violence Reduction Units: Programme level, which brings together local agencies to share information to identify vulnerable children and adults at risk and to help steer them away from involvement with crime.
- **Support to help turn people leaving prison away from crime:** one initiative, the Prison Leavers Project – Local Leadership and Integration Fund, a £20 million cross-government (England and Wales) initiative which aims to build robust evidence on what works to reduce

reoffending by rapidly developing and testing multiple interventions<sup>41</sup> at a small scale, before scaling up the most effective over time. One funded project, The Innovation Unit, aims to reduce reoffending in the West Midlands by creating support networks for young prison leavers aged 18-25 who have been in care, planning their resettlement and helping them live independently.

- **Community-based support:** one initiative, Together for Childhood, which aims to help local partners and families come together to prevent child abuse, including the crimes of child sexual abuse and drug and alcohol abuse, and tackle the problems that cause it.
- **Support for children and young people who are victims of crime<sup>42</sup>:** one initiative, the Home Office Child Sexual Abuse Support Services Transformation Fund, which aims to develop and embed best practice in support for children and young people who have experienced sexual abuse.
- **Finding out what works in preventing children and young people becoming involved in violence:** one initiative, the Youth Endowment Fund: Another chance – Diversion from the criminal justice system', which aims to test a wide range of locally targeted interventions aiming to prevent children and young people becoming involved in violence.
- **Drug-related health and offending:** one initiative, Project ADDER, which aims to ensure that more people get effective treatment for drug use, with enhanced treatment and recovery provision, including housing and employment support, and improved communication between treatment providers and courts, prisons, and hospitals.
- **Activities for young people:** one initiative, the Young Londoners Fund, which aims to stop children and young people living in London from getting involved in violence and criminal activity. It supports system change by improving the coordination and capacity of London's youth offer so more children and young people can access services.

#### *Funders of major youth justice initiatives in England*

Seven of the initiatives were funded by government, three by philanthropic organisations, and one from a mixture of different funding sources (see Table B22).

#### *Intended goals of major youth justice initiatives in England*

The 11 initiatives identified focussed on a range of areas. These included: 1) early intervention to prevent youth offending and to stop children and young people moving onto further, more serious crime; 2) programmes designed to build the evidence base on what works to reduce reoffending and youth violence; and 3) support for children and young people who have experienced sexual abuse or substance misuse.

#### *Delivery mechanisms of major youth justice initiatives in England*

The initiatives were designed to bring about their intended outcomes in different ways (see Table B24), including:

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<sup>41</sup> Some aimed at adults some aimed at young people.

<sup>42</sup> For the purposes of this mapping study, children and young people as victims of crime are included within youth justice.

- **Through the provision of dedicated funding:** four initiatives, the Child Sexual Abuse Support Services Transformation Fund, Youth Endowment Fund: Another chance – Diversion from the criminal justice system, Turnaround, and the Young Londoners Fund, all provided funding for activities designed to support children and young people affected by crime or at risk of becoming involved in crime.
- **Place-based interventions:** two initiatives, Violence Reduction Units and Together for Childhood aimed to bring together local agencies to i) help steer children and adults away from involvement with crime and ii) to prevent child abuse, respectively.
- **Practitioner-support models:** two initiatives, the Disrupting Exploitation Programme, which used therapists to help children feel safer, and M-PACT, which used facilitators to improve the well-being of children and families affected by substance misuse.

#### *Children and young people targeted by youth justice initiatives in England*

All the interventions we identified were targeted at children and young people involved in the youth justice system and/or those who were at risk of becoming victims<sup>43</sup> or the perpetrators of youth crime (see Table B23).

#### *Areas of overlap in Youth justice initiatives in England*

While a range of interventions were identified, there appeared to be a focus on i) early interventions designed to steer vulnerable children and young people away from becoming involved in crime; ii) offering funds that organisations could bid for to support children and young people affected by crime or at risk of becoming involved in crime; and iii) initiatives that build the evidence base on effective approaches to youth crime prevention.

#### *Gaps in youth justice initiatives in England*

The diverse range of initiatives identified suggests a broad range of support is available for vulnerable children and young people at risk of or already involved in crime, and for children and young people who are the victims of crime.

#### *Summary of youth justice initiatives in England*

The major youth justice initiatives we identified sought to address a range of issues, including crime prevention (sometimes through diversion activities) and support for children and young people who were the victims of crime. The initiatives were funded by government and philanthropic organisations.

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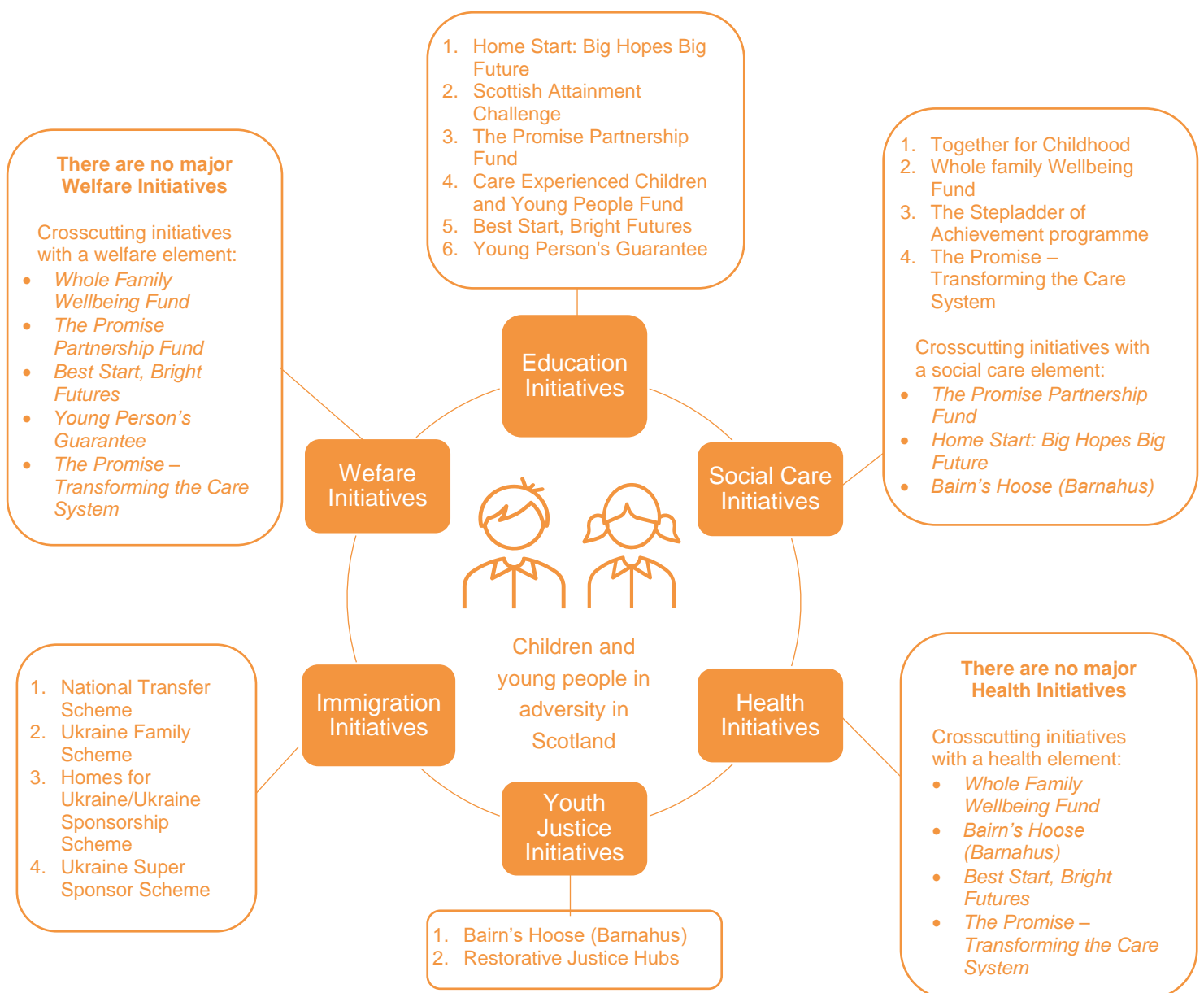
<sup>43</sup> For the purposes of this mapping study, children and young people as victims of crime are included within youth justice.



## 5 Major initiatives to support children and young people in adversity in place in Scotland

Here we present details of the current major initiatives in Scotland in each key policy area: education; social care; health, welfare; immigration; and youth justice. Data tables for the Scottish initiatives are provided in Appendix C and are referred to throughout.

**Figure 4 Overview of major initiatives in Scotland**



We recognise that there is a wealth of other support available for children and young people in adversity in Scotland which falls outside the scope of this study. This includes the provision of national and local government services delivered under statutory duties; smaller-scale programmatic and project delivery work, as well as advocacy, research and practitioner networks – these are not covered in this mapping.



## Key findings and implications – Scotland

- Support for children and young people in Scotland is underpinned by ‘Getting it Right for Every Child’ (GIRFEC), a commitment to provide all children, young people and their families with the right support at the right time. This commitment is supported by associated policies and initiatives which offered both universal and targeted support for children and young people.
- The Scottish Government has a particular focus on improvement of support for children and young people in public care, which has led to the establishment of several initiatives for care-experienced young people, through The Promise. The Promise embeds an ambitious system-wide improvement policy supported by the capacity to offer specific initiatives where needed to provide additional funding for children and young people in care or at risk of entering care.
- Initiatives sitting under GIRFEC and The Promise mean support can reach across different policy areas and issues affecting children and young people. The universal support on offer aims to address a number of key issues such as reducing the attainment gap, mental health difficulties, childhood obesity, the needs of care leavers, and the impacts of childhood poverty. Local partners are also able to effectively identify areas and beneficiaries for more targeted intensive support.
- The Scottish Government play a key role in funding the large-scale initiatives identified. The top-down approach to the initiatives highlights the importance of partnership working between different national government departments, local authorities, and the voluntary sector.
- Initiatives in Scotland target a wide range of young people and issues. Some potential gaps include large scale focus on intervention and crime prevention, and additional response to decrease child poverty rates and provide support that families need to reduce the impacts of this during the cost-of-living crisis. It is also noted that the local approach to identifying and targeting more intensive support for children and young people in Scotland may lead to different levels of accessibility and provision based on location.

### 5.1 Introduction to the policy landscape for children and young people in Scotland

There are nearly 5.5 million people living in Scotland (Clark, 2023b), including approximately 911,500 children and young people under 16 years old (Clark, 2023a). Scotland makes up 8.2 per cent of the UK population, which means it is the second populous country in the UK (Office for National Statistics, 2022b). It is difficult to give up-to-date information on their characteristics, as data from the 2022 Scottish census is not yet published. However, data on the population

attending publicly-funded schools in Scotland shows that the majority are white-Scottish or white-other British (see section 5.2 for further details).

In 1999 the UK Government decentralised some of its powers and established a Scottish Parliament and Scottish Government.<sup>44</sup> The Scottish Government has a range of devolved responsibilities that include: the economy, education and training (including pre-school, primary, secondary, further education training policy and programmes), health (including the NHS, mental health and social care), justice (including the police), rural affairs, housing, environment, equal opportunities, consumer advocacy and advice, transport and taxation and some aspects of welfare and benefits. As discussed in Chapter 1, some powers are reserved to the UK Government. These include immigration, the constitution<sup>45</sup>, foreign policy and defence. The Scottish Parliament cannot make laws outside its devolved responsibilities. However, there is a convention that the UK Government will seek the consent of the Scottish Parliament if it is passing laws that could impact on devolved areas.

The Scottish Government's funding comes from a combination of devolved taxes and revenues as well as the Block Grant. The Block Grant is the funding transferred to the Scottish Government from the UK Government, paid from taxes and revenues collected across the whole of the UK. The devolution settlement means that expenditure per person on public services in Scotland is higher than the UK average (UK Government, n.d.a, n.d.c).

Local authorities (or councils) manage the majority of Scotland's public spending (including education and social care). There are 32 local authorities which vary considerably in size and population. They receive the majority of their funding from the Scottish Government, but operate independently and are accountable to their local electorates (Scottish Government, 2023a).

Policy for children and young people is underpinned by 'Getting It Right For Every Child' (GIRFEC) (Scottish Government, 2022d), which is the Scottish Government's commitment to provide all children, young people and their families with the right support at the right time. This is so that every child and young person in Scotland can reach their full potential. GIRFEC

*"...provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice for the benefit of babies, infants, children, young people and their families."* (Scottish Government, 2022d).

Separate to the Scottish government there is a Children and Young People's Commissioner for Scotland who has a role protect the human rights of children and young people under 18 (or up to 21 who are in care or care experienced).

Within each of the policy areas of interest for this mapping study, there are specific issues facing the children and young people of Scotland. As in other countries, children and young people from

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<sup>44</sup> Initially named The Scottish Executive.

<sup>45</sup> The UK constitution is composed of the laws and rules that create the institutions of the state, regulate the relationships between those institutions, or regulate the relationship between the state and the individual.

less advantaged backgrounds face an educational attainment gap when compared with their more affluent peers. Between 2015 and 2019-20, attainment gaps had narrowed for primary and secondary attainment, as well as lower 16-19 participation in education, employment and training among young people from disadvantaged backgrounds (Audit Scotland, 2021). However, analysis of achievement of the Scottish Government's Curriculum for Excellence Levels indicates that the pandemic may have widened educational attainment gaps in Scotland (Scottish Government, 2021c).

In the social care sector, looked after children in Scotland are less likely than other children to achieve the expected levels in national assessments, or to go on to a positive destination after leaving school, and are six times more likely to be excluded from school than other children (Scottish Government, 2022b).

In Scotland, two major priorities in children's health target support for mental health and at preventing childhood obesity. The mental health of young people in Scotland has declined over the last decade (Marini, 2022), exacerbated by the Covid-19 pandemic, and waiting times for treatment are long. About 15 per cent of children aged two to 15 in Scotland are at risk of obesity, with a similar proportion at risk of being overweight (Scottish Government, 2020a). The Scottish Government aims to halve childhood obesity by 2030.

Child poverty is the key issue of concern for children and young people in Scotland in the welfare context – and it has negative effects on education and health. There is some uncertainty in the projected changes in child poverty levels by 2023-24. The Scottish Government aim for the proportion of children living in relative poverty to be under 18 per cent by 2023-24, although forecasting by the Resolution Foundation, based on based on economic forecasts and policy, estimate it could actually be as high as 29 per cent in the same timeframe (Corlett, 2019).

Migration is key to population growth in Scotland, which is needed for economic growth and to meet the needs of the aging population. A key group in need of support are unaccompanied asylum-seeking children, who are recognised as particularly vulnerable and require support from local authorities.

Formal justice systems for children and young people in Scotland are rooted in welfare principles, acknowledging that children and young people who commit offences have welfare needs, and that unmet welfare needs are a risk factor for offending. In addition, formal justice systems in Scotland aim to ensure child-centred, trauma-informed approaches and multi-agency are working to support victims<sup>46</sup> and witnesses to crime.

## **5.2 Major education initiatives in Scotland**

### *Education context in Scotland*

Scottish Government data shows that in 2021, 82.6 per cent of pupils were recorded as being white-Scottish or white-other British. The next largest proportions of ethnic backgrounds were

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<sup>46</sup> For the purposes of this mapping study, children and young people as victims of crime are included within youth justice.

white-other (3.3 per cent), white-Polish (2.4 per cent), Asian Pakistani (2.1 per cent) and mixed (1.6 per cent).

Primary education in Scotland caters for children aged 5-12, with secondary schools catering for children aged 12-18<sup>47</sup>. Almost all state-funded schools in Scotland are maintained by local authorities. Early learning and childcare provision (about 30 hours a week during term time) is funded for children aged three to five, and for two-year-olds who are care-experienced or whose families receive certain benefits (Scottish Government, 2022c). The majority of children and young people in Scotland attend state-funded education; only 3.9 per cent of pupils attend independent schools (SCIS, 2020).

In 2021 the Scottish Government reported that in Scotland there were 2,005 local authority primary schools, 357 secondary schools, and 114 special schools. One-third of pupils in Scotland had a recorded additional support need in 2021, this shows a steady year-on-year increase since 2010, (Scottish Government, 2021g).

The Curriculum for Excellence (CfE) is the national curriculum of Scotland. CfE provides knowledge, skills and attributes for learning and life to all nursery, primary and secondary schooling between the ages of 3 to 18. Qualifications are taken in the final three years of secondary school which qualify students for further or higher education. CfE is designed to be an inclusive curriculum wherever learning is taking place, and there is a duty to provide additional support for learning when any child or young person needs support for whatever reason.

Socioeconomic equity is a core priority in Scottish education policy. The Scottish Government's vision for education is 'excellence and equity', with the socioeconomic attainment gap forming one of its four priorities for improvement (Scottish Government, 2021d). Local authorities have a statutory duty to reduce inequalities in outcomes for disadvantaged pupils (Education (Scotland) Act, 2016). The Scottish Attainment Challenge was introduced in 2015, aiming to eliminate the attainment gap within ten years. Before Covid-19, Scotland was reducing socioeconomic gaps. The evidence shows that between 2015 and 2019-20, attainment gaps had narrowed for primary and secondary attainment, as well 16-19 participation in education, employment and training, (Audit Scotland, 2021). However, analysis of achievement of the Scottish Government's Curriculum for Excellence Levels indicates that the pandemic may have widened educational attainment gaps in Scotland (Scottish Government, 2021c). This analysis shows that the gap in expected levels of literacy and numeracy among primary pupils had increased by around four percentage points between 2018-19 and 2020-21 (a 24.7 per cent gap for literacy and 21.4 per cent gap for numeracy).

It is likely some of this change may have been exacerbated by the pandemic and the additional challenges faced by young people from deprived backgrounds. Research into the wellbeing of children in Scotland and the impact of Covid-19 found that children from poorer backgrounds had

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<sup>47</sup> Children in Scotland start primary school in P1 (the equivalent of Reception classes in England), going up to P7 (the equivalent of Year 7 in England). After this, they do six years of secondary school from S1 to S6 (equivalent to Y8 to Y13 in England). Secondary schools in Scotland are commonly known as high schools or academies.

less active engagement with teachers and school services during the pandemic, and two-thirds were unable to do school work during lockdown (Scottish Government, n.d).

### *Types of major education initiatives in Scotland*

We identified six major education-related initiatives in Scotland which met the inclusion criteria for this mapping study (see Tables C1 and C2). These had the following intentions for improvement.

- 1. Improving access to education and work:** two initiatives were identified which were designed to improve access to education and employment for disadvantaged groups. The Promise Partnership Fund provides funding and support to organisations and collaborations to help drive change for children, young people, and families, including supporting access to education opportunities. The Young Person's Guarantee brings together employers, partners (such as, local authorities and others including Colleges Scotland and Universities Scotland) and young people. It aims to connect every 16-to 24-year-old in Scotland to an employment or education opportunity, including apprenticeships, further and higher education.
- 2. Education recovery:** the Scottish Attainment Challenge incorporates a range of support and education programmes for children and young people impacted by poverty with an annual investment of £200 million in 2022-23. This includes the Pupil Equity Fund (PEF) which provides additional funding allocated to schools and is targeted at closing the poverty-related attainment gap. In light of the disruption caused by Covid-19, in 2021-22 schools received an additional uplift to their PEF, known as the Pupil Equity Fund premium, to support education recovery efforts for children and young people impacted by poverty. The Scottish Government recently introduced a new funding mechanism – Strategic Equity Funding distributed to each local authority through Children in Low Income Families (CILIF) data.
- 3. Improving attainment:** The Care Experienced Children and Young People Fund supports programmes to help raise the attainment of care experienced young people. In 2021-22 over £11.5 million was allocated to local authorities through the grant. Local authorities determine how to invest this funding. The Scottish Attainment Challenge also aims to raise the attainment of children and young people living in deprived areas, in order to close the equity gap.
- 4. Family support:** Best Start, Bright Futures provides a delivery plan for Scotland to tackle child poverty, through numerous investments in key infrastructure, and supporting access to high-quality support. This includes providing support through the Scottish Attainment Challenge (see above), and funding for access to a digital device for every school-aged child by 2026.
- 5. Preparation for learning:** Home Start: Big Hopes Big Future, works with parents and children to help them to build the skills they need to be ready for the first day of school.

In addition to the initiatives set out above, the Scottish Government has a particular focus on improvement for children and young people in public care, which includes funding to help raise the attainment of care-experienced young people, through The Promise: Transforming Care (discussed under social care, see section 5.3).

### *Funders of major education initiatives in Scotland*

All but one of the initiatives we identified were funded by the Scottish Government, with Home Start: Big Hopes Big Future funded by the UK DfE (see Table C2).

### *Intended goals of major education initiatives in Scotland*

Although the aims of the programmes differed, there was a particular focus on supporting children from the most disadvantaged families, including those with experience of being in care, and those who were most affected by the academic disruption caused by the Covid-19 pandemic.

The funding and support available tended to be wide-ranging in its scope, addressing issues both directly with learners and schools, and more widely to improve the overall systems in place both within and outside of the education sector.

### *Delivery mechanisms of major education initiatives in Scotland*

The initiatives were designed to bring about their intended outcomes in different ways (see Table C1).

- **Direct funding for delivery partner projects:** The Scottish Attainment Challenge, aimed to support children and young people whose attainment had been affected by the pandemic. The Promise Partnership Fund aimed to improve access to work and education and The Care Experienced Children and Young People Fund aimed to provide support for care-experienced children and young people.
- **Interventions for families:** Home Start and Best Start Bright Futures both support work with parents and children.
- **Place-based support:** The Young Person's Guarantee, aims to address rising unemployment as a result of the Covid-19 pandemic.

### *Children and young people targeted by major education initiatives in Scotland*

Several initiatives targeted socio-economic disadvantage (see Table C3), while others focused on those who are NEET or at risk of becoming NEET. Two of the initiatives focused on families or children and young people who are care-experienced or may otherwise enter care.

### *Areas of overlap in major education initiatives in Scotland*

The major education initiatives aimed at supporting children and young people in adversity in Scotland tended to focus on children from deprived backgrounds or with experience of the care system.

Some of the programmes including Best Start, Bright Futures, The Promise Partnership Fund and Transforming Care have a focus and impact across several of our themes including social care, health, and welfare.

### *Gaps in major education initiatives in Scotland*

The initiatives identified are aiming to address many of the challenges that currently exist in the Scottish education system. They focus on children and young people from deprived backgrounds to close the attainment gap, while offering additional support to reduce the negative impact of the Covid-19 pandemic. They tend to be delivered by a range of partners (with funding being provided centrally), as such eligible beneficiaries are likely to vary. Whether this leaves particular gaps or allows better targeting of services to local areas of need is unclear. Given the increasing numbers



of pupils with additional support needs however, we might have anticipated a major education initiative focussing specifically on additional support needs.

Some other education initiatives in Scotland which targeted children and young people were identified but were excluded as did not meet our criteria for inclusion as they were either open to all, regardless of adversity, were specific to small geographical areas, and/or did not contain elements of system change. For example:

- Coram's Life Education SCARF programme is designed to support the positive mental health of pupils and deliver the new Relationships Education and Health Education curriculum. However, the programme is open to all and not targeted specifically at vulnerable or deprived pupils.
- Barclay's LifeSkills programme was not eligible for inclusion as this was universal support for young people (not specifically for those in adversity) and does not have any objectives for system change.
- The Scottish Government's Mental Health Strategy 2017-2027 aims to ensure every child and young person has access to emotional and mental wellbeing support in school. However, this policy is universal rather than targeted (although it is more likely to be utilised by children and young people who are experiencing mental health issues) and does not appear to offer new or additional services but provides a strategy for taking forwards existing services.

#### *Summary of major education initiatives in Scotland*

The findings reveal the important role played by the Scottish Government in funding large-scale education initiatives in Scotland designed to support vulnerable children and young people. It is noted that the initiatives in place are focused on addressing some of the key issues faced in the system, such as the attainment gap and addressing further exacerbation of this following the Covid-19 pandemic. The absence of wider programmes meeting our search criteria may be related to more localised programmes being delivered in Scotland as local authorities manage the majority of Scotland's public spending on education.

### **5.3 Major social care initiatives in Scotland**

#### *Social care context in Scotland*

Social care for children is a statutory duty for local authorities in Scotland (Children (Scotland) Act, 1995). Social care extends from pre-birth (where there are welfare concerns of an unborn child) to age 18, with continuing support to age 26 in some cases.

In July 2021, 1.5 per cent of the under-18 population (14,946 children) were looked after or on the child protection register. Most looked after children (90 per cent) are placed in the community, while a minority (10 per cent) are placed in residential accommodation (Scottish Government, 2022e). Compared with other children in Scotland, looked after children are less likely to achieve the expected levels in national assessments, or to go on to a positive destination after leaving school (86 per cent compared with 95 per cent of all leavers). They are six times more likely to be excluded from school than other children (Scottish Government, 2022b).



The Scottish Government commissioned a major Independent Care Review (2017-2020)<sup>48</sup>, which found that the ‘care system’ was failing to provide a foundation of stable, loving, nurturing relationships needed by children and young people. The review set out a plan for Scotland to make sure ‘every care-experienced child and young person is safe, loved and respected’, through ‘The Promise’ (The Promise, n.d.). The Scottish Government has committed to achieving The Promise by 2030, setting up a non-statutory company to provide support and oversight, which offers specific activities and initiatives to help meet its objectives (for example, The Promise Partnership Fund, The Promise Transforming Care initiatives, and the Whole Family Wellbeing Fund). Furthermore, when the National Care Service (Scotland) Bill (2022) becomes enshrined into law, the Government will have the power to transfer children’s social care from local authorities to the Scottish Government (Jepson *et al.*, 2022).

#### *Types of major social care initiatives in Scotland*

Four major social care-related initiatives in Scotland were identified as meeting the inclusion criteria for this study (see Tables C5 and C6). These were distributed across the following categories:

1. **Community-based support:** Together for Childhood helps local partners and families come together to prevent child abuse and tackle the problems that cause it.
2. **Family support:** The Whole Family Wellbeing Fund provides holistic early intervention funding for families to improve family member’s wellbeing to enable them to avoid crisis, with the overall aims of supporting whole system transformational change required to reduce the need for crisis intervention, and shift funding towards prevention/early intervention.
3. **Preparation for learning:** The Stepladder of Achievement Programme, which aims to inspire children and young people in care to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult.
4. **Transforming care:** The Promise: Transforming Care aims to improve experience and outcomes for young people in care or at risk of moving into care.

In addition to the initiatives set out above, The Promise Partnership Fund and Home Start: Big Hopes Big Future (discussed under Education, see section 5.2) and Bairn’s Hoose (Barnahus) Youth Justice see section 5.7) also support aspects of social care.

#### *Funders of major social care initiatives in Scotland*

Two of the initiatives we identified were funded by Government – The Promise: Transforming Care is funded by the Scottish Government, while the Home Start: Big Hopes Big Future initiative is funded by the UK Department for Education. Two initiatives are funded by philanthropic organisations, Together for Childhood (funded by the National Society for the Prevention of Cruelty to Children [NSPCC]) and Stepladder of Achievement Programme (funded by The Share Foundation) (see Table C6).

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<sup>48</sup> The work of the whole Care Review culminated in the publication of seven outputs on the 5th February 2020, the main volume of which was ‘The Promise’ (The Promise, n.d.).

### *Intended goals of major social care initiatives in Scotland*

The aims of these social care programmes differ, with support being provided for a range of recipients, including children at risk, young people leaving care, and young people with ACEs (see Table C5).

### *Delivery mechanisms of major social care initiatives in Scotland*

The initiatives were designed to bring about their intended outcomes in different ways (see Table C8).

- **Direct funding for delivery partner projects:** two initiatives, the Whole Family Wellbeing Fund provides funding for partners to support children and young people and their families, aiming to re-focus the system on prevention to reduce the need for crisis intervention.
- **Interventions for families:** The Promise: Transforming the Care System supports specific programmes and activities which work directly with parents and children, as well as focusing on the systems in place to improve experience and outcomes for young people in care or at risk of moving into care.
- **Mentoring support model:** The Stepladder of Achievement Programme pairs a mentor with a young person leaving care.
- **Place-based support:** Together for Childhood works with local partners and families to improve the lives of children and test new ways to prevent abuse that are tailor-made for different community's needs.

### *Children and young people targeted by major social care initiatives in Scotland*

The initiatives target children at risk/in need (see Table C7), including a focus on those experiencing social or economic disadvantage, young people who have ACEs, and families or children and young people who are care-experienced or may otherwise enter care.

### *Areas of overlap in major social care initiatives in Scotland*

The initiatives identified focused on supporting local delivery and projects to support individuals and their families, reflecting the lead local authorities currently play in the delivery of social care.

The overarching nature of The Promise in the Scottish social care system and the underpinning support it offers through several key initiatives (including Transforming the Care system and the Whole Family Wellbeing Fund) means there are various instances where it overlaps across several of our themes including education, health, welfare, and youth justice.

### *Gaps in major social care initiatives in Scotland*

The initiatives identified focused on children and young people from vulnerable backgrounds, particularly those with care experience or at risk of entering care. They tend to be delivered by a range of partners (with funding being provided centrally), which means that the identification of eligible beneficiaries is likely to differ to reflect local needs and priorities. It was also noted by experts that in some cases this focus on local needs may also help to address any locally specific gaps that may have been created following de-funding or efficiency measures in local authorities.

Other social care initiatives in Scotland which targeted children and young people, did not meet our criteria for inclusion for a range of reasons. For example, the Child and Young People Improvement Collaborative (CYPIC) funded by the Scottish Government focuses on quality improvement in the system, offering training and guidance from Improvement Advisors who support teams working in services for children, young people and their families. However, while families will benefit from the improved services, they do not receive support directly as a result of this offer.

#### *Summary of major social care initiatives in Scotland*

The findings reveal the important underpinning framework The Promise provides in social care for young people in Scotland. The Promise embeds an ambitious system-wide improvement policy supported by the capacity to offer specific initiatives where needed to provide additional funding for children and young people in care or at risk of entering care. Importantly, this support can reach across different policy areas where they need support (for example, in education or the youth justice system).

## **5.4 Major health initiatives in Scotland**

### *Health context in Scotland*

NHS Scotland provides a universal health promotion programme to all children and their families known as the child health programme. This programme includes various elements such as formal screening for specific medical needs, routine childhood immunisations, and a structured programme of needs assessment, health promotion, and parenting support provided through regular scheduled contacts with health visitors, school nurses and other health professionals. The health service also provides additional ad hoc and ongoing care to children with minor illnesses or more serious long term medical problems (Public Health Scotland, 2020).

Policies to support child health are part of GIRFEC. The Scottish Government funds and works with NHS Scotland to promote and support child health through various policies and embedded support schemes such as: the Scottish Milk and Healthy Snack Scheme; funding free school meals for all children in Primary 1 to 3 (ages 4-7<sup>49</sup>) in local authority schools; the Family Nurse Partnership programme to support to young first time parents; and managing welfare foods in Scotland, including Healthy Start vouchers and the nursery milk scheme (Scottish Government, n.d.b).

In Scotland, two major priorities in children's health aim to provide support for mental health and act to prevent childhood obesity. In addition to these health-specific policies, broader policies targeting child poverty, such as the introduction of the new Scottish Government Child Poverty plan, are seen as an important part of improving health outcomes (RCPCH, 2021), particularly in the context of the increased cost of living.

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<sup>49</sup> Generally, children in Scotland start school in Primary 1 when they are aged between 4½ and 5½ years old. If a child is still 4 years old on the date they are due to start primary school, parents can choose to delay their child's entry by a year. Children who have deferred entry to primary school are entitled to an additional year of funded early learning and childcare.

The mental health of young people in Scotland has declined over the last decade (Marini, 2022). In the year to September 2021, over 40,000 children (about 4 per cent of children in Scotland) were referred to CAMHS (Marini, 2022). However, waiting times for treatment are long, with only about 70 per cent of children starting treatment within 18 weeks of referral, compared with the Government target of 90 per cent (Scottish Government, 2022a). This problem persisted in 2022 despite funding of £40 million in 2021-22, and the intention of clearing all backlogs of waiting lists by early 2023 (Marini, 2022).

The Scottish Government has invested in prevention and early intervention in mental health issues. In 2021, it promised to double the budget for community mental wellbeing services for children and young people to £30 million per year (Scottish Government, 2021a). Recent policy achievements include all secondary schools having access to counselling services, a review of the Personal and Social Education curriculum to develop teaching about mental health and wellbeing, and the provision of online resources to support young mental health (Marini, 2022).

Childhood obesity is an issue of concern in Scotland, with about 30 per cent of the population affected. About 15 per cent of children aged two to 15 in Scotland are at risk of obesity, with a similar proportion at risk of being overweight (Scottish Government, 2020a). The Scottish Government aims to halve childhood obesity by 2030. Current policies to improve nutrition and healthy weight include the Best Start Foods Grant (for low-income families to buy healthy foods), higher nutritional standards for school meals and funding to extend free school meals into school holidays (Scottish Government, 2018).

#### *Types of major health initiatives in Scotland*

No health-specific initiatives meeting our criteria were identified during the searches; this is due to a combination of factors. As discussed previously, various universal health and mental health initiatives are delivered in school settings (such as access to counselling services and healthy eating schemes); however, these are not specifically targeted at children and young people in adversity.

Initiatives addressing other policy areas such as social care, welfare, education and youth justice have been designed to effect system-wide change and have an impact across multiple areas including health. For example, several of the initiatives supported through The Promise (including the Whole Family Wellbeing Fund and Transforming Care) provide education and support on the health and mental health needs of children and young people (see section 3.2.3). Best Start, Bright Futures aims to tackle the poverty related attainment gap by supporting the health and wellbeing (see section 3.2.2); and The Bairn's Hoose (Barnabus) initiative will provide mental health support to children who are victims, witness or involved in crime (under the age of criminal responsibility) (see section 3.2.6).

Other health initiatives in Scotland identified which targeted children and young people, did not meet our criteria for inclusion. This was largely because they did not receive the levels of funding required for inclusion. Some were also focused on direct delivery rather than system change such as the Outdoor Community Play Fund, which provides free outdoor play opportunities in Scotland's most deprived areas.

### *Gaps in major health initiatives in Scotland*

Due to the comprehensive approach to policy in this area we did not identify any major health initiatives meeting the parameters of the study but it is possible that specific areas of unmet need may become apparent in future.

### *Summary of major health initiatives in Scotland*

The findings reveal the important role played by the Scottish Government and NHS Scotland to tackle health inequalities and the wide-reaching universal policies and embedded child health support schemes in place for all children and young people.

## **5.5 Major welfare initiatives in Scotland**

### *Welfare context in Scotland*

Rates of child poverty in Scotland have remained stable over the last few years, with relative poverty (after housing costs) being 24 per cent in 2019-20 compared with 25 per cent in 2018-19, and 24 per cent in 2017-18 (Scottish Government, 2023b). The prediction and aim of Scottish Government is that, by 2023-24, this will fall to 17 per cent of children (170,000 children) (Scottish Government, 2022f). However, the pandemic and increased cost of living have exacerbated the impact of poverty for many families. While official statistics for child poverty have not been published for 2020-21 due to Covid-19, prediction by the Resolution Foundation (using economic forecasts and policy) suggests the Scottish child poverty rate will actually be 29 per cent by 2023-24 (Corlett, 2019).

Analysis conducted by the (Joseph Roundtree Foundation, 2023) found that Scotland has a lower rate of poverty (18 per cent) than England (22 per cent) and Wales (24 per cent) and around the same rate as Northern Ireland (17 per cent) (based on three-year averages of data from 2018-21).

Scottish legislation sets out binding targets for tackling child poverty, to be achieved by 2030 (Child Poverty (Scotland) Act 2017). These targets are: less than ten per cent of children living in families in relative poverty, less than five per cent in absolute poverty, less than five per cent in combined low income and material deprivation, and less than five per cent in persistent poverty<sup>50</sup>. The Scottish Government (Scottish Government, 2023c) has identified six priority family types as being at higher risk of child poverty: lone parent families, minority ethnic families, families with a disabled adult or child, families with a younger mother (under 25), families with a child under 1, and larger families (3+ children).

Since 2018, Scotland introduced a range of payments for children under six in low-income families, comprising the Scottish Child Payment, Best Start Grants, and Best Start Foods. These grants formed part of the Tackling Child Poverty plan, totalling around £10,000 per child by the age of six. In 2022, the Scottish Child Payment was extended to age 16 (£1,040 per year). The Government has also committed to developing employment services to support parents to enter and progress in

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<sup>50</sup> Defined in the Child Poverty (Scotland) Act 2017 as a child living in Scotland who has been in relative poverty for three of the past four years. A child is in relative poverty if they live in a household where equivalised income for the financial year in question is less than 60 per cent of the median equivalised net income for that financial year.

work, including a £15 million Parental Transition Fund to overcome financial barriers to entering work (Scottish Government, 2022f).

#### *Types of major welfare initiatives in Scotland*

As with health, no major welfare-specific initiatives meeting our criteria were identified during the searches. Again, this reflects the universal entitlements to some aspects of welfare discussed above, and the multiple target areas of some of the key strategies such as Best Start Bright Futures and The Promise and its underpinning initiatives (The Whole Family Wellbeing Fund, transforming Care, the Partnership Fund – see section 5.3). In addition, the education and employment-focused initiative, The Young Person's Guarantee, aims to address rising unemployment as a result of the Covid-19 pandemic (see section 5.2).

#### *Gaps in major welfare initiatives in Scotland*

While the Scottish Government has strategies in place to tackle child poverty, and several inter-theme initiatives are in place to support children in care or at risk of entering care in particular, further initiatives may be necessary to target support for children and families in the most need (specifically the six 'priority family types' as being at higher risk of child poverty), and prevent more families from slipping into poverty due to the increased cost of living.

#### *Summary of major welfare initiatives in Scotland*

The findings reveal the critical role played by the Scottish Government to tackle child poverty across different systems. We also acknowledge the presence and importance of direct delivery work to support children and families in poverty at the local level, particularly in some of the most deprived communities in Scotland with a longstanding history of entrenched poverty. However, given the impact child poverty can have on future outcomes, and the likely increasing numbers of children will experience this, welfare is likely to be a key area for future development.

## **5.6 Major immigration initiatives in Scotland**

#### *Immigration context in Scotland*

Immigration policy for Scotland is set by the UK Government, including the operation of the asylum system, accommodation and financial support for people seeking asylum, and application of the No Recourse to Public Funds policy. The Scottish Government has lobbied for a tailored immigration policy for Scotland (Scottish Government, 2020b). Migration is the sole driver of population growth in Scotland, which is needed for economic growth and to meet the needs of the aging population (House of Commons and Scottish Affairs Committee, 2018).

The Scottish Government is responsible for migrant integration and other related policy. This responsibility is largely delegated to local authorities, who provide English language courses, access to housing and other public services. Through the Equality and Human Rights Fund (2021 to 24) and predecessor programmes, the Scottish Government gives grants to partner organisations who work directly with refugees and asylum seekers to promote equality and tackle discrimination and prejudice (Scottish Government, 2021e).

The Scottish Government set out its commitment to supporting refugees, asylum seekers and Scotland's communities through the New Scots: Refugee Integration Strategy 2018 to 2022. The



strategy was led in partnership by the Scottish Government, the Convention of Scottish Local Authorities (COSLA), and the Scottish Refugee Council. The delivery of the strategy was supported by the New Scots Refugee Integration Delivery Project funded by the EU's Asylum, Migration and Integration Fund up to December 2022. The project included a £2.8 million grant fund for 56 projects to spread documented good practices and to support innovation in Scotland under the objectives of the strategy, including promoting employability, education, health, and social and cultural connections for refugees (Scottish Government, 2022h). In February 2023, additional funding was secured to support the development of a refreshed New Scots Refugee Integration Strategy (COSLA, 2023).

Since 2010, migration to Scotland from overseas in particular has fluctuated significantly year-on-year (Scottish Government, 2021b). According to the Scottish Refugee Council (Lamb, 2023), between February 2022 and 2023, nearly 23,000 people fleeing the war against Ukraine have arrived in Scotland.

Asylum-seeking children who are unaccompanied when they arrive in the UK become the responsibility of the local authority in which they present, which means the majority are looked after by the local authorities in England that are close to major points of entry into the UK. There are, however, spontaneous arrivals of UASC within Scotland who are supported by Scottish local authorities. Up to 60 unaccompanied children<sup>51</sup> arrive in Scotland each year (Scottish Government, 2022g). These children are recognised as particularly vulnerable, with many having been trafficked. Local authorities are responsible for providing accommodation and safeguarding unaccompanied children, at which point they become looked after children. Since 2010, the government has funded the Scottish Guardianship Service to support unaccompanied children (Stott and Kohli, 2021), helping them to access support and make informed decisions about their future (Scottish Government, 2022g).

#### *Types of major immigration initiatives in Scotland*

Four major immigration-related initiatives were identified as meeting the inclusion criteria for this study (see Tables C17 and C18). This included the three UK-wide settlement schemes (the Ukraine Family Scheme and Homes for Ukraine, the National Transfer Scheme), which have been discussed in the previous (England) chapter, and one longer-term refugee support programme specific to Scotland.

The Scottish Government entered into an agreement with the UK Government to act as 'super sponsors' as part of the Homes for Ukraine scheme. The scheme is funded by the Scottish Government and aims to expedite visas and travel for Ukrainian people coming to Scotland. It also provides support for needs assessment and longer-term accommodation. However, this scheme has been 'paused' for new applications in Scotland since July 2022, and it has not yet been confirmed when it will continue.

In addition to this, the Scottish Government has also committed £36,000 to support a Ukraine Advice Scotland service, delivered by JustRight Scotland. They have also provided £1 million

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<sup>51</sup> Young people under 18 who arrive in Scotland without a parent or legal guardian.



funding to help the Scottish Refugee Council increase their capacity to help those arriving in Scotland from Ukraine.

#### *Gaps in major immigration initiatives in Scotland*

The Super Sponsor scheme aimed to go farther than other support schemes, by offering more in-depth and longer-term support that can be beneficial to refugees. However, as noted in other sections of this report, the policy has a particular focus on supporting immigrants from the Ukraine, possibly to the detriment of migrants from other countries who may benefit from similar support.

## **5.7 Major youth justice initiatives in Scotland**

#### *Youth justice context in Scotland*

Formal justice systems for Children and Young People are rooted in welfare principles which acknowledge that children and young people who commit offences have welfare needs, and that unmet welfare needs are a risk factor for offending. Therefore, children and young people who commit offences and need social care are managed within the same 'Children's Hearings' system (Scottish Centre for Crime and Justice Research, 2019). This is a system of meetings with the child or young person and their families, informed by multiple social agencies, to decide on actions in the best interests of the young person. In some instances young people's cases may instead be managed by the adult criminal justice system.

Youth Justice in Scotland is informed by the Government's broader commitments to 'Getting it Right for Every Child', and the 'Whole System Approach', which emphasise a child-centred, trauma-informed approach and multi-agency working. Scotland recently increased the age of criminal responsibility from 8 to 12, meaning that children under 12 can no longer be arrested or charged (Scottish Government, n.d.a). There are, however, a significant number of children who go through the adult criminal justice system in Scotland. Children under 18 years may be prosecuted in the criminal court from the age of 12. Whilst the aim is to divert children from this as far as possible, the legal definition of a child limits access to the Children's Hearing System for 16 and 17 year olds not on a Compulsory Supervision Order.

The current Youth Justice Strategy (Scottish Government, 2021f), which runs until 2024, has an overarching commitment to supporting all young people involved in youth justice and improving their outcomes. It continues previous commitments to early intervention and support for young people and families. These include diverting children and young people from formal justice systems to alternative support, as well as using secure care placements to ensure no under-18s are remanded or sentenced to young offender institutions or prison. The Scottish Government report that the average number of children and young people in custody (people aged 20 or younger) has fallen from around 864 in 2010-11 to around 325 in 2019-20 (Scottish Public Health Observatory, 2022).

#### *Types of major youth justice initiatives in Scotland*

Two major youth justice-related initiatives were identified as meeting the inclusion criteria for this study (see Tables C21 and C22). Both initiatives are funded by the Scottish Government although they are not yet operational. These include.

- **Support for children who are victims<sup>52</sup>, witnesses or involved in crime (under the age of criminal responsibility):** Bairn’s Hoose (Barnahus) will aim to ensure all children who are victims, witness or involved in crime (under the age of criminal responsibility) will have access to trauma-informed recovery, support and justice.
- **Restorative Justice:** The Restorative Justice Hubs will aim to put victims at the heart of the justice system and offer nationally high standards of service while offering restorative justice that meets local needs and circumstances.

### *Gaps in major youth justice initiatives in Scotland*

The youth justice initiatives identified in Scotland focus on the children and young people who are victims of crime and supporting them through the justice process. None of the major initiatives focus on early intervention or crime prevention, and this does not come through strongly in overarching policy either, making this a potential area for further development.

The programmes target a range of children and young people, including those who may have experienced ACEs, and those who may be considered as at risk or vulnerable, those in care and care leavers, and children and young people who are victims or witnesses of crime (see Table C23). Given these areas of focus, there is significant overlap with some of the other policy areas, with the Bairn’s Hoose initiative also having a potential impact in health and social care.

### *Summary of major youth justice initiatives in Scotland*

The youth justice initiatives we identified and policies from the Scottish Government sought to address a range of issues children and young people who are victims of crime – including treatment for recovery, and support through the justice process. There is less focus on crime prevention or diversion activities and the absence of more targeted policies and initiatives for crime prevention among disadvantaged children and young people may indicate more can be done to prevent them from becoming involved in crime and violence.

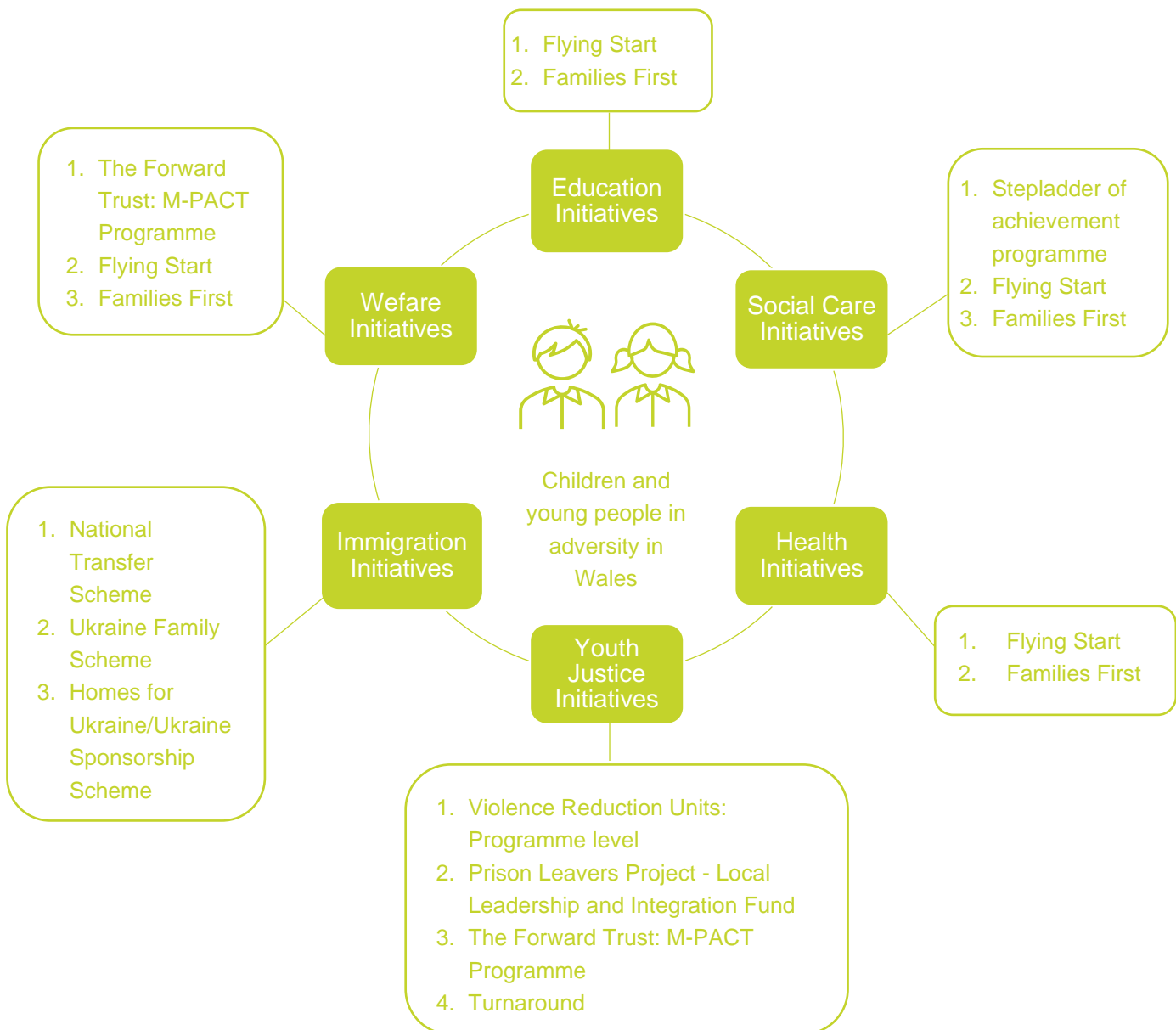
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<sup>52</sup> For the purposes of this mapping study, children and young people as victims of crime are included within Youth Justice.

## 6 Major initiatives to support children and young people in adversity in place in Wales

Here we present details of the current major initiatives in Wales in each key policy area: education; social care; health, welfare; immigration; and youth justice. Data tables for the Welsh initiatives are provided in Appendix D and are referred to throughout.

**Figure 5 Overview of major initiatives in Wales**



We recognise that there is a wealth of other support available for children and young people in adversity in Wales which falls outside the scope of this study. This includes the provision of national and local government services delivered under statutory duties; smaller-scale programmatic and project delivery work, as well as advocacy, research and practitioner networks – these are not covered in this mapping.

## Key findings and implications – Wales

- Across the education, social care, health, and welfare sectors, two Welsh Government programmes – Flying Start and Families First were the main initiatives identified meeting the review criteria. This shows the multi-faceted nature of the support and the potential benefits these initiatives can offer. Both programmes, and Families First in particular, recognised that children and their families can experience multiple problems, and sought to address these. However, most other major initiatives we identified were more limited in their scope – and only appeared in one policy area – perhaps reflecting lower levels of funding or their targeting more specific groups in need or issues faced.
- The context in Wales accounts for significant locally-specific charities and local authority-led programmes and activities for children and young people in adversity. As such, it is hard to know where there are truly ‘gaps’ in provision without more detailed analysis of smaller, locally specific initiatives.
- Many of the major initiatives we identified focussed on early prevention and intervention, while some had an explicit focus on developing and/or testing new approaches to supporting children, families and/or local agencies.
- The major initiatives we identified adopted a variety of approaches to bring about their intended goals. These included parenting support and classes, dedicated funding and initiatives which promoted inter-agency working, and support from an ‘expert practitioner’, such as a youth worker, mentor or life coach.

## 6.1 Introduction to the policy landscape for children and young people in Wales

Wales is a devolved nation in the UK with a population of approximately 3.1 million people, comprising 4.6 per cent of the UK population (Office for National Statistics, 2022b). In 2021 there were 689,500 children and young people between 0 and 19 living in Wales, comprising 22.2 per cent of the population. In the period 2017 to 2020, 31 per cent of children in Wales were living in relative income poverty compared with 30 per cent of children in England (Welsh Government, 2021d).

In the 2021 census, 93.8 per cent of people in Wales identified as ‘white’, 2.9 per cent as Asian, Asian Welsh or Asian British, 1.6 per cent as ‘mixed or multiple ethnic groups’, 0.9 per cent as black, black Welsh, black British, Caribbean or African and 0.9 per cent as another ethnic group. The areas of Wales with the highest proportions of ethnic groups other than white were predominantly urban – such as Cardiff, Newport and Swansea (Welsh Government, 2023a).

An estimated 17.8 per cent of Welsh residents can speak Welsh (Welsh Government, 2022e) which is a decrease from 2011 when the previous census was taken. This decrease over time is driven by a fall amongst children and young people who can speak Welsh. Welsh and English are the two official languages in Wales (National Assembly for Wales, 2011). Both languages must be

treated equally by public bodies, and the Welsh language must be treated no less favourably than English at all times.

The devolved Government in Wales operates through two key institutions: the National Assembly for Wales, or Senedd Cymru (the Legislative branch), and the Welsh Government (the Executive branch). Senedd Cymru is responsible for making, scrutinising and passing laws, and the Welsh Government is responsible for making most of the day-to-day decisions that affect people who live in Wales (Shuttleworth, 2021). The UK Government and the Welsh Government have power and responsibility over different policy areas. For the purposes of the themes explored in our research, immigration, youth justice, and welfare are all non-devolved policy areas, while health, education, and social care are devolved. Separate from the Welsh Government, there is a Children's Commissioner for Wales whose aim is to safeguard and promote the rights and welfare of children.

Wales has 22 unitary authorities (county and county-borough councils) in place to deliver a range of services, including education, housing and social services. Some services (such as education) are required by law to be made available; others are provided at the discretion of individual authorities (Welsh Government, 2021b).

As with other parts of the UK, research suggests that the Covid-19 pandemic disrupted the learning of children and young people in Wales, and particularly those from vulnerable or disadvantaged backgrounds (Welsh Government, 2021f). It also found the mental health and wellbeing of all children and young people was to some extent adversely affected by the impact of the pandemic, with this particularly being the case for the most vulnerable.

Support for children and young people in Wales is underpinned by the Welsh Government's Children and Young People's Plan (Welsh Government, 2022a), which focuses on seven key priorities, including:

1. All children should have the best start in life, including good early years services and support for parents or carers. They should be supported at home, in childcare and in schools, and when they move between those places.
2. All children and young people should be treated fairly in education. They should be supported to overcome barriers and fulfil their potential.
3. All young people should be supported in their journey through education, training and (self-) employment, and when they move between those places.
4. All children and young people should be supported to help them feel mentally and emotionally strong.
5. All children and young people should be supported to have a fair chance in life.
6. All children and young people should have a good and secure home to live in.
7. All children and young people should receive the support they need to stay together or come back together with their family, if possible.

The plan recognises the complexity of some of the challenges young people may face and notes the importance of joint working between different ministers, departments, and other partners including local authorities, the NHS, and the voluntary sector. The policies and initiatives supporting these priorities are discussed further in the subsequent sections.

## 6.2 Major education initiatives in Wales

### *Education context in Wales*

The most recent findings from the international comparison study PISA (Programme for International Student Assessment) indicates that pupils in Wales do less well in reading, maths and science than their peers in the other UK countries and the Republic of Ireland (Sizmur *et al.*, 2019). Improving Wales' overall attainment has been one of the Welsh Government's priorities after the so-called 'PISA shock' of 2009 (Bradshaw *et al.*, 2010) when Wales experienced 'disappointing results' (Welsh Parliament, 2017).

In 2022 there were 1,549 schools in Wales. This includes eight nursery schools, 1,217 primary schools, 23 middle schools, 182 secondary schools, 79 independent schools and 40 special school (Welsh Government, 2022c). Primary education in Wales is for children aged five to 11, with secondary schools taking young people from age 11 to 18. Both primary and secondary schools are defined by their Welsh medium provision, falling into one of four categories: Welsh medium, Bilingual (with further sub-categories based on proportion of subjects taught in Welsh/English), English with significant Welsh and English medium. The majority of children and young people in Wales attend state-funded education; only 2.1 per cent of pupils were in independent schools in 2022 (Welsh Government, 2022c). State schools in Wales are maintained by local authorities, unlike in England, there are no academy schools in Wales<sup>53</sup>.

Early learning and childcare (about 30 hours a week during term time) is universally funded for children aged three to four. From 2022, some funded early learning was made available for disadvantaged two-year-olds. Welsh Government funds early years provision for children under five in disadvantaged areas of Wales (eligibility based on exact postcodes). This includes part-time childcare for children aged two to three, enhanced health visiting, access to parenting programmes, and speech, language and communication support (Welsh Government, 2017). It also involves signposting and referrals to early interventions and more specialist support where needed.

The Welsh curriculum has undergone significant changes and the New Curriculum for Wales has been rolled out to secondary pupils, with full adoption anticipated by 2026 (Welsh Government, 2023a). Within certain guidelines, schools can write their own curriculum to support the specific needs of the children and young people they teach. Part of the aspiration for the education system is for all learning experiences to be inclusive and accessible and the curriculum design and school support should actively see to address gaps in attainment (Welsh Government, 2021a). Welsh is a mandatory requirement of the Curriculum for Wales.

As with the other countries in this report, deprivation is linked to underachievement in Wales. The socio-economic attainment gap for GCSE A\*-C grades in 2022 is 28 percentage points, which is equivalent to 22-23 months of educational progress (Cardim-Dias and Sibietta, 2022). The size of the gaps is similar to before the Covid-19 pandemic (Welsh Government, 2022b). To support disadvantaged children, Welsh Government provides free breakfasts for all primary school pupils, and a £30 weekly grant for young people over 16 in learning or training from low-income families.

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<sup>53</sup> i.e. state-funded schools that are given greater freedom over their admissions, curriculum, and staffing.



The Welsh Government is committed to provide all primary school children in Wales with free school meals by 2024 in response to the rising cost-of-living pressures on families. Following the pandemic, the Welsh Government has funded the Recruit, Recover and Raise Standards programme, which recruited 1,800 additional school staff to support education recovery, for example through tutoring, classroom support, and wellbeing provision (Welsh Government, 2021e).

In 2021 13.6 per cent of 16 to 18 year olds were NEET, up from 11.7 per cent in 2020 (Welsh Government, 2023b). The Welsh Government is currently working to strengthen their Youth Engagement and Progression Framework, which aims to ensure all young people progress into education, employment and training.

#### *Types of major education initiatives in Wales*

Two major education-related initiatives in Wales were identified as meeting the inclusion criteria for this study (see Tables D1 and D2). Both were in the Family Support category.

1. Flying Start aims to support families in areas of disadvantage in Wales by helping the parents with children under four years old to develop their parenting skills. The educational focus of the programme is on promoting language, cognitive, social and emotion skills as well as physical development and early identification of additional needs. The nature of the support is likely to vary dependant on needs and interventions are categorised as Universal (core), Enhanced and Intensive. Overall, the initiative aims to work with parents/cares to try and ensure children start school being able to communicate and be understood. Funded childcare for children aged 2 to 3 is also offered as part of the initiative, helping to further prepare children for school and getting parents/carers involved in their learning. Parents/carers can request Welsh language childcare provision.
2. Families First aims to improve the outcomes for children, young people and families. It emphasises prevention and early intervention for families, particularly those living in poverty. The programme aims to promote greater multi-agency working so that families receive joined-up support. Local authorities are responsible for running the initiatives in their area and so services may differ. Some examples of education focused services include improving access to education for children and young people with a disability, providing support and advice on school attendance and transitional support to secondary school.

These initiatives are multi-faceted and therefore feature across several of our policy areas. We discuss these in each policy area of relevance to reflect the significance they have in each and to aid readers who may be focusing on a specific policy area.

#### *Funders of major education initiatives in Wales*

Both the initiatives we identified were funded by the Welsh Government (see Table D2).

#### *Intended goals of major education initiatives in Wales*

The aims of these education programmes differed, but there was a particular focus on supporting children from families in the most disadvantaged areas of Wales and those living in poverty (see Table D1). Both Flying Starts and Families First focus on early identification and prevention. Both programmes emphasised importance of addressing local needs. Families First requires local



authorities to undertake a needs assessment so their service design and goals can properly reflect this.

#### *Delivery mechanisms of major education initiatives in Wales*

The initiatives were designed to bring about their intended outcomes through childcare and parenting programmes (see Table D1). Both Flying Start and Families First provide support to understand a families' needs and coordinate and signpost support, including through family support and learning and education programmes.

#### *Children and young people targeted by major education initiatives in Wales*

Both programmes targeted socio-economic disadvantage (see Table D3), focusing on areas of deprivation in Wales. Flying Start focuses on families with children under four years old, while Families First is targeted specifically at families where children and young people (up to the age of 18, or 25 for those with additional learning needs) may have experienced adverse childhood experiences.

#### *Areas of overlap in major education initiatives in Wales*

Both these initiatives tended to focus on children from deprived backgrounds and have an emphasis on using parenting programmes to support the development of good parenting skills. These initiatives aim to provide the opportunity for early intervention and prevention.

Both Families First and Flying Start have a focus and impact across several of our themes including education, social care, health, and welfare.

#### *Gaps in major education initiatives in Wales*

Both the initiatives identified focused on children and young people living in areas of deprivation. Both programmes are delivered by local authorities and identification of eligible beneficiaries will vary. It is worth noting that these interventions were both very parent/carer-focused in the education context, although Families First also provides family learning opportunities for children and young people.

Other education initiatives in Wales identified, which targeted children and young people, did not meet our criteria for inclusion as they were either universal access, were small scale and locally-specific, and/or did not contain elements of system change. For example, the Pupil Development grant which provides funding to families on lower incomes and looked after children. It's aim is to assist families on low income to buy school uniforms, sports kits etc. This initiative was not targeted at system-level change and therefore not included in this report.

Without undertaking more extensive mapping of locally-specific or universal provision in Wales it is unclear the extent to which there are significant gaps.

#### *Summary of major education initiatives in Wales*

The findings reveal the important role played by the Welsh Government in funding large-scale education-related initiatives in Wales designed to support vulnerable children and young people. The absence of wider programmes meeting our search criteria may be related to more localised programmes being delivered in Wales to meet the needs of different communities. Efforts to

improve outcomes for children from deprived backgrounds, looked after children and those who have experienced ACEs, continue to be a priority.

### **6.3 Major social care initiatives in Wales**

#### *Social care context in Wales*

The rate of children looked after has increased in Wales over the last decade, and is higher than in England (Wales Centre for Public Policy, 2021). Reducing the number of looked after children is a priority for the Welsh Government (Forrester *et al.*, 2021). In March 2021, just over one per cent of the under-18 population (9,660 children) were looked after or on the Child Protection Register (Statistics for Wales, n.d.). A key concern has been that care rates have increased in Wales compared to England, with rates and the rate of increase substantially higher in Wales<sup>54</sup>. According to Forrester *et al.*, (2021) care rates in Wales may be higher for several reasons: factors influencing care rates are multiple and complicated, the evidence base is limited, and some operate on a UK-wide level. They also cite McGhee *et al.*, (2017) who concluded that policy divergence may also influence differences in rates across the UK. Compared with other children in Wales, children looked after are less likely to reach expected attainment levels at all stages of schooling (for example, in 2019, only 15 per cent achieved five GCSEs at A\*-C including English/Welsh and maths).

At a local level regional safeguarding children boards in Wales co-ordinate and ensure the effectiveness of work to protect and promote the welfare of children. They are responsible for local child protection policy, procedure and guidance. Typical board includes representation from the local authority, police, health and probation services (NSPCC Learning, 2022).

One policy focus is early intervention to keep families together, including funding advocacy services for parents and providing additional support for children and young people with complex needs. Welsh Government has also committed to exploring radical reform of children's social care, ensuring they only enter care when it is the best option for them and in an environment where they are secure and healthy and which helps them develop as people (Welsh Government, 2021g).

#### *Types of major social care initiatives in Wales*

The three major social care-related initiatives in Wales which were identified as meeting the inclusion criteria for this study (see Tables D5 and D6) were Flying Start, Families First and Stepladder of Achievement Programme. These initiatives related to social care in the following ways:

1. Flying Start aims to support to families in areas of disadvantage in Wales by supporting parenting skills for parents/carers of children under four. It offers tiered safeguarding support (from universal to intensive based on assessment of a family's need) and focused collaborative interventions as well as referrals for specialist services where needed.

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<sup>54</sup> In 2004 rates in Wales, Northern Ireland and England were similar, at around 60 per 10,000 (Scottish Government, 2021, cited in (Forrester *et al.*, 2021). However, in 2019, the care rate in Wales had risen to 109 per 10,000 making it higher than other UK countries apart from Scotland.

2. Families First aims to improve the outcomes for children, young people and families. It emphasises prevention and early intervention for families, particularly those living in poverty. While services differ due to them being delivered by individual local authorities, some examples of social care focused services include support for parenting and improving parent-child and parent-parent relationships.
3. The Stepladder of Achievement Programme aims to inspire teenagers in care to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult.

Both Flying Start and Families First initiatives support families who are on the 'edge of care', that is, they are at risk of being looked after. It is noted that both these initiatives feature across several of our policy areas. We discuss these in each policy area of relevance to reflect the significance they have in each and to aid readers who may be focusing on a specific policy area.

#### *Funders of major social care initiatives in Wales*

Flying Start and Families First are funded by the Welsh Government and The Stepladder of Achievement Programme is funded by a philanthropic organisation (The Share Foundation).

#### *Delivery mechanisms of major social care initiatives in Wales*

The initiatives were designed to bring about their intended outcomes through childcare and parenting programmes (see Table D5): Both Flying Start and Families First provide support to understand a families' needs and coordinate and signpost support, including through family support and learning and education programmes. The Stepladder of Achievement programme pairs young people in care with a mentor to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult.

#### *Children and young people targeted by major social care initiatives in Wales*

Both programmes targeted socio-economic disadvantage (see Table D7), focusing on areas of deprivation in Wales. Flying Start focuses on families with children under 4 years old, while Families First is targeted specifically at families where children and young people (up to the age of 18 or 25 for those with additional learning needs) may have experienced adverse childhood experiences.

#### *Areas of overlap in major social care initiatives in Wales*

Both these social care initiatives tended to focus on children from deprived backgrounds and have an emphasis on using parenting programmes to support the development of good parenting skills.

Both Families First and Flying Start have a focus and impact across several of our themes including social care, education, health, and welfare.

#### *Gaps in major social care initiatives in Wales*

Both the initiatives identified focused on children and young people living in areas of deprivation. Both programmes are delivered by local authorities and identification of eligible beneficiaries will vary in response to needs assessments and the services available in the locality. Given the focus of these initiatives on specific areas of need in Wales, this could suggest that support is

inconsistent and further provision is required to ensure all families have access to support regardless of they live. It is also worth noting that these interventions were both very parent-focused in the social care context, although Families First also provides support more directly targeted at children and young people, for example those with disabilities.

## 6.4 Major health initiatives in Wales

### *Health context in Wales*

NHS Wales delivers services through seven local health boards and three NHS trusts. The local health boards are responsible for planning and delivering NHS services in their areas. A healthier Wales and a more equal Wales are key milestones for Welsh national wellbeing, measured through key indicators including:

- Percentage of live single births with a birth weight of under 2,500g (6.1 per cent in 2020, the highest since records started in 2005).
- Healthy life expectancy at birth including the gap between the least and most deprived (the gap in healthy life expectancy between the most and least deprived areas has remained stable from 2011 to 2020 but is still wide – 9.1 years for males and 7.7 years for females in 2018-2020 using the Slope Index of Inequality which measures the absolute difference in life expectancy).
- Percentage of children aged 11-16 with two or more healthy lifestyle behaviours including not smoking, never/rarely drinking alcohol, eating fruit or vegetables every day, or being physically active for an hour or more seven days a week (in 2018-19, 88 per cent of children had two or more healthy behaviours, and there is an aim to increase this to 99 per cent by 2050).
- Measurement of development of young children using the Foundation Phase Profile<sup>55</sup> during their first six weeks following entry into reception class at age four to five. In 2019, seven in ten pupils were at a stage of development that is consistent with or greater than their age. (Welsh Government, 2022d).

Key health policies include Healthy Child Wales, which provides support from health visitors for all families with a child under seven. These universal contacts cover three areas of intervention: screening; immunisation; and monitoring and supporting child development (Welsh Government, 2016).

Childhood obesity is also a key consideration in Wales as in other countries, however, due to constraints as a result of pandemic restrictions and redeployment of healthcare staff, there is limited data available for Wales in 2020-21 as part of the Child Measurement Programme. However, the number of four- to five-year-old children with obesity has increased in the two health board areas who were able to report since 2018-19. In the Swansea Bay University Health Board area, 17.6 per cent of children were categorised as having obesity in 2020-21, which was a significant increase on the proportion of 13 per cent reported in 2018-19. Similarly, in the Aneurin Bevan University Health Board area, the proportion of children categorised as having obesity rose from 11.8 per cent in 2018-19 to 18.3 per cent (Swansea Bay University Health Board and Aneurin Bevan University Health Board, 2022).

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<sup>55</sup> The Foundation Phase is a developmental curriculum for three- to seven-year-olds in Wales.

Mental health and emotional wellbeing is a major priority in Welsh policy for children and young people (Welsh Government, 2022a). In 2021, a national monitoring scheme found that almost one in three 11- to 16-year-olds (28 per cent) clinically had significant depressive symptoms (based on self-assessment), which indicated an increase of four percentage points from 2019 (School Health Research Network, 2022).

The Welsh Government invested £9 million in 2022 to support whole-school approaches to mental health (Holtom, Lloyd-Jones and Bowen, 2021). The flagship initiative is a national roll out of mental health services 'in-reach' in schools (Welsh Government, 2021h), which builds in-school capacity to support mental health and access to specialist mental health support when needed. Funding is also provided for school counsellor services, teacher training on wellbeing, and support for teacher wellbeing (Holtom, Lloyd-Jones and Bowen, 2021).

In 2020, the Children's Commissioner for Wales called for a 'No Wrong Door' commitment to joined-up services (Children's Commissioner for Wales, 2022), so that young people who asked for help receive it promptly, rather than having to navigate a complex system to find the 'right door' in. Welsh Government is exploring a 'sanctuary model' of local crisis support can be expanded to support young people, including evenings and weekends (Welsh Government, 2021h).

#### *Types of major health initiatives in Wales*

Two major health-related initiatives in Wales were identified as meeting the inclusion criteria for this study (see Tables D9 and D10). Both were in the family support category and have been discussed previously under the education initiatives due to their cross-cutting nature.

1. Flying Start aims to support to families in areas of disadvantage in Wales by supporting parenting skills for parents of children under four. The programme offers a range of universal health care interventions focusing on health and development, immunisation, and screening and physical examinations. It also offers more enhanced support (such as breastfeeding support and support regarding social, emotional, and mental health issues) based on assessment of a families resilience. Building further on the enhanced provision is intensive provision, which can include intensive evidence-based interventions and structured home visits.
2. Families First aims to improve the outcomes for children, young people and families. It emphasises prevention and early intervention for families, particularly those living in poverty. As noted previously, services differ due to them being delivered by individual local authorities, some examples of health focused services include support for parenting and strengthening parent's understanding of child development, helping support parental mental health, helping parents understand the importance of early relationships to the health and wellbeing of their baby, and ensuring strong links for referrals to wider health support services.

Both these initiatives feature across several of our policy areas. We discuss these in each policy area of relevance to reflect the significance they have in each and to aid readers who may be focusing on a specific policy area.

### *Delivery mechanisms of major health initiatives in Wales*

The initiatives were designed to bring about their intended outcomes through childcare and parenting programmes (see Table D12): Both Flying Start and Families First provide support to understand a families' needs and coordinate and signpost support, including through family support and learning and education programmes and partnerships with key local services including midwifery, health visitors, and other health services.

### *Children and young people targeted by major health initiatives in Wales*

Both programmes targeted socio-economic disadvantage (see Table D11), focusing on areas of deprivation in Wales. Flying Start focuses on families with children under 4 years old, while Families First is targeted specifically at families where children and young people (up to the age of 18 or 25 for those with additional learning needs) may have experienced adverse childhood experiences.

### *Areas of overlap in major health initiatives in Wales*

Both these health initiatives tended to focus on children from deprived backgrounds and have an emphasis on using parenting programmes to support the development of good parenting skills to support children's health and wellbeing. Beyond this, Families First offers a more holistic package of support, exploring the wider needs of the family, including consideration of mental health and disability support needs.

Both Families First and Flying Start have a focus and impact across several of our themes including health, education, social care, and welfare.

### *Gaps in major health initiatives in Wales*

Both the initiatives identified focused on children and young people living in areas of deprivation. Both programmes are delivered by local authorities and identification of eligible beneficiaries will vary due to health needs assessments and local priorities, and as such the support available may vary to address these needs. Amongst the initiatives identified however, physical health (including obesity), longer-term conditions and children and young people with disabilities appeared to receive less focus.

### *Summary of major health initiatives in Wales*

The findings again show the important role played by the Welsh Government in funding large-scale initiatives in Wales designed to support vulnerable children and young people across a range of themes. The absence of wider programmes meeting our search criteria may be related to be a combination of the development of some universal approaches to mental health and provision of tiered access (including universal) children's health services through NHS Wales and via Families First and Flying Start, as well as more localised programmes being delivered in Wales to meet the needs of different communities.



## 6.5 Major welfare initiatives in Wales

### *Welfare context in Wales*

As mentioned earlier, between 2017-2020, 14 per cent of children in Wales were living in material deprivation and low income households (Welsh Government, 2021c). While the Welsh Government set a target in 2011 to end child poverty by 2020, this target was subsequently dropped. The current Child Poverty Strategy dates from 2015, so does not reflect the challenges of Covid-19 and the current cost-of-living increase (Auditor General for Wales, 2022). However, an Income Maximisation Action Plan was developed in 2020 to support families living in poverty. This included helping families to claim financial support, reducing costs for schooling and public transport for young people and improving the accessibility of financial services including debt support (Welsh Government, 2020). An additional £14 million was included in the Discretionary Assistance Fund to support families with additional financial pressures due to Covid-19.

### *Types of major welfare initiatives in Wales*

Three major welfare-related initiatives were identified as meeting the inclusion criteria for this study (see Tables D13 and D14). These were all in the family support category. In addition to Flying Start and Families First (described above under education (section 6.2), social care (section 6.3), and health (section 6.4), the Moving Parents and Children Together Programme (M-PACT) is a whole family support programme which aims to improve the well-being of children and families affected by substance misuse.

### *Funders of major welfare initiatives in Wales*

M-PACT is funded by a philanthropic organisation.

### *Intended goals of major welfare initiatives in Wales*

As noted previously, Flying Start and Families First have elements of universal support and more targeted support for children from families in the most disadvantaged areas of Wales, those living in poverty, those who have adverse childhood experiences, and support for young people leaving care. M-PACT aims to provide support for more targeted support for children and families affected by substance misuse.

### *Delivery mechanisms of major welfare initiatives in Wales*

The initiatives were designed to bring about their intended outcomes in different ways (see Table D16), M-PACT is whole family support which uses psychosocial, educational and systematic approaches to improve outcomes for families affected by parental substance misuse. The programme supports families to address areas such as communication and coping strategies as well as educating family members on what addiction is and the impact it has. As noted before, Families First and Flying Start used parenting programmes and referral support.

### *Children and young people targeted in major welfare initiatives in Wales*

A diverse range of children and young people were being targeted by the initiatives we identified, including those in social/economic disadvantage, children who are at vulnerable or risk, those who have adverse childhood experiences, and those with SEN (see Table D15).



### *Areas of overlap in major welfare initiatives in Wales*

There were few areas of overlap in the initiatives identified, although it is perhaps not surprising that some of the initiatives, such as the Families First and Flying Start initiatives also appeared in the education, social care, and health policy areas. While some groups of children and young people, such as those in social/economic disadvantage, were targeted more often than others (see above), the focus of these initiatives differed, reflecting the range of welfare-related issues and needs being supported.

### *Gaps in major welfare initiatives in Wales*

Where initiatives focus on those in social/economic disadvantage there are certain thresholds or area boundaries used to identify those in need. Sometimes this can mean that there are either pockets of deprivation where there is equal or even greater need that is missed. This is a potential issue for some of the initiatives that we have identified.

Other welfare initiatives in Wales did not meet our criteria for inclusion as they were universal access, were locally-specific, or did not contain elements of system change. Without undertaking more extensive mapping of locally-specific or universal provision it is unclear the extent to which there are significant gaps.

### *Summary of major welfare initiatives in Wales*

The welfare initiatives we identified sought to tackle a range of issues and support for young people and families living in deprived areas. A range of intervention approaches were identified but were all delivered through family-focused support. The presence of the tiered support offered by Families First and Flying Start provides a range of support for families, supported by local services and referral systems. However, it is unclear the extent to which the support is available in different localities so this could lead to significant local variations.

## **6.6 Major immigration initiatives in Wales**

### *Immigration context in Wales*

Immigration policy for Wales is set by the UK Government, with the Welsh Government providing devolved services such as access to public services and housing. 'Dispersal' is the process by which the Home Office moves asylum seekers to councils across the UK who have volunteered to participate in the UK Government dispersal programme, which began in 2001. Currently, Wales has six participating asylum dispersal areas. The Wales Strategic Migration Partnership (WSMP) was established in 2001 and is funded by the Home Office and the Department for Levelling Up, Housing and Communities (DLUHC), and works with partners in the statutory, voluntary, private and community sectors to provide strategic leadership, advisory and coordination function on migration. The WSMP is hosted by the Welsh Local Government Association (WLGA) to help foster closer working with public services and the 22 councils in Wales, linking in with local government's political structures and local priorities.<sup>56</sup>

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<sup>56</sup> See: <https://www.wsmp.wales/home>

In 2019, Wales became the first ‘Nation of Sanctuary’ for asylum seekers and refugees in the world. This included commitments to ensuring all asylum seekers could access health services throughout their asylum claim, including mental health services (Welsh Government, 2019). Asylum seekers and refugees can access early years programmes such as Flying Start and Foundation Phase education (Welsh Government, 2019). Another policy focus is the vulnerable group of unaccompanied asylum-seeking children, with about 100 seeking asylum in Wales at any given time (Twomey and Croxton, 2020). Unaccompanied children are taken into local authority care, and have access to counselling services and advocacy support (Welsh Government, 2019).

In April 2022, the Welsh Government pledged to becoming a ‘super sponsor’ and committed to initially accommodating up to 1,000 Ukrainian refugees seeking sanctuary in the UK. The Welsh Government opened six welcome centres. In July 2022, the Minister for Social Justice announced that no new applications would be accepted until the Welsh Government had refined the arrangements it had in place for supporting refugees and their transition from the welcome centres into longer-term accommodation in communities across Wales (Thomas, 2022).

#### *Types of major immigration initiatives in Wales*

Three UK-wide major immigration-related initiatives were identified as meeting the inclusion criteria for this study (see Tables D17 and D18). These were all settlement schemes, and comprised:

- the Ukraine Family Scheme and Homes for Ukraine, which are both designed to allow Ukrainian nationals and their family members to come to the UK
- the National Transfer Scheme, which aims to ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities.

#### *Funders of major immigration initiatives in Wales*

All three initiatives are funded by UK Government, with the National Transfer Scheme, Ukraine Family Scheme and Homes for Ukraine funded by the Home Office (HO) (see Table D18).

#### *Intended goals of major immigration initiatives in Wales*

All three initiatives are designed to support the settlement of migrants to the UK. The Ukraine Family Scheme allows Ukrainian applicants to join family members, or extend their stay, in the UK, while Homes for Ukraine offers Ukrainian families accommodation for six months with a UK-based sponsor. Finally, the National Transfer Scheme, which is not targeted at any specific country, is a protocol for unaccompanied children seeking asylum, established to enable the safe transfer of unaccompanied children in the UK from one local authority (the entry authority from which the unaccompanied child transfers) to another.

#### *Delivery mechanisms of major immigration initiatives in Wales*

All three initiatives are designed to support the settlement of immigrants. They do this through providing additional funding and developing new laws and protocols.

### *Children and young people targeted in major immigration initiatives in Wales*

All three initiatives are targeted at refugees, asylum seekers and recent migrants, including unaccompanied asylum-seeking children and young people, with a particular focus on those from the Ukraine.

### *Areas of overlap in major immigration initiatives in Wales*

As stated above, all three initiatives focus on a single issue – the settlement of foreign nationals to the UK – albeit they collectively provide different pathways and support mechanisms.

### *Gaps in major immigration initiatives in Wales*

There is a particular focus on supporting immigrants from the Ukraine, possibly to the detriment of migrants from other countries.

Other immigration initiatives in Wales identified which targeted children and young people did not meet our criteria for inclusion as they were either locally-specific or did not contain elements of system change. Without undertaking more extensive mapping of locally-specific provision it is unclear the extent to which there are significant gaps.

### *Summary of major immigration initiatives in Wales*

In contrast to some of the other policy areas, all three immigration-related initiatives focussed on a single issue – the settlement of foreign nationals to the UK, with a particular focus on supporting immigrants from the Ukraine. All three initiatives were funded by government, which could suggest there is more that the philanthropic and corporate sectors could be doing at the system level to support migrant children and young people.

## **6.7 Major youth justice initiatives in Wales**

### *Youth justice context in Wales*

Youth Justice in Wales is overseen by the Youth Justice Board, the public body which oversees Youth Justice across England and Wales. Although this is not a devolved policy area, Welsh Government works in partnership with the Youth Justice Board. The statutory aim of the Youth Justice system is to prevent offending by children (Welsh Government, n.d.a). The age of criminal responsibility in Wales is 10 years old, as it is in England.

In 2021-22, 13,800 children were cautioned or sentenced in England and Wales, which represents a reduction of 13 per cent compared to the year before and a decrease of 79 per cent over the last decade (2011-2021) (Youth Justice Board and Ministry of Justice, 2023). The number of children and young people in custody has also been falling in recent years. In 2021-22, there were on average 450 children in youth custody at any one time during the year. This is a 19 per cent fall against the previous year and a 77 per cent fall against the year ending March 2012. The average custodial sentence length increased by six months in 2021-22 compared with the previous year to 22.8 months. This increase may have been due to a small number of cases which impacted on the overall average. There is ethnic disproportionality throughout the youth justice system in England and Wales, with an over-representation of children and young people from black, Asian, mixed and other ethnic minority backgrounds.

In 2019, the Welsh Government, together with the UK Government and Policing in Wales published a 'Blueprint' for the delivery of Youth Justice services in Wales. The Youth Justice Blueprint highlights the significance of adverse childhood experiences (ACEs) and notes that a person is 15 times more likely to commit violence and 20 times more likely to be imprisoned if they have four or more ACEs (Welsh Government, n.d.a). The blueprint explicitly focuses on preventing and minimising the impact of ACEs as well as stopping inter-generational problems and improving resilience. The emphasis is on a whole-system approach, aligning devolved and non-devolved services through achieving a shared vision and values, a commitment to a 'children first' rights-based approach and a trauma-informed system. The main components of the blueprint are: commitments to prevention activity, pre-court diversion, and a national roll-out of Enhanced Case Management for complex and high-risk cases, which recognises children's trauma and adverse experiences and improved resettlement services. (Welsh Government, n.d.b).

#### *Types of major youth justice initiatives in Wales*

A total of four major youth justice-related initiatives were identified as meeting the inclusion criteria for this study (see Tables D21 and D22). These were distributed across the following four categories.

- **Youth crime intervention and prevention:** Turnaround a £60 million early intervention initiative, which aims to prevent youth offending early and stop children and young people moving onto further, more serious crime.
- **Family support:** M-PACT, which aims to improve the well-being of children and families affected by substance misuse (both legal and illegal) and would provide support for children who may be witnesses or victims<sup>57</sup> of any crimes committed under the influence of illegal drugs.
- **'Whole-system' approach to tackling violent crime:** the Violence Reduction Units: Programme level, which brings together local agencies to share information to identify vulnerable children and adults at risk and to help steer them away from involvement with crime. .
- **Support to help turn people leaving prison away from crime:** the Prison Leavers Project – Local Leadership and Integration Fund, a £20 million cross-government (Wales and England) initiative which aims to build robust evidence on what works to reduce reoffending by rapidly developing and testing multiple interventions<sup>58</sup> at a small scale, before scaling up the most effective over time. This includes targeted interventions for young men in Wales, focusing on reducing homelessness, improving family relationships, and community integration.

#### *Funders of major youth justice initiatives in Wales*

Three of the initiatives are funded by government, and one by a philanthropic organisation (see Table D18).

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<sup>57</sup> For the purposes of this mapping study, children and young people as victims of crime are included within Youth Justice.

<sup>58</sup> Some aimed at adults some aimed at young people.

### *Intended goals of major youth justice initiatives in Wales*

The four initiatives identified focussed on a range of areas. These included: 1) early intervention to prevent youth offending and to stop children and young people moving onto further, more serious crime; 2) programmes designed to build the evidence base on what works to reduce reoffending and youth violence; and 3) support for children and young people who have experienced abuse.

### *Delivery mechanisms of major youth justice initiatives in Wales*

The initiatives were designed to bring about their intended outcomes in different ways (see Table D24), including:

- **Through the provision of dedicated funding:** one initiative, Turnaround provided funding for activities designed to support children and young people affected by crime or at risk of becoming involved in crime.
- **Place-based interventions:** one initiative, Violence Reduction Units aimed to bring together local agencies to help steer children and adults away from involvement with crime..
- **Practitioner-support models:** one initiative, M-PACT, which used facilitators to improve the well-being of children and families affected by substance misuse.
- **Multi-agency working:** one initiative, Prison Leavers Project – Local Leadership and Integration Fund, worked with others to build evidence on what works to reduce reoffending development and testing of small interventions ahead of scale-up.

### *Children and young people targeted by major youth justice initiatives in Wales*

All the interventions we identified targeted young people with experience of the youth justice system and/or children and young people who were at risk of becoming involved in crime (see Table D23).

### *Areas of overlap in major youth justice initiatives in Wales*

While a range of interventions were identified, there appeared to be a focus on i) early interventions designed to steer vulnerable children and young people away from becoming involved in crime; ii) offering funds that organisations could bid for to support children and young people affected by crime or at risk of becoming involved in crime; and iii) initiatives that build the evidence base on effective approaches to youth crime prevention.

### *Gaps in major youth justice initiatives in Wales*

The diverse range of initiatives identified as well as national policies such as the Enhanced Case Management approach suggests a broad range of support is available for vulnerable children and young people at risk of or already involved in crime, and for children and young people who are the victims<sup>59</sup> of crime.

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<sup>59</sup> For the purposes of this mapping study, children and young people as victims of crime are included within Youth Justice.

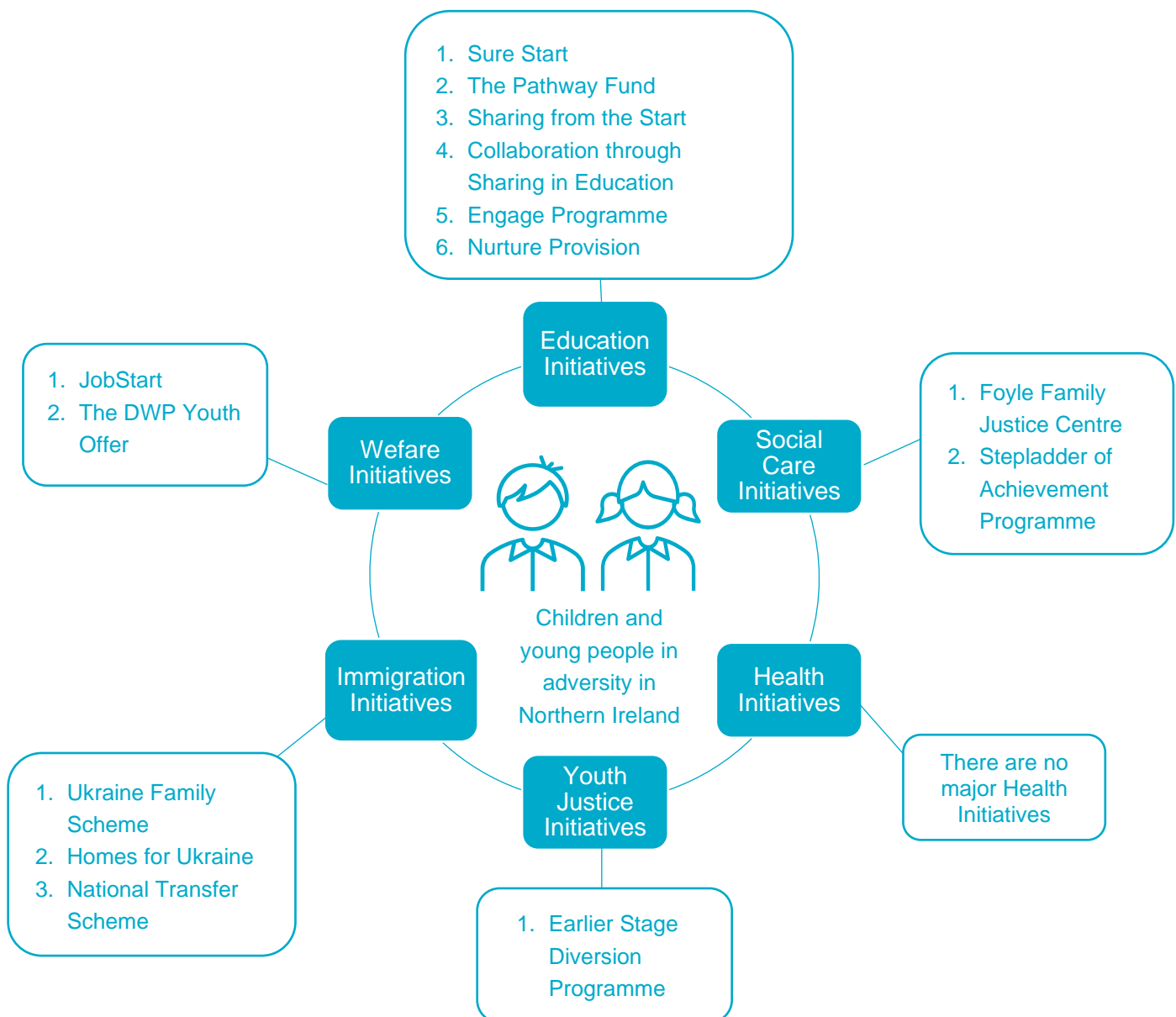
*Summary of major youth justice initiatives in Wales*

The youth justice initiatives in Wales we identified sought to address a range of issues, including crime prevention and support for children and young people who are the victims of crime. The initiatives were funded by government and philanthropic organisations

## 7 Major initiatives to support children and young people in adversity in place in Northern Ireland

Here we present details of the current major initiatives in Northern Ireland in each key policy area: education; social care; health, welfare; immigration; and youth justice. Data tables for the Northern Ireland initiatives are provided in Appendix E and are referred to throughout.

**Figure 6 Overview of major initiatives in Northern Ireland**



We recognise that there is a wealth of other support available for children and young people in adversity in Northern Ireland which falls outside the scope of this study. This includes the provision of national and local government services delivered under statutory duties; smaller-scale programmatic and project delivery work, as well as advocacy, research and practitioner networks – these are not covered in this mapping.



## Key findings and implications – Northern Ireland

- The policy area of education had the highest number of major initiatives which met the inclusion criteria of this study. There were no major initiatives which focused solely on Health, although one initiative, Sure Start covered aspects of children and young people's health. Through our initial searches, there were examples of programmatic delivery related to health, but we conclude that more could be done targeting the system-level in this area.
- Initiatives tended to focus on preventing or interrupting the cycle of adversity and recognising the importance of a holistic approach in supporting children and young people in Northern Ireland. Particular importance was placed on early years education, shared education and welfare initiatives aimed at supporting young people to reach their full potential as an adult.
- The initiatives we identified across the policy areas adopted various approaches to meet their intended goals. The most common were running targeted interventions and providing funding.
- In a few instances there was a mismatch between Government strategy translating into strategic initiatives. For example, homelessness is a focus of the Children and Young people strategy, but we did not identify any major initiatives addressing the issue of youth homelessness specifically through our searches.
- There were relatively fewer initiatives found in Northern Ireland compared with other countries, particularly England. This is likely to reflect the fact Northern Ireland is a smaller nation.

### 7.1 Introduction to the policy landscape for children and young people in Northern Ireland

There are approximately 457,428 children and young people aged 0 to 18 years old in Northern Ireland, who make up just under a quarter (24 per cent) of the population (NISRA, 2022a). Northern Ireland has an estimated population of 1.9m (Office for National Statistics, 2022b). It makes up 2.8 per cent of the UK population which means it is the least populous country in the UK.

In the 2021 census, 96.6 per cent of people in Northern Ireland identified as white (NISRA, 2022a) and the largest minority ethnic groups were mixed ethnicities (0.8 per cent), black (0.6 per cent), Indian (0.5 per cent) and Chinese (0.5 per cent). People from Irish Traveller and Roma backgrounds each constituted 0.1 per cent of the population (NISRA, 2022a). In the 2021 census, 12.4 per cent (228,600) of people aged 3 and over had some ability in the Irish language (NISRA, 2022b).

Northern Ireland is one of the poorest of the 12 UK regions<sup>60</sup>, being ranked 10<sup>th</sup> out of 12 in 2020, with a GDP per head of £25,575 (Office for National Statistics, 2022c). National, political and religious identities shape Northern Ireland policy and practice, as well as its culture. The 2021 census recorded that, for the first time, there were more people of Catholic background (45.7 per cent) in Northern Ireland than there were of Protestant or other Christian background (43.5 per cent) (Carroll, 2022; NISRA, 2022c).

The ‘Troubles’ is a term used to describe a period of conflict in Northern Ireland that lasted around 30 years, from the late 1960s until 1998 when the Belfast Agreement, (also known as the ‘Good Friday agreement’) was put in place (Imperial War Museums, 2023). Whilst children and young people in Northern Ireland born since 1998 are a ‘post-conflict generation’, the legacy of the Troubles lives on. As part of the Good Friday Agreement, the UK Parliament devolved certain legislative and executive powers to the Northern Ireland Assembly and Northern Ireland Executive. Devolved issues (i.e. matters that the Northern Ireland Assembly have full legislative powers for), include health and social services, education, employment and skills, child support, housing, justice and policing<sup>61</sup>. The UK Government is responsible for national policy on all matters that have not been devolved (as discussed in Chapter 1). Currently, there are 11 local councils throughout Northern Ireland responsible for community planning and local economic development. Councils are not accountable for education, social services or public housing.

In January 2020, the UK formally ceased to be a member state of the EU. Aspects of the Brexit withdrawal agreement have been contentious in Northern Ireland. In particular, the Northern Ireland Protocol which effectively placed a ‘trade barrier’ between Northern Ireland and the rest of the UK in the Irish sea. Arguably, this threatened the peace of the Good Friday agreement and led to the collapse of the NI Executive/Assembly following the resignation of DUP First Minister Paul Givan in February 2022. In February 2023, a new deal with the EU was agreed to replace the Northern Ireland Protocol. Named the ‘Windsor Framework’ – it is designed to tackle the issues impacting Northern Ireland since the UK left the EU. The new deal was voted through UK Parliament on 23 March 2023, although, at the time of writing the report, the DUP was still refusing to re-enter power-sharing which is needed to restore the NI Executive/Assembly.

The impact of political party tensions has been widely felt in Northern Ireland. There have been multiple periods in the last decade where the Northern Ireland Executive has collapsed and governing the country fell to civil servants in a caretaker capacity. As a consequence, there has been no overarching strategy or budget underpinning the work of the Government (Pivotal, 2022).

The Commissioner for Children and Young People has a role in promoting and safeguarding the interests and rights of children and young people in Northern Ireland, advancing equality, challenging discrimination and empowering and enabling their voice. The Commissioner reports to the Assembly and Parliament.

Around one in four children in Northern Ireland (24 per cent) are living in poverty (Birt *et al.*, 2022). Of these, six in ten grow up in ‘deep poverty’ (i.e. they live in households with equivalised incomes

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<sup>60</sup> The 12 UK regions are: Northern Ireland, Scotland, Wales, North East (England), North West (England), Yorkshire and The Humber, East Midlands, West Midlands, East of England, London, South East (England).

<sup>61</sup> A full list of devolved matters can be found at [niassembly.gov.uk](http://niassembly.gov.uk).

below 50 per cent of the median) and around 12 per cent are in 'persistent poverty' (i.e. in poverty for at least three of the last four years). However, this data precedes the recent period of rising inflation and cost-of-living which are both likely to have increased these figures.

There is a statutory obligation as part of the Northern Ireland Act 1998 for the Executive to 'adopt a strategy setting out how it proposes to tackle poverty, social exclusion and patterns of deprivation based on objective need' (section 28E). Commitments were made under the New Decade, New Approach deal (Northern Ireland Office, 2020) to improve socio-economic inequalities which lead to the production of various strategy documents. First, the Anti-Poverty Strategy, currently in development, aims to address inequalities and obstacles that directly affect the everyday lives of the most vulnerable people in society. Second, the Child Poverty Strategy 2016-2019 (extended to May 2022) aims to reduce both the number of children in poverty and the impact of living in poverty on children's lives and life chances, including through actions to improve children's educational attainment, health and environment (Northern Ireland Executive, 2016). Third, the Children and Young People's Strategy 2020-2030 (Northern Ireland Executive, 2020) aims to 'improve the well-being of children and young people living in Northern Ireland and to achieve positive, long-lasting outcomes' (p.15).

As was the case across all countries, the Covid-19 pandemic impacted the lives of children and young people in Northern Ireland. The Northern Ireland Executive's Building Forward: Consolidated Covid-19 recovery plan (Northern Ireland Executive, 2021) included a number of priority activities and action plans for children and young people, including supporting learning recovery for children and young people, supporting the wellbeing of children and young people, addressing service challenges within the Children's Community Social Service, and rebuilding children's paediatric services which had been impacted by the pandemic.

It is worth noting that, in some places, the criteria for inclusion for this mapping study was adjusted to reflect that Northern Ireland is a relatively small nation. Additionally, some initiatives may not lead directly to system-level change, but we nevertheless considered them important to include, on the advice of our thematic experts.

## **7.2 Major education initiatives in Northern Ireland**

### *Education context in Northern Ireland*

Findings from international comparative studies show that Northern Ireland pupils do well in reading and maths in primary school, compared to their international peers, but less well in science (Sizmur, Galvis and Kirkup, 2020)<sup>62</sup>. However, the high level of literacy and numeracy skills is not maintained at post-primary<sup>63</sup>, with more countries out-performing Northern Ireland in reading and maths at age 15.

Overall responsibility for pre-primary, primary, post-primary, and special education in Northern Ireland lies with the Department of Education (DE) while responsibility for further education and

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<sup>62</sup> It is worth noting, in Northern Ireland less time is spent teaching science in primary school, compared with reading and maths. Science is taught as part of 'The World Around Us' area of the curriculum.

<sup>63</sup> Key stage 3 and 4.

higher lies with the Department for Economy. The Education Authority is responsible for ensuring that efficient and effective primary and secondary education services are available to meet the needs of children and young people. There are four main types of grant-aided schools: controlled, maintained (mostly Catholic); voluntary grammar<sup>64</sup>; and grant-maintained integrated (where Protestant and Catholic children to come together with those from other cultures and faiths) (Perry, 2016). There are also special schools (controlled or voluntary schools specially organised to provide education for pupils with special needs) and Irish-Medium schools where education is provided in an Irish speaking school or unit. The DE has a duty to encourage and assist in the development of Irish-Medium education. Comhairle na Gaelscolaíochta (CnaG) was established by DE and its remit is to promote, assist and encourage Irish-Medium education (NI direct, 2015b).

In 2021 there were a total of 1,123 schools in Northern Ireland, including 94 nursery schools, 784 primary schools, 192 secondary schools, 39 special schools and 14 independent schools (BESA, 2022). There are a variety of factors which influence the school a pupil attends, including religious/community background, language of instruction (i.e. English- or Irish-Medium) and ability (for example, academic selection for transfer to post-primary grammar schools). The school system largely reflects traditional divisions in society (Topping and Cavanagh, 2016). With the exception of integrated schools, pupils tend to be educated within single or majority identity settings (i.e. those attending controlled schools tend to be of Protestant denominations and those from maintained schools, from Catholic denominations). The 2016 Shared Education Act places a duty on education bodies including DE and the EA to encourage, facilitate and promote Shared Education. Shared Education means the education together of those of different religious beliefs, including reasonable numbers of both Protestant and Catholic pupils; and those who are experiencing socio-economic deprivation and those who are not. Integrated Education Act was passed by the Assembly in 2022 making it a statutory duty on the DE to encourage, support and promote integrated education.

Grammar schools are a particular feature of education in Northern Ireland. Mainstream post-primary education is provided in non-grammar and grammar schools with almost all grammar schools using academic selection as the basis for admission (McMurray, 2020). In the 2021-22 academic year, one-third of post-primary schools were grammar schools (Robinson, 2022).

As with all countries in this report, one of the biggest challenges facing the Northern Ireland education system is the link between persistent educational underachievement and socio-economic background. Families who are eligible for income support<sup>65</sup> can apply for a Uniform Grant and free school meals. In the 2021-22 academic year, 28.5 per cent of pupils were eligible to free school meals (Robinson, 2022) which equates to over 98,800 pupils. The DE provides more than £70 million of Targeting Social Need (TSN) funding to schools each year (Department of Education, 2018b). This is allocated as part of core school budgets, in recognition of the additional challenges and costs involved in supporting children and young people from disadvantaged backgrounds as well as those at risk of educational underachievement. However, there appears to

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<sup>64</sup> There are two types of voluntary schools: those operating under Catholic management arrangements with trustee appointments being made by the Catholic Church, and 'other' voluntary schools.

<sup>65</sup> This includes families who are in receipt of income support, income based job-seekers allowance, income related employment and support allowance and guarantee element of state pension credit.

be an issue with lack of accountability and reporting of the spend by schools to DE (Northern Ireland Assembly, 2022b).

There are particularly long-standing issues that face Protestant boys in receipt of free school meals in Northern Ireland, who tend to have lower attainment levels than their peers (Expert panel on educational underachievement in Northern Ireland, 2021a). Other vulnerable groups include the 18.2 per cent of pupils in 2021-22 with SEN, which equates to 64,500 pupils. A further 475 pupils were either 'dual' or 'single' registered in Education Other Than At School (EOTAS) centres. EOTAS allow children who have been expelled from, suspended from, or have otherwise disengaged from their registered school to participate in education until they achieve a new school place, are prepared for re-entry to an existing school place, or to maintain their education until compulsory school leaving age. Evidence suggests there are big differences in the composition of pupils in grammar schools compared with those not in non-grammar, including fewer pupils who are eligible for Free school meals in grammar schools, fewer pupils with SEN, fewer newcomer children and that grammar school intakes are skewed towards the least deprived (Purdy *et al.*, 2023).

In September 2020 an expert panel was formed under the New Decade, New Approach (Northern Ireland Office, 2020) agreement that set out the requirement to 'establish an expert group to examine the links between persistent educational underachievement and socio-economic background and draw up an action plan for change that will ensure all children and young people, regardless of background, are given the best start in life. The group published *A Fair Start final report and action plan* (Expert panel on educational underachievement in Northern Ireland, 2021b), which contained 47 actions across a six-year period at a cost of approximately £73 million per annum. The plan covers eight key areas:

1. redirecting the focus to Early Years
2. championing emotional health and well-being
3. ensuring the relevance and appropriateness of curriculum and assessment
4. promoting a whole community approach to education
5. maximising boys' potential
6. driving forward Teachers' Professional Learning (TPL)
7. supporting the professional learning and well-being of school leadership
8. ensuring interdepartmental collaboration and delivery.

Six-monthly progress reports are published charting the implementation of the actions<sup>66</sup>. As part of the promoting a whole community approach to education area, the panel recommended that DE co-design the *Reducing Educational Disadvantage* (RED) programme which would be underpinned by building authentic partnerships between schools and communities (Expert panel on educational underachievement in Northern Ireland, 2021b).

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<sup>66</sup> See: <https://www.education-ni.gov.uk/publications/progress-reports-fair-start-report-and-action-plans>

### *Types of major education initiatives in Northern Ireland*

A total of six major education-related initiatives in Northern Ireland were identified as meeting the inclusion criteria for this study (see Table E1). These fell into four categories.

- 1. Early years support:** two initiatives, Sure Start, a programme which supports disadvantaged children's learning skills, health and well-being, and social and emotional development, and The Pathway Fund in which registered providers or facilitators of Early Years education can apply for funds to support projects in their settings.
- 2. Shared education:** two initiatives, Sharing from the Start and Collaboration through Sharing in Education which both provide children and young people with different religious beliefs and socio-economic backgrounds opportunities to take part in shared education.
- 3. Education recovery from the Covid-19 pandemic:** the Engage Programme which provides funding to primary, post-primary and special schools, as well as early-years and EOTAS settings. It aims to limit any long-term adverse impact of the Covid-19 lockdown on educational standards through provision of high quality one to one, small group or team teaching support. Although operational in 2022, in March 2023, schools were informed that funding for the Engage programme has ceased due to budget pressures (Hepburn, 2023).
- 4. Social, emotional and behavioural intervention:** Nurture Provision assesses learning and social and emotional needs and attempts to remove the barriers to learning. Nurture groups in primary schools are short-term, focused interventions for children with social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class. The Nurture Approach in Education Programme is available to all primary, special, post-primary schools and EOTAS settings. The funding is intended to allow schools without a funded nurture group to access training and support in nurture approaches.

### *Funders of major education initiatives in Northern Ireland*

Four of the six major education initiatives are funded by the DE, namely the Engage Programme, Nurture Provision, Sure Start and The Pathway Fund. Sharing from the Start and Collaboration through Sharing in Education are funded under the EU PEACE IV programmes with additional funding from the Northern Ireland Executive and the Government of Ireland<sup>67</sup> (see Table E2).

### *Intended goals of major education initiatives in Northern Ireland*

The aims of these education programmes differed. There was a particular focus in three of the initiatives (namely Sure Start, Nurture Provision and The Pathway Fund) on supporting disadvantaged children's learning and social and emotional needs. Sure Start covers children's skills development as well as their health and well-being. Sharing from the Start and Collaboration through Sharing in Education both aim to improve cohesion, inclusion, diversity and educational outcomes for children and young people. The goal of the Engage Programme is to limit any long-term impacts of the Covid-19 lockdowns on children's education (see Table E1).

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<sup>67</sup> This is the name of the Government in the Republic of Ireland – it does not cover Northern Ireland.



### *Delivery mechanisms of major education initiatives in Northern Ireland*

The initiatives were designed to bring about their intended outcomes in different ways (see Table E1), including:

- **Direct funding to education settings:** two initiatives, the Engage Programme, which funds schools to employ additional qualified teachers to support pupils most impacted by the pandemic; and The Pathway Fund, which Early Years education and learning providers can apply for to support projects in their setting.
- **Supporting education settings serving divided communities to participate in shared education:** two initiatives, Collaboration through Sharing in Education and Sharing from the Start, which supports early years settings and schools to provide direct and sustained contact between children and practitioners from different backgrounds.
- **Interventions for children with specific needs:** one initiative, Nurture Provision, provides short-term, focused intervention for children with particular social, emotional and behavioural difficulties.
- **Interventions for families:** one initiative, Sure Start, provides a variety of core elements including: outreach and home visiting services; family support such as befriending; primary and community health care and advice; play, learning and childcare experiences for children; and speech and language and communication support.

### *Children and young people targeted by major education initiatives in Northern Ireland*

Two of the large-scale education initiatives in Northern Ireland, namely Sure Start and the Engage Programme, focused on children and young people experiencing socio-economic disadvantage, (see Table E3). Two initiatives focused on children from different religions and socio-economic backgrounds (Collaboration through Sharing in Education and Sharing from the Start). The Pathway Fund is for children who are at risk of not reaching their full educational potential. Finally, for Nurture Provision, the support was targeted towards children social, emotional and behavioural difficulties.

The major education initiatives cover a range of ages. Sure Start, The Pathway Fund and Sharing from the Start are targeted at young children (i.e. those aged 0 to four), Nurture Provision is for primary-school aged children (usually Years 1 to 3), Collaboration through Sharing targeted school-age children (i.e. aged four to 16) whereas the Engage Programme and Sharing in Education includes early years, primary-, and secondary-school age (i.e. those aged between 0 and 16).

### *Areas of overlap in major education initiatives in Northern Ireland*

As noted above, more than one intervention was targeted at children in ECEC settings and focused on supporting disadvantaged children in the early years. Three of the initiatives were focused on supporting disadvantaged children's learning and social and emotional needs, although they differed in their delivery.

### *Gaps in major education initiatives in Northern Ireland*

In relation to the targeted groups of children and young people, there were no initiatives which focused specifically on SEN settings. In recent years there has been criticism of SEN provision in



Northern Ireland (NICCY, 2020; Northern Ireland Audit Office, 2020) and the EA is implementing a major review.

Most of the initiatives identified focused on children and young people experiencing socio-economic disadvantage in general. Whilst there has been some historic philanthropic work to improve the lives of those aged 16 or above<sup>68</sup>, there appeared to be less focus on older young people (i.e. those aged 16 or above) or those at risk of, or having been excluded from, mainstream school.

Only one programme was about Covid-19 recovery. DE's provision of digital devices to support children's learning in the classroom and at home was a large scheme to ensure equitable access for learning. However, this was not aimed at system-level change and is therefore not included.

#### *Summary of major education initiatives in Northern Ireland*

Fostering cohesion and collaboration in a nation which historically has been divided is an important priority in Northern Ireland and this is apparent through the Shared Education initiatives, although funding for these projects are due to end in 2023, given the Integrated Education Act 2022, there may be a budget allocation to support the development of more of these schools in future. The findings reveal that the Government plays an important role in funding education-related initiatives for children in adversity: in fact, all of the major initiatives identified in this mapping were government-funded.

### **7.3 Major social care initiatives in Northern Ireland**

#### *Social care context in Northern Ireland*

Social care for children sits alongside healthcare under the responsibility of the Department of Health in Northern Ireland (BMA, 2020). The Health and Social Care Board (HSCB) is the commissioning body for all health and social services, and services are delivered by five local health and social care trusts (HSCTs) drawing on a mix of statutory, voluntary and private providers (BMA, 2020). A public regulator, the Northern Ireland Social Care Council (NISCC), works to support high quality service delivery (Northern Ireland Social Care Council, n.d.).

This system is currently shifting towards an Integrated Care System Model in response to growing pressure in the system (BMA, 2020; Online Health and Social Care, n.d.). This new model intends to bring together partners from the Health and Care Services (HSC), the voluntary and community sectors and local Government to plan, manage and deliver services to best meet local need (Online Health and Social Care, n.d.). This will see a move to more local decision-making power and more long-term planning (Online Health and Social Care, n.d.).

Being looked after is associated with poorer health, social, educational and employment outcomes, compared to other children (Department of Health, 2016a). Almost half (42 per cent) of looked after children come from the most deprived areas in the North (Department of Health, 2016a). As of March 2022, 82.2 per 10,000 children (0.8 per cent) in Northern Ireland were looked after (Rodgers and McCluney, 2022a). This number has risen by 37 per cent over the last ten years and

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<sup>68</sup> See <https://www.atlanticphilanthropies.org/regions/northern-ireland>

represents a three per cent increase on the previous year (Rodgers and McCluney, 2022a). Of the children in care, 45 per cent were in kinship care placements which reflects the Government's prioritisation of kinship care (Rodgers and McCluney, 2022a). In addition, as of March 2022 53.2 per 10,000 children (0.5 per cent) were on the Child Protection Register, with three quarters of cases (73 per cent) relating to neglect and physical abuse (Rodgers and McCluney, 2022a).

The Children (Leaving Care) Act (Northern Ireland) 2002 strengthened the responsibilities of HSCs to support young people leaving care, and the Going the Extra Mile (GEM) scheme was launched in 2006 to enable young people to stay with foster carers until the age of 21 (Rodgers and McCluney, 2022b). A ten-year roadmap for transforming health and social care – Health and Wellbeing 2026: Delivering Together – was launched in 2016, highlighting the need to accelerate new legislation to better meet the needs of looked after children and provide suitable support to their caregivers (Department of Health, 2016a). In 2021, the Department of Health and DE launched joint a strategy for care-experienced children and young people, in response to both the growing numbers of looked after children in Northern Ireland and the Government's commitment to improving the wellbeing of all children and young people (Northern Ireland Executive, 2020; Department of Health and Department of Education, 2021). In February 2022, an Independent Review of Children's Social Care Services was launched following over a decade without any fundamental examination of work in this area (Department of Health, 2022a). In response to interim recommendations, the Health Minister pledged to end the use of costly agency social workers by June 2023 (Department of Health, 2022b). Finally, in March 2022 the Adoption and Children Act (Northern Ireland) 2022 was passed, introducing Special Guardianship Orders<sup>69</sup> a duty to promote educational achievement, a framework of Corporate Parenting principles and greater support for care leavers (The Fostering Network, 2022).

#### *Types of major social care initiatives in Northern Ireland*

Two major social care initiative in Northern Ireland were identified as meeting the inclusion criteria for this study (see Table E5). The Foyle Family Justice Centre Supports children and young people as well as families who are experiencing domestic abuse. Opened in 2022, the centre is the first of its kind in the UK or Ireland. It was based on an international model of best practice and part of the European Family Justice Centre Alliance (EFJCA) which is the officially recognised network of Family Justice Centres in Europe. The model, and therefore the centre aims to provide a holistic, direct, informed, tailored and multi-agency (i.e. joined-up) service for those experiencing domestic abuse. More specifically, it aims to provide accommodation, to reduce the number of disclosures required, support victims<sup>70</sup> and reduce attrition in the criminal justice system cases.

This project is a pilot, with the possibility of influencing developments in Northern Ireland more widely. It is funded by both Government funding, from the Department of Communities/Apex and the Department of Justice and charity funding, from Foyle Women's Aid.

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<sup>69</sup> 'Special guardianship orders are intended to meet the needs of children who cannot live with their birth parents, for whom adoption is not appropriate, but who could still benefit from a legally secure placement' (Northern Ireland Assembly, 2022a).

<sup>70</sup> For the purposes of this mapping study, children and young people as victims of crime are included within Youth Justice.

In addition to this, the UK-wide Stepladder of Achievement Programme, funded by a philanthropic organisation, aims to improve children and young people in care's literacy, numeracy, and financial capability to be better placed to achieve their full potential as an adult.

#### *Gaps in major social care initiatives in Northern Ireland*

There were no major initiatives identified which specifically targeted at younger children in care, despite the Government strategy for care-experienced children mentioned above.

#### *Summary of major social care initiatives in Northern Ireland*

The social care system is currently in a transitional phase of reform in Northern Ireland (BMA, 2020) which is reflected in a low number of current major initiatives.

## **7.4 Major health initiatives in Northern Ireland**

### *Health context in Northern Ireland*

All healthcare, including CAMHS, sits alongside social care under the responsibility of the Department of Health in Northern Ireland (BMA, 2020)

Regional health inequalities are notable, with poorer health found in areas with higher deprivation, including indicators such as unplanned hospital admission rates, breastfeeding rates, levels of maternal smoking, birth weight and childhood obesity (Department of Health, 2016b). Northern Ireland also has the highest infant mortality rate (prior to age one) in the UK (4.2 per 1,000 births, or 0.4 per cent of births) (Royal College of Paediatrics and Child Health [RCPCH], 2020). Decreasing rates of childhood immunisation have led to the country falling below the World Health Organisation (WHO) target of 95 per cent. Rates of childhood overweight/obesity are high and increasing, affecting over a quarter (26 per cent) of children aged 4-5 years (Royal College of Paediatrics and Child Health, 2020). Rates for alcohol consumption among young people are increasing, as is the prevalence of mental health concerns (Royal College of Paediatrics and Child Health, 2020). Finally, smoking during pregnancy remains a leading factor in poor birth outcomes (at rates of around 13 per cent) and rates of breastfeeding are low (around 24 per cent), although there has been some progress in improving these rates (Royal College of Paediatrics and Child Health, 2020).

Some statistics reflect more positively on standards of health among children and young people in Northern Ireland. For example, it has decreasing rates of childhood cancer mortality and smoking among young people (Royal College of Paediatrics and Child Health, 2020). Child health workforce numbers are increasing, rising from 1.7 to 2 per 10,000 children and young people aged 0-18 in the period 2017-202 (Royal College of Paediatrics and Child Health, 2020).

The Government has introduced a universal Child Health Promotion programme, with a framework for its implementation introduced in 2010: Healthy Child, Healthy Future (HCHF) (Department of Health, Social Services and Public Safety, 2010). This programme provides services to enhance child development, promote uptake of immunisation and screening programmes, support effective parenting and promote good nutrition (Department of Health, 2016b). The Children and Young People's Strategy also covers outcomes relating to physical and mental health, with a particular focus on infants and early years, mental health and emotional wellbeing, children with a disability

and/or complex health needs and children living in areas of deprivation (Northern Ireland Executive, 2020). Additionally, a ten-year paediatric healthcare services strategy has been developed in full alignment with the ten-year health and wellbeing strategy, with the aim of delivering better health and wellbeing outcomes for children (Department of Health, 2016b).

Finally, the Government has put in place a number of strategies to address some of the key child health concerns outlined above. Children and young people along with pregnant women were identified as two of the three priority target groups for the Ten-Year Tobacco Control Strategy for Northern Ireland (Department of Health, Social Services and Public Safety, 2012). One of the objectives of the Government's 2020-2030 Strategy for Physical Activity and Sport is to ensure 'children and young people are given the best start in life through a wider choice of sport and physical activity and more suitable offerings' (p. 17), including through safeguarding in sport (Department for Communities, 2022). The Mental Healthy Strategy 2021-2031 included actions to improve child and adolescent mental health, such as increasing CAMHS funding, creating clear and regionally consistent urgent, emergency and crisis services for children and young people, and better supporting transitions from CAMHS to adult mental health services (Department of Health, 2021). The Department for Education has also highlighted the need for 'championing emotional health and wellbeing' as part of the report *A Fair Start*, which has the aims of addressing the links between persistent educational underachievement and socio-economic background (Expert Panel on Educational Underachievement in Northern Ireland, 2021).

#### *Types of major health initiatives in Northern Ireland*

There were no major health initiatives in Northern Ireland which were found to meet the criteria for inclusion for this mapping. However, one education initiative (Sure Start) also covered aspects of children and young people's health. Sure Start includes primary and community health care and advice. (Further details about Sure Start can be found in section 3.4.2 on Education above.)

Several health initiatives identified as part of our searching did not meet the criteria for inclusion for various reasons. This included two initiatives relating to mental health: Healthy Happy Minds, and Morgan Stanley Alliance for Children's Mental Health. There were four initiatives which appeared to be examples of programmatic delivery rather than system-level change: The Blues Programme; GamCare: Youth Outreach Programme; and The Bloom initiative.

#### *Summary of major health initiatives in Northern Ireland*

Although there are several policy developments to support children's health in Northern Ireland, the initiatives we were able to identify did not satisfy the inclusion criteria to qualify as a major initiative aimed at achieving system-level change.

## **7.5 Major welfare initiatives in Northern Ireland**

#### *Welfare context in Northern Ireland*

The Safeguarding Board for Northern Ireland is responsible for the co-ordination and oversight of work to protect and promote child welfare. It has representation from a range of relevant sectors including health, social care, the police youth justice, education, district councils and the National

Society for the Prevention of Cruelty to Children (National Society for the Prevention of Cruelty to Children, 2022).

Rates of child homelessness increased by around a third between March 2018 and March 2020 to a total number of 15,318 (Participation and the Practice of Rights, 2020). The number of young carers is also relatively high, with 45.5 per 1,000 (or 4.6 per cent) of young people aged 10-19 years providing unpaid care per week in 2011. This represented an increase from 31.8 per 1,000 (or 3.2 per cent) in 2001 (Royal College of Paediatrics and Child Health, 2020).

The Children and Young People's Strategy includes an outcome focused on safety and stability for children and young people, including specific objectives relating to children and young people experiencing homelessness, neglect or domestic violence, sexual exploitation and/or family breakdown (Northern Ireland Executive, 2020). Another outcome of the strategy focuses on the economic and environmental wellbeing of children and young people, with a particular focus on families experiencing poverty and/or living in rural areas (Northern Ireland Executive, 2020).

Additional financial support for families is available from the Department for Communities and/or HM Revenue and Customs (HMRC) (NI direct, 2015a). Child benefit is paid to one guardian responsible for each child under the age of 16 (or under 20 if the child remains in approved education or training) (Advice NI, n.d. a). New parents may also be eligible for the Maternity Allowance and/or the Sure Start Maternity Grant (Advice NI, n.d. b), while working parents may be eligible for tax-free childcare (Advice NI, n.d. b). Finally, further financial support is available for families with specific additional challenges, such as children with special needs and/or lone parent families (NI direct, 2015a).

#### *Types of major welfare initiatives in Northern Ireland*

Two major welfare-related initiatives were identified as meeting the inclusion criteria for this study (see Table E5). Both initiatives, Job Start and the DWP Youth Offer seek to combat youth unemployment with Job Start incentivising employers to increase the job opportunities available for young people and the DWP Youth Offer aiming to ensure that young people have the skills they need to look for, find and keep employment.

In addition to the initiatives listed above, the Foyle Family Justice Centre (described in section 3.4.3 (social care), provides emergency accommodation to women and their children who suffer from domestic abuse.

#### *Funders of major welfare initiatives in Northern Ireland*

Both welfare initiatives were funded by the Government (JobStart and the DWP Youth Offer)

#### *Intended goals of major welfare initiatives in Northern Ireland*

The focus of these welfare initiatives concern young people reaching their full potential as an adult, either by ensuring young people have the skills they need to find employment (the DWP Youth Offer) or increasing job opportunities available for young people (JobStart).

#### *Delivery mechanisms of major welfare initiatives in Northern Ireland*

The initiatives are designed to bring about their intended outcomes in different ways, including:

- **Through the support of a mentor:** the DWP Youth Offer, which pairs vulnerable young people with a mentor to support them in finding employment, education or training.
- **Funding to create new job opportunities:** Job Start helps to create more job opportunities for young people.

#### *Children and young people targeted in major welfare initiatives in Northern Ireland*

The welfare initiatives in Northern Ireland are primarily focused on post-16-year-olds. Support is targeted at a range of vulnerable groups including children in need, those at risk of becoming NEET and those with SEN.

#### *Areas of overlap in major welfare initiatives in Northern Ireland*

As mentioned above, the welfare initiatives all are focused on post-16-year-olds and their preparation for adulthood, employment, education or training.

#### *Gaps in major welfare initiatives in Northern Ireland*

Despite an increase in homelessness in recent years and the focus of the Children and Young People Strategy, we did not identify any major initiatives addressing the issue of youth homelessness specifically.

#### *Summary of major welfare initiatives in Northern Ireland*

Major welfare initiatives in Northern Ireland are focused on supporting young people to find work and to try and end the cycle of deprivation. This is also one of the few policy areas where philanthropic organisations are funding major initiatives in Northern Ireland.

## **7.6 Major immigration initiatives in Northern Ireland**

#### *Immigration context in Northern Ireland*

Northern Ireland's immigration policy is set by the UK Government. Northern Ireland has one of the lowest shares of the UK's total foreign-born population at between one and two per cent (Vargas-Silva and Rienzo, 2022). However, migration to Northern Ireland has been rising over the last decade with a significant proportion of new arrivals from EU countries. The latest published statistics come from 2020, where 21,200 people migrated to Northern Ireland (NISRA, 2021). According to the 2020 long-term international migration statistics (NISRA, 2021), the most common reasons people gave for migrating to Northern Ireland were for work (33.4 per cent), family (28.2 per cent), education (15.7 per cent) and asylum (10.8 per cent). The top three countries of origin for migrants were the Republic of Ireland, Romania and Bulgaria.

In 2020, the number of children aged 0-17 who migrated to Northern Ireland (2,259 children) was higher than the number of children who left Northern Ireland (1,162 children and young people), a pattern not reflected with older age group (Northern Ireland Statistics and Research Agency, 2021b, 2021a).

Since March 2022 (to February 2023), a total of 2,131 Ukrainian nationals arrived in Northern Ireland as a result of the war. The Executive Office is the lead department supporting Ukrainian refugees, working in partnership with the UK Government, other Executive Departments, councils and the voluntary and community sector. This includes establishing Ukraine Assistance Centres to



offer advice on a range of issues including education, health, applying for benefits, housing and jobs (The Executive Office, 2023).

#### *Types of major immigration initiatives in Northern Ireland*

Three major immigration-related initiatives were identified as meeting the inclusion criteria for this study (see Table E5), these were common across all UK countries. All three are settlement schemes:

- the Ukraine Family Scheme and Homes for Ukraine, which are both designed to allow Ukrainian nationals and their family members to come to the UK
- the National Transfer Scheme, which aims to ensure a more equitable distribution of unaccompanied asylum-seeking children across UK local authorities.

#### *Funders of major immigration initiatives in Northern Ireland*

All three initiatives are funded by UK Government, or more precisely, the Home Office (HO).

#### *Intended goals of major immigration initiatives in Northern Ireland*

The three welfare initiatives are designed to support the settlement of migrants to the UK. The Ukraine Family Scheme allows Ukrainian applicants to be reunited with family members who are British nationals or extend their stay in the UK. Homes for Ukraine allows Ukrainian families to come to the UK if they have a UK-based sponsor who can provide accommodation for a minimum of six months. Finally, the National Transfer Scheme, which is not targeted at any specific country, is a protocol for asylum-seeking children who arrive unaccompanied, to ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities.

#### *Delivery mechanisms of major immigration initiatives in Northern Ireland*

All three immigration initiatives are designed to support the settlement of immigrants. They do this through providing additional funding and developing new laws and protocols.

#### *Children and young people targeted in major immigration initiatives in Northern Ireland*

All three immigration initiatives are targeted at refugees, asylum seekers and recent migrants, including UASC, with a particular focus on those from the Ukraine.

#### *Areas of overlap in major immigration initiatives in Northern Ireland*

As stated above, all three initiatives focus on the settlement of foreign nationals to the UK. However, they do this via different delivery mechanisms different pathways and support mechanisms.

#### *Gaps in of major immigration initiatives in Northern Ireland*

There is a particular focus on supporting immigrants from the Ukraine. This could be related to crisis response, rather than a longer-term, strategic initiative and therefore, could be at the detriment of migrants from other countries.



### *Summary of major immigration initiatives in Northern Ireland*

All three immigration-related initiatives focussed on the settlement of foreign nationals to the UK and had a particular focus on supporting immigrants from the Ukraine. All three initiatives were funded by the Government, which could suggest there is space for the philanthropic and corporate sectors could be doing more at the systems level to support migrants, and particularly vulnerable children and young people.

## **7.7 Major youth justice initiatives in Northern Ireland**

### *Youth justice context in Northern Ireland*

The Department of Justice is responsible for youth justice policy in Northern Ireland, working with the Youth Justice Agency (YJA). The Department of Justice was established in April 2010, following the devolution of justice powers to the Northern Ireland Assembly. Currently the age of criminal responsibility in Northern Ireland is ten (the same as in England and Wales). Between October and December 2022, the Department of Justice held a consultation on increasing the minimum age of criminal responsibility to 14 (Department of Justice, 2022a).

The youth justice system has undergone significant changes over recent years, with the focus over the last decade being to keep young people out of the criminal justice system (Department of Justice, 2022b). The number of children entering the formal system<sup>71</sup> more than halved between 2011 and 2021, reducing from 5,764 in 2011 to 2,382 in 2021 (Department of Justice, 2022a), less than one per cent of the population of children and young people. The Department of Justice (2022b) attributes the significant changes to priorities for action identified through two comprehensive reviews: the 'Youth Justice Review' (Youth Justice Review Team, 2011) and 'Transitioning Youth Justice' (Department of Justice and Youth Justice Agency, 2016). Building on these reviews, the 'Strategic Framework for Youth Justice 2022-2027' (Department of Justice, 2022b) is underpinned by key principles which cover: treating children as children and acting in their best interest; ensuring children's rights are respected and aligned to international standards; taking a trauma-informed approach at all stages; listening to children's views; and diverting children from the youth justice system at the earliest stage, with custody being seen as the last resort.

There is evidence of a link between youth crime and deprivation in Northern Ireland, with children who receive a community referral to the YJA or have been admitted to custody tending to live in areas ranking higher on measures of multiple deprivation (McAlister *et al.*, 2022). Males and older children are also over-represented in the youth justice system, which reflects the trends in other countries (McAlister *et al.*, 2022).

### *Types of major youth justice initiatives in Northern Ireland*

There was one major youth justice initiative in Northern Ireland identified as meeting the inclusion criteria for this study. This was the Earlier Stage Diversion programme which provides short-term, targeted interventions and support, including referrals to external support where appropriate. The

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<sup>71</sup> Including all court prosecutions and out of court (diversionary) disposals.

overall goal is to prevent reoffending, by ensuring that children have exited the youth justice system at the earliest point, with appropriate support.

#### *Gaps in major youth justice initiatives in Northern Ireland*

Our mapping exercise only identified one initiative targeting the system-level. There were also very few initiatives identified which were targeting youth justice generally, irrespective of whether they met the criteria for inclusion (for example, few instances of more programmatic work). We did not identify any major initiatives for children and young people who are victims of crime.

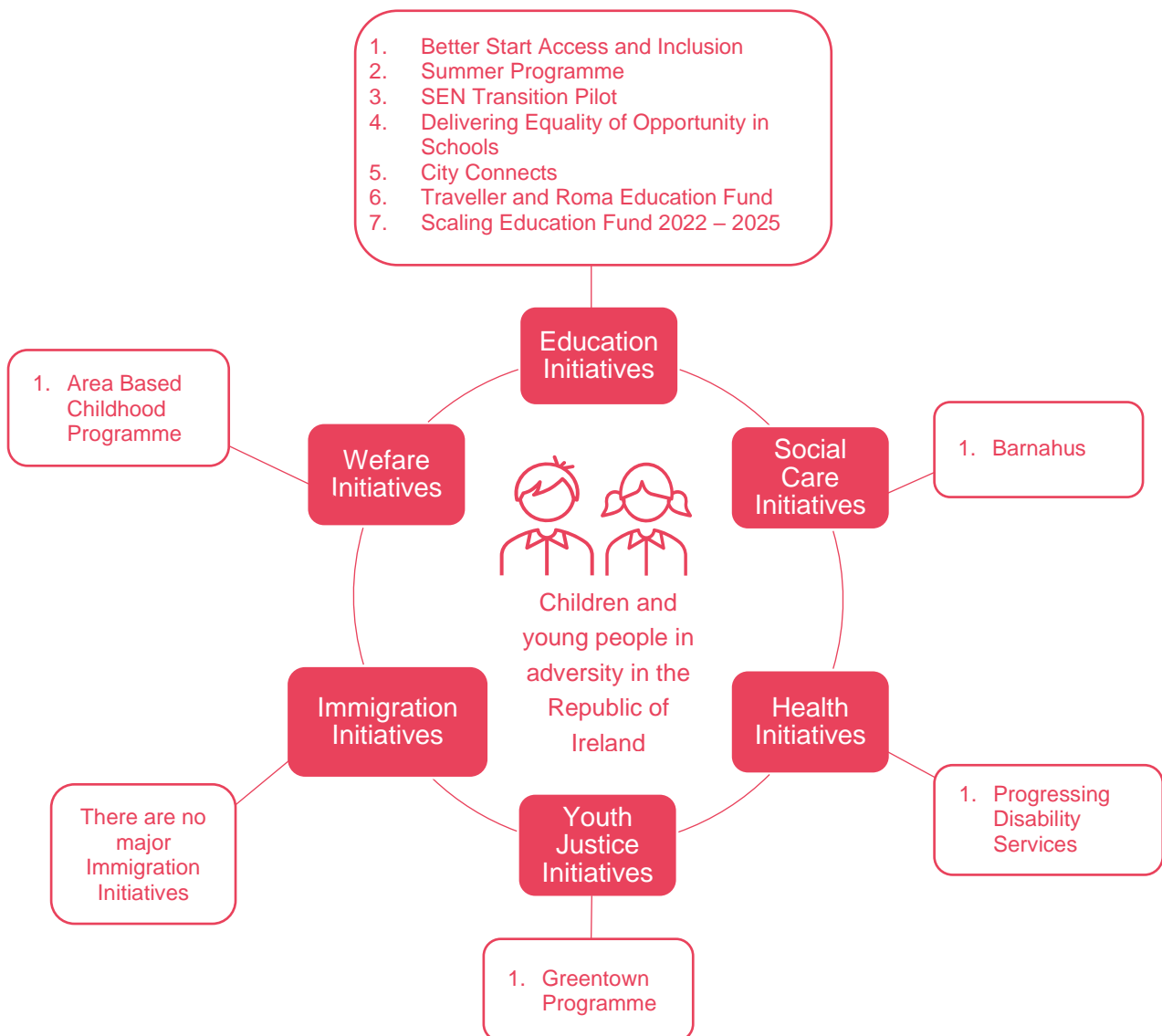
#### *Summary of major youth justice initiatives in Northern Ireland*

This mapping exercise identified only one major initiative for youth justice in Northern Ireland. The aim of diverting children from crime reflects the shift in focus over the last decade to keep young people out of the youth justice system. Our inability to identify any other initiatives could suggest that further initiatives are needed to support victims of crime.

## 8 Major initiatives to support children and young people in adversity in place in Republic of Ireland

Here we present details of the current major initiatives in the Republic of Ireland in each key policy area: education; social care; health, welfare; immigration; and youth justice. Data tables for the Republic of Ireland initiatives are provided in Appendix F and are referred to throughout.

**Figure 7 Overview of major initiatives in the Republic of Ireland**



We recognise that there is a wealth of other support available for children and young people in adversity in The Republic of Ireland which falls outside the scope of this study. This includes the provision of national and local government services delivered under statutory duties; smaller-scale programmatic and project delivery work, as well as advocacy, research and practitioner networks – these are not covered in this mapping.

## Key findings and implications – Republic of Ireland

- Most of the initiatives were in the area of education. There were no identified major initiatives in the area of immigration.
- There were several common themes across the initiatives. Many initiatives identified the importance of holistic needs-based support. This was usually coupled with mechanisms to support navigation of the services available, such as central locations or teams, or dedicated coordinators to help connect children with services. Many initiatives were focused on prevention and early intervention, both for children, and for their families, communities and schools. Many interventions were designed as a tiered approach, offering a balance of universal support and more intensive targeted support.
- There is geographical variation in both need and provision, reflecting geographic disparities such as levels of income. Several initiatives were place-based, targeting areas with high concentrations of disadvantage. Conversely, in other cases initiatives aimed to redress geographical gaps and inequities in provision, including gaps which had arisen from deliberately targeting high-need areas.
- Several initiatives were framed as pilots, including initiatives developed in other countries which were being piloted in the Republic of Ireland context. This indicates the importance of smaller-scale projects and the influence of ‘policy borrowing’ in developing broader policy and practice.

### 8.1 Introduction to the policy landscape for children and young people in the Republic of Ireland

The Republic of Ireland is a parliamentary republic consisting of 26 counties and is a member country of the EU. There are 1.2 million young people aged 0-18 living in the Republic of Ireland, comprising almost a quarter (24 per cent) of the population. The proportion of children in the Republic of Ireland population is similar to Northern Ireland, and higher than for England, Scotland and Wales.

Based on census data collected by the Central Statistics Office (CSO) in 2016, the large majority of the population of the Republic of Ireland (91.7 per cent) identify as white Irish or from another white background (Central Statistics Office, 2017c). However, the proportions of children and young people among the white Irish Traveller and black or black Irish populations are notably higher than for the population as a whole (Central Statistics Office, 2017c). As of 2016, 78.3 per cent of the population identified as Roman Catholics – the lowest proportion on record (Central Statistics Office, 2017d). Rates of identification with the Church of Ireland are also decreasing (Central Statistics Office, 2017b). Irish and English are both official languages. In 2016, 40 per cent of the population reported that they can speak Irish to some extent, while only 0.02 per cent reported speaking Irish on a daily basis (Central Statistics Office, 2017a).

Household income varies significantly between regions, with those living in the Eastern and Midlands regions of the Republic of Ireland having a disposable income almost 1.5 times that of

the Northern and Western regions (Central Statistics Office, 2021).<sup>72</sup> In 2021, 5.2 per cent of children aged 0-17 lived in consistent poverty in the Republic of Ireland, with a further 13.6 per cent living at risk of poverty (Central Statistics Office, 2022). Child poverty was somewhat alleviated by the provision of Covid-19 income supports, which are estimated to have reduced the risk of poverty by almost half, from 24.2 per cent to 13.6 per cent (Central Statistics Office, 2022). A significant association has been found in the Republic of Ireland between poverty during childhood and the risk of deprivation as an adult, lower educational attainment and poorer employment prospects (Curristan, Maître and Russell, 2022).

While the economy is recovering in the Republic of Ireland since the EU and the International Monetary Fund (IMF) provided the Government with financial assistance in 2013, challenges remain – including the high level of public debt, uncertainties around the impact of the UK’s formal withdrawal from the EU, housing shortages and high levels of youth unemployment (European Commission, 2023b).

The Republic of Ireland has 18 government departments, each controlled by a Minister of State, who is advised and assisted by civil servants (Citizen Information Board, 2022b). It has 31 local authorities that are responsible for local services such as housing, roads and libraries (Citizen Information Board, 2022a). Three regional assemblies help to coordinate the work of the local authorities, in addition to making decisions on strategic planning and EU funding (Citizen Information Board, 2021b).

In 2011, the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) was established to unify policy, legislation and services for children and young people across the Government (Government of Ireland, n.d. b). In 2014, the Government introduced a whole-of-government national policy framework for children and young people – *Better Outcomes, Brighter Futures* (Department of Children, Equality, Disability, Integration and Youth, 2019a). This framework informed cross-government work, highlighted areas requiring coordinated focus and identified progress to be achieved across five key national outcomes – for every child and young person to be:

- active and healthy
- achieving in learning and development
- safe and protected from harm
- economic security and opportunity
- connected, respected and contributing to their world (Department of Children, Equality, Disability, Integration and Youth, 2022).

*Better Outcomes Brighter Futures* led to the development of further cross-departmental strategies, including the *First 5* early-years strategy to support babies, young children and their families (Department of Children, Equality, Disability, Integration and Youth, 2018). The *Better Outcomes Brighter Futures* framework ended in 2020, with a successor framework currently under development.

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<sup>72</sup> According to the nominal median household disposable income.

Government departments with responsibility for supporting children and young people in the Republic of Ireland include:

- Department of Children, Equality, Disability, Integration and Youth (DCEDIY) – responsible for policy for children’s rights, early learning and care, childcare, child welfare and protection, youth work, youth justice, disability and equality. Oversees delivery of children’s services by agencies such as Tusla – the Child and Family Agency and Health Service Executive
- Department of Education – responsible for education policy
- Department of Health – responsible for policy in children’s healthcare and social care
- Department of Justice – responsible for youth justice, with DCEDIY.

Relevant delivery agencies include:

- Health Service Executive (HSE) – responsible for healthcare and social services provision
- Tusla (Child and Family Agency) – responsible for delivering family support and early intervention, child protection services, and Looked After Children.

The Ombudsman for Children’s Office (OCO)<sup>73</sup> also promotes the rights and welfare of young people under 18 years of age living in the Republic of Ireland. The Ombudsman for Children is a presidential appointment and reports directly to the Oireachtas<sup>74</sup>.

Historically, religious organisations (often connected to the Catholic faith) have had a prominent role in the provision of services for children and young people. Today the State has much more involvement in the provision of services to the public and has actively sought to improve equality of access to services across the country. Children and Young People’s Services Committees (CYPSC) were established to co-ordinate services for children and young people. These county-level committees bring together statutory, community and voluntary providers of services to children and young people and offer a forum for joint planning and co-ordination of activity.

Comparing the population of children and young people across the five nations in this study, the Republic of Ireland (1.2 million children) is similar in scale to Scotland. The population in the Republic of Ireland is about twice that in Wales or Northern Ireland, and about ten per cent of the population in England. This impacts the scale of need and provision and is reflected in the scale and reach of the initiatives we have identified.

## **8.2 Major education initiatives in the Republic of Ireland**

### *Education context in the Republic of Ireland*

The education system in the Republic of Ireland comprises a primary phase (up to 11) and a post-primary (secondary) phase (12 to 18). Education is compulsory from the ages of six to sixteen, although most children start primary school at age four or five. The vast majority of children attend state-funded schools that are locally owned by organisations or religious denominations (European Commission, 2023b). There are about 3,250 primary schools and 750 post-primary schools in the

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<sup>73</sup> See: <https://www.oco.ie/>

<sup>74</sup> i.e. The National Parliament.

Republic of Ireland. While both English and Irish are official languages, English is the medium of instruction in almost all schools (European Commission, 2023b).

The Education (Welfare) Act 2000 (Irish Statute Book, 2000) is a key law relating to obligations for the education of children and young people. Early childhood education and care services are delivered outside the formal education system via a range of private, community and voluntary providers that make up the Early Learning and Care (ELC) system, with the Government providing financial support to families (European Commission, 2023b). Around 96 per cent of children participate in some form of early learning and care provision before starting school (Department of Children, Equality, Disability, Integration and Youth, 2018).

According to 2018 PISA results (McKeown *et al.*, 2019), the Republic of Ireland is a globally high performer in relation to reading literacy (fourth out of 36 OECD countries), and moderate performer in maths and science (16th and 17th out of 37 OECD countries respectively). These results also indicate a relatively equitable performance in terms of attainment inequalities relating to socio-economic status, with UNICEF<sup>75</sup> ranking the Republic of Ireland second out of 41 wealthy nations in reducing education inequality between children in 2018 (UNICEF, 2018). However, UNICEF also highlighted the need for children from Traveller backgrounds, children experiencing homelessness and children who were born outside the Republic of Ireland to receive more support, and concluded that high inequality existed in access to pre-primary education (UNICEF, 2018).

The DCEDIY is responsible for the Early Childhood Care and Education Programme (ECCE) and National Childcare Scheme, while the Department of Education (DE) is responsible for primary and secondary education policy, and the Department of Further and Higher Education, Research, Innovation and Science is responsible for further education (Citizen Information Board, 2022b).

The education system is facing challenges including rising enrolment numbers, the inadequacy of a system predominantly controlled and run by religious (primarily Catholic) bodies to meet the needs of an increasingly diverse population, and the demands of a changing world of work (O’Flaherty *et al.*, 2018; European Commission, 2023b). In 2022, particular areas of education focus for the Government included science achievement, digital transformation, support for children with SEN and the adoption of a more holistic, student-centred approach to education and assessment (Department of the Taoiseach, 2021; European Commission, 2023b).

A number of strategies are currently being implemented in the education sector in relation to digitalisation, literacy and numeracy (new strategy currently underway), STEM education, foreign languages, and wellbeing (Government of Ireland, 2022). *First Five*, the whole-of-government early years strategy, has specified an objective to reform the ELC system and funding model (Government of Ireland, 2018). The National Strategy on Education for Sustainable Development provides a framework for how the education sector will contribute to a more sustainable future (Department of Education, 2018a). There is also a School Meals Scheme that provides funding for food provision for disadvantaged children (Department of Social Protection, 2019).

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<sup>75</sup> Originally called the United Nations International Children's Emergency Fund, now known as the United Nations Children's Fund, is an agency of the United Nations responsible for providing humanitarian and developmental aid to children worldwide.



There are also two schemes for school leavers: 1) the Disability Access Route to Education (DARE, 2023) scheme, a third level alternative admissions scheme for those (under 23) whose disabilities have had a negative impact on their second level education. It offers reduced points places to school leavers who, as a result of having a disability, have experienced additional educational challenges in second level education. And 2) The Higher Education Access Route (HEAR) a higher education admissions scheme for Leaving Certificate students (under 23) whose economic or social background are underrepresented in higher education (Citizens Information, 2022b).

### *Types of major education initiatives in the Republic of Ireland*

Seven major education-related initiatives in the Republic of Ireland met the inclusion criteria for this study (see Table F1). These fell into three categories.

1. **Supporting learners with SEN:** The Better Start (AIM) Access and Inclusion Model initiative offers differentiated support for including learners with SEN in early learning and childcare settings. The Summer Programme initiative provides summer educational provision to children with complex SEN and those at most risk of educational disadvantage. The SEN Transition Pilot supports 20 post-primary schools to support disabled learners with access and opportunities in post-school transitions.
2. **Reducing educational disadvantage:** The Scaling Education Fund 2022 – 2025 was set up to support the growth of previously funded education projects working with those experiencing educational disadvantage and employing a learner-centred approach to delivery. The funded projects have the ambition to address educational disadvantages through a systems change agenda through working in collaboratively.
3. **Holistic support for schools serving socioeconomically disadvantaged communities:** The Delivering Equality of Opportunity for Schools programme (DEIS) provides holistic support for primary and post-primary schools with a high concentration of disadvantaged students. As of September 2022, it supports about 1200 schools and 240,000 learners, about a quarter of school-age children. The City Connects pilot funds ten primary schools in Dublin with a high concentration of disadvantage, developing individual pupil profiles for every child in the school, and connecting them with external services and provision to meet their needs. The overall DE allocation for the programme so far is €180 million.
4. **Family support:** The Traveller and Roma education initiative aims to improve school attendance, retention and progression for Traveller and Roma learners, through appointing Home School Community Liaison coordinators in pilot schools, and supporting transitions across educational phases.

### *Funders of major education initiatives in the Republic of Ireland*

All but one of the major education-related initiatives we identified for children in adversity are funded solely by the Government of Ireland (see Table F2), in line with the policy remits for each government department. DE funds the five initiatives for school-aged children, while DCEDIY funds the early learning initiative. The Scaling Education Fund is €7.2 million fund and made up of 50 per cent private philanthropic funding, self-raised by nine awardees. The other half comes from Government, through the Department of Rural and Community Development from the Dormant Accounts Fund.

### *Intended goals of major education initiatives in the Republic of Ireland*

Broadly, all the major education initiatives we identified aim to improve educational attainment and progression for specific disadvantaged groups (see Table F1). For SEN learners, the goals are to improve inclusion in early learning and childcare (Better Start Access and Inclusion), to improve educational outcomes (Summer Provision), and improve post-school progression (SEN Transition pilot). For socioeconomically disadvantaged learners (DEIS and City Connects), the primary goal is to close the socioeconomic attainment gap. The goal of the Traveller and Roma Education initiative is to improve school attendance, retention and progression.

### *Delivery mechanisms of major education initiatives in the Republic of Ireland*

The initiatives used a range of delivery mechanisms, with most incorporating multiple approaches (see Table E4):

- **interventions for children:** all seven initiatives include targeted interventions for children. For example, City Connects refers children to additional provision and services to meet their needs, while Summer Provision delivers additional education during the summer months.
- **family support:** DEIS and the Traveller and Roma initiative both employ Home School Community Liaison coordinators to support families, while City Connects includes a referrals route for family support
- **direct funding:** DEIS provides additional funding to schools with high concentrations of disadvantage and the Scaling Education Fund supports projects working with those experiencing educational disadvantage through a systems-change agenda.

A notable feature of Better Start Access and Inclusion, DEIS and City Connects is their cross-government planning and delivery, in line with the aim of DCEDIY to provide a joined-up service which meets children's needs<sup>76</sup>. For example, both Better Start Access and Inclusion and City Connects brought together DCEDIY, the DE, the Department of Health, the Health Services Executive, Tusla, and other agencies. All three initiatives also take a tiered approach to provision, starting with universal supports for the target group, and providing more intensive support to a smaller number of beneficiaries. For example, Better Start Access and Inclusion includes seven tiers of support, from building an inclusive culture through training and advice for parents and providers, to therapeutic interventions and additional assistance to support individual children's needs.

### *Children and young people targeted in major education initiatives in the Republic of Ireland*

Three initiatives focus on supporting children with SEN across their educational trajectory: Better Start Access and Inclusion (at pre-school), Summer Provision (ages 5-16) and the SEN Transition Pilot (for those finishing compulsory schooling). This reflects the policy priority of SEN support. Three initiatives focus on educational and/or socioeconomic disadvantage (Delivering Equality of Opportunity in Schools and City Connects), target schools with high concentrations of

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<sup>76</sup> The SEN transition pilot is at an early stage of development, and there is no information about which government departments and agencies will be involved.

disadvantage. One initiative supports Traveller and Roma children, who have historically had low educational attainment and high rates of early school leavers.

Four of the seven major initiatives are focused on children across the school age range (five to 16). The exceptions are for children with SEN: Better Start Inclusion and Access targets pre-school children, and the SEN Transition targets young people at the end of post-primary school (see Table F3).

#### *Areas of overlap in major education initiatives in the Republic of Ireland*

The ten City Connects schools in North East Dublin also receive funding to address socioeconomic disadvantage through DEIS, which reflects the high concentration of disadvantage in this area. The Traveller and Roma initiative specifically targets non-DEIS schools, in recognition of the high proportion of Traveller and Roma learners who are not included in DEIS provision.

#### *Gaps in major education initiatives in the Republic of Ireland*

As support for learners with SEN is a government priority, it is notable that there is no initiative for learners with SEN in primary or early post-primary schools. However, this could reflect sufficient current provision.

Care-experienced children are not specifically targeted in these initiatives. While the Government of Ireland does not specifically collect educational outcomes data for this group, research in other countries finds that care-experienced children tend to have lower educational attainment and progression (O'Higgins, Sebba and Luke, 2015).

#### *Summary of major education initiatives in the Republic of Ireland*

Three of the seven major education initiatives focus on supporting learners with SEN, reflecting a key educational priority for the Government of Ireland. The remaining initiatives are targeted at groups with historically low attainment and progression in education: those from socioeconomically disadvantaged backgrounds and young people from Traveller and Roma backgrounds. However, there is no specific major initiative for care-experienced children, who also have historically low attainment and progression.

Several initiatives aim to diagnose and meet children's needs holistically, in order to support them to educational success. Notably, these have brought together government departments and agencies in their planning and delivery, to enable a joined-up experience. They have also developed tiered support, which balances universal provisions with more extensive targeted support where needed.

Three of the seven initiatives are pilot programmes, which, if successful, have scope for wider adoption.

## **8.3 Major social care initiatives in the Republic of Ireland**

#### *Social care context in the Republic of Ireland*

The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) funds local Family Resource Centres (Citizen Information Board, 2022b), which deliver universal services to

families in disadvantaged areas (Department of Children, Equality, Disability, Integration and Youth, 2019b).

In 2020, 5,882 children aged between 0 and 17 years were in care of Tusla (Department of Children, Equality, Disability, Integration and Youth, 2021a). The majority of these children (91 per cent) were in the care of foster families, with just over a third of these placed with relatives (Tusla, 2020b). Residential care made up seven per cent of placements for children in care (Tusla, 2020b). This reflects the Government's prioritisation of foster care placements (TUSLA Child and Family Agency, n.d). A total of 69,712 referrals were received by Child Protection and Welfare Services in 2020, almost half of which (45 per cent) were for welfare concerns, and almost a third (32 per cent) for child protection concerns (TUSLA, 2020a). The number of children classified as 'at ongoing risk of significant harm and in need of a child protection plan' decreased from 1,354 in 2015 to 939 in 2020 (Department of Children, Equality, Disability, Integration and Youth, 2021a).

National Guidance for the Protection and Welfare of Children has been developed and is regularly updated to support relevant professionals and volunteers as well as the broader public in identifying and reporting child abuse and neglect (Department of Children and Youth Affairs, 2017). Meitheal is a national practice model for supporting children and families with welfare problems not deemed to satisfy child protection thresholds. Meitheal is a case co-ordination process for families with additional needs and provides a multi-agency intervention. Practitioners in different agencies can use and lead on Meitheal and this approach allows the expertise, knowledge and skills of various professionals to meet the needs of the child or young person.

#### *Types of major social care initiatives in the Republic of Ireland*

One major social care initiative in the Republic of Ireland (see Table F5) met the inclusion criteria for this mapping study, in the following category:

1. **Support for victims of child sexual abuse:** Barnahus provides multi-agency support in a single location for children and young people who have experienced sexual abuse, and their families.

#### *Funders of social care initiatives in the Republic of Ireland*

Barnahus receives funding from DCEDIY, and additional funding from the EU.

#### *Intended goals of social care initiatives in the Republic of Ireland*

Barnahus aims to improve outcomes for victims of child sexual abuse.

#### *Delivery mechanisms of social care initiatives in the Republic of Ireland*

The 'Barnahus' model of support for victims of child sexual abuse is a child-centred approach combining key services in a single location, including forensic examination, specialist interviewing, medical examination, child protection assessments, therapeutic screening and family support. It was originally developed in Iceland, adapted from a US model. In the Republic of Ireland, Barnahus was piloted in Galway, with further centres being set up in Cork and Dublin to enable national coverage. Barnahus centres are also present in Scotland and England and are being explored in Wales and Northern Ireland.

### *Children and young people targeted of social care initiatives in the Republic of Ireland*

Barnahus is targeted at children and young people who have experienced sexual abuse.

### *Gaps in social care initiatives in the Republic of Ireland*

We did not identify any initiatives providing broader support for children within the social care system, such as care-experienced children, or those with a social worker.

### *Summary of social care initiatives in the Republic of Ireland*

Barnahus provides child-centred holistic support for victims of child sexual abuse, with multi-agency services in a single location. Following a pilot in Galway, the Barnahus centres are being expanded nationally, with new centres in Cork and Dublin.

Barnahus has been classified as a Social Care initiative for the purposes of this review. However, as an inherently holistic centre, it also addresses the areas of Health, in providing medical support for physical and mental health, and youth justice, in offering victim support for children and young people and their families.

## **8.4 Major health initiatives in the Republic of Ireland**

### *Health context in the Republic of Ireland*

Everyone 'ordinarily resident'<sup>77</sup> in the Republic of Ireland is entitled to a range of public health services either free of charge or at reduced cost. There are two types of eligibility for people who are ordinarily resident in the Republic of Ireland: full eligibility for medical card holders and limited eligibility for people who do have a medical card. To qualify for a medical card, your weekly income must be below a certain figure for your family size. Cash income, savings, investments and property (except for your own home) are taken into account in the means test (Citizen Information Board, 2022b)

Child health services are available to all children in the Republic of Ireland. Children and young people under 18 can get some health services for free, even if they do not have a medical card. The free health services for children are usually available as part of maternity and infant welfare services, health services for preschool children, school health services, and vaccination and immunisation services (Citizen Information Board, 2022a).

If a child is under six, their visits to the GP are free. If a child is over 6 years, the GP visit card is means tested. If a parent has a medical card, their child is included as a dependant on that card and can get the same medical card services. A child may qualify for a medical card if they: are in residential care, living in Direct Provision, have been diagnosed with cancer within the last five years, and/or are in foster care (Citizen Information Board, 2022a).

The Department of Health is responsible for health policy in the Republic of Ireland and funds the Health Service Executive (HSE) which runs all public health services across the country (Citizen Information Board, 2022b; Health Service Executive, 2023b). CAMHS are provided by the HSE

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<sup>77</sup> A person is 'ordinarily resident' if they have been living in the Republic of Ireland for at least one year or intend to live in the Republic of Ireland for at least one year.

(Health Service Executive, 2023a), as is The National Healthy Childhood Programme, which ensures regular contact between each child and the health services up to their 14th birthday (Health Service Executive, 2023c).

The Republic of Ireland faces a number of challenges relating to children's health, with rankings of 26 and 17 out of 38 OECD members for child mental wellbeing and physical health respectively (Children's Health Ireland, 2021). The Republic of Ireland has one of the lowest breastfeeding rates in the world and one of the highest rates of childhood obesity in Europe, with one in five children living with overweight or obesity (Children's Health Ireland, 2021). Rates of chronic illness and/or non-communicable disease are increasing, and 16 per cent of children have a chronic illness such as diabetes, asthma or epilepsy (Children's Health Ireland, 2021). There has been a recent surge in Bowel disease, atopic disease and allergy among children (Children's Health Ireland, 2021). Demand on mental health services is high, exacerbated by the pandemic, with around 1.6 per cent of children under 18 attending CAMHS at any one time (Children's Health Ireland, 2021). Moreover, significant socio-economic inequalities exist in relation to health outcomes, with a widening gap already being seen from the age of five (Social Justice Ireland, 2021).

The Department and the HSE are currently working together to deliver the Sláintecare<sup>78</sup> Reform, with the ambition of universal healthcare for all and a focus on developing primacy and community care (Department of Health, 2019). The Sláintecare Implementation Strategy and Action Plan includes ambitions relating to childhood obesity in particular (Government of Ireland, 2021). Action Plans for obesity and breastfeeding are being implemented, as is a national Physical Activity Plan – including specific targets for children (Government of Ireland, 2018). There are national strategies for drug use and suicide prevention, and a mental health policy, which include measures relating to children and young people (Government of Ireland, 2022). The early years strategy also introduced new developments in child health, including a dedicated child health workforce (Department of Children, Equality, Disability, Integration and Youth, 2018). One of the four key outcomes of the Healthy Ireland Outcomes Framework for 2021-25 is for children to be 'active and healthy, with positive physical and mental wellbeing' (Healthy Ireland, 2021).

#### *Types of major health initiatives in the Republic of Ireland*

We identified one health initiative in the Republic of Ireland which met the inclusion criteria for this study.

1. Support for children with disabilities: Progressing Disability Services (PDS) is a reform programme for childhood disability services, prompted by geographical inequalities in previous provision. It involves a service reconfiguration to establish local network teams, which will offer needs-based provision locally, rather than being driven by diagnoses. The programme was established in 2010 and the reform process is ongoing (see Table F5).

In addition, the Social Care initiative, Barnahus, offers health support for victims of child sexual abuse (see section 3.5.3).

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<sup>78</sup> Sláinte means "health" in Irish and Scottish Gaelic.



### *Funders of major health initiatives in the Republic of Ireland*

PDS receives government funding from DCEDIY.

### *Intended goals of major health initiatives in the Republic of Ireland*

PDS aims to develop equity of access and local needs-based provision for all children with disabilities.

### *Delivery mechanisms of major health initiatives in the Republic of Ireland*

PDS is primarily a structural reform, which has reconfigured services to establish 91 local network teams. These are intended to provide a full range of local specialist services for children with disabilities.

### *Children and young people targeted*

PDS is targeted at all ages of children with disabilities, based on need rather than formal diagnosis.

### *Gaps in major health initiatives in the Republic of Ireland*

There are no specific initiatives based on government child health priorities, such as mental health and childhood obesity. Rather, policy strategies and actions for these areas are driven by existing provision and workstreams.

### *Summary of major health initiatives in the Republic of Ireland*

PDS is a national reconfiguration of children's disability services, aiming to end geographic inequalities in children's disability provision and provide local joined-up support for children's needs. Reforms have been ongoing since 2010. In other priorities for children's health, policy actions are channelled within existing services and provision.

## **8.5 Major welfare initiatives in the Republic of Ireland**

### *Welfare context in the Republic of Ireland*

Child welfare is the responsibility of the Child and Family Agency (Tusla), which was set up in 2014 to drive this purpose, under the DCEDIY (Citizen Information Board, 2022b). Tusla's Prevention Partnership and Family Support (PPFS) Service also provides early intervention and preventative services being undertaken by Tusla and its partner agencies. The Department of Social Protection also contributes to the alleviation and prevention of child poverty through a range of income support schemes for families with children, including universal Child Benefit payments, a Back to School Clothing and Footwear Allowance, and One-Parent Family and Jobseekers Transitional payments (Government of Ireland, 2022).

The Government in the Republic of Ireland published the National Action Plan for implementing the EU Child Guarantee in June 2022 to address social inclusion and child poverty (Government of Ireland, 2022). In addition, the Roadmap for Social Inclusion 2020-2025, which seeks to ensure that social inclusion is at heart of all public policy across every department and service, includes a chapter on supporting children and families to reduce child poverty (Government of Ireland, n.d.a). The *First Five* strategy for early years also includes a package of measures to tackle early childhood poverty (Department of Children, Equality, Disability, Integration and Youth, 2018).



### *Types of major welfare initiatives in the Republic of Ireland*

One welfare-related initiative met the inclusion criteria for this study:

1. **Place-based initiatives:** the Area Based Childhood (ABC) Programme is a place-based initiative which offers family support, focusing on prevention and early intervention. It also offers capacity-building for other service providers and seeks to influence system change in broader policy and practice. It is delivered by Tusla and operates in 13 areas with high concentrations of disadvantage (see Table F5).

### *Funders of major welfare initiatives in the Republic of Ireland*

The ABC programme is funded by the DCEDIY.

### *Intended goals of major welfare initiatives in the Republic of Ireland*

The ABC programme aims to deliver better outcomes for children and families living in areas of entrenched poverty, breaking the intergenerational cycle of poverty.

### *Delivery mechanisms of major welfare initiatives in the Republic of Ireland*

- **Interventions for children and families:** the ABC programme offers a range of prevention and early intervention services. It takes a strength-based approach to support, drawing on the resources, talents and capabilities of families and communities.

### *Children and young people targeted in major welfare initiatives in the Republic of Ireland*

The ABC programme targets all children and young people (0-18) living in specific areas of socioeconomic disadvantage.

### *Gaps in major welfare initiatives in the Republic of Ireland*

As a place-based initiative, the ABC programme is focused on areas with high concentrations of socioeconomic disadvantage. Eleven of the sites are in or near Dublin. This may mean there is a gap in provision for children and young people living in socioeconomic disadvantage outside these areas.

### *Summary of major welfare initiatives in the Republic of Ireland*

The ABC is a place-based initiative focused on early intervention and support for families in highly disadvantaged areas of the Republic of Ireland.

## **8.6 Major immigration initiatives in the Republic of Ireland**

### *Immigration context in the Republic of Ireland*

Historically, the island of Ireland<sup>79</sup> has been a country of emigration. However, the period of rapid economic expansion in 1990s resulted in an increase in the number of migrants. Positive net migration was first recorded in the Republic of Ireland in 1995. The number of new arrivals

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<sup>79</sup> The island of Ireland is made up of The Republic of Ireland (a sovereign state) and Northern Ireland which is part of the United Kingdom.

continued to increase, especially following the expansion of the EU in 2004<sup>80</sup>, although the number of new arrivals diminished during the recession from 2007- 2009. According to the European Commission (2023a), from 2011, immigration in the Republic of Ireland has been increasing.

In March 2022, the EU activated temporary protection for Ukrainian nationals. Under EU law, this guarantees Ukrainian nationals a residence permit, as well as access to accommodation, social welfare and medical care, education for children, and the right to access employment. As of February 2023 there were 75,260 refugees from Ukraine recorded as resident in the Republic of Ireland (Statista, 2023). A total of 14,482 Ukrainian pupils were enrolled in schools at the end of January 2023, out of that figure, 9,334 were enrolled in primary schools while 5,148 pupils were enrolled in post-primary schools. Current data indicates an enrolment rate of 92 per cent among Ukrainian children aged five to 18, one of the highest rates of school enrolment across Europe (Department of Education, 2023).

The International Protection Accommodation Services (IPAS), operated by DCEDIY, is responsible for providing asylum-seekers with accommodation and relevant services (IPAS, 2022). Tusla is responsible for any unaccompanied minors seeking asylum in the Republic of Ireland, including supporting them to make an application for international protection via the International Protection Office (IPO) under the Department of Justice (International Protection Office, n.d.).

In 2021, 152 referrals of unaccompanied minors (UAMs) were made to Tusla, with 98 placed in care and a further 21 reunited with their families. In the same year, 54 applicants for international protection were classified as unaccompanied minors – the highest number for a decade. A quarter of all applications for international protection made in 2021 were for children (Smyth, n.d.).

In 2015, the Government established the Irish Refugee Protection Programme (IRPP). The programme provides:

- accommodation in emergency reception and orientation centres and dedicated housing, once refugee status is confirmed
- free childcare wherever possible to allow adults to attend the language and orientation courses
- a card entitling beneficiaries to free medical care in public hospitals as well as an assigned doctor
- an assigned resettlement worker and an intercultural support worker from local authorities.

The IRPP has faced significant challenges in recent years with the impact of the Covid-19 pandemic on resettlement pathways, the arrival of refugees from Afghanistan in 2021 and as a result of the war in Ukraine in 2022 (Department of Children, Equality, Disability, Integration and Youth, 2021b).

The Government of Ireland launched its first national Migrant Integration Strategy in 2017, initially covering a four-year period and then extended for an additional year until the end of 2021. The document set out actions involving all related governmental departments. Those actions aimed at migrant children and young people specifically focussed on the education system, particularly in

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<sup>80</sup> In terms of number of states and population.

relation to language support, and youth work (Department of Children, Equality, Disability, Integration and Youth, 2020).

According to the Immigrant Council for Ireland (ICI), child migrants face a broad range of challenges whatever their status and living conditions. This includes access to education, racism and exploitation. The ICI and the Irish Refugee Council (IRC) have highlighted a number of areas where they feel the Government is failing to meet its obligations under the UN Convention on the Rights of the Child (UNCRC) specifically in relation to migrant children. Among their key concerns is the lack of civil legal aid for unaccompanied refugee children applying for family reunification with their parents and persisting difficulties in the identification and protection of child victims of trafficking (The Immigrant Council of Ireland and The Irish Refugee Council, 2022).

#### *Types of major immigration initiatives in the Republic of Ireland*

No major immigration-related initiatives were identified as meeting the inclusion criteria for this study.

#### *Funders of major Immigration initiatives in the Republic of Ireland*

The DCEDIY has previously provided grants for projects to support integration with both EU and Irish Government funding. In 2021, the Communities Integration Fund made €500,000 available to local community-based projects. Grants of up to €5,000 were allocated to organisations to support small-scale integration activities, some of which included work with children and young people as part of education and youth projects.

There are also philanthropic and private funders operating in the Republic of Ireland including: The St. Stephen's Green Trust, Rethink Ireland and The Ireland Funds who support community-led approaches to the integration of migrants..

## **8.7 Major youth justice initiatives in the Republic of Ireland**

#### *Youth justice context in the Republic of Ireland*

As of 2006, the age of criminal responsibility in the Republic of Ireland is 12 (Citizen Information, 2020a), and all criminal charges involving children under the age of 18 are dealt with in the Children Court (Citizen Information Board, 2021a). While statistics demonstrate a decline in child offences over the period 2012-2018, almost one in ten crimes over this period were committed by a child under 18 years of age (Liu, 2020).

The Department for Justice is responsible for Youth Justice Issues in the community, with the exception of youth detention, which sits with the DCEDIY (Department of Justice, 2019). In addition, where a child under 12 commits a crime, they may be dealt with by Tusla rather than by the youth justice system (Citizen Information, 2020a). The Republic of Ireland's approach to youth justice is centred on the philosophy that 'children in conflict with the law should only be detained (custody) by the state as a last resort' (Citizen Information, 2020a). Under certain conditions, a crime committed by a child before the age of 18 can be expunged to provide a clean record when applying for an educational course, employment or insurance (Citizen Information, 2020a).

The Irish Youth Justice Service (IYJS), under the Department for Justice, is responsible for reform, policy and delivery of services all aimed at reducing youth offending, through a focus on diversion

and rehabilitation (Department of Justice, 2019). The statutory Garda Youth Diversion Programme (GYDP) provided for in the Childrens Act 2001 aims to prevent children and young people from entering into the full youth justice system and prevent further offences (Citizen Information, 2020b). In 2020, 8,169 children between the ages of ten and 17 were referred to the GYDP (Restorative Justice: Strategies for Change – Ireland, 2020).

The Department of Justice is currently implementing the Youth Justice Strategy 2021-2027 which aims to ‘provide a developmental framework, with which all stakeholders can engage in a meaningful collaborative partnership’ and emphasises the need to address the ‘multiple disadvantage that often underlies involvement of children and young people with the criminal justice system’ (Department of Justice, 2021). The Strategy looks at areas including early intervention and preventative work, family support, diversion from crime processes (Department of Justice, 2021).

#### *Types of major youth Justice initiatives in the Republic of Ireland*

One major youth justice initiative in the Republic of Ireland met the inclusion criteria for this study:

1. **Place-based initiatives:** The Greentown programme supports children, families and communities in places which are most affected by criminal networks. Currently, three-year pilot programmes are underway in two locations, running for three years. These initiatives build on earlier pilots of community-focused support (see Table F5).

In addition, the social-care initiative, Barnahus, (section 3.5.3) provides support for victims of child sexual abuse.

#### *Funders of major youth justice initiatives in the Republic of Ireland*

The Greentown programme is funded by the Department of Justice.

#### *Intended goals of major youth justice initiatives in the Republic of Ireland*

The Greentown programme aims to prevent coercive control of children by criminal groups, and so reduce the prevalence of serious criminal activity committed by young people. It also aims to develop practice for broader system-change in youth justice.

#### *Delivery mechanisms of major youth justice initiatives in the Republic of Ireland*

The Greentown programme is a place-based initiative which provides community interventions.

#### *Children and young people targeted in major youth justice initiatives in the Republic of Ireland*

The Greentown programme is targeted at young people (12-18) who are at risk of becoming involved in serious crime. Pilot projects are running in two communities.

#### *Gaps in major youth justice initiatives in the Republic of Ireland*

The statutory footing of the Garda Youth Diversion Projects for early intervention and diversion, which are expanding to national coverage, may mean that there is less need for multiple initiatives to support children at risk of involvement in crime. There are currently no broad initiatives for children and young people who are victims of crime (although Barnahus offers victim support for children and young people who have experienced sexual abuse).

*Summary of major youth justice initiatives in the Republic of Ireland*

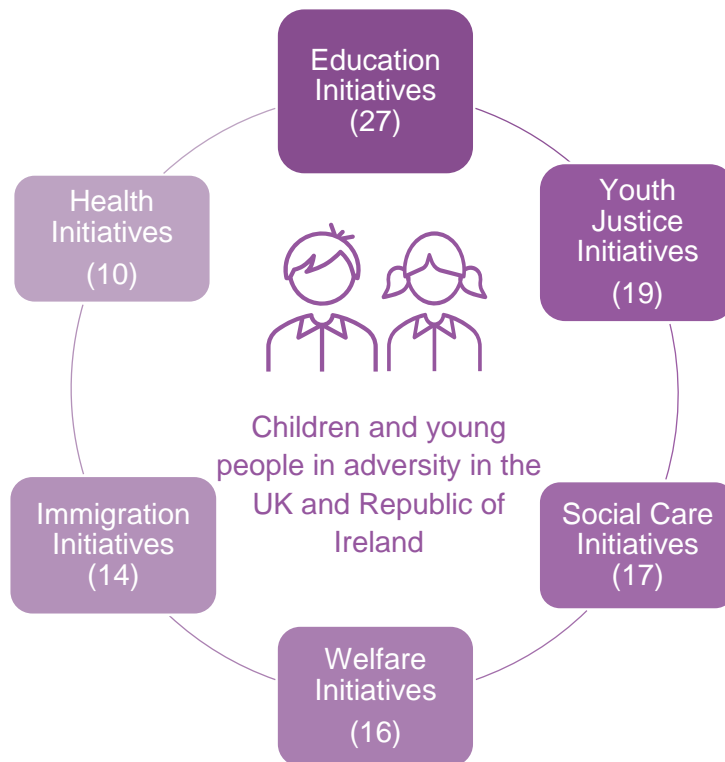
We identified one major initiative for Youth Justice in the Republic of Ireland, focused on preventing young people from engaging in serious crime through community interventions. This work is part of a series of pilots which is building good practice in this area.

## 9 Conclusions from the initiative mapping study

### 9.1 The current landscape

This report highlights the diverse and rich tapestry of initiatives that exist to improve the life chances of children and young people in adversity in England, Scotland, Wales, Northern Ireland and the Republic of Ireland. Across all five nations we identified a total of 65 individual ‘major’ initiatives spanning education, social care, welfare, youth justice, health care and immigration (see Figure 8). In the process of searching, we also identified many more projects and programmes, networks, ‘what works’ centres and advocacy groups that did not meet our inclusion criteria, but which are also striving to improve support for children and young people in adversity.

**Figure 8** Overview of the proportion of current major initiatives supporting children and young people in adversity in the UK and Republic of Ireland<sup>81</sup>



As might be expected, we found that a greater number of initiatives were operating in England compared to the other nations. This reflects the fact that England has the largest population, and,

<sup>81</sup> The number of initiatives in this figure total to more than 65 due to some initiatives appearing in two or more policy areas (i.e. they are counted more than once).



accordingly, enjoys greater levels of both public and private investment. In addition, while some policy areas, such as welfare and youth justice, encompassed initiatives which targeted a range of goals, others, such as health and immigration, tended to focus on a smaller number of issues. However, it is beyond the scope of this initial mapping study to consider whether the number or breadth of initiatives in each county or policy area is proportional to the level of underlying need, or whether the children and young people in some countries or policy areas are being better supported than in others.

We found few initiatives that were operating across two or more of the four UK nations, with immigration being the only policy area where all the initiatives were the same across the UK. This reflects the fact that for the other policy areas we explored, certain powers have been transferred from the UK Parliament to the Scottish Parliament, the National Assembly for Wales, and the Northern Ireland Assembly. Devolution provides these legislatures and their executives with greater freedoms and flexibilities to improve their public services.

We found some common themes across countries. In education, for example, there was a common focus on closing the attainment gap between disadvantaged pupils and their peers. We also found evidence of some initiatives targeting more country-specific issues. For example, in Northern Ireland there was a focus on 'shared education', whereby schools with different faiths come together in local partnerships..

However, there are also differences in context, public policy and law that affect the definition of children and young people in adversity. Consequently, the mapping included children and young people 'in adversity' in general (for example, those referred to as 'disadvantaged' or 'vulnerable'), as well those in defined 'vulnerable groups' (including those with health/medical needs, SEN, looked after children, asylum seekers and those who have direct contact with the youth justice system).

In terms of the initiatives we identified, certain initiative designs and approaches appear to be in vogue. These included, for example, 'place-based-support/provision' and 'trauma informed practices' to support children and young people in adversity. Many of the initiatives we identified focussed on early prevention and intervention and/or on holistic and wraparound support. Others had an explicit focus on generating new evidence and learning based on developing or testing approaches to supporting children, families and local agencies.

The major initiatives we identified adopted a variety of approaches to bring about their intended goals. These included dedicated funding streams for people or organisations to bid for, family support programmes, initiatives which promoted inter-agency working, and those which provided support from an 'expert practitioner', such as a youth worker, mentor or life coach.

While our review does not extend to an assessment of the effectiveness of the initiatives we identified, there are a range of approaches available, and funders have the potential to identify initiatives best suited to meet the relevant need/challenge.

## **9.2 The limitations of current provision**

While we have identified many initiatives aimed at supporting children and young people in adversity, our analysis suggests several limitations with the current approaches. These include:

- **Narrow focus:** Some of the initiatives we identified, such as the *Supporting Families Programme* in England, and *The Promise* in Scotland, recognise that children can experience multiple disadvantage, and seek to address these, which means they appear in more than one of our six policy areas. However, most initiatives were more limited in their scope, and only appeared in one policy area. This could reflect lower levels of funding and/or narrow remits and suggests that more strategic and joined-up thinking is required to tackle these complex issues.
- **Lack of focus on systems change:** Despite purposely selecting initiatives that were large in scale and scope and therefore potentially more likely to improve the life-chances of children and young people in adversity, comparatively few stated that they had an explicit focus on supporting systems change. It is possible that this finding is a consequence of a lack of information (for example, this may have been an underlying aim of an initiative that was not explicitly stated in the information we were able to obtain). However, it could also reflect a real lack of ambition, reflecting lower levels of funding, narrow remits, and/or silo thinking.
- **Limited health focus:** Compared to the other policy areas, we identified relatively few health-focussed initiatives for children and young people in adversity, with most of those we identified operating in England. This may reflect the existence of national health services which are free at the point of delivery. It should be noted that during our searching we identified several health initiatives which did not reach our benchmark of ‘major’ because they were smaller in scope – perhaps reflecting the move to more localised delivery.
- **Different approaches to targeting support:** Some of the initiatives we identified, and particularly those in the health sector, were not targeted specifically at children and young people in adversity and were instead open to all age groups but offered a tiered level of support based on need.
- **Limited role played by philanthropic and corporate sectors:** The findings reveal that while governments play a key role in funding major initiatives in the UK and the Republic of Ireland, philanthropic organisations were less frequently associated with funding current major initiatives and corporate funders least of all. This may be unsurprising, given the much larger budgets available to governments. We should also acknowledge that some of the initiatives we identified evolved from pilot programmes that were funded by philanthropic organisations, and the lobbying work that many of these organisations engage in seeks to influence government funding decisions.

Overall, while there are many initiatives aimed at supporting children and young people in adversity, addressing the current limitations will be critical to ensuring that all children and young people have the support and resources they need to thrive. This may require more investment in evidence-based initiatives, greater collaboration and coordination between initiatives, and a focus on addressing the root causes of adversity as well as its symptoms.

### 9.3 Reflections on the initiative mapping methodology

This project posed several methodological challenges for the research team, both in its design and implementation.

First, a team of researchers were involved in conducting the searches, and while we were all operating from the same inclusion criteria, there were limits to the extent to which the criteria could be clearly defined at the outset. For example, it was sometimes difficult to weigh up the relative

importance of the different factors that underpinned our definition of a ‘major initiative’, such as scale and scope, monetary value and focus on systems change. When combined with gaps in information about certain initiatives, it is perhaps not surprising that members of the research team did not always agree on whether an initiative was in or out of scope for the study. This was resolved through group discussions and consultation with our experts. However, given the nature of this mapping study, this is likely to affect the replicability of our findings. If another research team were to repeat the study using the same criteria, they might end up with a slightly different list of initiatives.

Second, it was sometimes difficult to understand whether a project or programme was part of the delivery organisation’s normal operations (and therefore did not qualify as ‘an initiative’), or whether it was a stand-alone activity that had a defined operating period and could be withdrawn at any time (which fit with our definition of an initiative). Similarly, it was sometimes difficult to determine whether an initiative was delivered as part of a statutory duty, legislated support, or as part of existing codes of practice for those working in certain systems. This was a challenge for the study, as provision enshrined in legislation was deemed to be out of scope.

Third, the research team had to make decisions on what was practical within the timeframe and budget for the study. We recognised that the output was designed to provide a starting point from which other funders and researchers could identify major initiatives aimed at improving the life chances of children and young people in adversity, rather than provide a definitive account.

Though our searching we also became aware of a wide range of smaller, more local initiatives and delivery programmes across the different themes and in different countries. This suggest that there is a wealth of support available for children and young people in adversity that does not feature in our study, as these initiatives did not meet our inclusion criteria. We are also aware of the influence and legacy of other previous major initiatives, which may have an impact on current provision. However, we acknowledge that these historical developments have not been explored systematically as part of this study.

**Reflecting on our experience of conducting this study, we think it is also important to acknowledge what worked well, and what we might do differently if we were to repeat the study.**

Given the ambitious breadth and scope of the mapping exercise, it is important to acknowledge the valuable contribution made by our panel of experts, who helped to sense check our list of major initiatives, and who supported the research team with the interpretation of the findings.

Similarly, we would like to acknowledge the expert support of NFER’s information specialists, who helped to devise and implement the search strategy, drawing on multiple data sources to compile the list of government departments and philanthropic and corporate organisations that formed the basis for this mapping study. The same colleagues supported the drafting of short policy backgrounds, which provide valuable country-level information about the context in which these initiatives operate. We think this information helps the reader to make sense of the findings, while also helping to identify potential gaps in provision.

It was challenging to find information about the initiatives philanthropic and corporate organisations fund. Future mapping studies should consider undertaking qualitative data collection with representatives from key philanthropic and corporate organisations. We appreciate that unlike government (public) funding, some may not appear in public documents and on webpages. Interviews with funders may help to fill knowledge gaps, leading to a more complete and comprehensive analysis.

The tools and techniques available to researchers are constantly evolving, and researchers planning to conduct future mapping exercises may wish to consider using technological approaches, such as automated web scraping or harvesting techniques. These offer the potential to automate the process of finding and extracting web-based information, ready for later retrieval and analysis. Coupled with interviews with selected funders, as suggested above, this has the potential to map initiatives more efficiently and comprehensively than the more labour-intensive approach employed for this study. However, such an approach may also generate a large number of potential 'hits' and it seems likely that a team would still have to make difficult inclusion/exclusion judgements based on incomplete data.

## **9.4 Priorities and considerations for future funders**

This project has mapped the major initiatives currently operating in the UK and the Republic of Ireland aimed at improving the life chances of children and young people in adversity. By identifying the provision that currently exists for different groups of children and young people, across different policy areas, and within and across countries, the findings provide an evidence-base from which to inform future investment decisions.

Funders have an important role to play in shaping provision. This can be approached in different ways. For example, funders may decide to fund one-off programmes, which are small in scale, and time-limited, and which address an immediate need or challenge. Such initiatives have the potential to support children and young people in adversity and provide a lifeline to those who are most in need. However, where possible, we would encourage funders to look beyond triage to confront the root cause of an issue. This is likely to involve considerably more resources, both financial and human, collaborations that help align mindsets and goals, and a shift in culture and behaviours. This may be beyond the purview of some funders, in which case funding smaller scale but well designed and targeted initiatives is a viable way forward.

But how might funders more effectively address the problems of severe and multiple disadvantage experienced by children, young people and their families? The findings from this mapping study provide some suggestions. For example, funders could consider the importance of demonstration projects. These can be a short-term, relatively low-cost way of demonstrating an effective approach to system change, albeit usually at a small scale. If effective, the findings can be used to secure further investment to scale-up the intervention. We found several examples of this, including the work of the UK's nine *What Works Centres*, which aim to improve the way government and other public sector organisations create, share and use high-quality evidence in decision-making. Another example is the *Scaling Education Fund* in the Republic of Ireland. This €7.2 million fund, which draws on philanthropic and government funding, aims to identify proven learner-centered solutions to tackling educational disadvantage. Each of the supported projects will

work with young people experiencing educational disadvantage, involve stakeholders in the design, delivery, and evaluation of the project, and employ a learner-centred approach to delivery.

Despite the potential benefits of these more ambitious initiatives, for many philanthropic funders, a shift to focussing funding on just one or two strategic initiatives risks destabilising their existing ecosystems and diverting resources away from services that are already meeting young people's needs. Philanthropic organisations therefore face several difficult decisions when it comes to investing in initiatives to support children and young people in adversity. This includes balancing the short-term needs of children and young people, such as providing immediate relief from crisis situations, with the longer-term and potentially wider-reaching benefits that may come from more ambitious initiatives that support systems change. Overall, philanthropic organisations must carefully balance these and other factors when making investment decisions to support children and young people in adversity, weighing trade-offs and seeking to maximise their impact in the most effective and sustainable way possible.

This study has shown that mapping studies are an important first step in understanding how the needs of children and young people in adversity are currently being met and the possible gaps to be filled. However, what is also needed is an identification of existing and emerging threats to children and young people, an investigation of the underlying issues and clear decision making as to the most cost-effective ways of addressing them. Proof of concept, evaluation of new initiatives and reviews of the evidence base are important considerations for future funders too.

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## Appendix A: Initiatives mapping detailed methodology

Here we set out our approach to identifying current major initiatives supporting children and young people in adversity in the UK and Republic of Ireland for transparency and future replicability. Drawing on the expertise of NFER information specialists, we designed a methodology based on the principles of systematic searching used for conducting literature reviews. The methodology was designed to provide a comprehensive and consistent approach to mapping relevant initiatives, while minimising selection bias so that we can be confident of the validity of the findings.

### A1 Project scope and parameters

#### A1.1 Defining target groups

##### *Children and young people*

- Children and young people can be defined as individuals aged from 0 (i.e. birth) to 18 (i.e. adulthood).
- Include initiatives directly aimed at supporting children and young people in adversity. Include universal initiatives that involve some (explicit or implicit) targeting of children and young people in adversity within them.
- Include initiatives aimed at children and young people more broadly, such as those directed at parents/families and practitioners that work with them<sup>82</sup>, to support children and young people in adversity.

##### *Children and young people in adversity*

There is no commonly used or agreed definition of childhood adversity. A child can be vulnerable to poor experiences and outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment (Public Health England, 2020). Children can experience one or several of these factors with different levels of consequences over the course of their lives including into adulthood. There are also factors (at the individual, family and community level) that serve to protect young people and decrease the possibility of experiencing negative outcomes. The mapping included:

- Include initiatives targeting children and young people ‘in adversity’ in general (for example, ‘disadvantaged’ and ‘vulnerable’).
- Include defined ‘vulnerable groups’ or other ‘groups’ who are discriminated against as a result, or in adverse circumstances due to unmet needs, such as children and young people:
  - with health / medical needs (including physical health needs and disabilities and Social, Emotional and Mental Health [SEMH] needs)
  - with Special Educational Needs (SEN)
  - who are looked after children or care experienced children, care leavers (if under 18), in fostering, in kinship care, who have been adopted from care

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<sup>82</sup> This will vary depending on how broad a thematic area is. For some themes it is likely that the focus of our searching will be on initiatives specifically targeted at children and young people only in order to narrow the scope and make the searches manageable.

- who are young carers
  - who are young parents
  - who are subject to neglect (i.e. left hungry or without access to adequate hygiene and sanitation, or without proper clothing, shelter, supervision or health care)
  - who are 'children in need' (such as those with a 'child in need plan' requiring extra support or services to help them to achieve or maintain 'a reasonable standard of health or development')
  - Children Missing Education (CME); those who are of a compulsory school age, but are either not registered at a school or else not receiving suitable education in place of a school setting
  - who are Not in Education, Employment, or Training (NEET)
  - who have been excluded from school (including permanent, fixed term and 'unofficial' exclusions) or who are at risk of exclusion (including educational disengagement)
  - with poor/low school attendance (such as persistent absence)
  - who are asylum seekers, migrants, refugees or from other mobile groups
  - who have direct contact with the youth justice system (including involvement in offending and / or anti-social behaviour, experience of exploitation, trafficking or associated with gangs / county lines).
- Children and young people identified as subject to adverse childhood experiences (ACEs) which can cause what is known as 'toxic stress' (see Center on the Developing Child at Harvard University, n.d.) without remediating support to mitigate the challenges they might face. This includes children who:
    - have experienced / who are at risk of physical abuse
    - are exposed to domestic violence / abuse
    - have experienced / who are at risk of sexual abuse
    - have experienced / who are at risk of emotional abuse (including bullying and cyber bullying)
    - are living with someone who has an addiction (such as abusing drugs and / or alcohol, disordered gambling)
    - with an immediate family member/caregiver who has gone to / who is in prison
    - are living with someone with a serious (debilitating or life-affecting) mental health problem(s)
    - have lost a parent / caregiver through death, divorce or abandonment (including the absence of other supportive relationships in a child's life)
    - are living in 'absolute' or 'relative' poverty<sup>83</sup> (such as living in households below Minimum Income Standard [MIS]), family worklessness, accessing food banks, parents accessing income support, living in social housing, eligible for free school meals / pupil premium [in England])
    - are experiencing family homelessness or living in poor housing conditions
    - are living in a challenging community or in negative social conditions beyond the family (high incidence of crime, the built environment, community cohesion issues)
    - engaged in child labour or in hazardous work (modern slavery)

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<sup>83</sup> Poverty is defined by the Joseph Roundtree Foundation as '*when resources are well below minimum needs*' see. <https://www.jrf.org.uk/our-work/what-is-poverty>

- are discriminated against or marginalised because of their race, ethnicity, gender, sexuality and / or religion.

## A1.2 Defining major initiatives

A range of factors were considered when identifying whether or not an initiative was 'major'. This included the aims of the initiative, its scale and level of funding, and the extent to which it sought to bring about systems change. An initiative did not necessarily need to meet all criteria to be included. We included initiatives that were:

- **Strategic and visible:** with a clear plan of action to solve the problem and bring about change.
- **Of sufficient scale and scope:** to meaningfully improve the life-chances of children and young people in adversity, through reduction in distress and risks, support, remediation and amelioration. This includes initiatives that are national, regional, city-wide or operate at sufficient scale to affect meaningful sustainable change across a whole system. Initiatives which set out to make a lasting/sustainable change or difference to children and young people.
- **High monetary value:** initiatives funded by government, philanthropic and corporate funders which involve a 'large' commitment of resources (for example, funding/grants in excess of £1m+ in England or £500k+ in Scotland, Wales, Northern Ireland or the Republic of Ireland where population sizes are smaller). If the information was available, we recorded the number of beneficiaries and the amount per beneficiary, per year for each.<sup>84</sup>
- **Targets systems change:** unless it was a pilot, intended as a precursor to a larger initiative. The aim of systems change initiatives can vary considerably, from seeking to reform policies and services, to altering the distribution of resources, to changing the nature of power (Abercrombie, Harries and Wharton, 2015).
- **Funded by government, philanthropic and/or corporate funders:** that have the power to influence change that can be sustainable across a system.
- **Currently in operation:** initiatives operating in 2022 and have been/will be in place for more than one year<sup>85</sup>.

We excluded the following support/provision:

- **Existing national or local government services** – this includes provision delivered as part of statutory duties and legislated support (for example, paying benefits and providing housing)
- **Small scale operational/delivery level projects and programmes** – this includes programmes and projects which may have descended from initiatives, carried out over a period of time and intended to achieve a particular purpose.
- **Research and practitioner networks.**
- **Campaigning/advocacy-related** support where this the sole focus.

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<sup>84</sup> We anticipated that this information would not be available for the majority of initiatives.

<sup>85</sup> To the extent this date information was available.



### A1.3 Defining policy areas

The study has selected six policy areas of focus, namely: education, social care, welfare, youth justice and immigration. Initiatives were considered in scope where they included one or more of these, including those which were multi-disciplinary in nature.

- **Education** – including early years, primary, secondary, Further Education (FE), children and young people not in mainstream school (for example, in Alternative Provision (AP) / Pupil Referral Units (PRUs)), education related SEN support and education provision specifically for looked after children.
- **Social care** – including children with a social worker, care experienced children, children’s social care, residential care, kinship care, fostering, adoption, care leavers [if under 18] safeguarding and child protection [including children and young people as victims of domestic abuse] and young runaways.
- **Welfare** – including particular welfare support for children in care, children leaving care [if under 18], children seeking asylum, children with Education and Health Care Plans [EHCPs]/mental health issues receiving benefits, youth homelessness, Education to Employment [E2E] and poverty related welfare support.
- **Youth justice** – including youth offending initiatives from prevention to rehabilitation, antisocial behaviour, Young Offenders Institutions (YOIs), Secure Training Centres (STCs), Local Authority Secure Children’s homes (LASCHs). Including children and young people as victims of crime or subject to criminal exploitation (for example county lines, gangs, radicalisation and youth witnesses). Limited to the youth justice system.
- **Health care** – including health issues which are particularly prevalent among children and young people in adversity) (for example, mental health, chronic diseases such as asthma, epilepsy, diet-related problems such as being overweight/obesity, malnutrition, diabetes and tooth decay, infant mortality, and childhood accidents/unintentional injuries/deaths, substance misuse and sexual health (see BMA, 2017 and Pearce *et al.*, 2019).
- **Immigration** – including unaccompanied child asylum-seekers, migrants and refugees, community cohesion and initiatives for migrants that do not fall under the welfare system such as those in relation to ‘No Recourse to Public Funds’<sup>86</sup>.

## A2 Identifying government, philanthropic and corporate funders

We reasoned that major initiatives supporting children and young people in adversity were likely to be funded by one of three main sources, namely: government departments, philanthropic trusts and corporate organisations (as part of corporate social responsibility programmes for example). As there are a vast number of funders operating across the UK and Republic of Ireland, we implemented an identification and selection process to find those most likely to be funding initiatives that met our inclusion criteria and to ensure the number of funders identified was manageable within the constraints of the study.

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<sup>86</sup> See: <https://guidance.nrpfnetwork.org.uk/reader/practice-guidance-families/introduction/#14-good-practice-points> (No Recourse to Public Funds, 2023).

## A2.1 Government departments, non-departmental public bodies and agencies

We compiled a list of the main government departments (or policy areas), non-departmental public bodies (NDPBs) and agencies in the UK and Republic of Ireland with responsibility for the policy areas identified in this study (namely education, social care, welfare, youth justice and immigration) likely to be working to support children and young people in adversity and funding initiatives. This process involved visiting the government website for each country and searching the webpages of ministerial departments, non-ministerial departments, and agencies to identify potential funders of relevant major initiatives (as defined by this study). The full list of departments searched are presented in table 3.1 below. We also consulted with experts in each policy area (described below), to identify additional government departments/bodies our approach may not have identified.

**Table A1 Government departments, non-departmental public bodies and agencies identified as potential funders of major initiatives**

| England  | Scotland   | Wales                            | Northern Ireland             | Republic of Ireland   |
|--|--|----------------------------------|------------------------------|---|
| Cafcass (Children and Family Court Advisory and Support Service) | Convention Of Scottish Local Authorities (COSLA) | Ace Aware in Wales               | Department for Communities   | Department of Children, Equality, Disability, Integration and Youth |
| Department for Culture, Media and Sport                          | Public Health Scotland                           | Cafcass Cymru                    | Department of Education      | Department of Education   |
| Department for Education   | Alcohol and drugs                                | Children and Families            | Department of Health         | Department of Health  |
| Department for Health and Social Care                            | Child protection                                 | Communities and Regeneration     | Department of Justice        | Department of Justice   |
| Department for Levelling Up, Housing and Communities             | Crime Prevention and Reduction                   | Department for Work and Pensions | Department of the Economy    | Department of Social Protection                                     |
| Greater London Authority   | Children and Families Directorate                | Education and Skills             | Local Government Association | Health and Safety Executive   |
| Home Office  | Early education and care                         | Employment and Work              |                              | Local Government Management Agency                                  |

|   |   |                                    |  |                               |
|---|---|------------------------------------|--|-------------------------------|
| Local Government Association                  | Education Reform Directorate                      | Equality                           |  | Tusla Child and Family Agency |
| Ministry of Justice                           | Employment support                                | Health and Social Care             |  |                               |
| National Crime Agency                         | Health improvement                                | Housing                            |  |                               |
| Office for Health Improvement and Disparities | Justice Directorate                               | Justice and Law                    |  |                               |
| Sport England                                 | Looked after children                             | Public Health Wales                |  |                               |
| Youth Justice Board for England and Wales     | Learning Directorate                              | Welsh Local Government Association |  |                               |
|   | Maternal and child health                         |                                    |  |                               |
|   | Mental health                                     |                                    |  |                               |
|   | Population Health Directorate                     |                                    |  |                               |
|   | Poverty and social justice                        |                                    |  |                               |
|   | Refugees and Asylum seekers                       |                                    |  |                               |
|   | Schools   |                                    |  |                               |
|   | Smoking   |                                    |  |                               |
|   | Social Care and National Care Service Development |                                    |  |                               |
|   | Social security directorate                       |                                    |  |                               |
|   | Tackling Child Poverty and                        |                                    |  |                               |

|  |                                      |  |  |  |
|--|--------------------------------------|--|--|--|
|  | Social Justice Directorate           |  |  |  |
|  | Victims and witnesses                |  |  |  |
|  | Violence against women and girls     |  |  |  |
|  | Young People Training and Employment |  |  |  |
|  | Youth Justice                        |  |  |  |

## A2.2 Philanthropic trusts and corporate funders

Our search strategy aimed to identify the most highly relevant philanthropic and corporate funders. Given the number and range of funders within and across countries, a comprehensive search of all possible funders was not feasible. We used systematic searches of databases and guides to grant-giving (described below) to identify funders which were most likely to fund relevant major initiatives as defined by this study. To complement the searches, we also consulted with experts in each policy area (described below), to identify additional funders with view of identifying smaller, more niche organisations our income-driven approach may not have identified.

To identify the philanthropic and corporate funders which were the most likely to be funding major initiatives, we considered the focus, scale and geographical scope of their giving.

- **Focus:** funders whose giving supported children and young people in adversity, either exclusively or significantly.
- **Scale:** funders with significant expenditure.
- **Geographical scope:** funders operating nationally or at least regionally, therefore excluding highly localised charities which were unlikely to fulfil the criterion of 'major initiative'.

While the same overarching criteria of focus, scale and geographical scope were used in all searches, the search criteria were adapted for use with each specific data source. This is because each data source captured a different set of data, so searches could not be directly replicated across different sources. The data sources and searches used are described below. Further details of each data source, including the range of organisations represented and the data available, are provided Table A2.

**Table A2 Data sources for identifying funders**

| Source   | Used to identify     | Scope   | Timeliness   | Relevant data   | Indexing and searches                          |
|--|----------------------|---|--|---|--|
| Register of Charities (Charities Commission)                   | Philanthropic trusts | All registered charities in England and Wales with income > £10k.   | Medium – accounts for the previous financial year.                                     | Low – Overall annual charitable expenditure and charitable purpose. Information about individual grants is rarely listed.   | Search: by expenditure, by cause               |
| Grant Nav (360 giving)   | Philanthropic trusts | 213 grant-giving organisations (joining on a voluntary basis)   | High – Entered regularly by funders (e.g. same quarter).                               | High – Overall expenditure. For individual grants: grant size, recipient and purpose  | Search: by expenditure, by cause, by recipient |
| The Guide to Major Trusts 2023/24 (Directory of Social Change) | Philanthropic trusts | Grant-makers which are expected to award at least £250k of UK annual grants and give to other organisations (n=1015). | Low – in the current edition (Sept 2022), 85 per cent of data is from 2020 or 2020/21. | Medium – dependent on source information. Almost all include overall grant-giving and charitable purpose. Some include information about the largest individual grants: grant size and recipient. | Index: by cause                                |

|  |                          |   |   |  |                        |
|--|--------------------------|---|---|--|------------------------|
| <p>Guide to UK Company Giving 2021/22 (Directory of Social Change)</p> | <p>Corporate funders</p> | <p>Companies whose CSR activities directly benefit UK communities (n=401)</p> | <p>Low – in the current edition (Sept 2021), most data is from 2018-2020.</p> | <p>Medium – dependent on source information. Most include overall UK giving (including non-cash contributions) and charitable purpose. Some include information about the largest individual grants: grant size and recipient.</p> | <p>Index: by cause</p> |
|--|--------------------------|---|---|--|------------------------|



### *Identifying the most relevant funders: philanthropic trusts*

To identify **philanthropic trusts**, we used:

- Register of Charities (Charities Commission)
- Grant Nav (360 giving)
- The Guide to Major Trusts 2023/24 (Directory of Social Change).

Three different data sources were used as they varied in the organisations represented in the data, and the data available about individual grants.

We initially focused on the income of a trust to identify major funders, as information on spend was less readily available. However, this missed funders with low incomes but substantial grant expenditure, such as spend down, tithed, or endowed trusts. Our revised approach focused on grant expenditure.

The searches undertaken for each source are set out below:

**Table A3** Criteria for searching data sources for philanthropic trusts

| Source                                       | Focus  | Scope  | Details  |
|--|--|--|--|
| Register of Charities (Charities Commission) | Charitable activities include 'makes grants to organisations' AND charitable focus includes 'children/young people'  | Annual charitable expenditure of at least £100m        | This included some organisations for whom grant-giving is a small part of their charitable activities<br><br>There is no way to search for a specific focus on 'disadvantaged' children and young people |
| Grant Nav (360 giving)                       | Makes grants to support children and young people in adversity (identified via keyword searches for "child" OR "young" OR "adverse" OR "adversity", with results reviewed for relevance) | Has made at least one grant of at least £1m since 2020 | GrantNav is voluntary so does not capture all major trusts   |

|  |   |   |  |
|--|---|---|--|
| The Guide to Major Trusts 2023/24 (Directory of Social Change) | Listed in the subject category as giving to 'Children and Young People'<br><br>AND their <i>Guide</i> profile indicates interest in supporting children and young people in adversity | Overall annual grants (or UK grants where specified) of at least £5m <sup>87</sup><br><br>AND the largest listed grant was at least £500k |  |
|--|---|---|--|

These searches generated a list of 47 philanthropic trusts.

#### *Identifying the most relevant funders: corporate funders*

To identify **corporate funders**, we used:

- Guide to UK Company Giving 2021-22 (Directory of Social Change)

There is no comprehensive report for charitable giving from corporate funders, as UK companies are not legally obliged to declare charitable donations. Rather, data is presented on a voluntary basis within company accounts, reports and websites, and has been compiled by the *Guide*. There has also been a shift away from corporate giving in the form of cash donations, towards staff involvement, pro bono services and gifting products. The *Guide* lists the overall UK contributions as reported by the company, with a separate figure for cash donations where this is reported.

We filtered for companies who:

- were identified by the index as giving to 'children and young people' (based on 2018-2020 data) AND their profile showed some targeting of children and young people in adversity as beneficiaries (Focus) AND:
- had an annual UK contributions of at least £1m+ AND a geographical scope of at least city-wide (Scale).

As the data about giving was from 2020 or earlier, we briefly scanned the website of each included corporate funder to understand their funding priorities and to check current information. A small number of corporate funders were removed at this stage. This gave a list of 20 corporate funders.

A key limitation of this search is that it will not capture corporate funders who have started giving in this area since 2020, due to the lag time in data. This question will be asked in our expert consultations.

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<sup>87</sup> We considered including trusts with smaller overall grant-giving where they were focused on a smaller geographical area, such as Wales or a specific region of England. This was because the scale of funding required for significant impact could be smaller for a smaller area or population. We tested this approach by analysing the profiles of a sample of organisations listed as supporting children and young people, with a focus on Wales. As this did not result in any additional trusts being shortlisted as relevant, we decided to maintain a fixed threshold for annual grant-giving, irrespective of geographical scope.

There were several common reasons why companies who had some focus on giving to ‘children and young people’ were considered out-of-scope. These were:

- contributions focused on disadvantage outside the UK (such as girls’ education globally)
- contribution through small-scale participation in existing programmes related to disadvantage, for example targeted apprenticeships, mentoring and work experience
- contributions only through small grants, or grants and scholarships for individuals
- educational initiatives without clear targeting or reach into disadvantaged groups (particularly common for STEM companies).

*Types of philanthropic and corporate organisations funding major initiatives for children and young people in adversity*

We identified a range of philanthropic and corporate organisations operating within the UK and/or the Republic of Ireland which were likely to fund initiatives providing support for children and young people in adversity. It should be noted that these organisations were mostly larger entities given the scope for the study and the likely levels of funding needed to deliver major initiatives.

Typically, philanthropic funders fell into one of two categories.<sup>88</sup>

- **Large public charities:** which typically receive funding from a range of sources, including a significant proportion from donations from members of the public. These tend to be supported by large organisational structures. Examples include The National Lottery Community Fund, BBC Children in Need, The Save the Children Fund, UNICEF and Comic Relief. In some cases, these organisations were defined as ‘hybrids’ for the purposes of this study in that they commissioned and funded major initiatives themselves and also were recipients of funding (often from governments) to deliver major initiatives.
- **Private foundations:** which are typically established by families or individuals of wealth to support issues and causes of personal significance and/or where there is a high level of need. The organisational infrastructure depends on their income and scale of activity. Examples include Esmée Fairbairn Foundation, Garfield Weston Foundation, Eric Wright Charitable Trust, and The Vardy Foundation.

Similarly, corporate organisations could be organised in two ways.

- **Large business foundations:** which typically focus their charitable activities through the establishment of specific charitable ‘arms’ and foundations. Examples include St James Place Charitable Foundation and Standard Chartered Foundation.

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<sup>88</sup> These categories have been established by the research team to provide a brief overview of the nature of the organisations providing support for children and young people in adversity. It should be noted that there is a wealth of literature exploring formal approaches to classification based on the activities of charities in the UK, according to their charitable purpose (Damn and Kane, 2021; Kendall and Knapp, 1995), as well as a government consultation exploring proposed new and reworded charity classification codes; however, we do not seek to add to the discourse in this area.

- **Corporate social responsibility programmes:** which typically provide support through internal corporate social responsibility activities. Corporate philanthropy serves as a way of representing a company's commitment to society. Examples include Barclays Plc, Grosvenor Group, and Zurich Insurance Group.

These organisations typically approached funding in one of two ways:

- **Giving grants:** Grants were the most common form of support offered by philanthropic and corporate organisations of all sizes, providing funding either specifically for individuals in their target groups (to help provide access to opportunities or resources needed to address their barriers), or for projects aiming to support individuals in their target groups.
- **Delivering or managing specific schemes:** In some instances larger philanthropic and corporate funders designed and delivered specific schemes and initiatives using their own internal resources and/or by commissioning others. It should be noted that commissioning and managing schemes would be considered as different to grant giving as these services would be designed by the funder and delivered on a subcontracted basis.

Most philanthropic funders highlighted the core areas for which they would provide funding and either had ongoing programmes of grant provision, whereby individuals or organisations can apply at any time providing they meet the requirements of the funder; or would release calls for funding bids associated with specific objectives and priorities.

The philanthropic and corporate organisations we identified provided funding for a range of causes, including:

- tackling poverty
- addressing educational inequalities
- addressing health inequalities
- supporting employment prospects
- supporting children and young people's wellbeing and mental health
- providing support for specific target groups such as young carers, children in care and care leavers, children from ethnic minorities, and children with physical and learning disabilities
- supporting young people at risk generally.

Areas of focus for funding tended to be identified on the basis of either personal interest or experience of a particular issue (more typical for private foundations), due to a legacy of working in a specific sector, or through a process of regular needs identification.

Most of the larger philanthropic funders and several of the corporate foundations and programmes had a UK-wide focus, with several also having an international focus. However, some had been established to support the needs of individuals within specific localities, typically due to the personal affiliations of many of the private foundations, or due to the physical locations of some of the corporate foundations and programmes. In instances where support was highly localised this was a frequent reason for their exclusion from the mapping study.

### **A3 Initiative searching**

In February 2022, a search strategy was developed NFER's information specialists. All members of the research team received training in systematic search techniques from an information specialist prior to conducting the searches and were provided with instruction materials.

For each government, philanthropic or corporate funder identified as most likely to fund major initiatives, we searched publicly-available information online. In doing so, our aim was to capture as many in-scope initiatives as possible.

#### **Searching government departments, non-departmental public bodies and agencies involved:**

- searching policy information, news and announcement pages
- searching annual reports or evaluation reports
- keyword searching (for example 'vulnerable children', 'adversity', 'disadvantage') using webpage search functions.

#### **Searching philanthropic and corporate funders involved:**

- searching 'about us' or 'what we do' pages
- searching annual reports or impact reports
- keyword searching (for example 'vulnerable children', 'adversity', 'disadvantage', CSR) using webpage search functions.

Searching took place from May to October 2022 with some additional 'top up' searches towards the end of the study to ensure any new initiatives that had very recently operationalised were included prior to reporting.

### **A4 Logging initiative searches**

We developed a database to log all of the initiatives identified as meeting the parameters of the study to facilitate efficient and accurate information management and research synthesis. The research team were able to use the log file simultaneously – this process allowed them to check previous entries in real time/avoid duplication. For each major initiative that was logged the following information was recorded:

- initiative name
- summary description (for example main goals of initiative, type of support on offer)
- source URL
- in scope rating (low/medium/high) and rationale
- countries (of significant initiative coverage)
- theme(s) (for example education, social care, welfare, youth justice and immigration)
- target key groups
- funder(s)
- age-range(s) (of children and young people targeted)
- major initiative indicators (i.e. size of the initiative - number of beneficiaries and budget)
- start date

- further information (such as details of any programme evaluations/researcher caveats and comments).

The extent to which we were able to locate and populate this information for each initiative varied significantly (as described below). The information which was particularly challenging to find related to scale and reach (in terms of number of beneficiaries and costs).

At the start of the initiative searching process, the research team identified a wide range of delivery programmes and smaller scale projects that were supporting children and young people in adversity but did not appear to meet our inclusion criteria/thresholds based on (the often limited) publicly-available information. Some of these programmes were logged and given a low in scope rating so that they could be discussed and reviewed both internally among the research team and with sector experts. As the research team progressed with the searches, the logging of 'low' in scope initiatives became less common. Some examples of out-of-scope initiatives however feature in this report as exemplars.

There were various quality checks put in place to support the initiative mapping process, this included a review of all initiatives logged with a medium or high in-scope rating by three members of the research team. Any disparities in rating scores were flagged and resolved through group discussions and from consideration of the views of our expert panel (see below for further details on the role of experts).

## **A5 Transparency and availability of funder information**

How government, philanthropic and corporate funders communicated what they funded varied considerably and this made it challenging for the research team to identify initiatives which met the parameters of the study. The levels of detail provided tended to vary according to nature and size of the organisation and amount of funding allocated.

Most of the philanthropic and corporate funders we identified stated the explicit aims for their funding or provided a strategy document online, typically to make it clear to potential beneficiaries what they do and do not fund. Some philanthropic funders also published clear theories of change demonstrating how their approach to funding would ultimately lead to outcomes and impacts for individuals and communities. Most of the philanthropic funders we identified published information about the impacts of funded programmes and initiatives through annual impact reports and/or specific case studies highlighting impact and effective practice. However, a key reason for some philanthropic and corporate funders being excluded from the mapping was where different schemes and grant provision could not be linked to a clear initiative. This contrasts with government funders, who tended to be more transparent. The absence of publicly available information from philanthropic and corporate funders, may be deliberate, for example, to avoid competitors accessing that level of detail. Alternatively, philanthropic, and corporate funders may choose to strategise at the general theme level, without a specific rationale or initiative, to allow for flexibility in their funding allocations.

## **A6 Role of sector experts**

In response to the complexities of the systems operating across the UK and Republic of Ireland we sought to enhance the comprehensiveness and reliability of the research mapping by inviting a



panel of country and policy sector experts to input into the research. Experts were identified through a variety of means, including recommendations from organisations with a remit to support children and young people in adversity and through web searches of public profiles and biographies of individuals. The individual involvement of experts varied depending on capacity, expertise and specific area(s) of interest. Experts contributed to the study in the following ways:

- **Reviewing search parameters:** The search strategy with specific inclusion/exclusion criteria was shared with experts. They were asked to provide feedback on the relevance and appropriateness on key definitions and parameters of inclusion.
- **Sharing knowledge of the key issues affecting children and young people in adversity:** Experts were asked to point us in the direction of any major issues they were aware of that represent major unmet needs, and any sources of information on the policy environment to provide important contextual information for our report.
- **Identifying current relevant major initiatives in area of specialism and validating the selected major initiatives to be included in the mapping:** Once we compiled an initial list of initiatives in the relevant sectors and countries we shared these with experts. They were asked to review the list, identify any gaps and flag any relevant initiatives that they were aware of that we had not included.
- **Reviewing the findings:** The research team analysed the data and drafted a report identifying the initiatives in each country and identifying where there are gaps to be filled. This was shared with experts and they were asked for specific input in relation to interpreting the findings and making recommendations.

Experts could provide feedback by email, or directly to one of the research team by phone or video call.

## Appendix B: Data tables for England

### B1 Education initiatives in England

**Table B1. Full list of education-related initiatives and their goals**

| No. | Name of initiative                            | Primary funder(s)   | Initiative category ('what') | Type of support on offer ('how')     | Goals ('why')   | Budget ('how much')                                   |
|-----|---|---|------------------------------|--------------------------------------|---|---|
| 1.  | <a href="#">Supporting Families Programme</a> | Department of Health and Social Care (DHSC), the Department for Education (DfE), and the Department for Levelling Up, Housing and Communities (DLUHC) | 1 Family support             | 1 Interventions for families         | To build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time | £695 million (Planned investment across 2022-25)      |
| 2.  | <a href="#">National Tutoring Programme</a>   | Department for Education (DfE)  | 2 Education recovery         | 2 Coaching, mentoring and/or tuition | To support children and young people whose education has been most affected by the disruption of the pandemic   | £349 million (Core funding for 2022-23 academic year) |
| 3.  | <a href="#">Recovery Premium</a>              | Department for Education (DfE)  | 2 Education recovery         | 3 Funding                            | To support children and young people whose education has been most affected by the  | £302 million (2021-22 academic year)                  |

| No. | Name of initiative  | Primary funder(s)              | Initiative category ('what') | Type of support on offer ('how')     | Goals ('why')  | Budget ('how much')                  |
|-----|---|--------------------------------|------------------------------|--------------------------------------|--|--------------------------------------|
|     |   |                                |                              |                                      | disruption of the pandemic   |                                      |
| 4.  | <a href="#">Opportunity Areas/ Education Investment Areas</a>   | Department for Education (DfE) | 3 Levelling up agenda        | 4 Place-based intervention           | To increase social mobility  | £90 million (2017-2022)              |
| 5.  | <a href="#">Home Start: Big Hopes Big Future</a>                | Department for Education (DfE) | 4 Preparation for learning   | 1 Interventions for families         | To work directly with parents and children and help them to build the skills they need to be ready for the first day of school | Unknown                              |
| 6.  | <a href="#">Supported Internships</a>                           | Department for Education (DfE) | 5 Employment support         | 5 Work-based study programme         | To support young people with SEN into sustained, paid employment   | £18 million (2022-2025)              |
| 7.  | <a href="#">Pupil Premium</a>                                   | Department for Education (DfE) | 6 Improving attainment       | 3 Funding                            | To improve education outcomes for disadvantaged pupils in schools in England   | £2.68 billion (2022-2023)            |
| 8.  | <a href="#">The Nuffield Early Language Intervention (NELI)</a> | Nuffield Foundation            | 6 Improving attainment       | 2 Coaching, mentoring and/or tuition | To improve the oral language skills of children aged 4-5 in need of additional targeted support to develop their language      | £8 million (2021-2022 academic year) |

**Table B2. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                    |                          |                             |                     |                  |                    |                      |                      | Total    |
|---------------------|---------------------|--------------------|--------------------------|-----------------------------|---------------------|------------------|--------------------|----------------------|----------------------|----------|
|                     | Family support      | Education recovery | Preparation for learning | Academic skills development | Levelling up agenda | Holistic support | Employment support | Personalised support | Improving attainment |          |
| Philanthropic       |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Corporate           |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Government          | 1                   | 2                  | 1                        |                             | 1                   |                  | 1                  |                      | 2                    | 8        |
| Hybrid              |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| <b>Total</b>        | <b>1</b>            | <b>2</b>           | <b>1</b>                 |                             | <b>1</b>            |                  | <b>1</b>           |                      | <b>2</b>             | <b>8</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B3. Groups of children and young people being targeted across initiative categories**

| Target group                  | Initiative category |                    |                          |                             |                     |                  |                    |                      |                      | Total |
|-------------------------------|---------------------|--------------------|--------------------------|-----------------------------|---------------------|------------------|--------------------|----------------------|----------------------|-------|
|                               | Family support      | Education recovery | Preparation for learning | Academic skills development | Levelling up agenda | Holistic support | Employment support | Personalised support | Improving attainment |       |
| Social/ economic disadvantage |                     | 2                  | 1                        |                             | 1                   |                  |                    |                      | 2                    | 6     |
| NEET/risk of NEET             |                     |                    |                          |                             |                     |                  |                    |                      |                      |       |
| Other ACEs                    | 1                   | 1                  |                          |                             |                     |                  |                    |                      | 1                    | 3     |
| CME/absent /excluded          |                     |                    |                          |                             |                     |                  |                    |                      |                      |       |

| Target group   | Initiative category |                    |                          |                             |                     |                  |                    |                      |                      | Total     |
|--|---------------------|--------------------|--------------------------|-----------------------------|---------------------|------------------|--------------------|----------------------|----------------------|-----------|
|  | Family support      | Education recovery | Preparation for learning | Academic skills development | Levelling up agenda | Holistic support | Employment support | Personalised support | Improving attainment |           |
| Looked after children/ care leavers                              |                     | 1                  |                          |                             |                     |                  |                    |                      |                      | 1         |
| Refugees, asylum seekers, recent migrants                        |                     |                    |                          |                             |                     |                  |                    |                      |                      |           |
| SEN  |                     |                    |                          |                             |                     |                  | 1                  |                      |                      | 1         |
| Health needs (mental, health inequalities)                       |                     |                    |                          |                             |                     |                  |                    |                      |                      |           |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     |                    |                          |                             |                     |                  |                    |                      |                      |           |
| <b>Total</b>   | <b>1</b>            | <b>4</b>           | <b>1</b>                 |                             | <b>1</b>            |                  | <b>1</b>           |                      | <b>3</b>             | <b>11</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table B4. Types of support on offer across initiative categories**

| Type of support   | Initiative category |                    |                          |                             |                     |                  |                    |                      |                      | Total    |
|---|---------------------|--------------------|--------------------------|-----------------------------|---------------------|------------------|--------------------|----------------------|----------------------|----------|
|   | Family support      | Education recovery | Preparation for learning | Academic skills development | Levelling up agenda | Holistic support | Employment support | Personalised support | Improving attainment |          |
| Place-based intervention                                |                     |                    |                          |                             | 1                   |                  |                    |                      |                      | 1        |
| Coaching, mentoring and/or tuition                      |                     | 1                  |                          |                             |                     |                  |                    |                      | 1                    | 2        |
| Interventions for families                              | 1                   |                    | 1                        |                             |                     |                  |                    |                      |                      | 2        |
| Work-based study programme                              |                     |                    |                          |                             |                     |                  | 1                  |                      |                      | 1        |
| Food  |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Interventions for children with specific learning needs |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| UK settlement scheme                                    |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Funds employers to create jobs                          |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Resources/books   |                     |                    |                          |                             |                     |                  |                    |                      |                      |          |
| Funding   |                     | 1                  |                          |                             |                     |                  |                    |                      | 1                    | 1        |
| <b>Total</b>  | <b>1</b>            | <b>2</b>           | <b>1</b>                 |                             | <b>1</b>            |                  | <b>1</b>           |                      | <b>2</b>             | <b>8</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.



## B2 Social Care initiatives in England

**Table B5. Full list of social care-related initiatives and their goals**

| No. | Name of initiative                            | Primary funder(s)   | Initiative category ('what')                  | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')                              |
|-----|---|---|---|----------------------------------|---|--|
| 1.  | <a href="#">Supporting Families Programme</a> | Department of Health and Social Care (DHSC), the Department for Education (DfE), and the Department for Levelling Up, Housing and Communities (DLUHC) | 1 Family support                              | 1 Interventions for families     | To build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time | £695 million (Planned investment across 2022-25) |
| 2.  | <a href="#">Together for Childhood</a>        | National Society for the Prevention of Cruelty to Children (NSPCC)  | 2 Community-based support                     | 2 Place-based intervention       | To help local partners and families come together to prevent child abuse and tackle the problems that cause it  | Unknown  |
| 3.  | <a href="#">Shine Project</a>                 | YMCA  | 3 Support for young people with complex needs | 3 Youth worker support model     | To improve the way in which YMCAs understand and respond to the needs of young people who have experienced multiple disadvantage.   | Unknown  |
| 4.  | <a href="#">Staying Close pilots</a>          | Department for Education (DfE)  | 4 Support for young                           | 4 Housing, emotional             | To provide an enhanced support package for young  | £36 million (2022-2025)                          |

| No. | Name of initiative   | Primary funder(s)   | Initiative category ('what')                              | Type of support on offer ('how')                     | Goals ('why')  | Budget ('how much')                                    |
|-----|--|---|---|--|--|--|
|     |  |   | people leaving care                                       | and practical support                                | people leaving care from children's homes  | (£6m in 2022-23, £12m in 2023-24 and £18m in 2024-25). |
| 5.  | <a href="#">National Lottery: A Better Start</a>   | National Lottery Community Fund   | 1 Family support  | 2 Place-based intervention                           | To test new ways of making support and services for families stronger, so that children can have the best start in life.         | £215 million (2015-2025)                               |
| 6.  | <a href="#">Home Start: Big Hopes Big Future</a>   | Department for Education (DfE)  | 5 Preparation for learning                                | 1 Interventions for families                         | To work directly with parents and children and help them to build the skills they need to be ready for the first day of school.  | Unknown  |
| 7.  | <a href="#">Carer's Trust: Making Carers Count - Young carers and young adult carers</a> | Carers Trust and Covid-19 Support Fund (managed by the UK insurance and long-term savings industry) | 6 Support for un-paid young carers and young adult carers | 5 Dedicated support for young and young adult carers | To identify and support carers who are under-represented and who have been disproportionately affected by the Covid-19 pandemic. | Unknown  |
| 8.  | <a href="#">Single Homelessness Accommodation Programme</a>                              | Department for Levelling Up, Housing and Communities (DLUHC)  | 7 Support for young rough sleeping or are at risk         | 6 Specialist accommodation                           | To reduce/end rough sleeping for young people.   | £200 million (2022-2025)                               |
| 9.  | <a href="#">Stepladder of Achievement Programme</a>                                      | The Share Foundation  | 5 Preparation for leaving care                            | 7 Mentoring and financial resources                  | To inspire children and young people in care to improve their literacy, numeracy and financial                                   | Unknown  |

| <b>No.</b> | <b>Name of initiative</b> | <b>Primary funder(s)</b> | <b>Initiative category ('what')</b> | <b>Type of support on offer ('how')</b> | <b>Goals ('why')</b>  | <b>Budget ('how much')</b> |
|------------|---------------------------|--------------------------|-------------------------------------|---|---|----------------------------|
|            |                           |                          |                                     |   | capability to be better placed to achieve their full potential as an adult. |                            |

**Table B6. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                         |   |                                       |                          |   |   | Total    |
|---------------------|---------------------|-------------------------|---|---------------------------------------|--------------------------|---|---|----------|
|                     | Family support      | Community-based support | Support for young people with complex needs | Support for young people leaving care | Preparation for learning | Support for un-paid young carers and young adult carers | Support for young rough sleeping or at risk |          |
| Philanthropic       | 1                   |                         |   |                                       | 1                        |   |   | 2        |
| Corporate           |                     |                         |   |                                       |                          |   |   | 0        |
| Government          | 1                   |                         |   | 1                                     | 1                        |   | 1   | 4        |
| Hybrid              |                     | 1                       | 1   |                                       |                          | 1   |   | 3        |
| <b>Total</b>        | <b>2</b>            | <b>1</b>                | <b>1</b>                                    | <b>1</b>                              | <b>2</b>                 | <b>1</b>  | <b>1</b>                                    | <b>9</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B7. Groups of children and young people being targeted across initiative categories**

| Target group                  | Initiative category |                         |   |                                       |                          |   |   | Total |
|-------------------------------|---------------------|-------------------------|---|---------------------------------------|--------------------------|---|---|-------|
|                               | Family support      | Community-based support | Support for young people with complex needs | Support for young people leaving care | Preparation for learning | Support for un-paid young carers and young adult carers | Support for young rough sleeping or at risk |       |
| Social/ economic disadvantage |                     |                         | 1   |                                       | 1                        |   | 1   | 3     |
| NEET / risk of NEET           |                     |                         |   |                                       |                          |   |   | 0     |

| Target group   | Initiative category |                         |   |                                       |                          |   |   | Total     |
|--|---------------------|-------------------------|---|---------------------------------------|--------------------------|---|---|-----------|
|  | Family support      | Community-based support | Support for young people with complex needs | Support for young people leaving care | Preparation for learning | Support for un-paid young carers and young adult carers | Support for young rough sleeping or at risk |           |
| Other ACEs   | 2                   | 2                       | 2   |                                       |                          |   | 1   | 7         |
| CME /absent /excluded  |                     |                         |   |                                       |                          |   |   | 0         |
| Looked after children/ care leavers                              |                     | 1                       |   | 1                                     | 1                        | 1   | 1   | 5         |
| Refugees, asylum seekers, recent migrants                        |                     |                         |   |                                       |                          |   |   | 0         |
| SEN  |                     |                         | 1   |                                       |                          |   |   | 1         |
| Health needs (mental, health inequalities)                       |                     |                         | 1   |                                       |                          |   |   | 1         |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     |                         |   |                                       |                          |   |   | 0         |
| <b>Total</b>   | <b>2</b>            | <b>3</b>                | <b>5</b>                                    | <b>1</b>                              | <b>2</b>                 | <b>1</b>  | <b>3</b>                                    | <b>16</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table B8. Types of support on offer across initiative categories**

| Type of support                                    | Initiative category |                         |   |                                       |                          |   |   | Total    |
|--|---------------------|-------------------------|---|---------------------------------------|--------------------------|---|---|----------|
|  | Family support      | Community-based support | Support for young people with complex needs | Support for young people leaving care | Preparation for learning | Support for un-paid young carers and young adult carers | Support for young rough sleeping or at risk |          |
| Interventions for families                         | 1                   |                         |   |                                       | 1                        |   |   | 2        |
| Place-based intervention                           | 1                   | 1                       |   |                                       |                          |   |   | 2        |
| Youth worker support model                         |                     |                         | 1   |                                       |                          |   |   | 1        |
| Housing, emotional and practical support           |                     |                         |   | 1                                     |                          |   |   | 1        |
| Dedicated support for young and young adult carers |                     |                         |   |                                       |                          | 1   |   | 1        |
| Specialist accommodation                           |                     |                         |   |                                       |                          |   | 1   | 1        |
| Coaching, mentoring and/or tuition                 |                     |                         |   |                                       | 1                        |   |   | 1        |
| <b>Total</b>                                       | <b>2</b>            | <b>1</b>                | <b>1</b>                                    | <b>1</b>                              | <b>2</b>                 | <b>1</b>  | <b>1</b>                                    | <b>9</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## B3 Health initiatives in England

**Table B9. Full list of health-related initiatives and their goals**

| No. | Name of initiative                               | Primary funder(s)   | Initiative category ('what') | Type of support on offer ('how')          | Goals ('why')   | Budget ('how much')                              |
|-----|--|---|------------------------------|---|---|--|
| 1.  | <a href="#">Supporting Families Programme</a>    | Department of Health and Social Care (DHSC), the Department for Education (DfE), and the Department for Levelling Up, Housing and Communities (DLUHC) | 1 Family support             | 1 Interventions for families              | To build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time | £695 million (Planned investment across 2022-25) |
| 2.  | <a href="#">Family Hubs</a>                      | Department for Education (DfE)  | 1 Family support             | 1 Interventions for families              | To offer support to disadvantaged families by bringing together and transforming local services   | £302 million (time period unclear)               |
| 3.  | <a href="#">National Lottery: A Better Start</a> | National Lottery Community Fund   | 1 Family support             | 2 Place-based intervention                | To test new ways of making support and services for families stronger, so that children can have the best start in life.  | £215 million (2015-2025)                         |
| 4.  | <a href="#">Health and Wellbeing Fund</a>        | Department for Health (DfH)   | 2 Mental health support      | 3 Early intervention and support services | To help prevent mental illness in children and young people   | £3.3 million (2019-20)                           |



| No. | Name of initiative               | Primary funder(s)   | Initiative category ('what')        | Type of support on offer ('how')          | Goals ('why')   | Budget ('how much')               |
|-----|----------------------------------|---|-------------------------------------|---|---|-----------------------------------|
| 5.  | <a href="#">A Million and Me</a> | Children in Need  | 2 Mental health support             | 3 Early intervention and support services | To support children and young people with their emotional wellbeing and mental health   | £10 million (time period unclear) |
| 6.  | <a href="#">Headstart</a>        | National Lottery Community Fund                                   | 2 Mental health support             | 3 Early intervention and support services | To explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing.   | £67.4 million (2016-2022)         |
| 7.  | <a href="#">Project ADDER</a>    | Home Office (HO) and Department of Health and Social Care (DOHSC) | 3 Drug-related health and offending | 2 Place-based intervention                | To ensure that more people get effective treatment for drug use, with enhanced treatment and recovery provision, including housing and employment support, and improved communication between treatment providers and courts, prisons, and hospitals. | £59 million (2021-2023)           |

**Table B10. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                       |                                   | Total    |
|---------------------|---------------------|-----------------------|-----------------------------------|----------|
|                     | Family support      | Mental health support | Drug-related health and offending |          |
| Philanthropic       | 1                   | 2                     |                                   | 3        |
| Corporate           |                     |                       |                                   | 0        |
| Government          | 2                   | 1                     | 1                                 | 4        |
| Hybrid              |                     |                       |                                   | 0        |
| <b>Total</b>        | <b>3</b>            | <b>3</b>              | <b>1</b>                          | <b>7</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B11. Groups of children and young people being targeted across initiative categories**

| Target group                        | Initiative category |                       |                                   | Total |
|-------------------------------------|---------------------|-----------------------|-----------------------------------|-------|
|                                     | Family support      | Mental health support | Drug-related health and offending |       |
| Social/ economic disadvantage       | 1                   |                       |                                   | 1     |
| NEET / risk of NEET                 |                     |                       |                                   | 0     |
| Other ACEs                          | 3                   | 2                     | 1                                 | 6     |
| CME /absent /excluded               |                     |                       |                                   | 0     |
| Looked after children/ care leavers |                     |                       |                                   | 0     |

| Target group  | Initiative category |                       |                                   | Total     |
|---|---------------------|-----------------------|-----------------------------------|-----------|
|   | Family support      | Mental health support | Drug-related health and offending |           |
| Refugees, asylum seekers, recent migrants                         |                     |                       |                                   | 0         |
| SEN   |                     |                       |                                   | 0         |
| Health needs (mental, health inequalities)                        |                     | 3                     |                                   | 1         |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion)  |                     | 3                     |                                   | 3         |
| Young involved in crime / gangs / exploitation / victims of crime |                     |                       | 1                                 | 1         |
| <b>Total</b>  | <b>4</b>            | <b>6</b>              | <b>2</b>                          | <b>12</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table B12. Types of support on offer across initiative categories**

| Type of support                         | Initiative category |                       |                                   | Total    |
|---|---------------------|-----------------------|-----------------------------------|----------|
|   | Family support      | Mental health support | Drug-related health and offending |          |
| Interventions for families              | 2                   |                       |                                   | <b>2</b> |
| Place-based intervention                | 1                   |                       | 1                                 | <b>2</b> |
| Early intervention and support services |                     | 3                     |                                   | <b>3</b> |
| <b>Total</b>                            | <b>3</b>            | <b>3</b>              | <b>1</b>                          | <b>7</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## B4 Welfare initiatives in England

**Table B13. Full list of welfare-related initiatives and their goals**

| No. | Name of initiative                                  | Primary funder(s)   | Initiative category ('what')    | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')                              |
|-----|---|---|---------------------------------|----------------------------------|---|--|
| 1.  | <a href="#">Supporting Families Programme</a>       | Department of Health and Social Care (DHSC), the Department for Education (DfE), and the Department for Levelling Up, Housing and Communities (DLUHC) | 1 Family support                | 1 Interventions for families     | To build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time | £695 million (Planned investment across 2022-25) |
| 2.  | <a href="#">Family Hubs</a>                         | Department for Education (DfE)  | 1 Family support                | 1 Interventions for families     | To offer support to disadvantaged families by bringing together and transforming local services   | £302 million (time period unclear)               |
| 3.  | <a href="#">Together for Childhood</a>              | National Society for the Prevention of Cruelty to Children (NSPCC)  | 2 Community-based support       | 2 Place-based intervention       | To help local partners and families come together to prevent child abuse and tackle the problems that cause it  | Unknown  |
| 4.  | <a href="#">The Forward Trust: M-PACT Programme</a> | The Forward Trust   | 1 Family support                | 3 Practitioner support model     | To improve the well-being of children and families affected by substance misuse   | Unknown  |
| 5.  | <a href="#">Shine Project</a>                       | YMCA  | 3 Support for young people with | 3 Practitioner support model     | To improve the way in which YMCAs understand and respond to the needs of  | Unknown  |

| No. | Name of initiative  | Primary funder(s)  | Initiative category ('what')                  | Type of support on offer ('how')     | Goals ('why')   | Budget ('how much')      |
|-----|---|--|---|--------------------------------------|---|--------------------------|
|     |   |  | complex needs                                 |                                      | young people who have experienced multiple disadvantage.  |                          |
| 6.  | <a href="#">The DWP Youth Offer</a>                         | Department for Work and Pensions (DWP)                       | 4 Support for young people to find work       | 4 Coaching, mentoring and/or tuition | To combat youth unemployment and to ensure that young people have the skills they need to look for, find and keep employment. | Unknown                  |
| 7.  | <a href="#">Single Homelessness Accommodation Programme</a> | Department for Levelling Up, Housing and Communities (DLUHC) | 5 Support for young rough sleeping or at risk | 5 Specialist accommodation           | To reduce/end rough sleeping for young people.  | £200 million (2022-2025) |

**Table B14. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                         |   |                                       |   | Total    |
|---------------------|---------------------|-------------------------|---|---------------------------------------|---|----------|
|                     | Family support      | Community-based support | Support for young people with complex needs | Support for young people to find work | Support for young rough sleeping or at risk |          |
| Philanthropic       | 1                   |                         |   |                                       |   | 1        |
| Corporate           |                     |                         |   |                                       |   | 0        |
| Government          | 2                   |                         |   | 1                                     | 1   | 4        |
| Hybrid              |                     | 1                       | 1   |                                       |   | 2        |
| <b>Total</b>        | <b>3</b>            | <b>1</b>                | <b>1</b>                                    | <b>1</b>                              | <b>1</b>                                    | <b>7</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B15. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |                         |   |                                       |   | Total     |
|--|---------------------|-------------------------|---|---------------------------------------|---|-----------|
|  | Family support      | Community-based support | Support for young people with complex needs | Support for young people to find work | Support for young rough sleeping or at risk |           |
| Social/ economic disadvantage                                    | 1                   |                         | 1   | 1                                     | 1   | 4         |
| NEET / risk of NEET  |                     |                         |   | 1                                     |   | 1         |
| Other ACEs   | 6                   | 2                       | 2   |                                       | 1   | 6         |
| CME /absent /excluded  |                     |                         |   |                                       |   | 0         |
| Looked after children/ care leavers                              | 1                   | 1                       |   |                                       | 1   | 3         |
| Refugees, asylum seekers, recent migrants                        |                     |                         |   |                                       |   | 0         |
| SEN  |                     |                         | 1   |                                       |   | 1         |
| Health needs (mental, health inequalities)                       |                     |                         | 1   |                                       |   | 1         |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     |                         |   |                                       |   | 0         |
| <b>Total</b>   | <b>8</b>            | <b>3</b>                | <b>5</b>                                    | <b>2</b>                              | <b>3</b>                                    | <b>21</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.



**Table B16. Types of support on offer across initiative categories**

| Type of support                    | Initiative category |                         |   |                                       |   | Total    |
|------------------------------------|---------------------|-------------------------|---|---------------------------------------|---|----------|
|                                    | Family support      | Community-based support | Support for young people with complex needs | Support for young people to find work | Support for young rough sleeping or at risk |          |
| Interventions for families         | 2                   |                         |   |                                       |   | 2        |
| Place-based intervention           |                     | 1                       |   |                                       |   | 1        |
| Practitioner support model         | 1                   |                         | 1   |                                       |   | 2        |
| Coaching, mentoring and/or tuition |                     |                         |   | 1                                     |   | 1        |
| Specialist accommodation           |                     |                         |   |                                       | 1   | 1        |
| <b>Total</b>                       | <b>3</b>            | <b>1</b>                | <b>1</b>                                    | <b>1</b>                              | <b>1</b>                                    | <b>7</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## B5 Immigration initiatives in England

**Table B17. Full list of immigration-related initiatives and their goals**

| No. | Name of initiative  | Primary funder(s)                        | Initiative category ('what') | Type of support on offer ('how')                   | Goals ('why')  | Budget ('how much') |
|-----|---|--|------------------------------|--|--|---------------------|
| 1.  | <a href="#">National Transfer Scheme</a>  | Home Office                              | Settlement Scheme            | Support for unaccompanied asylum-seeking children  | To ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities.   | Unknown             |
| 2.  | <a href="#">Afghanistan Resettlement Education Grant - part of Operation Warm Welcome</a> | Home Office and Department for Education | Settlement Scheme            | Funding for education services                     | Funding for local authorities to provide education services for children from families arriving from Afghanistan, currently in bridging accommodation. | Unknown             |
| 3.  | <a href="#">Ukraine Family Scheme</a>   | Home Office                              | Settlement Scheme            | Support for Ukrainian nationals to come to the UK  | To allow Ukrainian applicants to join family members, or extend their stay, in the UK.   | Unknown             |
| 4.  | <a href="#">Homes for Ukraine/Ukraine Sponsorship Scheme</a>                              | Home Office                              | Settlement Scheme            | Support for Ukrainian nationals to come to the UK. | To allow Ukrainian nationals and their family members to come to the UK.   | Unknown             |

| <b>No.</b> | <b>Name of initiative</b> | <b>Primary funder(s)</b> | <b>Initiative category ('what')</b> | <b>Type of support on offer ('how')</b> | <b>Goals ('why')</b> | <b>Budget ('how much')</b> |
|------------|---------------------------|--------------------------|-------------------------------------|---|----------------------|----------------------------|
|            |                           |                          |                                     | come to the UK                          |                      |                            |

**Table B18. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category | Total    |
|---------------------|---------------------|----------|
|                     | Settlement Schemes  |          |
| Philanthropic       |                     | 0        |
| Corporate           |                     | 0        |
| Government          | 4                   | 4        |
| Hybrid              |                     | 0        |
| <b>Total</b>        | <b>4</b>            | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B19. Groups of children and young people being targeted across initiative categories**

| Target group                              | Initiative category | Total |
|---|---------------------|-------|
|   | Settlement Schemes  |       |
| Social/ economic disadvantage             |                     | 0     |
| NEET / risk of NEET                       |                     | 0     |
| Other ACEs                                |                     | 0     |
| CME /absent /excluded                     |                     | 0     |
| Looked after children/ care leavers       | 1                   | 1     |
| Refugees, asylum seekers, recent migrants | 4                   | 4     |
| SEN                                       |                     | 0     |

| Target group   | Initiative category | Total    |
|--|---------------------|----------|
|  | Settlement Schemes  |          |
| Health needs (mental, health inequalities)                       |                     | 0        |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     | 0        |
| <b>Total</b>   | <b>5</b>            | <b>5</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table B20. Types of support on offer across initiative categories**

| Type of support                                   | Initiative category | Total    |
|---|---------------------|----------|
|   | Settlement Schemes  |          |
| Support for unaccompanied asylum-seeking children | 1                   | 1        |
| Funding for education services                    | 1                   | 1        |
| Support for Ukrainian nationals to come to the UK | 2                   | 2        |
| <b>Total</b>                                      | <b>4</b>            | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## B6 Youth Justice initiatives in England

**Table B21. Full list of criminal justice-related initiatives and their goals**

| No. | Name of initiative  | Primary funder(s)   | Initiative category ('what')                        | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')                              |
|-----|---|---|---|----------------------------------|---|--|
| 1.  | <a href="#">Disrupting Exploitation Programme</a>         | National Lottery Community Fund   | 1 Youth crime intervention and prevention           | 1 Practitioner support model     | To stop criminal exploitation of children and make sure it doesn't define a young person's future.  | Unknown  |
| 2.  | <a href="#">Violence Reduction Units: Programme level</a> | Home Office   | 2 'Whole-system' approach to tackling violent crime | 2 Place-based intervention       | Brings together local agencies to share information to identify vulnerable children and adults at risk and to help steer them away from involvement with crime.   | £174 million (2019-2022)                         |
| 3.  | <a href="#">Supporting Families Programme</a>             | Department of Health and Social Care (DHSC), the Department for Education (DfE), and the Department for Levelling Up, Housing and Communities (DLUHC) | 3 Family support                                    | 3 Interventions for families     | To build the resilience of vulnerable families, and to drive system change so that every area has joined up, efficient local services which are able to identify families in need and provide the right support at the right time | £695 million (Planned investment across 2022-25) |



| No. | Name of initiative  | Primary funder(s)  | Initiative category ('what')  | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')               |
|-----|---|--|---|----------------------------------|---|-----------------------------------|
| 4.  | <a href="#">Prison Leavers Project - Local Leadership and Integration Fund</a>                    | Ministry of Justice (MoJ)  | 4 Support to help turn people leaving prison away from crime.             | 4 Multi-agency working           | To build robust evidence on what works to reduce reoffending by rapidly developing and testing multiple interventions at a small scale, before scaling up the most effective over time. | £20 million (time period unclear) |
| 5.  | <a href="#">Together for Childhood</a>  | National Society for the Prevention of Cruelty to Children (NSPCC) | 5 Community-based support   | 2 Place-based intervention       | To help local partners and families come together to prevent child abuse and tackle the problems that cause it  | Unknown                           |
| 6.  | <a href="#">The Forward Trust: M-PACT Programme</a>   | The Forward Trust  | 3 Family support  | 1 Practitioner support model     | To improve the well-being of children and families affected by substance misuse   | Unknown                           |
| 7.  | <a href="#">Home Office: Child Sexual Abuse Support Services Transformation Fund</a>              | Home Office  | 6 Support for children and young people who have experienced sexual abuse | 5 Funding                        | Fund to develop and embed best practice in support for children and young people who have experienced sexual abuse.   | Unknown                           |
| 8.  | <a href="#">Youth Endowment Fund: Another chance – Diversion from the criminal justice system</a> | Impetus and the Home Office  | 7 Finding out what works in preventing children and                       | 5 Funding                        | Funding to test a wide range of locally targeted interventions aiming to prevent children and   | £18 million (time period unclear) |

| No. | Name of initiative                   | Primary funder(s)   | Initiative category ('what')               | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')               |
|-----|--------------------------------------|---|--|----------------------------------|---|-----------------------------------|
|     |                                      |   | young people becoming involved in violence |                                  | young people becoming involved in violence.   |                                   |
| 9.  | <a href="#">Project ADDER</a>        | Home Office (HO) and Department of Health and Social Care (DOHSC) | 8 Drug-related health and offending        | 2 Place-based intervention       | To ensure that more people get effective treatment for drug use, with enhanced treatment and recovery provision, including housing and employment support, and improved communication between treatment providers and courts, prisons, and hospitals. | £59 million (2021-2023)           |
| 10. | <a href="#">Turnaround</a>           | UK Government   | 1 Youth crime intervention and prevention  | 5 Funding                        | To prevent youth offending early and stop children and young people moving onto further, more serious crime   | £60 million (time period unclear) |
| 11. | <a href="#">Young Londoners Fund</a> | Greater London Authority/ Mayor of London                         | 9 Activities for young people              | 5 Funding                        | To stop children and young people living in London from getting involved in violence and criminal activity  | £45 million (time period unclear) |

**Table B22. Distribution of initiatives across funding sources and categories**

| Main funding source  | Initiative category                     |   |                |  |                         |   |  |                                   |                             | Total     |
|----------------------|---|---|----------------|--|-------------------------|---|--|-----------------------------------|-----------------------------|-----------|
|                      | Youth crime intervention and prevention | 'Whole-system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime | Community-based support | Support for children and young people who have experienced sexual abuse | Finding out what works in preventing children and young people becoming involved in violence | Drug-related health and offending | Activities for young people |           |
| <b>Philanthropic</b> | 1                                       |   | 1              |  | 1                       |   |  |                                   |                             | <b>3</b>  |
| <b>Corporate</b>     |   |   |                |  |                         |   |  |                                   |                             | <b>0</b>  |
| <b>Government</b>    | 1                                       | 1   | 1              | 1  |                         | 1   |  | 1                                 | 1                           | <b>7</b>  |
| <b>Hybrid</b>        |   |   |                |  |                         |   | 1  |                                   |                             | <b>1</b>  |
| <b>Total</b>         | <b>2</b>                                | <b>1</b>  | <b>2</b>       | <b>1</b>   | <b>1</b>                | <b>1</b>  | <b>1</b>   | <b>1</b>                          | <b>1</b>                    | <b>11</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table B23. Groups of children and young people being targeted across initiative categories**

| Target group                              | Initiative category                     |   |                |  |                         |   |  |                                   |                             | Total     |
|---|---|---|----------------|--|-------------------------|---|--|-----------------------------------|-----------------------------|-----------|
|   | Youth crime intervention and prevention | 'Whole-system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime | Community-based support | Support for children and young people who have experienced sexual abuse | Finding out what works in preventing children and young people becoming involved in violence | Drug-related health and offending | Activities for young people |           |
| Social/economic disadvantage              |   | 1   |                |  |                         |   |  |                                   |                             |           |
| NEET / risk of NEET                       |   | 1   |                |  |                         |   |  |                                   |                             |           |
| Other ACEs                                |   | 2   | 3              |  | 2                       | 1   |  | 1                                 | 1                           | <b>10</b> |
| CME /absent /excluded                     |   | 1   |                |  |                         |   |  |                                   | 1                           | <b>2</b>  |
| Looked after children/ care leavers       |   |   |                |  | 1                       |   |  |                                   |                             | <b>1</b>  |
| Refugees, asylum seekers, recent migrants |   |   |                |  |                         |   |  |                                   |                             | <b>0</b>  |
| SEN                                       |   |   |                |  |                         |   |  |                                   |                             | <b>0</b>  |

| Target group   | Initiative category                     |   |                |  |                         |   |  |                                   |                             | Total     |
|--|---|---|----------------|--|-------------------------|---|--|-----------------------------------|-----------------------------|-----------|
|  | Youth crime intervention and prevention | 'Whole-system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime | Community-based support | Support for children and young people who have experienced sexual abuse | Finding out what works in preventing children and young people becoming involved in violence | Drug-related health and offending | Activities for young people |           |
| Health needs (mental, health inequalities)                       |   |   |                |  |                         |   |  |                                   | 1                           | 1         |
| Young people involved in the youth justice system                | 2                                       | 1   | 1              | 1  |                         | 1   | 1  | 1                                 | 1                           | 9         |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |   |   |                |  |                         |   |  |                                   |                             | 0         |
| <b>Total</b>   | <b>2</b>                                | <b>4</b>  | <b>4</b>       | <b>1</b>   | <b>3</b>                | <b>2</b>  | <b>1</b>   | <b>2</b>                          | <b>4</b>                    | <b>23</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table B24. Types of support on offer across initiative categories**

| Type of support            | Initiative category                     |   |                |  |                         |   |  |                                   |                             | Total     |
|----------------------------|---|---|----------------|--|-------------------------|---|--|-----------------------------------|-----------------------------|-----------|
|                            | Youth crime intervention and prevention | 'Whole-system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime | Community-based support | Support for children and young people who have experienced sexual abuse | Finding out what works in preventing children and young people becoming involved in violence | Drug-related health and offending | Activities for young people |           |
| Practitioner support model | 1                                       |   | 1              |  |                         |   |  |                                   |                             | 2         |
| Place-based intervention   |   | 1   |                |  | 1                       |   |  | 1                                 |                             | 3         |
| Interventions for families |   |   | 1              |  |                         |   |  |                                   |                             | 1         |
| Multi-agency working       |   |   |                | 1  |                         |   |  |                                   |                             | 1         |
| Funding                    | 1                                       |   |                |  |                         | 1   | 1  |                                   | 1                           | 4         |
| <b>Total</b>               | <b>2</b>                                | <b>1</b>  | <b>2</b>       | <b>1</b>   | <b>1</b>                | <b>1</b>  | <b>1</b>   | <b>1</b>                          | <b>1</b>                    | <b>11</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## Appendix C: Data tables for Scotland

### C1 Education initiatives in Scotland

**Table C1. Full list of education-related initiatives and their goals**

| No. | Name of initiative                                  | Primary funder(s)              | Initiative category ('what')                | Type of support on offer ('how') | Goals ('why')  | Budget ('how much')   |
|-----|---|--------------------------------|---|----------------------------------|--|---|
| 1.  | <a href="#">Home Start: Big Hopes Big Future</a>    | Department for Education (DfE) | Preparation for learning                    | Interventions for families       | To work directly with parents and children and help them to build the skills they need to be ready for the first day of school | Unknown   |
| 2.  | <a href="#">Scottish Attainment Challenge (SAC)</a> | Scottish Government            | Education recovery and Improving attainment | Funding                          | To support recovery from the pandemic and accelerate progress in closing the attainment gap                                    | Total funding £1billion<br>*£200 million specifically for the SAC<br>*£145.5 million for teacher and TA recruitment<br>*£130 million for Pupil Equity Funding |



| No. | Name of initiative  | Primary funder(s)   | Initiative category ('what')           | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')                              |
|-----|---|---------------------|--|----------------------------------|---|--|
|     |   |                     |  |                                  |   | *£43 million for Strategic Equity Fund           |
| 3.  | <a href="#">The Promise Partnership Fund</a>                    | Scottish Government | Improving access to work and education | Funding                          | To improve access to work, education and reduce criminalisation for care-experienced families, and so to support families to stay together. | £4million  |
| 4.  | <a href="#">Care Experienced Children and Young People Fund</a> | Scottish Government | Improving attainment                   | Funding                          | To improve educational attainment for care-experienced children and young people  | £11.6 million (in 2020/21)                       |
| 5.  | <a href="#">Best Start, Bright Futures</a>                      | Scottish Government | Family support                         | Interventions for families       | To reduce child poverty in Scotland to less than 10% by 2030.   | Approx. £30m in 2022-23 based on sub-initiatives |
| 6.  | <a href="#">Young Person's Guarantee</a>                        | Scottish Government | Education, employment, and training    | Place-based support              | To address rising unemployment at ages 16-24 as a result of the COVID pandemic.   | £70 million (in 2021/22)                         |

**Table C2. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                    |                          |  |                      | Total    |
|---------------------|---------------------|--------------------|--------------------------|--|----------------------|----------|
|                     | Family support      | Education recovery | Preparation for learning | Improving access to work and education | Improving attainment |          |
| Government          | 1                   | 1                  | 1                        | 2                                      | 1                    | 6        |
| <b>Total</b>        | <b>1</b>            | <b>1</b>           | <b>1</b>                 | <b>2</b>                               | <b>1</b>             | <b>6</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table C3. Groups of children and young people being targeted across initiative categories**

| Target group  | Initiative category |                    |                          |  |                      | Total    |
|---|---------------------|--------------------|--------------------------|--|----------------------|----------|
|   | Family support      | Education recovery | Preparation for learning | Improving access to work and education | Improving attainment |          |
| Social/ economic disadvantage                             | 1                   | 1                  | 1                        |  |                      | 3        |
| NEET / risk of NEET                                       |                     |                    |                          | 2                                      |                      | 2        |
| CME /absent /excluded                                     |                     |                    |                          | 1                                      |                      | 1        |
| Looked after children/ care leavers                       |                     |                    |                          | 1                                      | 1                    | 2        |
| Young people involved in crime/gangs/exploitation victims |                     |                    |                          | 1                                      |                      | 1        |
| <b>Total</b>  | <b>1</b>            | <b>1</b>           | <b>1</b>                 | <b>5</b>                               | <b>1</b>             | <b>9</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table C4. Types of support on offer across initiative categories**

| Type of support            | Initiative category |                    |                          |  |                      | Total    |
|----------------------------|---------------------|--------------------|--------------------------|--|----------------------|----------|
|                            | Family support      | Education recovery | Preparation for learning | Improving access to work and education | Improving attainment |          |
| Place-based intervention   |                     |                    |                          | 1                                      |                      | 1        |
| Interventions for families | 1                   |                    | 1                        |  |                      | 2        |
| Funding                    |                     | 1                  |                          | 1                                      | 1                    | 3        |
| <b>Total</b>               | <b>1</b>            | <b>1</b>           | <b>1</b>                 | <b>2</b>                               | <b>1</b>             | <b>6</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## C2 Social Care initiatives in Scotland

**Table C5. Full list of social care-related initiatives and their goals**

| No. | Name of initiative                               | Primary funder(s)  | Initiative category ('what')                     | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')    |
|-----|--|--|--|----------------------------------|---|------------------------|
| 1.  | <a href="#">Together for Childhood</a>           | National Society for the Prevention of Cruelty to Children (NSPCC) | Community-based support                          | Place-based intervention         | To help local partners and families come together to prevent child abuse and tackle the problems that cause it                              | Unknown                |
| 2.  | <a href="#">Home Start: Big Hopes Big Future</a> | Department for Education (DfE)                                     | Preparation for learning                         | Interventions for families       | To work directly with parents and children and help them to build the skills they need to be ready for the first day of school              | Unknown                |
| 3.  | <a href="#">Whole family Wellbeing Fund</a>      | Scottish Government  | Funding to develop services for families in need | Funding                          | To help families meet individual needs, thrive, and stay together.  | £50million (2022-2023) |
| 4.  | <a href="#">The Promise Partnership Fund</a>     | Scottish Government  | Improving access to work and education           | Funding                          | To improve access to work, education and reduce criminalisation for care-experienced families, and so to support families to stay together. | £4 million             |

| No. | Name of initiative   | Primary funder(s)    | Initiative category ('what')   | Type of support on offer ('how')   | Goals ('why')   | Budget ('how much')                     |
|-----|--|----------------------|--|--|---|---|
| 5.  | <a href="#">Bairn's Hoose (Barnahus)</a>                   | Scottish Government  | Support for children who are victims, witnesses or involved in crime | Multi-agency support in a single location for CYP who have experienced sexual abuse and their families | To support all children who are victims, witness or involved in crime to provide access to trauma-informed recovery, support and justice.   | £2 million for Children Interview Model |
| 6.  | <a href="#">The Promise – Transforming the Care System</a> | Scottish Government  | Transforming care  | By improving experience of care and providing family support to prevent children entering care         | To improve experience and outcomes for young people in care or at risk of moving into care. Aims for young children to be safe with people they know and love, be healthy, have a good education, and know that they are loved. | Approx. £50 million per year            |
| 7.  | <a href="#">Stepladder of Achievement programme</a>        | The Share Foundation | Preparation for leaving care   | Mentoring and financial resources  | To inspire teenagers in care to take steps to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult  | Unknown                                 |

**Table C6. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                         |  |                   |                          |  | Total    |
|---------------------|---------------------|-------------------------|--|-------------------|--------------------------|--|----------|
|                     | Family support      | Community-based support | Support for young people with who are victims, witnesses, or involved in crime | Transforming care | Preparation for learning | Improving access to work and education |          |
| Government          | 1                   |                         | 1  | 1                 | 1                        | 1                                      | 5        |
| Hybrid              |                     | 1                       |  |                   |                          |  | 1        |
| Philanthropic       |                     |                         |  |                   |                          | 1                                      | 1        |
| <b>Total</b>        | <b>1</b>            | <b>1</b>                | <b>1</b>   | <b>1</b>          | <b>1</b>                 | <b>1</b>                               | <b>7</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table C7. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |                         |  |                   |                          |  | Total     |
|--|---------------------|-------------------------|--|-------------------|--------------------------|--|-----------|
|  | Family support      | Community-based support | Support for young people with who are victims, witnesses, or involved in crime | Transforming care | Preparation for learning | Improving access to work and education |           |
| Social/ economic disadvantage  | 1                   |                         |  |                   | 1                        |  | 2         |
| Other ACEs   | 1                   | 1                       | 1  |                   |                          |  | 3         |
| CME /absent /excluded  |                     |                         |  |                   |                          | 1                                      | 1         |
| Children at risk/in need/vulnerable not otherwise specified              | 1                   | 1                       |  | 1                 |                          | 1                                      | 4         |
| Looked after children/ care leavers                                      |                     | 1                       |  | 1                 |                          | 2                                      | 5         |
| Health needs (mental, health inequalities)                               | 1                   |                         |  |                   |                          |  | 1         |
| Young people involved in crime / gangs / exploitation / victims of crime |                     |                         | 1  |                   |                          | 1                                      | 2         |
| <b>Total</b>   | <b>4</b>            | <b>3</b>                | <b>2</b>   | <b>2</b>          | <b>1</b>                 | <b>4</b>                               | <b>17</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.



**Table C8. Types of support on offer across initiative categories**

| Type of support                           | Initiative category |                         |  |                   |                          |  | Total    |
|---|---------------------|-------------------------|--|-------------------|--------------------------|--|----------|
|   | Family support      | Community-based support | Support for young people with who are victims, witnesses, or involved in crime | Transforming care | Preparation for learning | Improving access to work and education |          |
| Interventions for families                |                     |                         |  | 1                 | 1                        |  | 2        |
| Funding                                   | 1                   |                         |  |                   |                          | 1                                      | 2        |
| Place-based intervention                  |                     | 1                       |  |                   |                          |  | 1        |
| Multi-agency support in a single location |                     |                         | 1  |                   |                          |  | 1        |
| Mentoring                                 |                     |                         |  |                   |                          |  | 1        |
| <b>Total</b>                              | <b>1</b>            | <b>1</b>                | <b>1</b>   | <b>1</b>          | <b>1</b>                 | <b>1</b>                               | <b>7</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

### C3 Health initiatives in Scotland

**Table C9. Full list of health-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s)   | Initiative category ('what')   | Type of support on offer ('how')   | Goals ('why')   | Budget ('how much')                                     |
|-----|--|---------------------|--|--|---|---|
| 1.  | <a href="#">Whole Family Wellbeing Fund</a>                | Scottish Government | Funding to develop services for families in need                     | Funding  | To help families meet individual needs, thrive, and stay together.  | £50 million in 2022-3                                   |
| 2.  | <a href="#">Bairn's Hoose (Barnahus)</a>                   | Scottish Government | Support for children who are victims, witnesses or involved in crime | Multi-agency support in a single location for CYP who have experienced sexual abuse and their families | All children who are victims, witness or involved in crime will "have access to trauma-informed recovery, support and justice". | £2 million for Children Interview Model                 |
| 3.  | <a href="#">Best Start, Bright Futures</a>                 | Scottish Government | Family support   | Interventions for families   | To reduce child poverty in Scotland to less than 10 per cent by 2030.   | Approx. £30 million in 2022-23 based on sub-initiatives |
| 4.  | <a href="#">The Promise – Transforming the Care System</a> | Scottish Government | Transforming care  | By improving experience of care and providing family   | To improve experience and outcomes for young people in care or at risk of moving into care. Aims for young children             | Approx. £50million per year                             |

| No. | Name of initiative | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')          | Goals ('why')   | Budget ('how much') |
|-----|--------------------|-------------------|------------------------------|---|---|---------------------|
|     |                    |                   |                              | support to prevent children entering care | to be safe with people they know and love, be healthy, have a good education, and know that they are loved. |                     |

**Table C10. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |  |                   | Total    |
|---------------------|---------------------|--|-------------------|----------|
|                     | Family support      | Support for young people with who are victims, witnesses, or involved in crime | Transforming care |          |
| Government          | 2                   | 1  | 1                 | 4        |
| <b>Total</b>        | <b>2</b>            | <b>1</b>   | <b>1</b>          | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table C11. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |  |                   | Total    |
|--|---------------------|--|-------------------|----------|
|  | Family support      | Support for young people with who are victims, witnesses, or involved in crime | Transforming care |          |
| Social/ economic disadvantage  | 2                   |  |                   | <b>2</b> |
| Other ACEs   | 1                   | 1  |                   | <b>2</b> |
| Children at risk/in need/vulnerable not otherwise specified              | 1                   |  | 1                 | <b>2</b> |
| Looked after children/ care leavers                                      |                     |  | 1                 | <b>1</b> |
| Health needs (mental, health inequalities)                               | 1                   |  |                   | <b>1</b> |
| Young people involved in crime / gangs / exploitation / victims of crime |                     | 1  |                   | <b>1</b> |
| <b>Total</b>   | <b>5</b>            | <b>2</b>   | <b>2</b>          | <b>9</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table C12. Types of support on offer across initiative categories**

| Type of support                           | Initiative category |  |                   | Total    |
|---|---------------------|--|-------------------|----------|
|   | Family support      | Support for young people with who are victims, witnesses, or involved in crime | Transforming care |          |
| Interventions for families                | 1                   |  | 1                 | 2        |
| Funding                                   | 1                   |  |                   | 1        |
| Multi-agency support in a single location |                     | 1  |                   | 1        |
| <b>Total</b>                              | <b>2</b>            | <b>1</b>   | <b>1</b>          | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## C4 Welfare initiatives in Scotland

**Table C13. Full list of welfare-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s)   | Initiative category ('what')                     | Type of support on offer ('how')                     | Goals ('why')   | Budget ('how much')                                     |
|-----|--|---------------------|--|--|---|---|
| 1.  | <a href="#">Whole Family Wellbeing Fund</a>                | Scottish Government | Funding to develop services for families in need | Funding  | To help families meet individual needs, thrive, and stay together.  | £50 million in 2022-3                                   |
| 2.  | <a href="#">The Promise Partnership Fund</a>               | Scottish Government | Improving access to work and education           | Funding  | To improve access to work, education and reduce criminalisation for care-experienced families, and so to support families to stay together.                                       | £4m   |
| 3.  | <a href="#">Best Start, Bright Futures</a>                 | Scottish Government | Family support                                   | Interventions for families                           | To reduce child poverty in Scotland to less than 10 per cent by 2030.   | Approx. £30 million in 2022-23 based on sub-initiatives |
| 4.  | <a href="#">Young Person's Guarantee</a>                   | Scottish Government | Improving access to work and education           | Place-based intervention                             | Aims to address rising unemployment at ages 16-24 as a result of the COVID pandemic.  | £70 million<br><br>(in 2021/22)                         |
| 5.  | <a href="#">The Promise – Transforming the Care System</a> | Scottish Government | Transforming care                                | By improving experience of care and providing family | To improve experience and outcomes for young people in care or at risk of moving into care. Aims for young children to be safe with people they know and love, be healthy, have a | Approx. £50 million per year                            |

| No. | Name of initiative | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')          | Goals ('why')                                 | Budget ('how much') |
|-----|--------------------|-------------------|------------------------------|---|---|---------------------|
|     |                    |                   |                              | support to prevent children entering care | good education, and know that they are loved. |                     |

**Table C14. Distribution of initiatives across funding sources and categories**

| Main funding source  | Initiative category |                              |  |                   | Total    |
|----------------------|---------------------|------------------------------|--|-------------------|----------|
|                      | Family support      | Preparation for leaving care | Improving access to work and education | Transforming care |          |
| <b>Philanthropic</b> |                     |                              |  |                   |          |
| <b>Government</b>    | 2                   |                              | 2                                      | 1                 | <b>5</b> |
| <b>Total</b>         | <b>2</b>            | <b>1</b>                     | <b>2</b>                               | <b>1</b>          | <b>5</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.



**Table C15. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |                              |  |                   | Total     |
|--|---------------------|------------------------------|--|-------------------|-----------|
|  | Family support      | Preparation for leaving care | Improving access to work and education | Transforming care |           |
| Social/ economic disadvantage  | 2                   |                              |  |                   | 2         |
| NEET / risk of NEET  |                     |                              | 1                                      |                   | 1         |
| Children at risk/in need/vulnerable not otherwise specified              | 1                   |                              | 1                                      | 1                 | 3         |
| Other ACEs   | 1                   |                              |  |                   | 1         |
| CME /absent /excluded  |                     |                              | 1                                      |                   | 1         |
| Looked after children/ care leavers                                      |                     |                              | 1                                      | 1                 | 3         |
| Health needs (mental, health inequalities)                               | 1                   |                              |  |                   | 1         |
| Young people involved in crime / gangs / exploitation / victims of crime |                     |                              | 1                                      |                   | 1         |
| <b>Total</b>   | <b>5</b>            |                              | <b>5</b>                               | <b>2</b>          | <b>12</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table C16. Types of support on offer across initiative categories**

| Type of support            | Initiative category |  |                   | Total    |
|----------------------------|---------------------|--|-------------------|----------|
|                            | Family support      | Improving access to work and education | Transforming care |          |
| Interventions for families | 1                   |  | 1                 | <b>2</b> |
| Place-based intervention   |                     | 1                                      |                   | <b>1</b> |
| Funding                    | 1                   | 1                                      |                   | <b>2</b> |
| <b>Total</b>               | <b>2</b>            | <b>2</b>                               | <b>1</b>          | <b>5</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## C5 Immigration initiatives in Scotland

**Table C17. Full list of immigration-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s)   | Initiative category ('what') | Type of support on offer ('how')   | Goals ('why')  | Budget ('how much') |
|-----|--|---------------------|------------------------------|--|--|---------------------|
| 1.  | <a href="#">National Transfer Scheme</a>                     | Home Office         | Settlement Scheme            | Support for unaccompanied asylum-seeking children  | To ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities. | Unknown             |
| 2.  | <a href="#">Ukraine Family Scheme</a>                        | Home Office         | Settlement Scheme            | Support for Ukrainian nationals to come to the UK  | To allow Ukrainian applicants to join family members, or extend their stay, in the UK.                     | Unknown             |
| 3.  | <a href="#">Homes for Ukraine/Ukraine Sponsorship Scheme</a> | Home Office         | Settlement Scheme            | Support for Ukrainian nationals to come to the UK  | To allow Ukrainian nationals and their family members to come to the UK.                                   | Unknown             |
| 4.  | <a href="#">Ukraine Super Sponsor Scheme</a>                 | Scottish Government | Refugee Support              | Sponsorship for visas, temporary accommodation/ meals, needs assessment and matching to longer-term accommodation. | To expedite visas and travel for Ukrainian people coming to Scotland.                                      | Unknown             |

**Table C18. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                 | Total    |
|---------------------|---------------------|-----------------|----------|
|                     | Settlement Schemes  | Refugee support |          |
| Government          | 3                   | 1               | 4        |
| <b>Total</b>        | <b>3</b>            | <b>1</b>        | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table C19. Groups of children and young people being targeted across initiative categories**

| Target group                              | Initiative category |                 | Total    |
|---|---------------------|-----------------|----------|
|   | Settlement Schemes  | Refugee support |          |
| Looked after children/ care leavers       | 1                   |                 | 1        |
| Refugees, asylum seekers, recent migrants | 3                   | 1               | 4        |
| <b>Total</b>                              | <b>4</b>            | <b>1</b>        | <b>5</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table C20. Types of support on offer across initiative categories**

| Type of support  | Initiative category |                 | Total    |
|--|---------------------|-----------------|----------|
|  | Settlement Schemes  | Refugee support |          |
| Support for unaccompanied asylum-seeking children                | 1                   |                 | 1        |
| Support for visas, short and longer term accommodation and meals |                     | 1               | 1        |
| Support for Ukrainian nationals to come to the UK                | 2                   |                 | 2        |
| <b>Total</b>   | <b>3</b>            | <b>1</b>        | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## C6 Criminal Justice initiatives in Scotland

**Table C21. Full list of criminal justice-related initiatives and their goals**

| No. | Name of initiative                       | Primary funder(s)   | Initiative category ('what')   | Type of support on offer ('how')   | Goals ('why')  | Budget ('how much')                     |
|-----|--|---------------------|--|--|--|---|
| 1.  | <a href="#">Bairn's Hoose (Barnahus)</a> | Scottish Government | Support for children who are victims, witnesses or involved in crime | Multi-agency support in a single location for CYP who have experienced sexual abuse and their families | All children who are victims, witness or involved in crime will "have access to trauma-informed recovery, support and justice".  | £2 million for Children Interview Model |
| 2.  | <a href="#">Restorative Justice Hubs</a> | Scottish Government | Restorative Justice  | Place-based intervention   | Aims to put victims at the heart of the justice system and offer nationally high standards of service while offering restorative justice that meets local needs and circumstances. | Unknown                                 |

**Table C22. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |  | Total    |
|---------------------|---------------------|--|----------|
|                     | Restorative Justice | Support for young people with who are victims, witnesses, or involved in crime |          |
| Government          | 1                   | 1  | 2        |
| <b>Total</b>        | <b>1</b>            | <b>1</b>   | <b>2</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table C23. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |  | Total    |
|--|---------------------|--|----------|
|  | Restorative justice | Support for young people with who are victims, witnesses, or involved in crime |          |
| Other ACEs   | 1                   | 1  | 2        |
| Young people involved in crime / gangs / exploitation / victims of crime | 1                   | 1  | 2        |
| <b>Total</b>   | <b>2</b>            | <b>2</b>   | <b>4</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.



**Table C24. Types of support on offer across initiative categories**

| Type of support                           | Initiative category |  | Total    |
|---|---------------------|--|----------|
|   | Restorative Justice | Support for young people with who are victims, witnesses, or involved in crime |          |
| Place-based intervention                  | 1                   |  | 1        |
| Multi-agency support in a single location |                     | 1  | 1        |
| <b>Total</b>                              | <b>1</b>            | <b>1</b>   | <b>2</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## Appendix D: Data tables for Wales

### D1 Education initiatives in Wales

**Table D1. Full list of education-related initiatives and their goals**

| No. | Name of initiative             | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')   | Goals ('why')   | Budget ('how much')     |
|-----|--------------------------------|-------------------|------------------------------|------------------------------------|---|-------------------------|
| 1.  | <a href="#">Flying Start</a>   | Welsh Government  | Family Support               | Childcare and parenting programmes | To offer support to families in areas of disadvantage in Wales  | £20 million (2022-2025) |
| 2.  | <a href="#">Families First</a> | Welsh Government  | Family Support               | Childcare and parenting programmes | To improve the outcomes for children, young people and families. Emphasises prevention and early intervention for families, particularly those living in poverty. | Unknown                 |

**Table D2. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category | Total    |
|---------------------|---------------------|----------|
|                     | Family support      |          |
| Government          | 2                   | 2        |
| <b>Total</b>        | <b>2</b>            | <b>2</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table D3. Groups of children and young people being targeted across initiative categories**

| Target group                  | Initiative category | Total    |
|-------------------------------|---------------------|----------|
|                               | Family support      |          |
| Social/ economic disadvantage | 2                   | 2        |
| Other ACEs                    | 1                   | 1        |
| <b>Total</b>                  | <b>3</b>            | <b>3</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D4. Types of support on offer across initiative categories**

| Type of support                   | Initiative category | Total    |
|-----------------------------------|---------------------|----------|
|                                   | Family support      |          |
| <b>Interventions for families</b> | 2                   | <b>2</b> |
| <b>Total</b>                      | <b>2</b>            | <b>2</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## D2 Social Care initiatives in Wales

**Table D5. Full list of social care-related initiatives and their goals**

| No. | Name of initiative                                  | Primary funder(s)    | Initiative category ('what') | Type of support on offer ('how')   | Goals ('why')  | Budget ('how much')          |
|-----|---|----------------------|------------------------------|------------------------------------|--|------------------------------|
| 1.  | <a href="#">Flying Start</a>                        | Welsh Government     | Family Support               | Childcare and parenting programmes | To offer support to families in areas of disadvantage in Wales   | £20 million<br>(2022 – 2025) |
| 2.  | <a href="#">Families First</a>                      | Welsh Government     | Family Support               | Childcare and parenting programmes | To improve the outcomes for children, YP and families. Emphasises prevention and early intervention for families, particularly those living in poverty.                          | Unknown                      |
| 3.  | <a href="#">Stepladder of Achievement programme</a> | The Share Foundation | Preparation for leaving care | Mentoring and financial resources  | To inspire teenagers in care to take steps to improve their literacy, numeracy and financial capability in order to be better placed to achieve their full potential as an adult | Unknown                      |

**Table D6. Distribution of initiatives across funding sources and categories**

| Main funding source          | Initiative category | Total    |
|------------------------------|---------------------|----------|
|                              | Family support      |          |
| <b>Government</b>            | 2                   | <b>2</b> |
| Preparation for leaving care | 1                   | <b>1</b> |
| <b>Total</b>                 | <b>3</b>            | <b>3</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table D7. Groups of children and young people being targeted across initiative categories**

| Target group                         | Initiative category | Total    |
|--------------------------------------|---------------------|----------|
|                                      | Family support      |          |
| <b>Social/ economic disadvantage</b> | 2                   | <b>2</b> |
| <b>Other ACEs</b>                    | 1                   | <b>1</b> |
| <b>Total</b>                         | <b>3</b>            | <b>3</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D8. Types of support on offer across initiative categories**

| Type of support                   | Initiative category | Total    |
|-----------------------------------|---------------------|----------|
|                                   | Family support      |          |
| <b>Interventions for families</b> | 2                   | <b>2</b> |
| <b>Total</b>                      | <b>2</b>            | <b>2</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

### D3 Health initiatives in Wales

**Table D9. Full list of health-related initiatives and their goals**

| No. | Name of initiative             | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')   | Goals ('why')   | Budget ('how much')          |
|-----|--------------------------------|-------------------|------------------------------|------------------------------------|---|------------------------------|
| 1.  | <a href="#">Flying Start</a>   | Welsh Government  | Family Support               | Childcare and parenting programmes | To offer support to families in areas of disadvantage in Wales  | £20 million<br>(2022 – 2025) |
| 2.  | <a href="#">Families First</a> | Welsh Government  | Family Support               | Childcare and parenting programmes | To improve the outcomes for children, young people and families. Emphasises prevention and early intervention for families, particularly those living in poverty. | Unknown                      |

**Table D10. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category | Total    |
|---------------------|---------------------|----------|
|                     | Family support      |          |
| Government          | 2                   | 2        |
| <b>Total</b>        | <b>2</b>            | <b>2</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.



**Table D11. Groups of children and young people being targeted across initiative categories**

| Target group                  | Initiative category | Total    |
|-------------------------------|---------------------|----------|
|                               | Family support      |          |
| Social/ economic disadvantage | 2                   | 2        |
| Other ACEs                    | 1                   | 1        |
| <b>Total</b>                  | <b>3</b>            | <b>3</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D12. Types of support on offer across initiative categories**

| Type of support            | Initiative category | Total    |
|----------------------------|---------------------|----------|
|                            | Family support      |          |
| Interventions for families | 2                   | 2        |
| <b>Total</b>               | <b>2</b>            | <b>2</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## D4 Welfare initiatives in Wales

**Table D13. Full list of welfare-related initiatives and their goals**

| No. | Name of initiative                                  | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')   | Goals ('why')   | Budget ('how much')          |
|-----|---|-------------------|------------------------------|------------------------------------|---|------------------------------|
| 1.  | <a href="#">Flying Start</a>                        | Welsh Government  | Family Support               | Childcare and parenting programmes | To offer support to families in areas of disadvantage in Wales  | £20 million<br>(2022 – 2025) |
| 2.  | <a href="#">Families First</a>                      | Welsh Government  | Family Support               | Childcare and parenting programmes | To improve the outcomes for children, young people and families. Emphasises prevention and early intervention for families, particularly those living in poverty. | Unknown                      |
| 3.  | <a href="#">The Forward Trust: M-PACT Programme</a> | The Forward Trust | Family Support               | Practitioner support programme     | To improve the well-being of children and families affected by substance misuse   | Unknown                      |

**Table D14. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                              | Total    |
|---------------------|---------------------|------------------------------|----------|
|                     | Family support      | Preparation for leaving care |          |
| Philanthropic       | 1                   | 1                            | 2        |
| Government          | 2                   |                              | 2        |
| <b>Total</b>        | <b>3</b>            | <b>1</b>                     | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table D15. Groups of children and young people being targeted across initiative categories**

| Target group  | Initiative category |                              | Total    |
|---|---------------------|------------------------------|----------|
|   | Family support      | Preparation for leaving care |          |
| Social/ economic disadvantage                               | 2                   |                              | 2        |
| Children at risk/in need/vulnerable not otherwise specified | 1                   |                              | 1        |
| Other ACEs  | 2                   |                              | 2        |
| Looked after children/ care leavers                         |                     | 1                            | 1        |
| <b>Total</b>  | <b>5</b>            | <b>1</b>                     | <b>6</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D16. Types of support on offer across initiative categories**

| Type of support                          | Initiative category |                              | Total    |
|--|---------------------|------------------------------|----------|
|  | Family support      | Preparation for leaving care |          |
| <b>Interventions for families</b>        | 2                   |                              | <b>2</b> |
| <b>Practitioner support model</b>        | 1                   |                              | <b>1</b> |
| <b>Mentoring and financial resources</b> |                     | 1                            | <b>1</b> |
| <b>Total</b>                             | <b>3</b>            | <b>1</b>                     | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## D5 Immigration initiatives in Wales

**Table D17. Full list of immigration-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s) | Initiative category ('what') | Type of support on offer ('how')                  | Goals ('why')  | Budget ('how much') |
|-----|--|-------------------|------------------------------|---|--|---------------------|
| 1.  | <a href="#">National Transfer Scheme</a>                     | Home Office       | Settlement Scheme            | Support for unaccompanied asylum-seeking children | To ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities. | Unknown             |
| 2.  | <a href="#">Ukraine Family Scheme</a>                        | Home Office       | Settlement Scheme            | Support for Ukrainian nationals to come to the UK | To allow Ukrainian applicants to join family members, or extend their stay, in the UK.                     | Unknown             |
| 3.  | <a href="#">Homes for Ukraine/Ukraine Sponsorship Scheme</a> | Home Office       | Settlement Scheme            | Support for Ukrainian nationals to come to the UK | To allow Ukrainian nationals and their family members to come to the UK.                                   | Unknown             |

**Table D18. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category | Total    |
|---------------------|---------------------|----------|
|                     | Settlement Schemes  |          |
| Government          | 3                   | 3        |
| <b>Total</b>        | <b>3</b>            | <b>3</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table D19. Groups of children and young people being targeted across initiative categories**

| Target group                              | Initiative category | Total    |
|---|---------------------|----------|
|   | Settlement Schemes  |          |
| Looked after children/ care leavers       | 1                   | 1        |
| Refugees, asylum seekers, recent migrants | 3                   | 3        |
| <b>Total</b>                              | <b>4</b>            | <b>4</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D20. Types of support on offer across initiative categories**

| Type of support                                   | Initiative category | Total    |
|---|---------------------|----------|
|   | Settlement Schemes  |          |
| Support for unaccompanied asylum-seeking children | 1                   | 1        |
| Support for Ukrainian nationals to come to the UK | 2                   | 2        |
| <b>Total</b>                                      | <b>3</b>            | <b>3</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## D6 Criminal Justice initiatives in Wales

**Table D21. Full list of criminal justice-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s)         | Initiative category ('what')                                | Type of support on offer ('how') | Goals ('why')   | Budget ('how much')               |
|-----|--|---------------------------|---|----------------------------------|---|-----------------------------------|
| 1.  | <a href="#">Violence Reduction Units: Programme level</a>                      | Home Office               | 'Whole system' approach to tackling violent crime           | Place-based intervention         | Brings together local agencies to share information to identify vulnerable children and adults at risk and to help steer them away from involvement with crime.                         | £174 million (2019-2022)          |
| 2.  | <a href="#">Prison Leavers Project - Local Leadership and Integration Fund</a> | Ministry of Justice (MoJ) | Support to help turn people leaving prison away from crime. | Multi-agency working             | To build robust evidence on what works to reduce reoffending by rapidly developing and testing multiple interventions at a small scale, before scaling up the most effective over time. | £20 million (time period unclear) |
| 3.  | <a href="#">The Forward Trust: M-PACT Programme</a>                            | The Forward Trust         | Family support  | Practitioner support model       | To improve the well-being of children and families affected by substance misuse   | Unknown                           |
| 4.  | <a href="#">Turnaround</a>   | UK Government             | Youth crime intervention and prevention                     | Funding                          | To prevent youth offending early and stop children and young people moving onto further, more serious crime   | £60 million (time period unclear) |



**Table D22. Distribution of initiatives across funding sources and categories**

| Main funding source  | Initiative category                     |   |                |  | Total    |
|----------------------|---|---|----------------|--|----------|
|                      | Youth crime intervention and prevention | 'Whole system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime |          |
| <b>Philanthropic</b> |   |   | 1              |  | <b>1</b> |
| <b>Government</b>    | 1                                       | 1   |                | 1  | <b>3</b> |
| <b>Total</b>         | <b>1</b>                                | <b>1</b>  | <b>1</b>       | <b>1</b>   | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table D23. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category                     |   |                |  | Total    |
|--|---|---|----------------|--|----------|
|  | Youth crime intervention and prevention | 'Whole system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime |          |
| <b>NEET / risk of NEET</b>   |   | 1   |                |  | <b>1</b> |
| <b>Children at risk/in need/vulnerable not otherwise specified</b> |   | 1   | 1              |  | <b>2</b> |
| <b>Other ACEs</b>  |   |   | 1              |  | <b>1</b> |
| <b>CME /absent /excluded</b>                                       |   | 1   |                |  | <b>1</b> |
| <b>Young people involved in crime</b>                              | 1                                       | 1   |                | 1  | <b>3</b> |
| <b>Total</b>   | <b>1</b>                                | <b>4</b>  | <b>2</b>       | <b>1</b>   | <b>8</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table D24. Types of support on offer across initiative categories**

| Type of support                   | Initiative category                     |   |                |  | Total    |
|-----------------------------------|---|---|----------------|--|----------|
|                                   | Youth crime intervention and prevention | 'Whole system' approach to tackling violent crime | Family support | Support to help turn people leaving prison away from crime |          |
| <b>Practitioner support model</b> |   |   | 1              |  | <b>1</b> |
| <b>Place-based intervention</b>   |   | 1   |                |  | <b>1</b> |
| <b>Multi-agency working</b>       |   |   |                | 1  | <b>1</b> |
| <b>Funding</b>                    | 1                                       |   |                |  | <b>1</b> |
| <b>Total</b>                      | <b>1</b>                                | <b>1</b>  | <b>1</b>       | <b>1</b>   | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## Appendix E: Data tables for Northern Ireland

### E1 Education initiatives in Northern Ireland

**Table E1. Full list of education-related initiatives and their goals**

| No. | Name of initiative   | Primary funder(s)   | Initiative category ('what') | Type of support on offer ('how') | Goals ('why')  | Budget ('how much')             |
|-----|--|---|------------------------------|----------------------------------|--|---------------------------------|
| 1.  | <a href="#">Sure Start</a>                                 | Department of Education (DE)                                    | Early years support          | Family support                   | To improve young childrens' ability to learn, health and social development.                             | Unknown                         |
| 2.  | <a href="#">The Pathway Fund</a>                           | Department of Education (DE)                                    | Early years support          | Funding                          | To improve the development of children who are at risk of not reaching their full educational potential. | £3.85m in 2021-22 academic year |
| 3.  | <a href="#">Sharing from the Start</a>                     | European Union Northern Ireland Executive Government of Ireland | Shared education             | Experiences of shared education  | To improve community cohesion, inclusion, diversity, and educational outcomes for young children.        | Unknown                         |
| 4.  | <a href="#">Collaboration through Sharing in Education</a> | European Union Northern Ireland Executive Government of Ireland | Shared education             | Experiences of shared education  | To promote community cohesion and enhance educational outcomes.  | Unknown                         |
| 5.  | <a href="#">Engage Programme</a>                           | Department of Education (DE)                                    | Education recovery           | Funding                          | To limit any long-term adverse impact of the   | £16.9m in 2022-23 academic year |

| No. | Name of initiative                | Primary funder(s)            | Initiative category ('what')                   | Type of support on offer ('how')                        | Goals ('why')  | Budget ('how much') |
|-----|-----------------------------------|------------------------------|--|---|--|---------------------|
|     |                                   |                              |  |   | COVID-19 lockdown on educational standards.  |                     |
| 6.  | <a href="#">Nurture Provision</a> | Department of Education (DE) | Social, emotional and behavioural intervention | Interventions for children with specific learning needs | To improve social, emotional and behavioural outcomes among children who have difficulty learning within a mainstream class. | £3m in 2022         |

**Table E2. Distribution of initiatives across funding sources and categories**

| Main funding source  | Initiative category |                  |                    |  | Total    |
|----------------------|---------------------|------------------|--------------------|--|----------|
|                      | Early years support | Shared education | Education recovery | Social, emotional and behavioural intervention |          |
| <b>Philanthropic</b> |                     |                  |                    |  |          |
| <b>Corporate</b>     |                     |                  |                    |  |          |
| <b>Government</b>    | 2                   | 2                | 1                  | 1  | <b>6</b> |
| <b>Hybrid</b>        |                     |                  |                    |  |          |
| <b>Total</b>         | <b>2</b>            | <b>2</b>         | <b>1</b>           | <b>1</b>                                       | <b>6</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table E3. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |                  |                    |  | Total    |
|--|---------------------|------------------|--------------------|--|----------|
|  | Early years support | Shared education | Education recovery | Social, emotional and behavioural intervention |          |
| Social/ economic disadvantage                                    | 2                   |                  | 1                  |  | 3        |
| NEET / risk of NEET  |                     |                  |                    |  |          |
| Other ACEs   |                     |                  |                    |  |          |
| CME /absent /excluded  |                     |                  |                    |  |          |
| Looked after / care leavers                                      |                     |                  |                    |  |          |
| Refugees, asylum seekers, recent migrants                        |                     |                  |                    |  |          |
| SEN  |                     |                  |                    | 1  | 1        |
| Health needs (mental, health inequalities)                       |                     |                  |                    |  |          |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     | 2                |                    |  | 2        |
| <b>Total</b>   | <b>2</b>            | <b>2</b>         | <b>1</b>           | <b>1</b>                                       | <b>6</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table E4. Types of support on offer across initiative categories**

| Target group  | Initiative category |                  |                    |  | Total    |
|---|---------------------|------------------|--------------------|--|----------|
|   | Early years support | Shared education | Education recovery | Social, emotional and behavioural intervention |          |
| Family support  | 1                   |                  |                    |  | 1        |
| Funding   | 1                   |                  | 1                  |  | 2        |
| Experiences of shared education                         |                     | 2                |                    |  | 2        |
| Interventions for children with specific learning needs |                     |                  |                    | 1  | 1        |
| <b>Total</b>  | <b>2</b>            | <b>2</b>         | <b>1</b>           | <b>1</b>                                       | <b>6</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## E2 Other initiatives (Social Care, Health, Welfare, Immigration and Youth Justice) in Northern Ireland

**Table E5. Full list of other initiatives and their goals**

| No. | Name of initiative                                  | Policy area | Primary funder(s)  | Initiative category ('what')                                      | Type of support on offer ('how')   | Goals ('why')  | Budget ('how much')                  |
|-----|---|-------------|--|---|------------------------------------|--|--------------------------------------|
| 1.  | <a href="#">Foyle Family Justice Centre</a>         | Social Care | Department for Communities (DfC)<br>Department of Justice<br>Foyle Women's Aid | Support for young people and families experiencing domestic abuse | Holistic support                   | To provide a holistic, direct, informed, tailored and multi-agency (i.e. joined-up) service for those experiencing domestic abuse  | £1.6 million government contribution |
| 2.  | <a href="#">Stepladder of Achievement Programme</a> | Social Care | The Share Foundation   | Preparation for leaving care                                      | Mentoring and financial resources  | To inspire children and young people in care to improve their literacy, numeracy and financial capability to be better placed to achieve their full potential as an adult. | Unknown                              |
| 3.  | <a href="#">JobStart</a>                            | Welfare     | Department for Communities (DfC)   | Support for young people to find work                             | Funding                            | To provide job opportunities for 16- to 24-year-olds who are at risk of long-term unemployment.  | £20 million total funding            |
| 4.  | <a href="#">The DWP Youth Offer</a>                 | Welfare     | Department for Work and Pensions (DWP)   | Support for young   | Coaching, mentoring and/or tuition | To combat youth unemployment and to ensure that young people   | Unknown                              |



| No. | Name of initiative                                | Policy area   | Primary funder(s)           | Initiative category ('what')                         | Type of support on offer ('how')                  | Goals ('why')  | Budget ('how much') |
|-----|---|---------------|-----------------------------|--|---|--|---------------------|
|     |   |               |                             | people to find work                                  |   | have the skills they need to look for, find and keep employment.   |                     |
| 5.  | <a href="#">Ukraine Family Scheme</a>             | Immigration   | Home Office (UK government) | Settlement Scheme                                    | Support for Ukrainian nationals to come to the UK | To allow Ukrainian applicants to join family members, or extend their stay, in the UK.                     | Unknown             |
| 6.  | <a href="#">Homes for Ukraine</a>                 | Immigration   | Home Office (UK government) | Settlement Scheme                                    | Support for Ukrainian nationals to come to the UK | To allow Ukrainian nationals and their family members to come to the UK.                                   | Unknown             |
| 7.  | <a href="#">National Transfer Scheme</a>          | Immigration   | Home Office (UK government) | Settlement Scheme                                    | Support for unaccompanied asylum-seeking children | To ensure a more equitable distribution of unaccompanied asylum-seeking children across local authorities. | Unknown             |
| 8.  | <a href="#">Earlier Stage Diversion Programme</a> | Youth Justice | Department of Justice       | Support for children involved in low level offending | Interventions for young people                    | To prevent reoffending by young people.  | Unknown             |

**Table E6. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative policy area |        |          |             |               | Total    |
|---------------------|------------------------|--------|----------|-------------|---------------|----------|
|                     | Social Care            | Health | Welfare  | Immigration | Youth Justice |          |
| Philanthropic       | 1                      |        |          |             |               | 1        |
| Corporate           |                        |        |          |             |               |          |
| Government          | 1                      |        | 2        | 3           | 1             | 7        |
| Hybrid              |                        |        |          |             |               |          |
| <b>Total</b>        | <b>2</b>               |        | <b>2</b> | <b>3</b>    | <b>1</b>      | <b>8</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table E7. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |        |          |             |               | Total     |
|--|---------------------|--------|----------|-------------|---------------|-----------|
|  | Social Care         | Health | Welfare  | Immigration | Youth Justice |           |
| Social/ economic disadvantage                                    |                     |        | 2        |             |               | 2         |
| NEET / risk of NEET  |                     |        | 2        |             |               | 2         |
| Other ACEs   | 1                   |        |          |             |               | 1         |
| CME /absent /excluded  |                     |        |          |             |               |           |
| Looked after children/ care leavers                              | 1                   |        | 1        | 1           |               | 3         |
| Refugees, asylum seekers, recent migrants                        |                     |        |          | 3           |               | 3         |
| SEN  |                     |        | 1        |             |               | 1         |
| Health needs (mental, health inequalities)                       |                     |        |          |             |               |           |
| Young people involved in the youth justice system                |                     |        |          |             | 1             | 1         |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     |        |          |             |               |           |
| <b>Total</b>   | <b>2</b>            |        | <b>6</b> | <b>4</b>    | <b>1</b>      | <b>13</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table E8. Types of support on offer across initiative categories**

| Type of support                                   | Initiative category |        |          |             |               | Total    |
|---|---------------------|--------|----------|-------------|---------------|----------|
|   | Social Care         | Health | Welfare  | Immigration | Youth Justice |          |
| Holistic support                                  | 1                   |        |          |             |               | 1        |
| Mentoring and financial resources                 | 1                   |        |          |             |               | 1        |
| Funding   |                     |        | 1        |             |               | 1        |
| Coaching, mentoring and/or tuition                |                     |        | 1        |             |               | 1        |
| Support for Ukrainian nationals to come to the UK |                     |        |          | 2           |               | 2        |
| Support for unaccompanied asylum-seeking children |                     |        |          | 1           |               | 1        |
| Interventions for young people                    |                     |        |          |             | 1             | 1        |
| <b>Total</b>                                      | <b>2</b>            |        | <b>2</b> | <b>3</b>    | <b>1</b>      | <b>8</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## Appendix F: Data tables for the Republic of Ireland

### F1 Education initiatives in the Republic of Ireland

**Table F1. Full list of education-related initiatives and their goals**

| No. | Name of initiative  | Primary funder(s)  | Initiative category ('what') | Type of support on offer ('how')                        | Goals ('why')   | Budget ('how much')  |
|-----|---|--|------------------------------|---|---|----------------------|
| 1.  | <a href="#">Better Start Access and Inclusion</a>             | Department of Children, Equality, Disability, Integration and Youth (DCEDIY) | Personalised support         | Interventions for children with specific learning needs | To improve inclusion in early learning and childcare. | Unknown              |
| 2.  | <a href="#">Summer Programme</a>                              | Department of Education (DE)   | Education recovery           | Interventions for children with specific learning needs | To improve educational outcomes.                      | Unknown              |
| 3.  | <a href="#">SEN Transition Pilot</a>                          | Department of Education (DE)   | Personalised support         | Interventions for children with specific learning needs | To improve post-school progression.                   | Unknown              |
| 4.  | <a href="#">Delivering Equality of Opportunity in Schools</a> | Department of Education (DE)   | Improving attainment         | Funding   | To close the socioeconomic attainment gap.            | Unknown              |
| 5.  | <a href="#">City Connects</a>                                 | Department of Education (DE)   | Improving attainment         | Personalised support                                    | To close the socioeconomic attainment gap.            | Unknown              |
| 6.  | <a href="#">Traveller and Roma Education Fund</a>             | Department of Education (DE)   | Holistic support             | Personalised support                                    | To improve school attendance,                         | €400,000 (from 2022) |

| No. | Name of initiative   | Primary funder(s)  | Initiative category ('what')      | Type of support on offer ('how') | Goals ('why')                   | Budget ('how much') |
|-----|--|--|-----------------------------------|----------------------------------|---------------------------------|---------------------|
|     |  |  |                                   |                                  | retention and progression.      |                     |
| 7   | <a href="#">Scaling Education Fund 2022 – 2025 - Rethink Ireland</a> | Private philanthropic funding, and Government - the Department of Rural and Community Development from the Dormant Accounts Fund | Reducing educational disadvantage | Funding                          | Reduce educational disadvantage | €7.2 million        |

**Table F2. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative category |                  |                      |                      | Total    |
|---------------------|---------------------|------------------|----------------------|----------------------|----------|
|                     | Education recovery  | Holistic support | Personalised support | Improving attainment |          |
| Philanthropic       |                     |                  |                      |                      |          |
| Corporate           |                     |                  |                      |                      |          |
| Government          | 1                   | 1                | 2                    | 2                    | 6        |
| Hybrid              |                     |                  |                      | 1                    | 1        |
| <b>Total</b>        | <b>1</b>            | <b>1</b>         | <b>2</b>             | <b>2</b>             | <b>7</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table F3. Groups of children and young people being targeted across initiative categories**

| Target group   | Initiative category |                  |                      |                      | Total    |
|--|---------------------|------------------|----------------------|----------------------|----------|
|  | Education recovery  | Holistic support | Personalised support | Improving attainment |          |
| Social/ economic disadvantage                                    |                     |                  |                      | 3                    | 3        |
| NEET / risk of NEET  |                     |                  |                      |                      |          |
| Other ACEs   |                     |                  |                      |                      |          |
| CME /absent /excluded  |                     |                  |                      |                      |          |
| Looked after children / care leavers                             |                     |                  |                      |                      |          |
| Refugees, asylum seekers, recent migrants                        |                     |                  |                      | 1                    | 1        |
| SEN  | 1                   |                  | 2                    |                      | 3        |
| Health needs (mental, health inequalities)                       |                     |                  |                      |                      |          |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     | 1                |                      | 1                    | 2        |
| <b>Total</b>   | <b>1</b>            | <b>1</b>         | <b>2</b>             | <b>4</b>             | <b>9</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table F4. Types of support on offer across initiative categories**

| Target group  | Initiative category |                  |                      |                      | Total    |
|---|---------------------|------------------|----------------------|----------------------|----------|
|   | Education recovery  | Holistic support | Personalised support | Improving attainment |          |
| Interventions for children with specific learning needs | 1                   |                  | 2                    |                      | 3        |
| Funding   |                     |                  |                      | 2                    | 1        |
| Personalised support                                    |                     | 1                |                      | 1                    | 2        |
| <b>Total</b>  | <b>1</b>            | <b>1</b>         | <b>2</b>             | <b>3</b>             | <b>7</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.



## F2 Other initiatives (Social Care, Health, Welfare, Immigration and Youth Justice) in the Republic of Ireland

**Table F5. Full list of initiatives and their goals**

| No. | Name of initiative                              | Policy area   | Primary funder(s)  | Initiative category ('what')               | Type of support on offer ('how') | Goals ('why')   | Budget ('how much') |
|-----|---|---------------|--|--|----------------------------------|---|---------------------|
| 1.  | <a href="#">Barnahus</a>                        | Social Care   | Department of Children, Equality, Disability, Integration and Youth (DCEDIY) | Support for victims of child sexual abuse  | Holistic support                 | To improve outcomes for victims of child sexual abuse.  | Unknown             |
| 2.  | <a href="#">Progressing Disability Services</a> | Health        | Department of Children, Equality, Disability, Integration and Youth (DCEDIY) | Support for young people with disabilities | Reconfiguration of services      | To develop equity of access and local needs-based provision for all children with disabilities. | Unknown             |
| 3.  | <a href="#">Area Based Childhood Programme</a>  | Welfare       | Department of Children, Equality, Disability, Integration and Youth (DCEDIY) | Family support                             | Place-based intervention         | To deliver better outcomes for children and families living in areas of entrenched poverty.     | Unknown             |
| 4.  | <a href="#">Greentown Programme</a>             | Youth Justice | Department of Justice  | Community-based support                    | Place-based intervention         | To reduce the prevalence of serious criminal activity committed by young people.                | Unknown             |

**Table F6. Distribution of initiatives across funding sources and categories**

| Main funding source | Initiative policy area |          |          |             |               | Total    |
|---------------------|------------------------|----------|----------|-------------|---------------|----------|
|                     | Social Care            | Health   | Welfare  | Immigration | Youth Justice |          |
| Philanthropic       |                        |          |          |             |               |          |
| Corporate           |                        |          |          |             |               |          |
| Government          | 1                      | 1        | 1        |             | 1             | 4        |
| Hybrid              |                        |          |          |             |               |          |
| <b>Total</b>        | <b>1</b>               | <b>1</b> | <b>1</b> |             | <b>1</b>      | <b>4</b> |

Each initiative has been assigned to one programme category and funding source meaning each initiative is counted once.

**Table F7. Groups of children and young people being targeted across initiative categories**

| Target group                         | Initiative category |        |         |             |               | Total |
|--------------------------------------|---------------------|--------|---------|-------------|---------------|-------|
|                                      | Social Care         | Health | Welfare | Immigration | Youth Justice |       |
| Social/ economic disadvantage        |                     |        | 1       |             | 1             | 2     |
| NEET / risk of NEET                  |                     |        | 1       |             |               | 1     |
| Other ACEs                           | 1                   |        |         |             |               | 1     |
| CME /absent /excluded                |                     |        |         |             |               |       |
| Looked after children / care leavers |                     |        |         |             |               |       |

| Target group   | Initiative category |          |          |             |               | Total    |
|--|---------------------|----------|----------|-------------|---------------|----------|
|  | Social Care         | Health   | Welfare  | Immigration | Youth Justice |          |
| Refugees, asylum seekers, recent migrants                        |                     |          |          |             |               |          |
| SEN  |                     | 1        |          |             |               | 1        |
| Health needs (mental, health inequalities)                       |                     | 1        |          |             |               | 1        |
| Young people involved in the youth justice system                |                     |          |          |             | 1             | 1        |
| Marginalised (e.g. race, gender, sexuality, ethnicity, religion) |                     |          |          |             |               |          |
| <b>Total</b>   | <b>1</b>            | <b>2</b> | <b>2</b> |             | <b>2</b>      | <b>7</b> |

Initiatives may target more than one group of children and young people leading to multiple counts.

**Table F8. Types of support on offer across initiative categories**

| Type of support             | Initiative category |          |          |             |               | Total    |
|-----------------------------|---------------------|----------|----------|-------------|---------------|----------|
|                             | Social Care         | Health   | Welfare  | Immigration | Youth Justice |          |
| Holistic support            | 1                   |          |          |             |               | 1        |
| Reconfiguration of services |                     | 1        |          |             |               | 1        |
| Place-based intervention    |                     |          | 1        |             | 1             | 2        |
| <b>Total</b>                | <b>1</b>            | <b>1</b> | <b>1</b> |             | <b>1</b>      | <b>4</b> |

Each initiative has been assigned to one initiative category and type of support meaning each initiative is counted once.

## Appendix G Index of experts

Special thanks go to the following experts who contributed to the study in a variety of ways depending on capacity, expertise and specific area(s) of interest. Their input included: supporting the development of the mapping parameters; sharing knowledge of issues affecting children and young people in adversity; identifying current relevant major initiatives in area(s) of specialism and validating the selected major initiatives to be included in the mapping; and reviewing the findings.

- Hannah Aldridge - Senior Policy and Research Officer, Child Poverty Action Group
- Helen Beckett - Director, Safer Young Lives Research Centre and Reader in Child Protection and Children's Rights, University of Bedfordshire
- Professor Stephen Case - Professor of Criminology, Loughbrough University
- Linda Davidge-Smith - Head of Subject, Initial Teacher Education and Educational Practice, University of South Wales
- Graeme Duncan - Director, Right to Succeed
- Dr Susan Flynn - Assistant Professor in Social Work, Trinity College Dublin
- Professor Tony Gallagher - Professor of Social Sciences, Education and Social Work, Queens University Belfast
- Dr Maggie Grant - Senior Research Fellow in Social Work, University of Stirling
- Tracey Harrison, Chief Executive Officer, Safe and Sound Group
- Chrisann Jarrett - Founder and Chief Executive Officer,, We Belong
- Dr Rebecca Lacey - Associate Professor, Epidemiology and Public Health, Institute of Epidemiology and Health
- Dr Tracey Maegusku-Hewett - Senior Lecturer, Social Work, Swansea University
- Dr Joan Mowat - Senior Lecturer in Education, University of Strathclyde
- Carole Murphy - Practice Development Advisor, Children and Young People's Centre for Justice, University of Strathclyde
- Orla O'Neill - Executive Director at St Stephen's Green Trust

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- Marian Quinn - Chief Executive Officer, Childhood Development Initiative (CDI)
- Professor Jonathan Scourfield - Professor of Social Work and Deputy Director of CASCADE, the Children's Social Care Research and Development Centre, Cardiff University
- Robert Smith, Researcher, Llŵchwr Research
- Dr Edward Sosu, Reader in Education, University of Strathclyde

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